

# GREENPARK SCHOOL ANNUAL REPORT 2024



## **PRINCIPAL'S REPORT**

Greenpark School, through its analysis of student data, has placed a strong emphasis on improving student achievement in Literacy. In 2021, our kura engaged with the Ministry of Education's Better Start Literacy Programme, focusing on our junior team. In 2022, we extended this initiative to implement a full school Structured Literacy programme, which remains a major focus for our kura. Throughout 2024, there has been a slight shift in focus to writing, with the purpose of transferring spelling and increasing composition skills. The ultimate goal of Structured Literacy practices is to enable all tamariki to comprehend and compose text at an age and stage appropriate level. This learning represents a significant financial and human resource commitment from our Board of Trustees and kura, including:

- Providing professional learning for our team
- Offering teacher release time to attend professional learning and development
- Allocating teacher release time for peer coaching and observation
- Investing in the iDeal online platform and teacher resources
- Purchasing structured literacy reading resources for our tamariki
- Employing learning support staff throughout 2023 - 2024 to assist struggling readers
- Investment in Writing PLD

In 2022 and 2023, our focus was on implementing new practices in spelling and reading. In 2024, while inducting new staff and continuing to sustain these practices in reading and spelling, our focus shifted to writing. New approaches to teaching and learning have shifted our assessment practices, and these will continue to evolve throughout 2025 - 2026 as new Ministry of Education mandates are implemented throughout Aotearoa. As a kura, we are extremely proud of the progress our kaiako and tamariki have made.

Our Board of Trustees is a dedicated and knowledgeable group, well-informed and fully engaged in our strategic plan. In addition to their commitment to improving outcomes for our tamariki, they are managing several significant property projects, including:

- Weathertight remediation of our hall and refurbishment of six classrooms
- Replacing our junior playground
- Implementation of 5YA works as outlined in our 10YPP
- Completing several exterior playscape areas

## GREENPARK SCHOOL BOARD OF TRUSTEES

Greg Cummings	Presiding Member
Krissy Thompson	Parent Elected Representative
Heather Kawan	Parent Elected Representative
Gareth Norman	Parent Elected Representative
Gareth Scholes	Principal
Haidee Jenkins	Staff Representative
Theresa Lemi	Board of Trustees Secretary



## STATEMENT OF VARIANCE AGAINST TARGETS

**STRATEGIC INITIATIVE: MĀTAURANGA | STRUCTURED LITERACY** - Implement school wide structured literacy practices to challenge and empower teacher practice and accelerate learning.

### ANNUAL AIMS/GOALS:

- GPS currently has 78 (12%) students between Y2 - Y6 identified in our Literacy Tracking (Spelling & Reading) who are well below (Towards With Targeted Support).
  - By the end of 2024, the goal is to reduce this to 7% (45 students)

WHAT DID WE ACHIEVE?	EVIDENCE	REASONS FOR ANY DIFFERENCE	WHERE TO NEXT?
<p><b>New Staff Induction</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>● Practical - Coaching Spelling</li> <li>● Theory - SOR, Structured Literacy, decodable readers, syllable types</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>● Practical - Reading coaching</li> <li>● Theory - Explicit instruction, assessment, building fluency</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>● Practical - NE teacher coaching</li> <li>● Theory - differentiation, authentic texts, building fluency</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>● Practical - NE teacher coaching</li> <li>● Theory - Shared reading, dyslexia explained, types of reading difficulties</li> </ul> <p><b>Writing Baseline Assessment</b> Coaching the coaches re: instructional coaching. Coaching coaches to teach at different levels.</p> <p><b>Writing PLD</b> Modelling concept word selection. Staff to create their own lists with cross stage words &amp; content words.</p>	<p>All induction presentations in 11. Professional Learning shared folder</p> <p>Group notes and sharing doc collated collaboratively throughout 2024 <a href="https://docs.google.com/presentation/d/1TJ0PdESnID1Pi40pn0hA4TmX_SJUXiONtcyK4XGN_h8/edit?usp=drive_link">https://docs.google.com/presentation/d/1TJ0PdESnID1Pi40pn0hA4TmX_SJUXiONtcyK4XGN_h8/edit?usp=drive_link</a></p> <p>All coaching round notes in 11. Professional Learning - Coaching Round shared folder</p> <p>Baseline writing data 2024, administered, collected and collated <a href="https://docs.google.com/spreadsheets/d/1HbNgntSLtSC91r5IB7gKnWfs0FiEkqkg5Ldvy1hPFcg/edit?usp=drive_link">https://docs.google.com/spreadsheets/d/1HbNgntSLtSC91r5IB7gKnWfs0FiEkqkg5Ldvy1hPFcg/edit?usp=drive_link</a></p> <p>Greenpark School Hui - presentations in 11. Professional Learning - English shared folder</p> <p>Write That Essay PLD - Term 1</p>	<p>Writing data is yet to be compared.</p> <p>2024 baseline data will not be compared until Term 1, 2025.</p> <p>Observable differences in student handwriting, writing, and spelling books are noticeable in all classes. There is varying degrees of implementation.</p>	<p><b>Sustain and Maintain</b> With new MOE revised curriculum, our goal is to minimise disruption, ensure high expectations, continue to build on teaching and learning practices with literacy practices that are evidence based. Greenpark School is well placed with MOE directives, and will need minimal PLD to comply with the revised English Curriculum.</p> <p><b>Structured Writing</b> PLD with writing has been a gradual release model. 2025 will see the hand over to Learning Leaders who have participated in additional learning with The Writing Revolution during 2024.</p>

<p><b>Writing Coaching</b></p>	<p>attended by teachers</p> <p>Helen Walls Writing PLD - Junior and Senior school sessions</p> <p>Learning leaders and ESOL teacher have completed The Writing Revolution Course</p> <p>All coaching round notes are in 11. Professional Learning - Coaching Round shared folder</p> <p>Observational changes in teaching and learning writing programmes and goal setting</p>		
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**DATA**

**PAT Reading Comprehension**

**All Data**

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	34.0 <small>22 tamariki omitted/absent</small>	25.8 (28.8) <small>5 tamariki omitted</small>	34.0 (28.8) <small>3 omitted</small>		
Year 5	35.3 <small>6 tamariki omitted/absent</small>	35.4 (35.8) <small>2 tamariki omitted/absent</small>	35.3 (35.8) <small>5 omitted</small>		
Year 6	44.0 <small>11 tamariki omitted/absent</small>	42.2 (45.0) <small>1 tamariki omitted/absent</small>	44.0 (45.0) <small>8 omitted</small>		

**Male Data**

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	31.2 <small>14 tamariki omitted/absent</small>	21.1 (28.8) <small>3 tamariki omitted/absent</small>	28.5 (28.8) <small>0 tamariki omitted/absent</small>		

Year 5	33.0 3 tamariki omitted/absent	31.1 (35.8)	39.5 (35.8) 0 tamariki omitted/absent		
Year 6	43.5 5 tamariki omitted/absent	40.7 (45.0) 2 tamariki omitted/absent	43.6 (45.0) 3 tamariki omitted/absent		

### Female Data

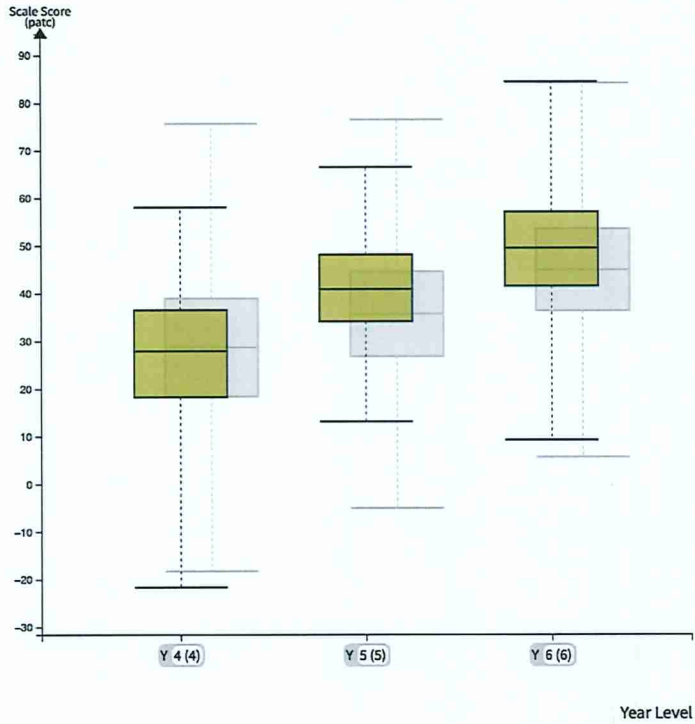
	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	36.3 8 tamariki omitted/absent	30.8 (28.8) 2 tamariki omitted/absent	25.4 (28.8) 2 tamariki omitted/absent		
Year 5	38.6 3 tamariki omitted/absent	39.2 (35.8) 2 tamariki omitted/absent	43.5 (35.8) 1 tamariki omitted/absent		
Year 6	44.4 6 tamariki omitted/absent	45.5 (45.0) 2 tamariki omitted/absent	51.8 (45.0) 1 tamariki omitted/absent		

### Māori Data

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	34.4 9 tamariki omitted/absent	24.7 (28.8) 2 tamariki omitted/absent	26.4 (28.8)		
Year 5	31.9 4 tamariki omitted/absent	34.6 (35.8)	41.4 (35.8)		
Year 6	38.2 4 tamariki omitted/absent	40.2 (45.0)	47.1 (45.0)		

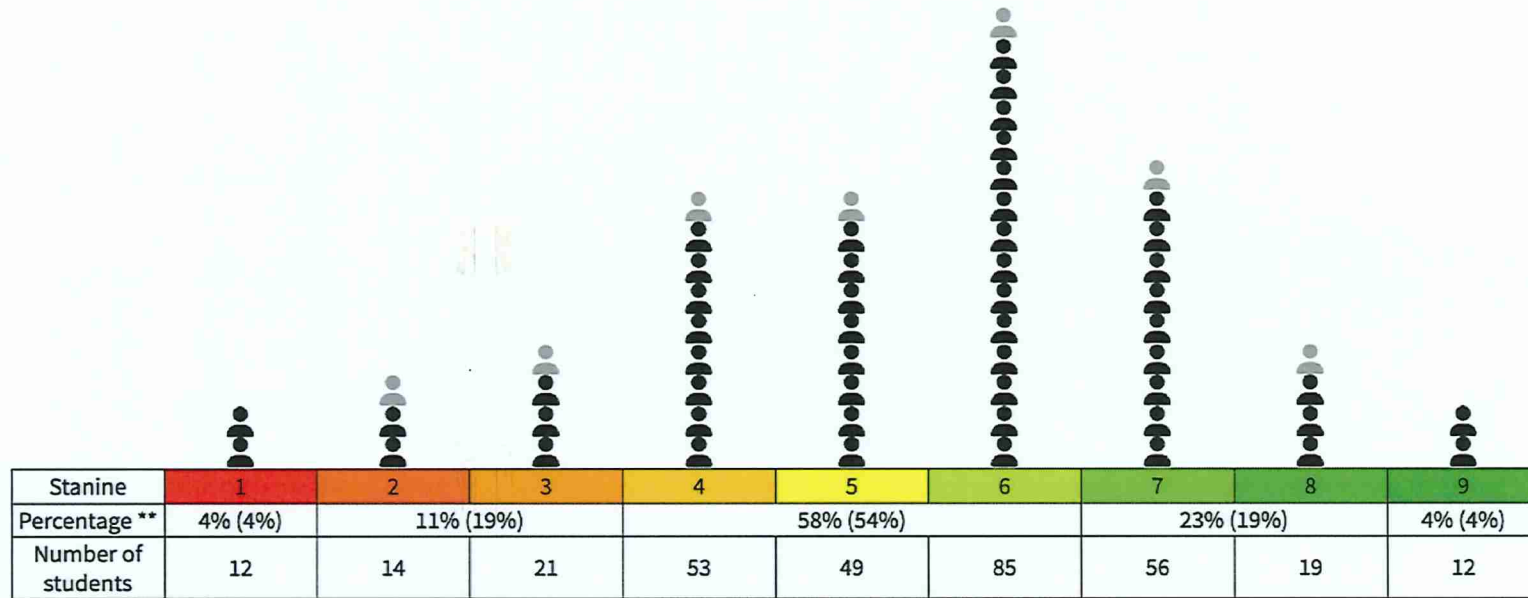
PAT: Reading Comprehension

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 4 (4)	92/94	27.2 (28.8)	12.4 (15.2)	58.1 (75.8)	36.6(39.1)	28.0 (28.8)	18.4(18.5)	-21.6 (-18.2)
Y 5 (5)	94/95	41.3 (35.8)	10.7 (13.2)	66.5 (76.6)	48.2(44.7)	41.0 (35.8)	34.2(26.9)	13.2 (-5.0)
Y 6 (6)	128/132	48.0 (45.0)	14.1 (12.7)	84.5 (84.2)	57.1(53.6)	49.5 (45.0)	41.6(36.4)	9.3 (5.8)



PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
314 / 321	5.4 (5)*



Stanine Distribution ( 👤 = 6 student )

\* Numbers in brackets provide statistics for all students in the national reference group.

\*\* Percentages may not add up to 100 percent due to rounding.



## PAT Reading Vocabulary

### All Data

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	<i>Invalid Data</i>	35.1 (32.5) 0 tamariki omitted/absent	32.4 (32.4) 5 tamariki omitted/absent		
Year 5	44.6 5 tamariki omitted/absent	42.9 (40.9) 2 tamariki omitted/absent	46.6 (40.9) 5 tamariki omitted/absent		
Year 6	50.0 16 tamariki omitted/absent	48.3 (48.7) 6 tamariki omitted/absent	48.8 (48.7) 7 tamariki omitted/absent		

### Male Data

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	<i>Invalid Data</i>	34.4 (32.4)	34.4 (32.4) 2 tamariki omitted/absent		
Year 5	43.7 3 tamariki omitted/absent	40.5 (40.9) 3 tamariki omitted/absent	47.4 (40.9) 3 tamariki omitted/absent		
Year 6	50.7 10 tamariki omitted/absent	47.9 (48.7) 3 tamariki omitted/absent	47.3 (48.7) 3 tamariki omitted/absent		

### Female Data

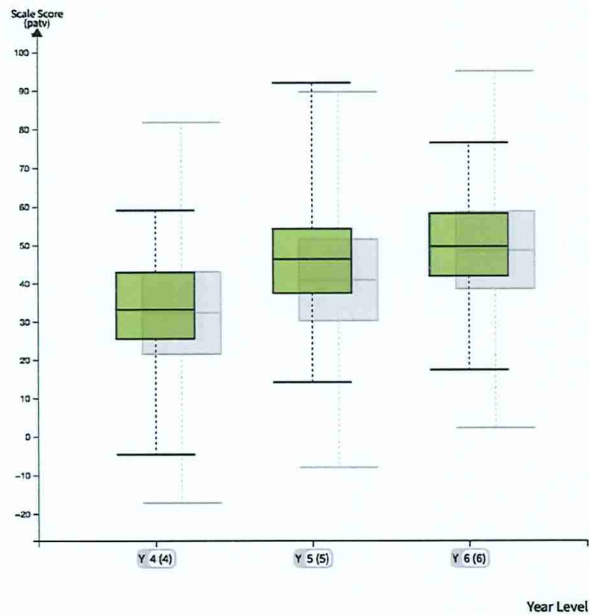
	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	<i>Invalid Data</i>	36.2 (32.4)	29.8 (32.4) 1 tamariki omitted/absent		
Year 5	4.60 2 tamariki omitted/absent	45.1 (40.9)	45.5 (40.9) 2 tamariki omitted/absent		
Year 6	49.4 6 tamariki omitted/absent	49.0 (48.7)	50.0 (48.7) 4 tamariki omitted/absent		

### Māori Data

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	<i>Invalid Data</i>	33.3 (32.4)	31.1 (32.4)		
Year 5	38.7 3 tamariki omitted/absent	39.9 (40.9)	41.6 (40.9) 1 tamariki omitted/absent		
Year 6	47.2 4 tamariki omitted/absent	46.8 (48.7) 1 tamariki omitted/absent	47.7 (48.7) 2 tamariki omitted/absent		

PAT: Reading Vocabulary

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 4 (4)	91/94	32.4 (32.4)	13.9 (16.0)	59.2 (81.8)	43.0(43.2)	33.2 (32.4)	25.6(21.6)	-4.6 (-17.0)
Y 5 (5)	89/94	46.6 (40.9)	13.1 (15.8)	92.0 (89.7)	54.3(51.6)	46.4 (40.9)	37.5(30.2)	14.2 (-7.9)
Y 6 (6)	121/128	48.8 (48.7)	13.5 (15.0)	76.5 (95.1)	58.3(58.8)	49.7 (48.7)	42.0(38.6)	17.4 (2.3)



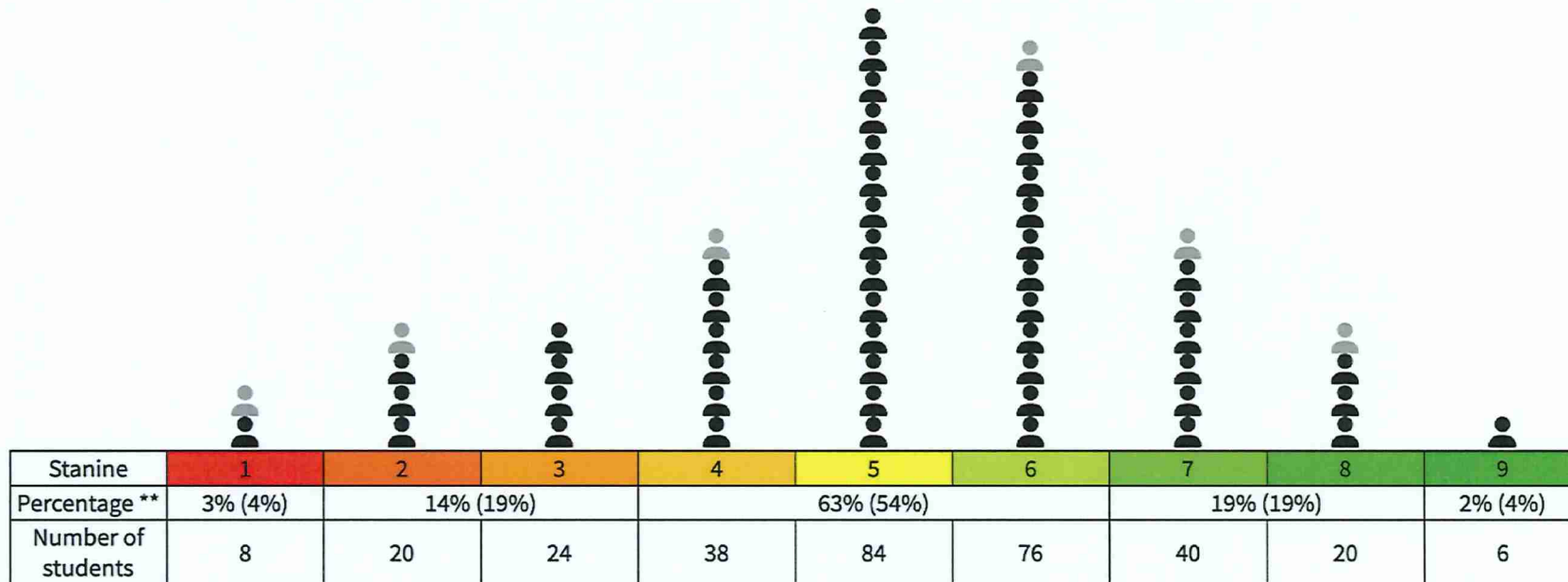
PAT: Reading Vocabulary

Number of Students (Completed)

301 / 316

Mean Stanine

5.2 (5)\*



Stanine Distribution ( 👤 = 6 student )

\* Numbers in brackets provide statistics for all students in the national reference group.

\*\* Percentages may not add up to 100 percent due to rounding.

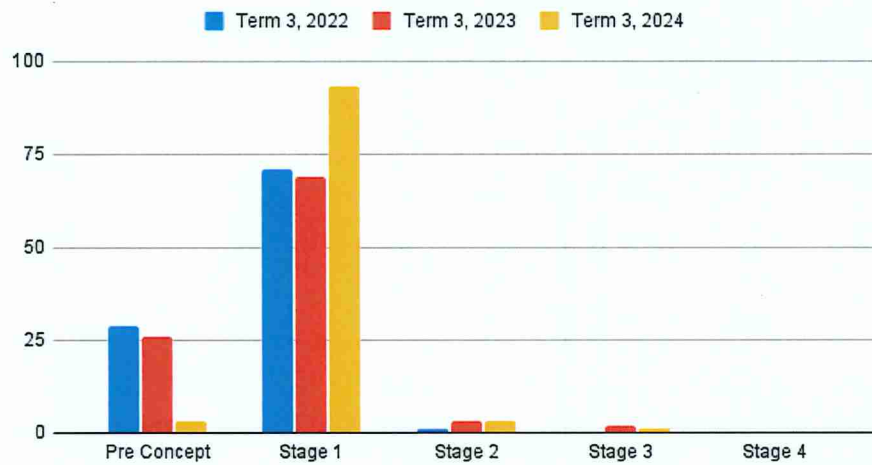
### iDeaL Spelling Data

All Greenpark School ākonga completed either the Phonological Awareness Screener or Spelling assessment in Term 1 and Term 3. This data set reflects the Term 3 data used for both formative and summative data reporting.

#### All Data

	Phonological Awareness	Stage 1	Stage 2	Stage 3	Stage 4
Year 1 Term 3, 2022 Term 3, 2023 Term 3, 2024 Term 3, 2025	32 (29%) 28 (26%) 3 (2.9%)	79 (71%) 75 (69%) 94 (93%)	1 (0.9%) 3 (2.7%) 3 (2.9%)	2 (1.9%) 1 (1%)	
Year 2 Term 3, 2022 Term 3, 2023 Term 3, 2024 Term 3, 2025	5 (5%) 6 (4.5%) 2 (2%)	88 (91%) 96 (72%) 71 (63%)	8 (8%) 30 (22%) 39 (34%)	2 (1.5%) 1 (1%)	
Year 3 Term 3, 2022 Term 3, 2023 Term 3, 2024 Term 3, 2025	7 (7%) 1 (0.9%) 0	86 (86%) 44 (42%) 39	7 (7%) 52 (49.5%) 61	0 8 (7.6%) 15	
Year 4 Term 3, 2022 Term 3, 2023 Term 3, 2024 Term 3, 2025		22 (18%) 12 (12%) 4 (3.8%)	70 (56%) 48 (49%) 62 (59%)	32 (26%) 35 (36%) 39 (37%)	2 (2%) 1 (.9%)
Year 5 Term 3, 2022 Term 3, 2023 Term 3, 2024 Term 3, 2025		12 (9%) 5 (4%) 0	67 (51%) 52 (42%) 40 (40%)	49 (37%) 58 (47%) 48 (47%)	3 (2%) 9 (7%) 11(10%)
Year 6 Term 3, 2022 Term 3, 2023 Term 3, 2024 Term 3, 2025		5 (5%) 8 (6.5%) 0	34 (31%) 38 (5%) 29 (23%)	52 (47%) 62 (51%) 64 (51%)	13 (12%) 14 (11.5%) 31 (25%)

### Year 1 Spelling



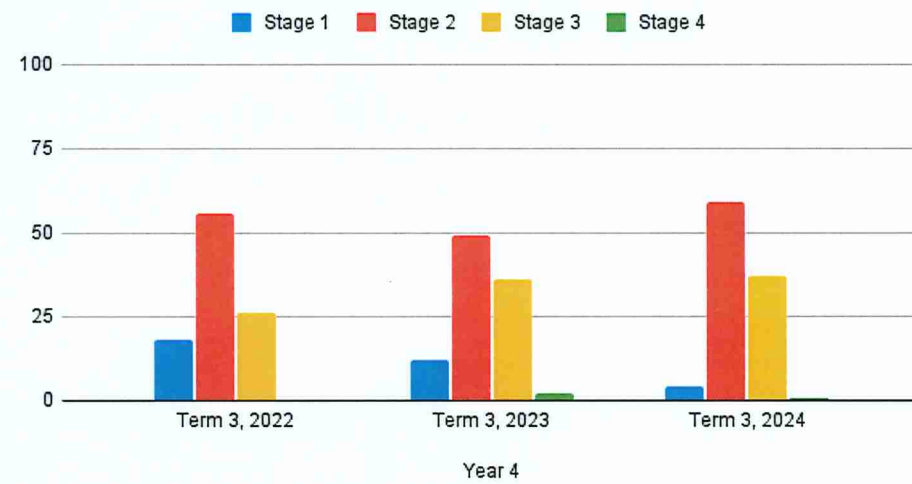
### Year 2 Spelling

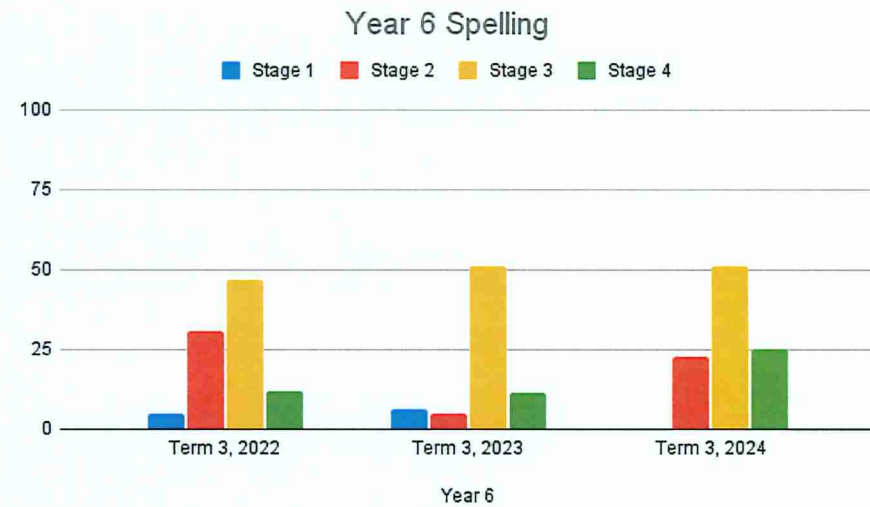
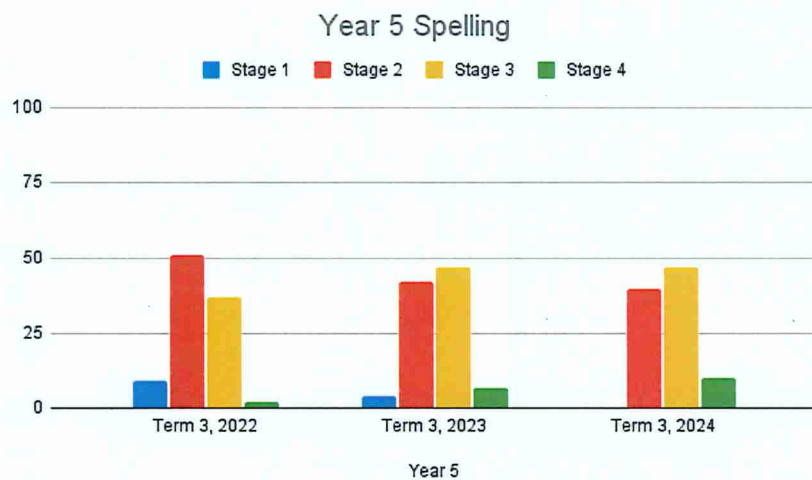


### Year 3



### Year 4 Spelling





## 2024 TARGET

GPS currently has 78 (12%) of students between Y2-Y6 identified in our Literacy Tracking (Spelling and Reading) who are well below (Towards with Targeted Support)

- By the end of 2024 the goal is to reduce this to 7% (45 students).

## Goal Evaluation 2024

When considering our school wide assessment data specifically for reading fluency and comprehension (PAT Comprehension and Reading Skills Records) it indicates that GPS has between **5.5% - 8%** of tamariki who are working Well Below with Targeted Support for Reading.

**This is an excellent outcome.** This percentage is likely to remain similar over time due to neurodiversity and intellectual disabilities associated with reading difficulties that exist at GPS. As a school, we are well informed with tamariki who require additional support and are capable of making good progress at Tier 1 and Tier 2. As a school we can make informed decisions with Learning Support moving into 2025 for our Tier 3 learners.

Unfortunately, Hero goals do not align with reported data e.g. Hero indicates that we have 17 (3%) of tamariki reading Well Below with Targeted Support. There is a mismatch between standardised data and Hero goals. As we move into 2025 and develop teacher knowledge with writing and assessment practices, we will also need to look closely at writing data and exemplars. Currently Hero indicates that 3 (0.44%) of tamariki are writing Well Below with Targeted Support in writing. Although we are yet to compare baseline data, it is highly unlikely that this figure is correct.

PAT Reading Comprehension - Stanine 1 and Stanine 2 indicate that 26 (8%) of Year 4 - Year 6 who completed the assessment are comprehending text Towards with Targeted Support

PAT Vocabulary - Stanine 1 and Stanine 2 indicate that 28 (11%) of Year 4 - Year 6 who completed the assessment have a vocabulary level Towards with Targeted Support

iDeaL Spelling - indicates that two Year 2, 39 Year 3's, and four 4's are working Towards with Targeted Support. This is a total of 45 (8%) Y2 - Y6 working Towards with Support

Reading Skills Records - indicate that 31 (5.5%) Year 2 - Year 6 tamariki are working Towards with Support

All of the above assessments are a snapshot in time and measure different skills. These assessments are designed to confirm and highlight what tamariki know alongside informing teachers with next steps in teaching and learning programmes.

## DECEMBER 2024 PROGRESS AND ACHIEVEMENT DATA SUMMARY

### READING

	TOWARD WITH SUPPORT	TOWARD	WITHIN	BEYOND	WITHIN & BEYOND 2024	WITHIN & BEYOND 2023
<b>WHOLE SCHOOL - 666</b>	17(3%)	130(19%)	436(64%)	96(14%)	532(78%)	389(72%)
<b>MALE - 348</b>	10(3%)	72(21%)	215(62%)	51(15%)	266(77%)	196(70%)
<b>FEMALE -331</b>	7(2%)	58(16%)	221(67%)	45(14%)	266(81%)	193(75%)
<b>ASIAN -188</b>	7(4%)	43(23%)	110(59%)	28(15%)	138(74%)	85(67%)
<b>MAORI -148</b>	2(1%)	28(19%)	103(70%)	15(10%)	118(80%)	88(70%)
<b>NZ EUROPEAN - 299</b>	4(1%)	49(16%)	202(68%)	44(15%)	246(83%)	193(76%)

**WRITING**

	TOWARD WITH SUPPORT	TOWARD	WITHIN	BEYOND	WITHIN & Beyond 2024	WITHIN & Beyond 202
<b>WHOLE SCHOOL -682</b>	3(0.44%)	161(24%)	475(70%)	43(6%)	518(76%)	407(765)
<b>MALE - 346</b>	1(0.29)	96(28%)	230(66%)	19(5%)	249(71%)	202(72%[
<b>FEMALE - 336</b>	2(0.6)	65(19%)	245(73%)	24(7%)	269(80%)	205(80%)
<b>ASIAN - 190</b>	2(1%)	54(28%)	122(64%)	12(6%)	134(70%)	93(73%)
<b>MAORI - 148</b>	-	31(21%)	110(74%)	7(5%)	117(79%)	92(71%)
<b>NZ EUROPEAN - 300</b>	1(0.33%)	62(3%)	216(72%)	5(10%)	221(82%)	199(79%)

**Reading and Writing Summary**

*What are we proud of:*

GPS has completed two years of Professional Learning in Spelling and Reading, and one year of new staff induction and existing staff consolidation. During this time there has been significant growth and change in teachers' understanding and approach to teaching spelling and reading. Most teachers are secure in this knowledge with some outliers, as we have had some staff turnover. However, new staff are well supported and surrounded by knowledgeable teachers and excellent examples.

This year has seen the main focus shift to writing. As handwriting and spelling is a precursor to writing composition, GPS teachers were well positioned with the implementation of some new writing practices. Writing has been approached with a gradual release model. We have started with sentence-level writing e.g. getting the basics correct. There has been a move away from setting writing tasks, to 'teaching writing' in micro lessons. This has been a shift in teachers' thinking and approach. We are also on the journey of changing goal setting and teacher practice with formative assessment in writing. Rather than no goals or long tick lists, we are moving to a model that promotes 'little and often' e.g. tamariki receiving verbal and/or written specific goal orientated feedback every second day.

*Identified areas for improvement:*

- Year 1 and Year 2 - Who and for how long should decodable readers be used. When and how should authentic text be used, and when should transition happen.
- Continue with new staff induction e.g. teachers who started part-way through 2024 and new teachers to GPS in 2025
- Oral language is the foundation skill to all literacy acquisition, developing teachers skills with ESOL and learning support tamariki
- Clear and direct literacy links with curriculum



- Continue to work on validity and reliability of assessment for the purpose of learning and reporting

Our focus for 2024:

- Continue to sustain and maintain current spelling and reading PLD e.g. not take our foot off the pedal because we become relaxed with our approach
- Move to deeper writing features via Learning Leaders coaching and mentoring
- Develop GPS curriculum with clear and concise links with oral and written language
- Continue to work on validity and reliability of assessment for learning and reporting to parents, as indicated previously assessment data does not align with Hero data

### MATHEMATICS (Number & Algebra) - OTJ's from HERO

	TOWARD WITH SUPPORT 2024	TOWARD	WITHIN	BEYOND	WITHIN & BEYOND 2024	WITHIN & BEYOND 2023
<b>ALL - 665</b>	-	134(20%)	147(67%)	97 (14%)	544 (81%)	544 (78%)
<b>MALE - 338</b>	-	67(19%)	214(62%)	97(14%)	277(80%)	298 (79%)
<b>FEMALE - 327</b>	-	67(20%)	233(70%)	34(10%)	267(80%)	247 (77%)
<b>ASIAN - 183</b>	-	33(18%)	120(64%)	35(19%)	155(83%)	139 (78%)
<b>MAORI - 145</b>	-	35(24%)	99(67%)	14(9%)	113(76%)	108 (69%)
<b>NZ EUROPEAN - 293</b>	-	55(18%)	205(69%)	38(13%)	243(82%)	261 (83%)

### MATHEMATICS PAT DATA

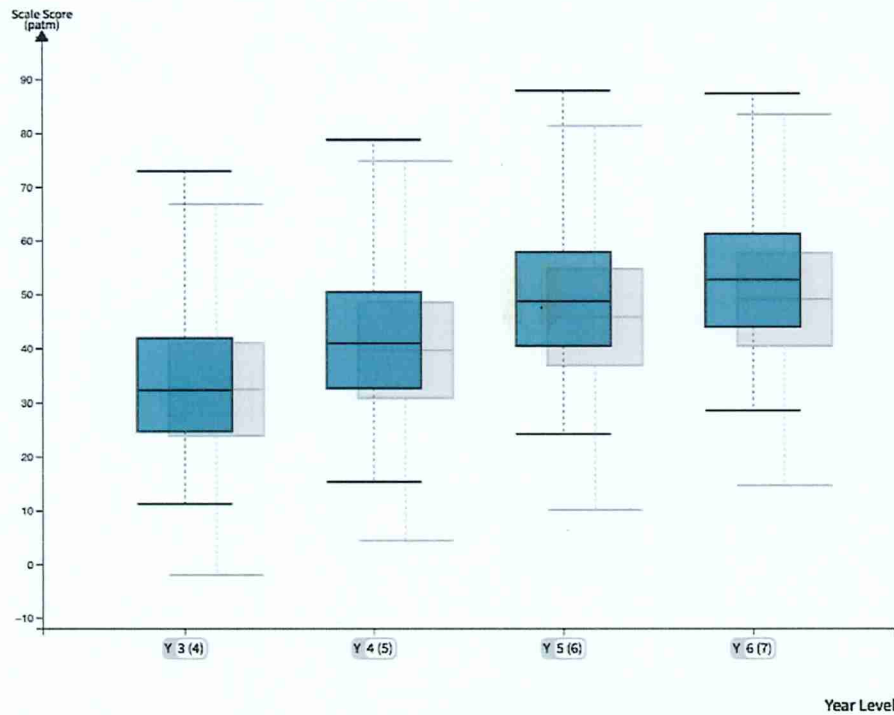
	Y3 ALL	Y3 MAORI	Y4 ALL	Y4 MAORI	Y5 ALL	Y5 MAORI	Y6 ALL	Y6 MAORI
<b>2021</b>	31.8 (30.6)	24.9	38.7 (38.9)	32.6	47.3 (45.1)	43.9	49.2 (49.6)	40.3
<b>2022</b>	30.6 (30.6)	29.5	39.0 (38.9)	34.2	48.9 (45.1)	42.9	51.3 (49.6)	47.5
<b>2023</b>	29.7 (30.6)	27.0	38.1 (38.9)	36.5	47.1 (45.1)	42.9	51.7 (49.6)	47.5
<b>2024</b>	34.3 (32.5)	29.7	41.6 (39.7)	36.5	50.0 (45.8)	47.0	53.0 (49.1)	49.1

TRACKING FOUR YEARS OF DATA

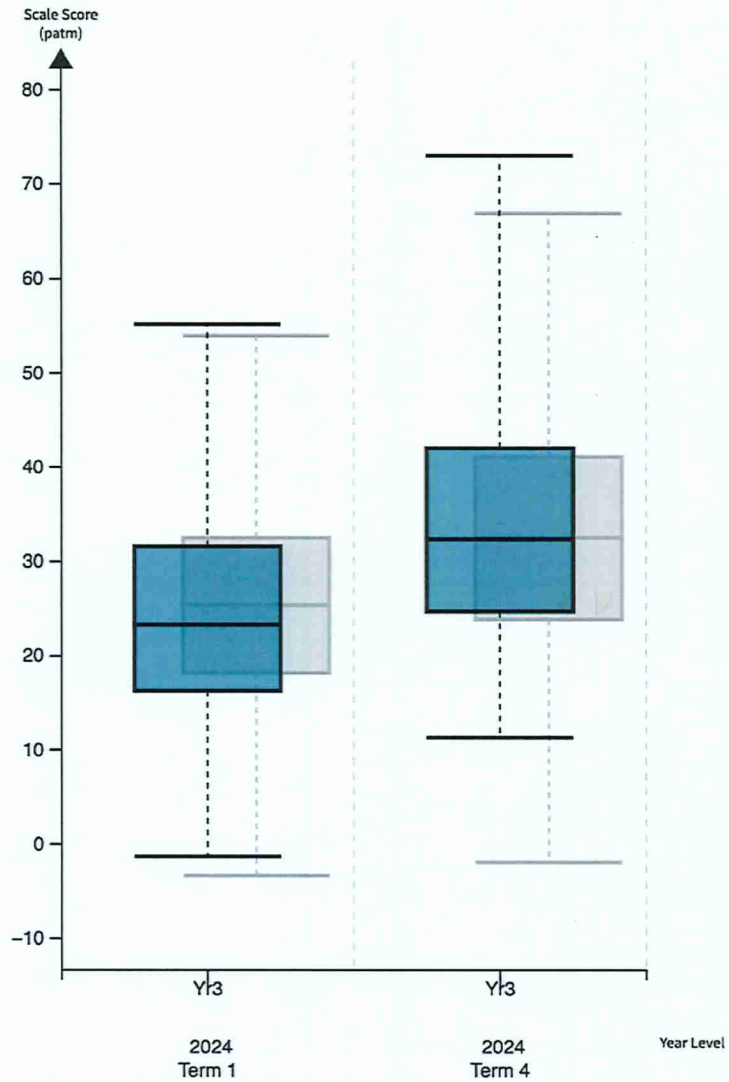
	2021	2022	2023	2024
<b>ALL STUDENTS</b>	31.8	39.0	47.1	53.0
<b>MAORI</b>	24.9	34.2	42.9	49.1

PAT: Mathematics

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 3 (4)	105/106	34.3 (32.5)	12.3 (12.7)	73.0 (66.9)	42.0(41.1)	32.4 (32.5)	24.7(23.9)	11.3 (-1.9)
Y 4 (5)	104/105	41.6 (39.7)	12.5 (13.1)	78.8 (74.9)	50.5(48.5)	41.0 (39.7)	32.7(30.9)	15.4 (4.5)
Y 5 (6)	102/104	50.0 (45.8)	13.4 (13.2)	87.9 (81.4)	57.9(54.7)	48.7 (45.8)	40.5(36.9)	24.2 (10.2)
Y 6 (7)	131/132	53.0 (49.1)	11.8 (12.7)	87.4 (83.5)	61.3(57.7)	52.7 (49.1)	44.0(40.5)	28.6 (14.7)



## Progress Over Time



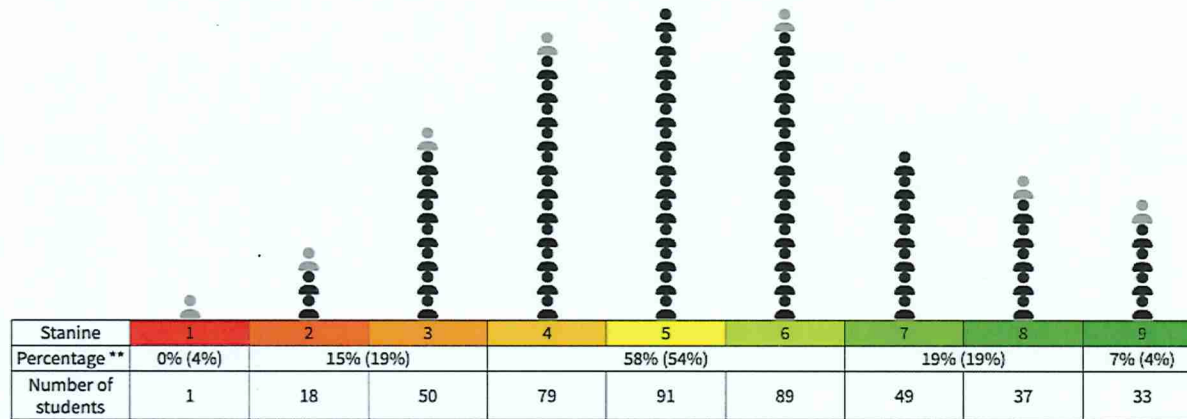
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2024	Term 1	3	103/105	24.4 (25.4)	9.6 (10.6)	55.2 (54.0)	31.6(32.5)	23.3 (25.4)	16.3(18.2)	-1.3 (-3.3)
2024	Term 4	3	105/106	34.3 (32.5)	12.3 (12.7)	73.0 (66.9)	42.0(41.1)	32.4 (32.5)	24.7(23.9)	11.3 (-1.9)

Number of Students (Completed)

442 / 447

Mean Stanine

5.4 (5)\*



Stanine Distribution (● = 7 student)

\* Numbers in brackets provide statistics for all students in the national reference group.

\*\* Percentages may not add up to 100 percent due to rounding.

## PAT Analysis:

1. **All Students:**

- There is a consistent and significant improvement in performance, rising from **31.8 in 2021** to **53.0 in 2024**.
- This represents an increase of **21.2 points** (approximately 67% growth over four years).
- The steady upward trend suggests that the strategies and teaching practices implemented during this period were effective for the general student population.

2. **Māori Students:**

- The scores for Māori students show even more dramatic growth, improving from **24.9 in 2021** to **49.1 in 2024**.
- This marks an increase of **24.2 points**, which equates to a growth rate of **97%** over four years.
- The progress among Māori students outpaced that of the overall student body, highlighting a narrowing of the achievement gap.

*What we are proud of:*

### **Mathematics Achievement Data Summary**

A deliberate focus on Mathematics Professional Learning and Development (PLD) has enhanced both teaching practices and student outcomes at Greenpark School. Over a six-year partnership with Massey University and DMIC, staff have deepened their pedagogical knowledge and expertise in mathematical teaching, particularly in problem-based learning approaches.

Students have actively engaged in problem-solving tasks, applying their mathematical understanding, participating in group discussions, and articulating their thinking and justifications. This approach has fostered enjoyment, persistence, and satisfaction as they solve problems, identify patterns, and build resilience. The professional learning has also prepared staff well for the changes in the refreshed Mathematics curriculum, equipping them with a robust understanding of mathematical concepts and practices.

#### **Key Achievements:**

- **Overall Student Achievement:** 81% of students are achieving within or beyond expectations.
- **Māori Learner Success:** Māori learners' achievement has increased to 76%, showing significant growth from previous years.
- **PAT Scale Score Improvements:** Scores have improved by 2.5 to 3.8 points above the national average.
- **Māori Girls' Focus in 2024:** Targeted efforts have reduced the number of Year 4 Māori girls working towards expectations from nine in 2023 to just one in 2024.

Sustained shifts in teaching practices, driven by dedication and hard work, have been instrumental in these outcomes. This strong foundation positions Greenpark School to continue delivering high-quality mathematics education as we implement a refreshed curriculum.

#### *Identified areas for improvement:*

- *Explicit instruction of concepts and skills to be taught*
- *Embedding formative and summative assessment practices and moderation in teaching and learning programmes.*
- *Redevelop HERO indicators to better reflect progress and achievement of refreshed Maths curriculum*
- *Year 2 & 3 Maori learners achieve at a lower rate than their peers. An even split of boys and girls.*

#### *Our focus for 2024:*

- *Implement the Refreshed Mathematics curriculum*
- *Use the Maths No Problem resource as part of our Maths programme*
- *Strengthen our Maths formative and summative assessment procedures.*

### **PROGRESS WITHIN THE HERO LEARNING PROGRESSIONS**

When a student makes progress across a curriculum level they achieve 33% of the learning progressions at each sub level of the curriculum. Therefore a student

who has progressed 1 sub level has achieved over 33% of the learning progressions. A student who has progressed two or more sub levels has achieved 66% or more of the learning progressions.

CURRICULUM LEVEL HERO learning progressions	EARLY LEVEL 33% ACHIEVED	MID LEVEL 33% ACHIEVED	END LEVEL 33% ACHIEVED
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## ATTENDANCE

Four attendance categories are used to understand how frequently students attend school. These categories give us a way to monitor the progress we are making in supporting students to attend regularly. Student attendance categories aim to:

- Help focus on students' needs
- Make sure interventions are suitable for each category.
- Enable schools and teachers to monitor the progress of their students

**REGULAR ATTENDANCE:** OVER 90% ATTENDANCE (ABSENT FOR FEWER THAN 5 DAYS ACROSS A TERM)  
**IRREGULAR ATTENDANCE:** MORE THAN 80% AND UP TO 90% ATTENDANCE (ABSENT FOR BETWEEN 5 AND 9 DAYS ACROSS A TERM)  
**MODERATE ABSENCE:** MORE THAN 70% AND UP TO 80% ATTENDANCE (ABSENT FOR BETWEEN 10 AND 14 DAYS ACROSS A TERM)  
**CHRONIC ABSENCE:** 70% OR LESS ATTENDANCE (ABSENT FOR 15 DAYS OR MORE ACROSS A TERM)

YEAR / TERM	REGULAR	IRREGULAR	MODERATE	CHRONIC
2019 - TERM 1	73%	18%	6%	3%
2019 - TERM 2	60%	29%	6%	4%
2019 - TERM 3	74%	19%	5%	2%
2019 - TERM 4	76%	16%	6%	2%
2020 - TERM 1	79%	13%	6%	3%
2020 - TERM 2	73%	20%	5%	2%
2020 - TERM 3	75%	17%	4%	4%
2020 - TERM 4	75%	17%	4%	4%
2021 - TERM 1	80%	16%	3%	1%
2021 - TERM 2	64%	26%	7%	2%

2021 - TERM 3	79%	14%	6%	2%
2021 - TERM 4	73%	18%	6%	3%
2022 - TERM 1	70%	19%	6%	4%
2022 - TERM 2	39%	41%	12%	8%
2022 - TERM 3	61%	26%	7%	6%
2022 - TERM 4	60%	26%	9%	5%
2023 - TERM 1	71%	19%	4%	6%
2023 - TERM 2	54%	29%	11%	6%
2023 - TERM 3	58%	27%	10%	6%
2023 - TERM 4	67%	21%	6%	6%
2024 - TERM 1	75%	15%	4%	6%
2024 - TERM 2	69%	21%	7%	3%
2024 - TERM 3	62%	27%	8%	3%
2024 - TERM 4	73%	17%	5%	5%

*ATTENDANCE ANALYSIS*

**Key Trends**

1. **Decline in Regular Attendance:** The data shows a marked decline in regular attendance starting in 2022. While there was some recovery in 2023 and 2024, attendance has not returned to pre-2022 levels.
2. **Peaks in Irregular Attendance:** Corresponding to declines in regular attendance, irregular attendance grew, with 2022 being a particularly challenging year.
3. **Stabilized Chronic Absenteeism:** Despite fluctuations in other categories, chronic absenteeism has remained relatively controlled, though certain terms (e.g., 2022 saw spikes).

## Possible Causes

- **COVID-19 Impact:** The dip in 2022 could be attributed to the pandemic's lingering effects, such as illness, isolation requirements, and disruptions in school routines.
- **Engagement Issues:** Lower engagement or connection with school post-pandemic could explain declines in regular attendance and increases in irregular attendance.
- **Term-Based Variability:** Attendance rates often drop in Terms 2 and 4, possibly due to seasonal factors (e.g., illness in winter, family vacations in summer).

## HOW WE HAVE GIVEN EFFECT TO TIRITI O WAITANGI?

Greenpark School Board of Trustees and their Kaiako are committed to giving effect to Te Tiriti o Waitangi. Resourcing and support has been provided we tautoko members of our learning community so that we SEE, HEAR and FEEL the following in Te Kura o Greenpark:





## HONOURING TE TIRITI O WAITANGI AT GREENPARK SCHOOL

		<b>REVIEW</b> 17/10/24
<b>SEE</b>	<ul style="list-style-type: none"> <li>Equitable representation of things Māori in the physical environment</li> </ul>	<p>Pūrakau storyboards around the school – Mauao, Taurikura, and Motuopae Pūrakau created , awaiting Iwi sign off.</p> <p>Pou in front of school share the story of our whenua and school values.</p> <p>Bi-lingual signage of buildings, toilets, classrooms.</p> <p>Banners on windows with a pictorial theme of school value.</p> <p>Consistency in all areas.</p>
	<ul style="list-style-type: none"> <li>Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc</li> </ul>	As above
	<ul style="list-style-type: none"> <li>Te Reo Māori in content on the website and communication to our school community.</li> </ul>	<p>Te Reo Māori evident on our website.</p> <p>2025 target to include our school pepeha and increased Te reo.</p>
	<ul style="list-style-type: none"> <li>Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.</li> </ul>	<p>Mātauranga being increasingly integrated into learning contents.</p> <p>ANZH is assisting with this as is the teacher Te Reo club held weekly which themes to the current learning. Providing teachers with easily accessible resources to implement in classes at all levels.</p>
	<ul style="list-style-type: none"> <li>Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.</li> </ul>	<p>No.</p> <p>Discussions have been had to try to increase representation at a governance level.</p> <p>2025 target to have Māori representation at a governance level</p>
<b>HEAR</b>	<ul style="list-style-type: none"> <li>Being greeted in Te Reo Māori by all staff. Staff being able to say their minimum when welcoming guests or new learners and their whānau.</li> </ul>	<p>Staff able to use Te Reo Māori to welcome all.</p> <p>2025 target for office staff to use more Te Reo Māori greetings and farewell when interacting with our community and public.</p>
	<ul style="list-style-type: none"> <li>Te Reo Māori being naturally integrated into instruction and conversations between teachers and learners.</li> </ul>	<p>Mostly instructional, greetings and farewell language used. Some subject specific language used, particularly after our weekly Te Reo club.</p>

	<ul style="list-style-type: none"> <li>NZ History being taught in learning communities from both a Māori and non-Māori perspective.</li> </ul>	<p>ANZH has allowed teachers to teach NZ history. Kahui ako has assisted teachers with knowledge and resources to do this. Te Tai Whanake used .</p> <p>Ngati ranginui pūrakau, tauranga moana history is taught. Sites of significance have been visited – Pukehinahina, Te Ranga, Kopurererua valley, The Elms</p>
	<ul style="list-style-type: none"> <li>Integration of tikanga Māori appropriate to local contexts (Iwi &amp; Hapū). Karakia, waiata, kawa for pōwhiri and whakatau.</li> </ul>	<p>Marae tikanga, waiata, mihi whakatau practices adhered to. Students and staff involvement.</p>
	<ul style="list-style-type: none"> <li>Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.</li> </ul>	<p>Whānau survey completed. Findings shared with the community. Actions taken in 2024</p> <p>Te Reo classes for Yr 6 Māori learners. Staff upskilling on Tikanga and Te Reo. Increased evidence of NZ Māori heritage seen around the school. Increase in numbers of students involved in Kapa Haka.</p>
<b>FEEL</b>	<ul style="list-style-type: none"> <li>Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga, kotahitanga, rangatiratanga.</li> </ul>	<p>Māori values embedded in Greenpark school values. In all aspects of school. PB4L , signage, reinforced within inside and outside classrooms.</p>
	<ul style="list-style-type: none"> <li>Te Reo Māori has status and free mana by being valued and actively revitalised.</li> </ul>	<p>A tutor has been hired so all students can access instruction in Te Reo and waiata. Increased visibility of Māori culture and values seen around the school.</p>
	<ul style="list-style-type: none"> <li>Māori learners learning through and about their culture and being empowered to be successful as Māori.</li> </ul>	<p>Learning within the classroom as well as Year 6 having weekly lessons as Māori. Reinforcing to be proud, and tall and thrive in Greenpark as a Māori student.</p>
	<ul style="list-style-type: none"> <li>Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown.</li> </ul>	<p>Kapa Haka is thriving and recognised as an available art form. Waiata is used throughout the school. Māori games and movement shared with all learners and teachers.</p>

	<ul style="list-style-type: none"> <li>• A shared decision making process with whānau and hapū and iwi - (partnership) is embedded. Māori have the <b>power to act and make</b> decisions.</li> </ul>	<p>Whanau voices have been gathered and actions taken to address whānau desire to teach Reo to their students starting Year 6 Reo &amp; Tikanga classes.</p> <p>Iwi and hapu hui have been attended. We have aligned our Pūrakau to Te Tai Whanake</p>
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<b>2025 TARGETS</b>	
<b>MATHEMATICS</b>	Shift our stanine 5 to 9 from 66% to 71% (Mathematics PAT)
<b>READING</b>	Shift our stanine 5 to 9 from 68% to 73% (Reading Comprehension PAT)
<b>ATTENDANCE</b>	<ul style="list-style-type: none"> <li>• Term 1 - 80% Regular Attendance(75% 2024)</li> <li>• Term 2 - 74% Regular Attendance (69% 2024)</li> <li>• Term 3 - 70% Regular Attendance (62% 2024)</li> <li>• Term 4 - 80% Regular Attendance (73% 2024)</li> </ul>



*Gareth Scholes*  
**GARETH SCHOLES**  
**PRINCIPAL**  
**27 FEBRUARY 2025.**