

ANNUAL REPORT 2023

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ANNUAL REPORT

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BIRKDALE PRIMARY
SCHOOL

ANNUAL REPORT

1. Giving Effect to Te Tiriti
2. Statement of Compliance with Employment Policy
3. End of 2023 Analysis of Variance
4. End of 2023 Progress and Achievement Report



2023 BIRKDALE PRIMARY SCHOOL

Giving Effect to Te Tiriti @ Birkdale Primary

1. Working toward 'achieving equitable outcomes for Māori [Education and Training Act 2020] | Treaty Article: Oritetanga [Participation]

- Implementing pedagogical approaches and assessment that does not uphold existing bias toward dominant societal groups, allowing Māori students to have power over their educational outcomes.
- Working with an outside agency [Core Education facilitators] will help us analyse more objectively where these biases may be for Māori learners.
- Creating a Graduate Profile that outlines what we value as a learning community. This includes valuing cultural knowledge and using it to leverage learning opportunities.

2. 'Working to ensure our plans reflect matauranga Māori and te reo Māori' [E and T Act 2020] | Tino Rangatiratanga [Protection]

- by inquiry into pedagogical practices that are culturally sustaining and appropriate for all learners, particularly in our Māori medium pathway.
- making sure our Māori medium pathway has a curriculum that is appropriate for their context by developing a strong localised curriculum that aligns with educational goals for Māori;

Statement of Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022. The following table addresses key aspects of compliance with a good employer policy:

Good and safe working conditions	We follow the guidelines in our Health, Safety and Welfare Policy which states: <i>A primary objective of the Birkdale Primary School board is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1) - Last reviewed Term 1, 2023</i>
An equal employment opportunities programme	We follow the guidelines in our Health, Safety and Welfare Policy which states: <i>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is:</i> <ul style="list-style-type: none">• to maintain, and comply with their school's Equal Employment Opportunities policy, and• to include in the annual report a summary of the year's compliance.
The impartial selection of suitably qualified persons for appointment	<i>Candidates are evaluated according to their experience, the needs of our students and school, the job description, the strengths they bring and referee reports (in alignment with our EEO Policy).</i>
Recognition of—	<i>This will be considered when interviewing a candidate for a position within our school. Cultural competencies are embedded in our</i>

<p>(i) the aims and aspirations of Māori; and (ii) the employment requirements of Māori; and (iii) the need for greater involvement of Māori in the education service</p>	<p>employment and school practices. We recognise the unconscious bias a system may hold and ensure that:</p> <ul style="list-style-type: none"> - Decisions made around interviewing and selection of employees are reviewed by more than one person; - Opportunities to observe tikanga Māori are offered; - The importance of te reo and te tiriti are communicated through our interview process; - We have a close partnership with whānau Māori students.
<p>Opportunities for the enhancement of the abilities of individual employees.</p>	<p>We have allocated Operation Funding to support teachers' professional development opportunities. Leadership opportunities are shared across a large proportion of the school.</p>
<p>Recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups.</p>	<p>We are a culturally sustaining workplace. We understand that employees have their own set of values and beliefs that shape their culture and inform their thoughts and actions. We collect feedback from staff regularly about what they need to feel satisfied with their work at Birkdale Primary.</p>
<p>Recognition of the employment requirements of women.</p>	<p>We are primarily a staff of all women:</p> <ul style="list-style-type: none"> ● Maternity Leave provisions ● Sick leave provision for dependents ● Personal amenities for women ● Allowing dependents to come to work when needed ● Respecting cultural boundaries
<p>Recognition of the employment requirements of persons with disabilities.</p>	<p>We have:</p> <ul style="list-style-type: none"> ● disabled toilets ● wheel-chair access to every area of the school ● a disabled car park space ● Have supplied specialised work equipment when needed by a staff member.



STRATEGIC GOAL

Strong responsive practice, increasing success and raising student achievement for all.

ANNUAL GOAL

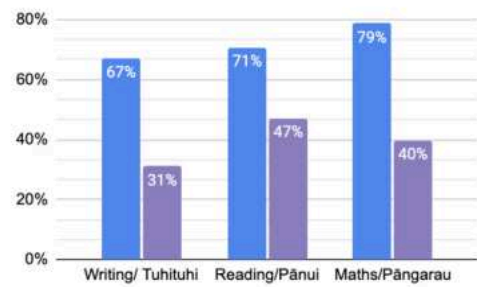
In writing, overall student progress increases.

BASELINE DATA

AURAKI

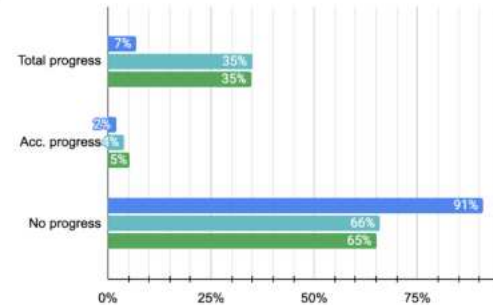
Auraki Comparison T2 2021 and T4 2022

Percentage of students who have achieved at or above the typically expected level for their year.



Writing Comparison T2, T3 and T4 2022

Percentage of students who have progressed each term in 2022 compared to T2, 2021.



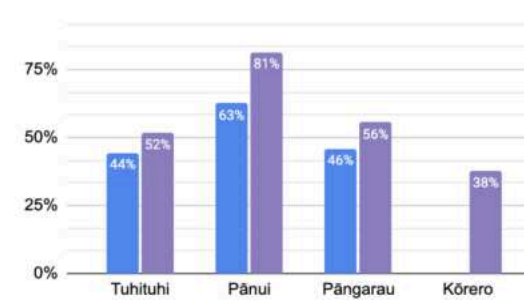
*progress = 1 curriculum sub-level

**accelerated progress = more than 1 curriculum level

RUMAKI

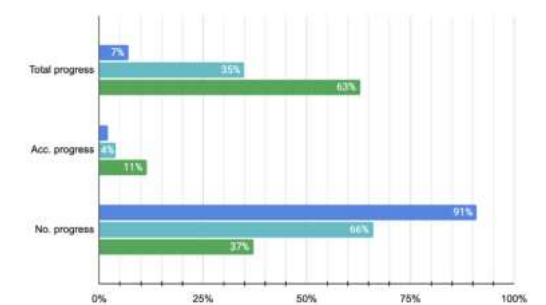
Rumaki Comparison T2 2021 and T4 2022

Percentage of students who have achieved at or above the typically expected level for their year.



Tuhituhi Comparison T2, T3 and T4 2022

Percentage of students who have progressed each term in 2022 compared to T2, 2021.

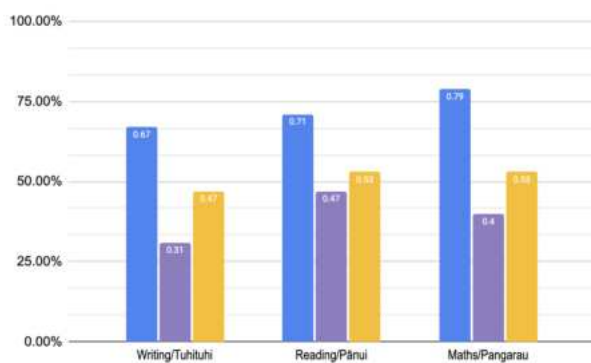


END YEAR DATA

AURAKI

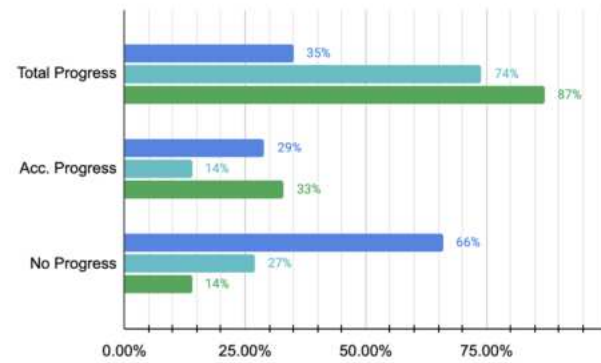
Auraki Comparison - T2 2021, EOY 2022 and EOY 2023

Percentage of students who have achieved 'at' or 'above' the typically expected level for their year.



Writing Comparison T2 T3 EOY 2023

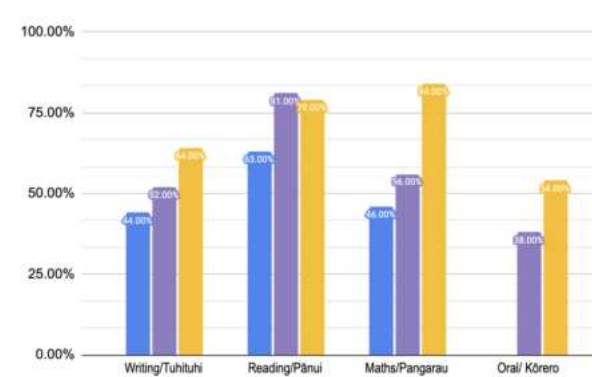
Percentage of students who have progressed from each term in 2023 from the end of 2022.



RUMAKI

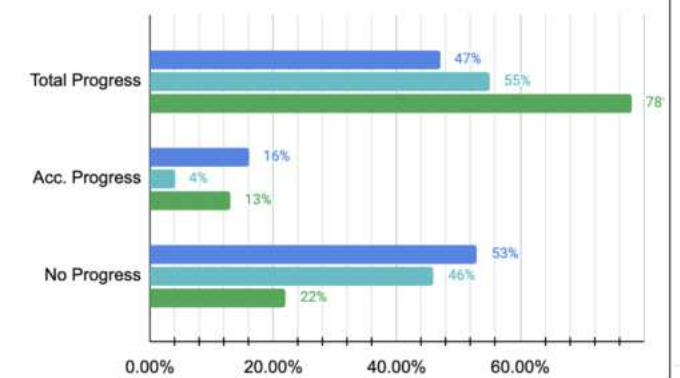
Rumaki Comparison - T2 2021, EOY 2022 and EOY 2023

Percentage of students who have achieved 'at' or 'above' the typically expected level for their year.

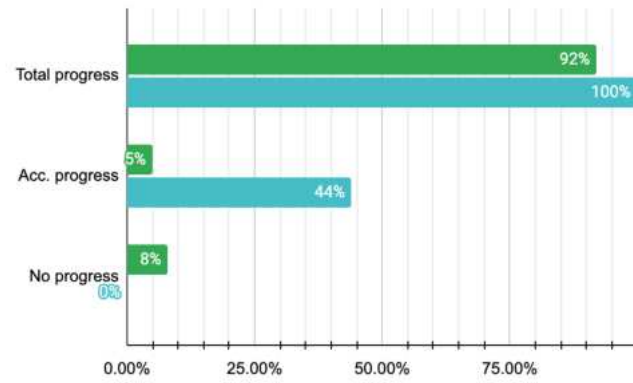


Tuhituhi Comparison T2 T3 EOY 2023

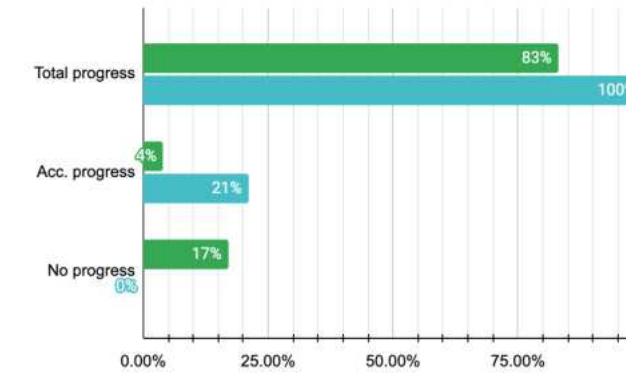
Percentage of students who have progressed from each term in 2023 from the end of 2022.



Writing target group progress
End T2 vs End T4



Tuhituhi target group progress
End T2 vs End T4



- 65% of students have progressed* in Writing.
- 50% of target groups make accelerated progress in Writing.



- 75% of students have progressed in [Te reo Matatini] Tuhituhi
- 50% of target groups make accelerated progress in Tuhituhi.

ANALYSIS

Target 1:

- **Target 1a: Met the target. 87%** As indicated in the mid-year review, we were on track to achieve this target and not only met it but exceeded it by nearly 20%.
- **Target 1b: Haven't met the target.** 30% of the target group made accelerated progress, growing to 44% by end of year. 6% from meeting our target overall. All students that were tracked made progress.

Target 2:

- **Target 2a: Met the target.** This target was met with 78% of students making progress in tuhituhi this year.
- **Target 2b: Haven't met the target.** 4% of the target group had made acceleration at mid-year; this has grown to 20%. All students that were tracked have made progress.

DISCUSSION

General note about 'progress' for Target 1a and 2a. We are using macro-measures of sub-levels. Expected progress is one sub-level.

- Progression has been a goal for Birkdale since we started back after Covid. It felt like it took a while for everyone to get into the rhythm of learning. For 2022 we had hardly any students who were moving or progressing at all so our goal setting has been focussed on movement.
- Seeing most students progressing again is very encouraging and creates a strong foundation for the next step of acceleration. If students continue to progress as a typical rate they won't make up any differences between where they are and where most students were typically before Covid.
- The second target was partly met, not far off by only 6%. It's considered accelerated learning if students are progressing more than a year's typical progress.
- I'm not sure if our target groups were formed well? Focussing on students who have not progressed, challenged or are not far off their age expectations seems like a good place to start for next year.
- In Tuhituhi students are also continuing the trend of progressing compared to the previous 2 years.
- The target group were not close to meeting their target. Some questions around this:
 - Did Rumaki teachers use the matrix that supported the tracker like Auraki teachers did? Maybe the understanding around the matrix and indicators on it are not clear?
 - Was target selection carefully done?
 - What were moderation practices like?
 - What role does language acquisition play in acceleration?

NEXT STEPS and CONSIDERATIONS for 2024

- Questions to consider when evaluating our levelling and to feed into further strategic planning:
 - What systems support accurate levelling?
 - Are the systems we use being used properly and with integrity?
 - What gaps do we have in teacher knowledge or support?
 - What impact will transition to the revised curriculum have on levelling and how can we ensure the transition is smooth.
 - How can I support team leaders with moderation?
 - How can we ensure continuity from year to year so data is more reliable?
- Continue to strengthen our team improvement mahi so that the improvements that need to be made are being implemented by kaiako. More collaborative less top-down.
- Ensure the same checks and expectations that are there for Auraki are there for Rumaki
- Look into assessment practices in general - how consistent they are?
- Moderation of our levelling still needs further development. We shouldn't be seeing huge swings in levels but we are in pockets of the school whenever there is a change.
- Taking time to select our target groups carefully. Maybe not including students with high learning needs as they will already have learning plans in place.



STRATEGIC GOAL

ANNUAL GOAL

Empowering learners within a safe and caring environment.

Students use knowledge and strategies to demonstrate prosocial behaviours, supporting wellbeing.

BASELINE DATA

W@S STUDENT SURVEY and HERO behaviour data

Whole school averages for the aspect 'Pro-social student culture and strategies'.

ASPECTS	BOYS 2022	ALL 2022	ALL 2021
Pro-social student culture and strategies			
Prosocial student culture	64.4%	64.6%	69.7%
Students' social strategies	60.2%	63.4%	65.7%

2022: 384 behaviour posts - Boys: 310 | Girls: 74

- 81% behaviour posts on HERO are boys.

BOYS - W@S Student survey

Pro-social student culture and strategies -	
1. If I have a problem with another child, I feel I can ask teachers for help.	6. I can say how I am feeling when I need to. (aspect not in whole school data)
2. Students treat each other with respect.	7. Students always stand up for other children if someone is mean to them.
3. I can stand up for myself in a calm way.	8. If other children are mean to me, I know how to ignore them or walk away.
4. If I have a problem with another child, I feel I can ask other students for help.	9. Students are good at listening to each others' ideas.
5. Students treat teachers with respect.	10. Students include other children who are being left out.

For boys, all survey items in this aspect averaged less than 65% 'agree', 'strongly agree'.

END- YEAR DATA

W@S STUDENT SURVEY and HERO behaviour data

Whole school averages for the aspect 'Pro-social student culture and strategies'.

ASPECTS	BOYS 2023	BOYS 2022	All 2023	All 2022	All 2021
Prosocial student culture	75.6%	64.4%	72%	64.6%	69.7%
Students' social strategies	55.6%	60.2%	66%	63.4%	65.7%

2023: 399 behaviour posts - Boys: 319 | Girls: 83

- 79% of the behaviour posts on HERO are boys.

BOYS - W@S Student survey

Pro-social student culture and strategies -	
1. If I have a problem with another child, I feel I can ask teachers for help.	6. I can say how I am feeling when I need to. (aspect not in whole school data)
2. Students treat each other with respect.	7. Students always stand up for other children if someone is mean to them.
3. I can stand up for myself in a calm way.	8. If other children are mean to me, I know how to ignore them or walk away.
4. If I have a problem with another child, I feel I can ask other students for help.	9. Students are good at listening to each others' ideas.
5. Students treat teachers with respect.	10. Students include other children who are being left out.

For boys, 4 survey items in this aspect averaged 65% or less for 'agree', 'strongly agree'; the others are greater than 65%.



→ 80% average for pro-social student culture and strategies



→ Boys: reduce the number of items averaging less than 65% by 30-50%.
→ Boys: reduce the number of behaviour posts on HERO by at least 30-50%

ANALYSIS

Target 1:

- We've **partly** met this target. While we didn't achieve 80%, we got close at 75.6% for Prosocial culture. The increase in boys agreeing and strongly agreeing with the statements on the next table has helped this.
- There looks like less students feeling like they have the social strategies they need going from 60.2% to 55.6%.

Target 2:

- The first part of this **target has been met**. At mid-year, Items averaging less than 65% have decreased by 50%. All the Prosocial student culture aspects are 65% or more. All Students' social strategies are in the 50% and have not met the target of 65% or more (highlighted green).
- The second part **has not been met**. HERO posts are less than half of end of 2022, if this continues we will have decreased the amount of posts overall which is positive. Boys are still over-represented.
- HERO posts about boys have marginally decreased by 1%, meeting our goal looks unlikely, without a more targeted plan.

DISCUSSION

<p>Target 1:</p> <ul style="list-style-type: none">• This was the first time we surveyed twice in the year so the data presented here is for the end of 2023 where the 2022 data was the only set collected in T2. It will be better when assessment points match.• I wonder if different cohorts make a huge difference in data sets? Only Y4-6 are surveyed so a third of the students have changed. Maybe we need to either only look at the same students for analysis purposes or follow cohorts if we feel it is important enough. There may be different patterns that arise from drilling down further.	<p>Target 2:</p> <ul style="list-style-type: none">• Compared to mid-year, there was a rise slightly in disagree/ strongly disagree. We still met the target but it does make me wonder if the time of the year influences students' confidence in their social skills and perceptions of school culture.• The 5 that a high number of boys still disagree or strongly disagree with are:<ul style="list-style-type: none">○ If I have a problem with another child, I feel I can ask teachers for help○ I can stand up for myself in a calm way○ If I have a problem with another child, I feel I can ask other students for help;○ I can say how I'm feeling when I need to.○ If other students are mean to me I know how to ignore them and walk away.• Interestingly, all the statements that were general and started with 'Student...' rated higher than the ones that were personal, starting with 'I...'
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NEXT STEPS and CONSIDERATIONS for 2024

<ul style="list-style-type: none">• Ensure all teachers are supported in running a wellbeing circle to ensure the fidelity of the tool. That it is being used as effectively as possible.• Staff discussion around this data and wellbeing pedagogy - consider how this works with the Hauora PE & Health curriculum.• Look at how we might develop a wellbeing measurement tool for Birkdale - this might align with assessment priorities next year.	<ul style="list-style-type: none">• Look at ways to streamline PD across the school even more• Look at common minor issues recorded in HERO.<ul style="list-style-type: none">○ Can we design lessons and incorporate a local-based curriculum for the needs of our students?○ Are there ways to preempt some incidents, with actions teachers or as a school we can take?• Discuss with SLT/ team leaders what they see happening in their year groups.
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Kiwisport funding Statement

<p>Birkdale Primary School received \$3354.84 in Kiwisport funding for 2023.</p> <p>It was spent towards PE equipment for our kura to provide health and physical education opportunities for all tamariki; such as</p> <ul style="list-style-type: none">- buying and installing a junior basketball hoop- upgrading our netball hoops to include both high and all low hoops- other PE equipment such as a parachute, balls, softball gloves and similar <p>to allow for our kaiako to plan meaningful, differentiated lessons to the health and PE curriculum.</p> <p>Some Kiwisport money was also used to help pay for sports fees for some whānau in financial hardship to allow all tamariki to play organised sports.</p>

BIRKDALE Progress and Achievement Report 2023

Information on reading the report:

Auraki and Rumaki Reporting

Birkdale has 2 educational pathways: English and Māori Medium. Because of this, data collected for each pathway is analysed and reported separately.

Auraki = Mainstream or English Immersion and following the New Zealand Curriculum. Two teams are in Auraki, Ngā Kākano Y0-3 and Ngā Māhuri Y4-6

Rumaki = Māori Medium pathway, following Te Marautanga o Aotearoa. There is one team in rumaki, Te Puāwaitanga Y0-6.

Achievement Data Reporting

This data shows proportions of students at the end of 2023 who are achieving 'at or above' typical expected levels for their age.

Progress Data Reporting

This data shows the proportion of students who have made at least a year's progress at the end of 2023. Of those that have progressed the graphs also show how many have progressed more than a year's progress. More than a year's progress is considered 'accelerated' progress.

CONTENTS

[AURAKI Achievement Data @ a Glance](#)

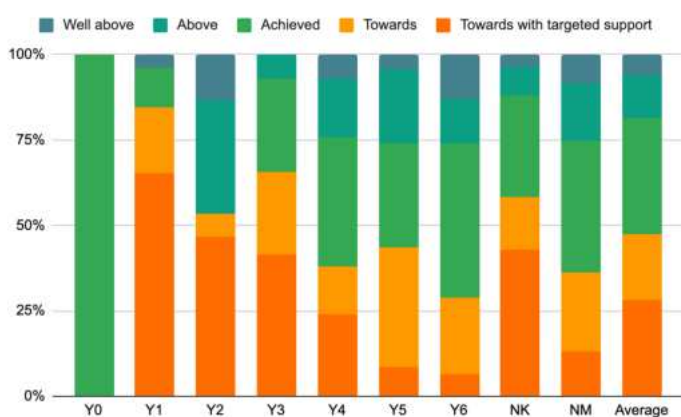
[RUMAKI Achievement Data @ a Glance](#)

[Te Puāwaitanga Progress Data @ a Glance](#)

[Ngā Kākano Progress Data @ a Glance](#)

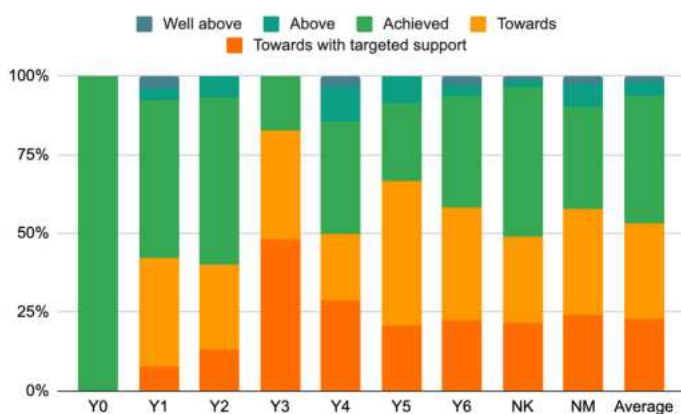
[Ngā Māhuri Progress Data @ a Glance](#)

READING



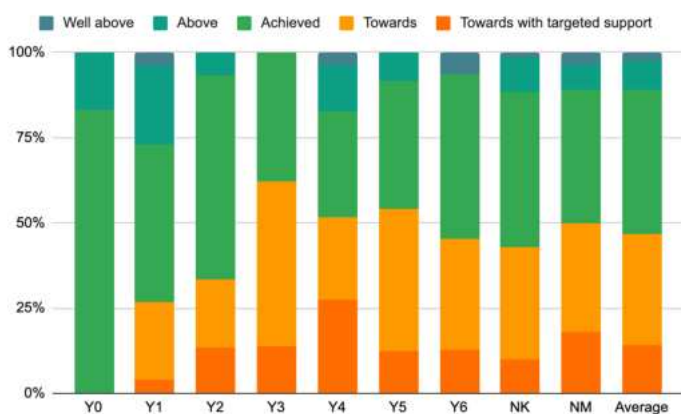
- All year groups, except Y4, have a greater number of students achieving at typical age expected levels; this indicates acceleration for students from 2022 to 2023.
- Y4s drop was statistically insignificant.
- Y2 and Y6 up by approx. 20%
- Overall, we have 53% of Auraki achieving 'at or above' typical age expectation levels. This is an improvement on last year and indicates a positive trend toward our goal of 85%.

WRITING



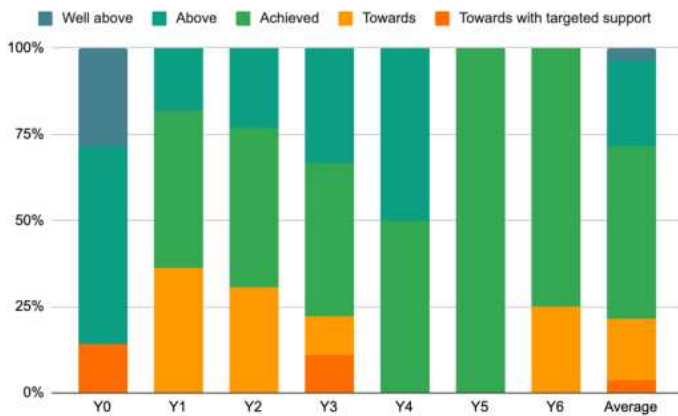
- All year groups, except Y3, have a greater number of students achieving at typical age expected levels; this indicates acceleration for students from 2022 to 2023.
- Y3s drop was statistically insignificant.
- There were some statistically large improvements in Y2, Y4
- Our writing focus seems to have helped impact writing achievement.
- Overall, we have 47% of Auraki achieving 'at or above' typical age expectation levels. This is an improvement on last year and indicates a positive trend toward our goal of 85%.

MATHS



- All year groups, except Y5, have a greater number of students achieving at typical age expected levels; this indicates acceleration for students from 2022 to 2023.
- Y6 up by 22%
- Overall, we have 53% of Auraki achieving 'at or above' typical age expectation levels. This is an improvement from last year and indicates a positive trend toward our goal of 85%.

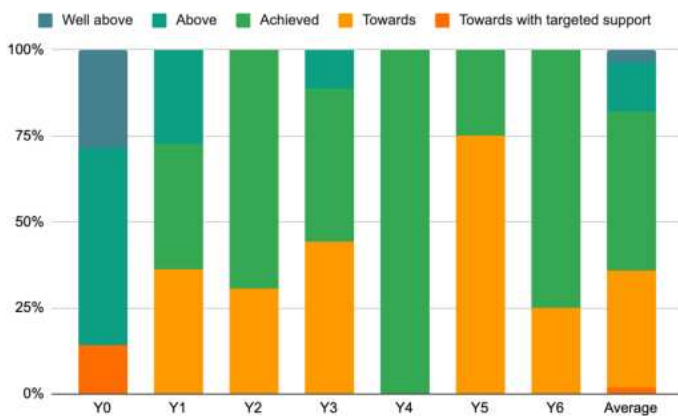
PĀNUI



Comment:

- Juniors all achieved lower than the previous year, seniors all improved.
- Y4 and Y6 are very small though and our juniors are the biggest cohorts.
- This was the only subject that dropped in average from the previous year but the larger junior cohorts would have influenced that.
- Overall, we have 79% of Rumaki achieving at or above typical age expectation levels. This is an improvement on last year and indicates a positive trend toward our goal of 85%.

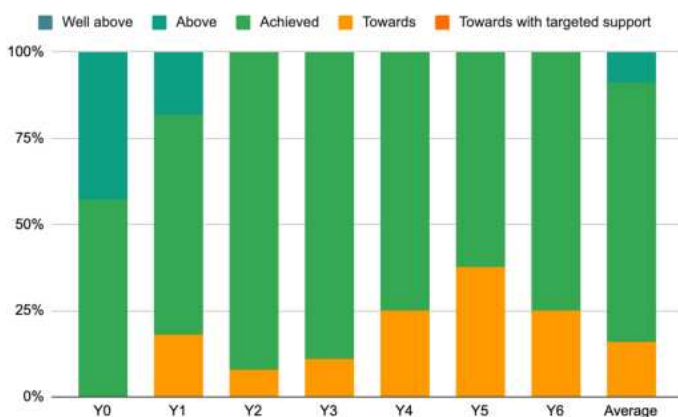
TUHITUHI



Comment:

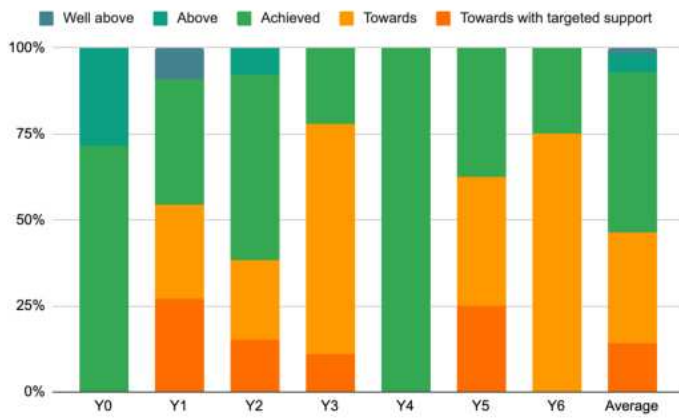
- All year groups, except Y2, have a greater number of students achieving at typical age expected levels; this indicates acceleration for students from 2022 to 2023.
- Y4 and Y6s are statistically too small a data group to draw conclusions from, with only 4 students each.
- Overall, we have 64% of Rumaki achieving at or above typical age expectation levels. This is an improvement on last year and indicates a positive trend toward our goal of 85%.

PĀNGARAU



- Y3s and Y5s had the highest improvements in achievement levels with 19% and 38%.
- All other Year levels dropped a little or remained unchanged.
- Overall, we have 84% of Rumaki achieving 'at or above' typical age expectation levels. This is an improvement on last year and almost reaches our goal of 85%.

KŌRERO



Comment:

- Kōrero levels have fluctuated a little. Similar to other subject areas in previous years. We have only started tracking kōrero from last year and need to strengthen assessment and moderation practices for it.
- Overall, we have 54% of Rumaki achieving 'at or above' typical age expectation levels. This is an improvement on last year and almost reaches our goal of 85%.

Progress Report

EOY 2022 compared to EOY 2023

Te Puāwaitanga Progress Data @ a Glance

<p>Tuhituhi Comparison EOY 2022, T2 2023, T3 2023, EOY 2023 Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023</p> <table border="1"> <thead> <tr> <th>Category</th> <th>EOY 2022</th> <th>T2 2023</th> <th>T3 2023</th> <th>EOY 2023</th> </tr> </thead> <tbody> <tr> <td>Total Progress</td> <td>63%</td> <td>47%</td> <td>-</td> <td>78%</td> </tr> <tr> <td>Acc. Progress</td> <td>11%</td> <td>4%</td> <td>16%</td> <td>13%</td> </tr> </tbody> </table>	Category	EOY 2022	T2 2023	T3 2023	EOY 2023	Total Progress	63%	47%	-	78%	Acc. Progress	11%	4%	16%	13%	<p>Pānui Comparison EOY 2022, T2 2023, T3 2023, EOY 2023 Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023</p> <table border="1"> <thead> <tr> <th>Category</th> <th>EOY 2022</th> <th>T2 2023</th> <th>T3 2023</th> <th>EOY 2023</th> </tr> </thead> <tbody> <tr> <td>Total Progress</td> <td>65%</td> <td>47%</td> <td>-</td> <td>62%</td> </tr> <tr> <td>Acc. Progress</td> <td>26%</td> <td>4%</td> <td>16%</td> <td>10%</td> </tr> </tbody> </table>	Category	EOY 2022	T2 2023	T3 2023	EOY 2023	Total Progress	65%	47%	-	62%	Acc. Progress	26%	4%	16%	10%
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<p>Tuhituhi, Pānui, Kōrero, Pāngarau Percentage of students who have progressed at the typically expected rate over a year.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Tuhituhi</th> <th>Pānui</th> <th>Kōrero</th> <th>Pāngarau</th> </tr> </thead> <tbody> <tr> <td>Total Progress</td> <td>78%</td> <td>62%</td> <td>90%</td> <td>86%</td> </tr> <tr> <td>Acc. Progress</td> <td>13%</td> <td>10%</td> <td>30%</td> <td>25%</td> </tr> </tbody> </table>	Category	Tuhituhi	Pānui	Kōrero	Pāngarau	Total Progress	78%	62%	90%	86%	Acc. Progress	13%	10%	30%	25%	<p>Discussion:</p> <ul style="list-style-type: none"> • All subjects in 2023, except Pānui, made more progress than EOY 2022. • There has been accelerated progress in those subjects. • Pānui's progress remained similar at the end of both years. • 15% improvement in progress for Tuhituhi 															
Category	Tuhituhi	Pānui	Kōrero	Pāngarau																											
Total Progress	78%	62%	90%	86%																											
Acc. Progress	13%	10%	30%	25%																											

*progress = 1 curriculum sub-level or more

Ngā Kākano Progress Data @ a Glance

Writing Comparison

EOY 2022, T2 2023, T3 2023, EOY 2023

Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023



Reading Comparison

EOY 2022, T2 2023, T3 2023, EOY 2023

Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023



Maths Comparison

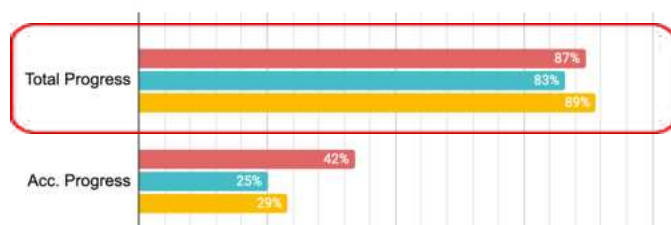
EOY 2022, T2 2023, T3 2023, EOY 2023

Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023



Comparison: Writing, Reading, Maths

Percentage of students who have progressed at the typically expected rate over a year.



*progress = 1 curriculum sub-level or more

Discussion:

- All subjects in 2023 have made more progress than EOY 2022.
- This indicates accelerated progress overall.
- Both Maths and Writing showed significant progress from EOY 2022 to EOY 2023.
 - 57% improvement in progress for writing
 - 40% improvement in progress for maths
- Majority of students, over 85%, are progressing compared to less than 50% the previous year.

Ngā Māhuri Progress Data @ a Glance

Writing Comparison

EOY 2022, T2 2023, T3 2023, EOY 2023

Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023



Reading Comparison

EOY 2022, T2 2023, T3 2023, EOY 2023

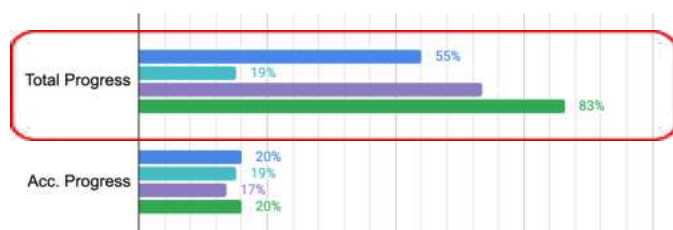
Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to EOY 2023



Maths Comparison

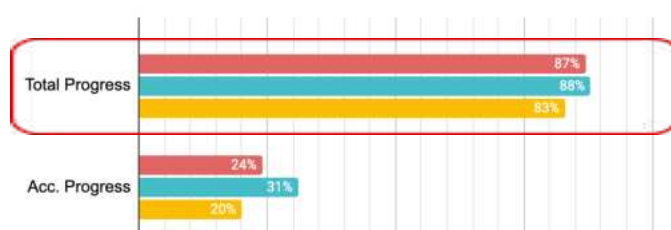
EOY 2022, T2 2023 and T3 2023

Percentage of students who have progressed from T2, 2021 to EOY 2022 and EOY 2022 to T3, 2023



Comparison: Writing, Reading, Maths

Percentage of students who have progressed at the typically expected rate over a year.



*progress = 1 curriculum sub-level or more

Discussion:

- All subjects in 2023 have made more progress than EOY 2022.
- This indicates accelerated progress overall.
- All show quite significant progress from EOY 2022 to EOY 2023.
 - 51% improvement in progress for writing
 - 28% improvement in progress for maths
 - 25% improvement in progress for reading
- Majority of students, over 85%, are progressing compared to on average 50% the previous year.