



ANNUAL REPORT

2024



Pigeon Mountain Primary School

Education with a Heart



PIGEON MOUNTAIN PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory:

Ministry Number: 1439

Principal: Dylan Marshall (Acting Principal 2024)

Phebe Rossiter Principal 28 April 2025

School Address: 22 Wells Road, Bucklands Beach, Auckland 2012

School Phone: 09 534 9765

School Email: pheber@pmps.school.nz

Accountant / Service Provider: Edtech Financial Services Ltd

Principal's Report

Students at Pigeon Mountain School experienced a wide range of opportunities to show their talents in 2024. The following details will remind us of their successes as we look back at our 2024 school year.

Student achievement data shows that student academic standards over many years have been consistently high at Pigeon Mountain School. This is due to the support and involvement of parents and the commitment of our staff to provide quality education in a caring environment "EDUCATION WITH A HEART" which is our Pigeon Mountain School Mission.

Pigeon Mountain School Tours

As with previous years, we hold a monthly tour for visitors and prospective parents on the first school Thursday of each month. Bookings for this tour are made through the website. Excluding the December tour, over 60 bookings

have been made for tours in 2024. We have identified dates for 10 tours again in 2025.

Open Classrooms

In 2024, we expanded our reporting methods in response to positive feedback from Student-Led Conferences in 2023, facilitating four interactive reporting opportunities through the 'Open Classroom Hour'. These events were held in May, June, September, and alongside Student-Led Conferences, with a focus on Maths or Literacy.

The benefits of the Open Classroom included:

- an interactive reporting experience where parents could see how their child is learning in a day-to-day context;
- a collaborative approach between parents and teachers around their child's learning;
- support for students' academic journeys through parent interaction.

By the September Open Classroom, attended by over 110 parents, processes had been refined, resulting in better interaction and a deeper understanding of student expectations. The initiative fostered stronger connections with whānau and the wider community.

In 2025, we will continue these sessions, refining the format and expanding parent engagement, particularly by reviewing the scheduling and promotion of events to further support our students' academic growth.

Welcome New Families to School Events

In 2024, we made an intentional effort to provide an opportunity for our new families to meet with Senior Leaders once a term. This event allowed new families to connect with school leadership and understand the routines within our school. With over 30 bookings in 2024, this initiative has proven valuable for fostering connections. Moving forward, we will refine our communication and schedule this event on the third Tuesday of each term in 2025 to ensure continued engagement and accessibility for new families.

Professional Development for PMPS Staff

The school's professional development aligned with the goals as set out on our Strategic Plan 2024-2025. These foci were:

- Self efficacy of teachers and the use of video enhanced peer coaching to improve practice
- The introduction of the new Aotearoa New Zealand curriculum areas
- Upskilling teachers in the explicit and deliberate teaching of wellbeing for our community

External Events

Schools across New Zealand were provided with two accord days in 2024 to facilitate teaching teams learning in the Curriculum Refresh. We utilised an expert facilitator, Nicky Knight to unpack the refreshed Mathematics curriculum in July and school leaders facilitated our second day in October on Structured Literacy

Positive Behaviour for Learning (PB4L)

Another successful year at PMPS saw us continue our Tier 2 support for learners needing extra assistance, while our Tier 1 Team actively analyzed behavior data and refreshed weekly lessons to align with our new Pigeon Mountain Learner Profile Capabilities. Our Monday morning assemblies showcased our school values through student-led performances. We also saw increasing engagement from Year 5 & 6 students as dedicated PB4L monitors. Looking forward, we anticipate Kendra's return for our second TFI assessment in Term 1 of 2025 to guide our PB4L growth. Furthermore, our 2025 staff Professional Development will focus on Restorative Practices to strengthen positive relationships across our school community.

Pātaka Kai - Food Bank

In 2024, Pigeon Mountain Primary School unveiled its pātaka kai, a new initiative that perfectly aligns with our vision of "Education with a Heart." This space operates on the principle, "Bring what you can, take what you need," fostering a sense of community support and care.

The successful implementation of this project is a result of the dedicated efforts of staff and our student Wellbeing Leaders. Their combined work has made the pātaka kai a meaningful and impactful addition to our school.

The initiative reflects our school's values of empathy and collaboration. By providing a tangible resource for families in need, we continue to nurture a

compassionate, supportive environment where everyone can thrive. Moving forward, we will encourage even more engagement with the pātaka kai, ensuring it remains a welcoming and helpful resource for all.

Supporting Others

During 2024, the Pigeon Mountain Primary School community served others through these meaningful events, activities, and campaigns:

- Pink Ribbon Day - Breast Cancer Foundation (May)
- Salvation Army - Food Bank Collection (June)
- Daffodil Day - Cancer Society (August)
- Salvation Army - Food Bank Collection (September)
- Salvation Army - Food Bank Collection (November)

These initiatives allowed students and staff to contribute to important causes, reinforcing our values of empathy, responsibility, and community engagement. Moving forward, we will continue to foster a culture of service, encouraging even more participation and exploring additional ways to support those in need.

Student Leadership

In 2024, our Year 5 and 6 students actively engaged in school leadership, with students appointed to House Captains, Wellbeing Leaders, International Cultural Leaders, and Councillor roles. These students received valuable coaching from Bucklands Beach Intermediate students and spearheaded various school events. House Captains fostered house spirit through competitions and sports day chants, while Wellbeing Leaders promoted inclusivity with events like Pink Shirt Day. Our International Cultural Leaders celebrated diversity with engaging language weeks, and the Councillors organised popular events such as the Disco and Pie Day. The Enviro Group championed sustainability through our edible gardens.

Looking ahead to 2025, we aim to build upon this successful program by exploring more opportunities for student involvement in school-wide initiatives and developing a clear pathway for student leadership to maximise their meaningful contributions to our school community.

School Library

In 2024, the library continued to thrive as a beloved space, issuing around 33,000 books and raising \$2,700 through the Book Fair for new resources. The

library remains integral to student engagement and literacy development, supported by active participation from students and the community. We will build on this success in 2025 by purchasing more books and further engaging the community in library initiatives.

School Cross Curricular Opportunities

During 2024, inter-school events allowed our ākonga to enjoy exploring new opportunities and compete against students from other schools within the Howick Primary Principals' Association (HPPA).

Our students actively participated in a wide range of sporting and academic events throughout the year, demonstrating enthusiasm, skill, and our school values. In softball, our Year 5 and 6 team showed great determination. Badminton at lunchtime proved incredibly popular among senior students. Our swimmers excelled at the HPPA Swimming events, with PMPS hosting one of the meets. Staff enjoyed participating in the Round the Bays. The HPPA Fun Run fostered a love for running. Our Auckland Kids' Marathon participants collectively covered an impressive 1500km.

Our girls' soccer teams showed significant growth and achieved notable success, with one team winning their pool. Our Year 5 and 6 football teams also had a successful HPPA Fun Day, with both teams performing strongly. In hockey, our students braved the cold and enjoyed a great introduction to the sport at the HPPA Field Day. Our talented dancers delivered an outstanding performance at the HPPA Dance Festival. House Dodgeball, organised by our student leaders, fostered house spirit.

Our gymnasts shone at the HPPA Gymnastics event, with the girls' teams achieving first and third place in Year 5 and 6 respectively, and several students earning individual accolades. Nine gymnasts qualified for the Champion of Champions competition. PMPS successfully managed the HPPA Cross Country event, where our runners competed with determination, and one of our students achieved a decisive win. Our dedicated Literacy Quiz teams achieved excellent results, placing 4th and 6th. Our netball teams demonstrated great teamwork and sportsmanship at the Netball Field Day. Our boys' soccer team showed significant improvement over their two-day tournament. Our touch rugby team embraced a new sport with enthusiasm. Finally, our athletes proudly represented PMPS at the HPPA Athletics event, with several students achieving top placements.

Kindness Project

In Term 4, we collaborated with Youth Project NZ to spread kindness through various student-led initiatives, including Kindness Bees, Jars, and Coasters, which were distributed to local carers. This initiative not only fostered a sense of community and social responsibility among students but also strengthened relationships with local residents, many of whom expressed their gratitude. Moving forward, we plan to continue this partnership in 2025, exploring new ways to engage students in acts of kindness and further deepen our community connections and contributions.

Matariki Noho

In July, our International Cultural Leaders, Year 6 Kapa Haka students, and senior Māori and Pacific students enjoyed a Matariki noho. The afternoon included games and waiata before an early night. Before dawn, students made a hikoi to Ōhuiaurangi hoping to see the Matariki constellation. Although the stars weren't visible, they sang waiata and took photos at the summit before returning for breakfast. This special event was made possible by Whaea Jordan and our kapa haka teachers. Following the noho, a hui with Māori and Pacific families provided valuable feedback for future events. Looking ahead to 2025, we plan to refine the Matariki noho to create a lasting tradition that strengthens cultural connections and celebrates Māori and Pacific heritage.

International Cultural Exchange - Himeji, Japan

6 students and 2 staff travelled to Japan in May for an International Cultural Exchange.

- To develop students' knowledge and understanding of Asian culture;
- To build a relationship with the Japanese schools (Kodomo Library) and the Japanese hosts;
- To further develop our working relationship with our local intermediate schools;
- To provide a unique extracurricular opportunity for our students.

The student experience included:

- Day trips such as Himeji Castle, Tennoji Park, Osaka Castle, Shitennoji Temple, Mount Shosha and Dottonbori Street
- School Visits to either Yasumuro Elementary School and Yasumuro Higashi Elementary School. Here our students introduced themselves in Japanese at a welcome ceremony and then participated in classes.
- Living with a Japanese family as a homestay for 10 days. Exchange of

gifts

- Experiencing Japanese cuisine
- Placing paper cranes that we made at school in Peace Park in Hiroshima and visiting the Peace Memorial Museum.

The teacher experience included:

- Connections with host teachers and Principals of Kodomo Library
- Presentation speeches and waiata at our respective school welcome ceremonies
- Tours of the associated Primary School and Kindergarten.
- Networking with Bucklands Beach Intermediate (BBI) and Farm Cove Intermediate (FCI) senior and middle leaders.

This is the first time that Pigeon Mountain has joined BBI and FCI on this long-standing cultural exchange trip to Himeji. Moving forward, we are committed to exploring opportunities to extend this enriching experience to more of our students in the future, ensuring that it becomes a regular part of our school's cultural exchange programme.

In return we received six students from Himeji in July. These students were 'visitors' rather than students and spent minimal time in our classrooms. A highlight of their visit was the powhiri held at Farm Cove Intermediate.

Sailing Year 5

In November, all Year 5 classes took part in the Rūnā Sailing Experience at Bucklands Beach. As part of the experience, students were able to sail optimists. This was a new initiative in 2024. We live in a stunning part of the world, and learning to be comfortable out in the water enables our students to make the most of this wonderful environment.

Māhuri - Classroom Release Time (CRT)

In 2024, we introduced a unique, culturally responsive programme to support the increase in classroom release time for teachers and to leverage Whaea Jordan's expertise in Māori tikanga and te reo Māori. By bringing together multiple classrooms for a day of learning focused on themes like whakawhanaungatanga, belonging, and Matariki, we offered a rich, unified curriculum encompassing art, Māori performance arts, physical education, and the holistic wellbeing model of whare tapa whā. This programme, called Māhuri, symbolised the growth of students, like saplings, nurturing their potential. The success of this initiative demonstrates the value of collaborative, culturally embedded teaching practices. In consultation with our staff to refine our CRT practices for 2025, we plan to shift to a play-based learning

approach for the Junior school and a specialist programme for Seniors. To enhance clarity and coherence, classroom release teachers will be expected to share planning with teams ahead of each term. Additionally, classroom teachers will continue to expand opportunities for students to explore their cultural identity and wellbeing in the coming year.

HPPA Mathex Competition

Under the guidance of Mrs. Mandy Attard, four students from the Maths Extension class were selected to compete in the HPPA Mathex competition, held at Sunnyhills Primary. This selection followed a dominant performance in the practice competition, where three Pigeon Mountain teams secured first, second, and third places against other local schools. At the HPPA competition, Pigeon Mountain continued their success, achieving full marks in the quickest time.

HPPA Mandarin and Cantonese Speech Finals

There was impressive interest from students wishing to participate in the Mandarin and Cantonese speech event in 2024, with 9 speakers (7 Mandarin speakers and 2 Cantonese) participating in practices and rehearsals before the in-school finals in September. This event was held in front of an invited audience of parents and teachers.

Pigeon Mountain School co-convened the zone finals with Wakaaranga School for the fourth year in succession. Students from 12 schools participated in the event, held in our school hall in September in front of an invited audience of parents, teachers and students.

PMPS Speech Finals – Winners:

For a number of years now, Pigeon Mountain has participated in the Rehu Tai competition for Years 5 and 6. The Rehu Tai incorporates four oral presentation styles: prepared speech, flash talk, spoken word poetry and rap. Each year the students are given a theme that their speech must be connected to. In 2024, the theme was Kotahitanga - Unity.

Our students embraced all oral presentation styles, and our school winner successfully won the HPPA competition and represented our school at the Auckland Championships, which were held at Ponsonby Intermediate School.

EXTERNAL COMPETITIONS 2024

In 2024, our students actively participated in a range of external academic competitions, achieving commendable results. In the ICAS Examinations, many students across Years 4-6 received Certificates of Credit, Distinction, and High Distinction in Mathematics, English, Digital Technologies, and Science, competing against over 1.7 million students worldwide.

Our Year 6 and selected Year 5 students participated in the Australian Problem Solving Maths Olympiad (APSMO) Junior Olympiad. Our top team ranked in the top 20% of participating schools, with seven students ranking in the top 10% and a further eight in the top 25%. The APSMO Maths Games Junior also saw participation from our Mathex group students.

In the Otago Problem Solving competition, our Year 4-6 Mathex students achieved Merit and Excellence awards, with five Year 6 students qualifying for the Final Challenge. Our gifted mathematicians participated in the Australian Maths Competition (AMC), achieving High Distinction, Distinction, and Credit across Years 4-6.

The online Kiwi Maths, Science, and English Competitions also saw significant participation from our Year 5 and 6 students, with many achieving Merit and Excellence.

Finally, our Year 6 students were recognized at a special awards assembly for their outstanding contributions and achievements in various areas, including sportsmanship, effort, service, environmental commitment, academic achievement, perseverance, Kapa Haka, leadership, and citizenship. We congratulate all participating students on their efforts and wish our graduating Year 6 students all the best in their future endeavors.

YEAR SIX SPECIAL AWARDS.

The Awards Assembly is special for the Year 6 students as it is their final assembly and marks their graduation from primary school. At this time, various special awards are given to Year 6 students. T

Congratulations to the winning students and also to all students of Pigeon Mountain School for their personal achievements during the year. Good luck to the Year 6 students who will be leaving and going on to Intermediate schools. You have shown the 4 school values throughout your time with us, and during your central 3 years at our school, you endured a very challenging time.

LOOKING AHEAD: OPPORTUNITIES AND CHALLENGES IN 2025

2025 promises to be a year of significant growth, change, and opportunity for Pigeon Mountain Primary School as we embrace new initiatives and adapt to evolving challenges.

Te Mātaiaho Curriculum Refresh is a welcomed step forward, providing clarity, cohesion, and better coverage in our teaching and learning. However, it also presents a challenge for teachers as we upskill to implement the new curriculum effectively. Structured literacy programmes will be introduced across both the junior and senior schools, with the potential for a new approach to maths teaching later in the year. We await further guidance from the Ministry of Education regarding changes to assessment and reporting, including updates on entry tests and Year 2 phonics assessments.

Our leadership structure is undergoing a significant transformation, with one new senior leader and four new middle leaders joining our team. To foster collaboration, we've adapted our teaching team structure for 2025. This has resulted in the most significant reshuffling of classes in over five years, aiming to create a more cohesive and supportive environment for students and staff alike.

Finally, we look forward to the construction of a new administration block and staffroom, anticipated for completion in 2025. This modern and welcoming space will enhance our ability to connect with and support our community.

As we navigate these changes, our focus remains on maintaining the highest standards of education and ensuring every initiative strengthens outcomes for our students

List of all school Board members

The Pigeon Mountain Primary School board (elected in September 2022) is composed of;

Mark Eades (Presiding Member)

Alicia Doughty Staff Trustee in Term 1 only

Dylan Marshall (Acting Principal)

Richard Spong

Zhoujun Serena Wei

Iley Joblin

Brian Chan

Christopher Reed

Statement of variance (required)

The Statement of Variance replaces the Analysis of Variance. The Principal will ensure that the Statement of Variance is submitted to the Ministry of Education before 1 March each year.

Focus: Inclusive Pedagogies

Strategic Aim: As a school, we aim to be *‘Providing a personalised journey through PMPS which maximises everyone’s potential.’*

Annual Aim(s): Through the growth of adaptive expertise, to establish best inclusive pedagogies which accelerate learner achievement.

Context; A wide range of data has suggested that we are facing a challenge to cater for some sectors of our school population. The two groups who are underperforming are male students (in terms of their achievement, engagement, and behaviour) and ELLs (English Language Learners) students, particularly foundation level students.

This data has been collated in the table below to demonstrate through baseline data the disparities between the target groups of students and their peers. Year groups analysed this collated data to identify the area of greatest need for the students in their cohort.

Baseline Data - Overview:

Year Group	Boys' PB4L	Founda tion ELLs	All ELLs	ELLs as % of roll	
1	100%	No data yet			
2	87%	26 (14 boys or 54%)	26 (14 boys or 54%)	41% of Y2 are ELLs	*22% of Y2 are male ELLs
3	84%	13 (11 boys or 85%)	29 (22 boys or 76%)	37% of Y3 are ELLs	* 28% of Y3 are male ELLs
4	85%	5 (4 boys or 80%)	18 (12 boys or 67%)	23% of Y4 are ELLs	*15% of Y4 are male ELLs
5	67%	8 (4 boys or 50%)	19 (11 boys or 58%)	17% of Y5 are ELLs	* 10% of Y5 are male ELLs
6	72%	4 (2 boys or 50%)	13 (6 boys or 46%)	11% of Y6 are ELLs	*5% of Y6 are male ELLs

BASELINE DATA: Evidence of Boys Achievement across the curriculum at the end of 2023

Student Achievement

READING

2023 End of Year OTJ Data

Reading All students Years 1 - 8		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	27	9.7%	31	11.2%	113	40.6%	107	38.5%	278	79.1%
	Female	13	5.0%	24	9.3%	106	40.9%	116	44.8%	259	85.7%
	Total	40	7.4%	55	10.2%	219	40.8%	223	41.5%	537	82.3%

MATHEMATICS

2023 End of Year OTJ Data

Mathematics All students Years 1 - 8		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	5	1.8%	22	7.9%	127	45.7%	124	44.6%	278	90.3%
	Female	3	1.2%	29	11.2%	113	43.6%	114	44.0%	259	87.6%
	Total	8	1.5%	51	9.5%	240	44.7%	238	44.3%	537	89.0%

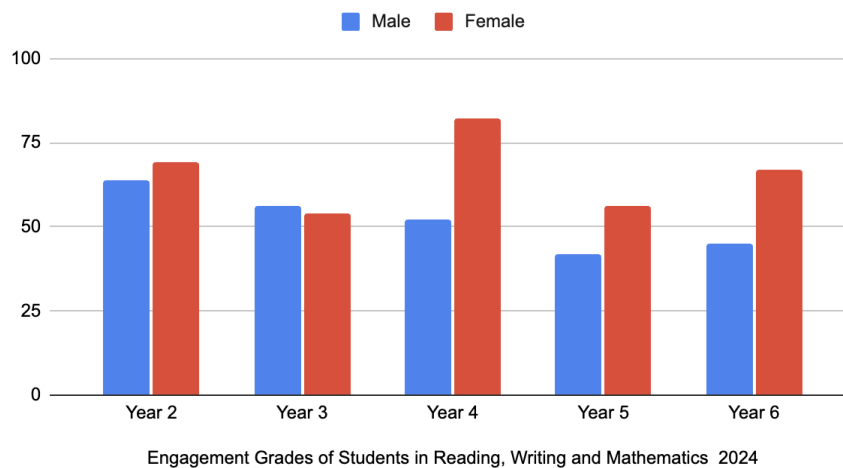
WRITING

2023 End of Year OTJ Data

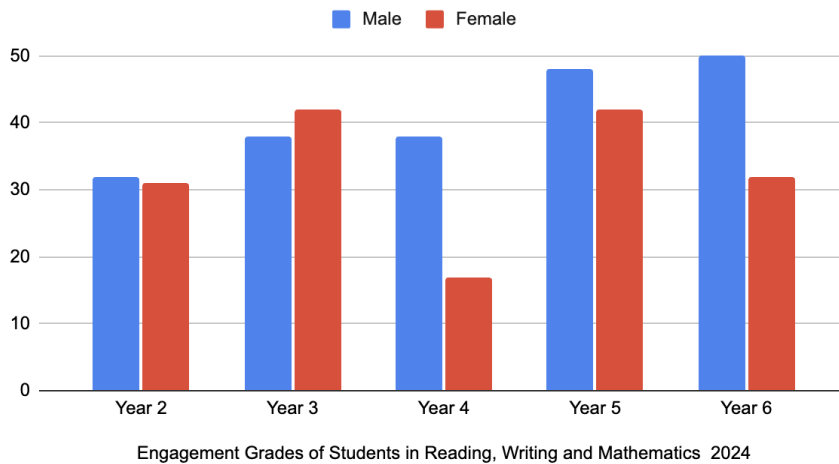
Writing All students Years 1 - 8		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	22	7.9%	55	19.8%	152	54.7%	49	17.6%	278	72.3%
	Female	10	3.9%	26	10.0%	135	52.1%	88	34.0%	259	86.1%
	Total	32	6.0%	81	15.1%	287	53.4%	137	25.5%	537	78.9%

BASELINE DATA: Evidence of Boys Engagement

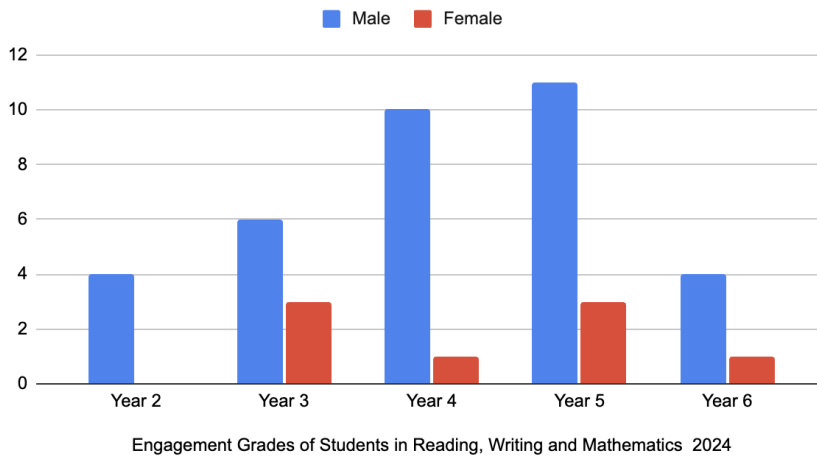
High Engagement as reported in School Report



Expected Engagement as reported in School Report



Low Engagement as reported in School report



Year Group; Year 1

Our goal is to develop inclusive pedagogies in Yr 1 which improve boys PB4L behaviour and result in improved student outcomes, measured by the proportion of boys PB4L entries in class time. Currently, the proportion of PB4L entries for students in this year group is 100% male.

Theory of Improvement; *If teachers introduce strategies to improve boys' concentration at mat time, the number of PB4L entries will decrease.*

Actions - *What did we do?*

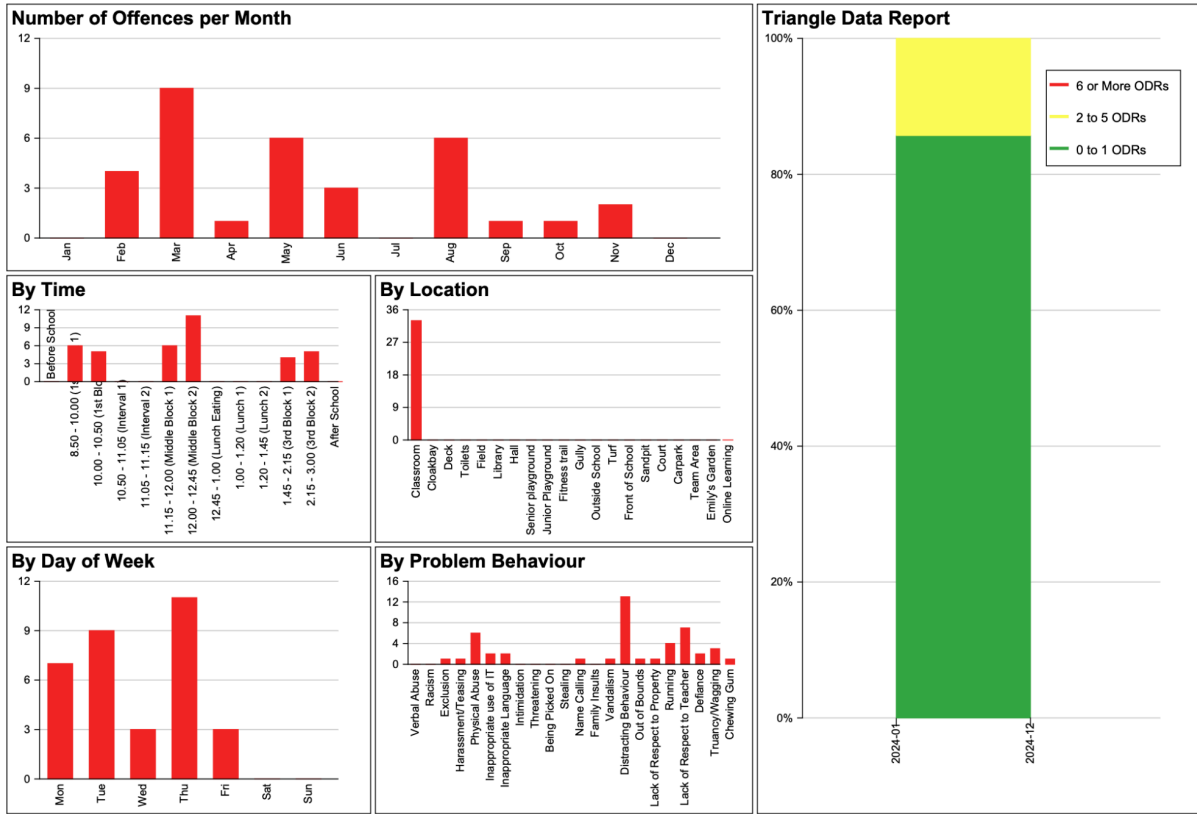
- Provided professional development through the Incredible Years Autism program (1 teacher).
- Delivered professional development in the Better Start Literacy Approach (BSLA) (2 teachers).
- Tightened classroom routines.
- Reinforced mat expectations and routines through repetition.
- Assigned designated spots on the mat.
- Split groups for better management.
- Established “5 mat manners.”
- Implemented proximal praise and Dojo points as incentives.
- Held restorative discussions to address behaviour.
- Set up a block activity area outside Room 25 for Year 0 and Year 1 students during break times.

Outcomes - *What happened?*

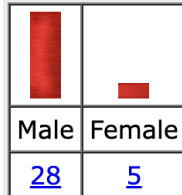
- Reduced distracted behaviour during independent work.
- Improved mat behaviour.
- Decreased negative behaviours in the classroom.
- Mitigated some challenges faced by Year 0 students.
- Boys demonstrated higher engagement in mathematics and reading compared to girls.
- Behaviour issues remained concentrated in the playground, particularly among boys.
- A few students accounted for multiple entries.
- Over the last four months of the year, recorded negative behaviours decreased during class time but remained problematic during break times.
- The trend in classroom behaviour entries showed a decrease throughout the year, despite an increase in overall annual records.

Note: The accompanying graphs illustrate trends in-classroom behaviour over the year.

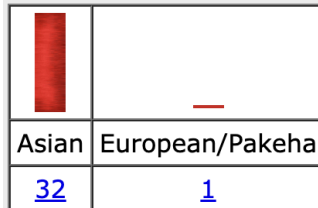
Pigeon Mountain School PB4L Summary - Year 1 - 2024-01-30 to 2024-12-04

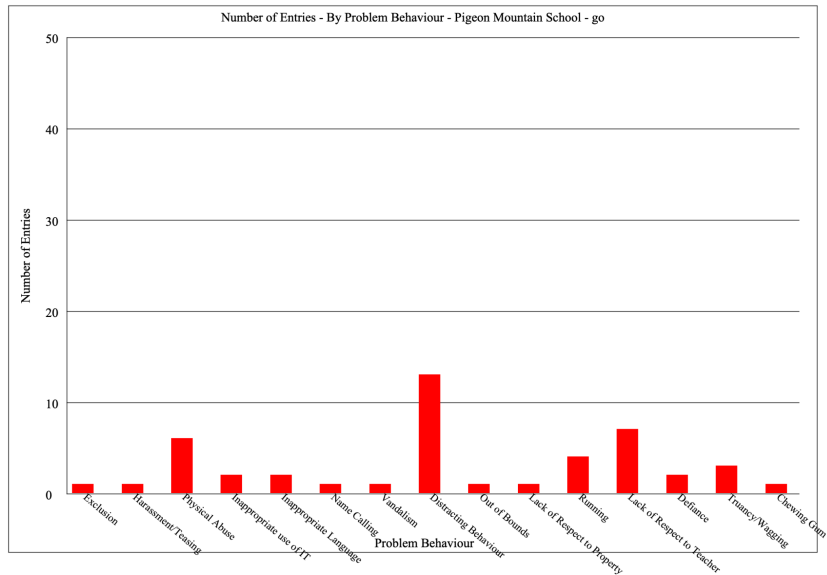


Number of Incidents - Gender



Number of Incidents - Ethnic





Number of Incidents - By Response / Outcome

Generate Table go

<u>1</u>	<u>27</u>	<u>2</u>	<u>1</u>	<u>5</u>	<u>2</u>	<u>12</u>	<u>7</u>
Discussed WITS	Restorative Chat	Referred to Classroom Teacher	Referred to Team Leader	Contact Whanau	Referred to Leadership	Word Warning	Removal from area

Number of Incidents - By Follow Up Action

Generate Table go

<u>19</u>	<u>10</u>	<u>1</u>	<u>1</u>	<u>1</u>
No further Action	Restorative Conversation	Contact Whanau	Meeting with Whanau	Removal of Privileges

Reasons for the variance - *Why did it happen?*

- A shift in teacher mindset reduced disparities in how boys' and girls' behaviours were perceived and addressed.
- The increase in overall PB4L entries for the year likely resulted from a significant rise in Year 1 enrolments compared to 2023 and increased teacher intentionality in recording observed behaviours.
- Government priorities for Structured Literacy in Year 1 did not directly align with the behaviour-related targets.

Evaluation - *Where to next?*

- Sustain successful practices: Continue the classroom routines established this year.

- Enhance break-time activities: Reopen the sandpit, build a mud kitchen, and provide more engaging options during break times. These activities could be student-led.
 - Upskill teachers: Train all teachers in restorative practices to address day-to-day behaviours constructively and positively. This Professional Development will begin in January.
 - Foster parent engagement: Encourage early involvement of parents to support overall engagement and learning progress.
 - Introduce play-based learning: Invest in a play-based learning program for the junior school focused on oral language and pro-social skills. Lucy Barker, who recently completed the Incredible Years Autism course, will lead this program as part of Classroom Release for other teachers. Lucy will make connections with ESOL students to also support them in their oral language and pro-social skills.
-

Year Group; Year 2

Our goal is to develop inclusive pedagogies in Year 2 that enhance boys' engagement in Writing lessons, leading to improved student outcomes. This will be measured by increased engagement rates in Writing, which will, in turn, contribute to improved achievement.

Of the current cohort, 17% more girls are considered to be HIGHLY ENGAGED in Writing, when compared to their male peers. In addition, the proportion of students achieving AT or above in expectations in Writing shows that 72.3% of boys achieved AT or above, whilst 86.1% of girls reached the same level. The disparity of 13.8% is significant. In the areas of Reading and Maths, boys reach AT or above expectations in greater proportions.

Theory of Improvement; *If the writing process is clearer and relatable, then boys will be more engaged in their learning, and their achievement will improve.*

Actions - What did we do?

- Scheduled writing lessons with ESOL support in small groups to focus on low engagement or achievement.

- Used toys, physical objects, and interest-based topics (e.g., animals) to engage boys in writing.
- Chose writing genres and topics based on students' interests to boost engagement.
- Standardised engagement reporting by aligning teacher understanding of criteria.

Outcomes - What happened?

- Boys showed improved engagement with interest-based prompts.
- Boys' ESOL numbers were higher, contributing to lower engagement.
- Achievement outcomes were stable but varied due to student turnover.
- Discrepancies in prior reporting practices and marking affected data accuracy.

Boys Achievement in writing:

2024 Mid year

2024 End of Year

102754 OTJ Writing eTAP Parent Report (2)Mid Found in Plan(s): # 235					Room	O	OTJ Writing Anniversary - After 2 years	OTJ Writing Anniversary - After 30 months
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		At Standard	
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		At Standard	At Standard
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2			
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2		At Standard	
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<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	B6 - Y2		At Standard	At Standard
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<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2		Well Below Standard	
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		At Standard	
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input checked="" type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		Well Below Standard	
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input checked="" type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		Below Standard	
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	B6 - Y2		At Standard	At Standard
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2			
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2		At Standard	At Standard
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input checked="" type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		Below Standard	
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input checked="" type="radio"/> Well Below Standard	<input type="radio"/> Blank	B6 - Y2		Below Standard	Well Below Standard
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2		Well Below Standard	
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input checked="" type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2			
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	A3 - Y2		At Standard	
<input type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	B6 - Y2		At Standard	At Standard
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2		Below Standard	
<input type="radio"/> Above Standard	<input checked="" type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	CR - Y2		Above Standard	
<input checked="" type="radio"/> Above Standard	<input type="radio"/> At Standard	<input type="radio"/> Below Standard	<input type="radio"/> Well Below Standard	<input type="radio"/> Blank	B6 - Y2			

Boys Engagement in writing:

2024 Mid year

2024 End of year

[illegible]

Reasons for the Variance - Why did it happen?

- New ESOL students and inconsistent prior data made comparisons difficult.
- Adjustments to reporting criteria revealed gender disparities in engagement.
- Variations in teacher marking practices impacted data validity.

Evaluation - Where to next?

- Continue focusing on improving boys' engagement and achievement in writing.
- Develop strategies to better engage low-engagement boys.
- Provide professional development on consistent writing assessments.
- Expand support for ESOL boys to improve engagement and achievement.
- Incorporate more hands-on, interest-driven writing activities.
- Strengthen data analysis by tracking a consistent cohort of students.

Year Group; Year 3

Our goal is to develop inclusive pedagogies in Yr 3 which improve boys' PB4L behaviour around school and result in improved student outcomes.

measured by the proportion of boys' PB4L entries. Currently, 85% of all PB4L entries for this cohort are for boys.

Theory of Improvement; If teaching is designed to be more inclusive of boys' interests in Writing, then achievement will improve.

Actions - What did we do?

- Implemented daily goal-setting discussions, celebrating successes at the end of each day.
 - Introduced rewards like free time, dojo points, and house points based on weekly behaviour.
 - Strengthened relationships between ākonga, kaiako, and whānau through consistent communication and conflict resolution.
 - Increased focus on PB4L and Mitey lessons weekly.
 - Incorporated brain breaks and simplified tasks to focus on foundational skills.
 - Celebrated student successes with whānau and team leaders.
 - Maintained consistency in uploading data to eTAP and following stricter PB4L procedures after professional development.
 - Explicitly taught PB4L and wellbeing lessons.
 - Monitored specific students during lunch to address behaviour shifts.
-

Outcomes - What happened?

- PB4L data improvements:
 - Reduction in minor and repeated minor entries; however, major entries increased due to improved teacher awareness of categorisation.
 - Classroom incidents dropped from 108 (Data 1: Feb–Jun 2024) to 98 (Data 2: Jul–Nov 2024).
 - Students with more than five entries decreased from 10 (Data 1) to 9 (Data 2).
 - March had the highest entries (78), but November showed a lower count (58).
- Boys' engagement levels in writing increased, though engagement during individual tasks remains challenging.

- Incidents of physical abuse decreased, while exclusion behaviours were more prominent.
 - Reading sessions before lunch helped reduce problematic behaviours during the middle block.
-

Reasons for the Variance - Why did it happen?

- Improved teacher awareness and adherence to PB4L guidelines following professional development led to more consistent behaviour recording.
 - Development of stronger teacher-student and teacher-family relationships contributed to resolving conflicts and promoting better behaviour.
 - Structured classroom routines, brain breaks, and simplified task designs supported better engagement.
 - Monitoring students during lunch and incorporating calming activities like reading before lunchtime likely reduced some behaviour issues.
 - Behavioural improvements were uneven, influenced by the ratio of boys to girls in the school and teacher diligence in recording incidents.
-

Evaluation - Where to next?

- Sustain effective practices: Continue daily goal-setting, consistent PB4L lessons, and celebrating successes with students and whānau.
- Enhance engagement: Build on the success of writing engagement strategies, focusing on individual tasks for boys.
- Improve lunchtime behaviour: Explore additional supervision and structured activities during lunch breaks.
- Expand professional development: Provide further training on recognising and addressing major behaviours and building teacher capacity in classroom management.
- Review PB4L systems: Refine data entry practices to ensure accuracy and consistency across staff.
- Engage whānau further: Strengthen family involvement in behaviour management and celebrate student milestones more frequently.

Year Group; Year 4

Our goal is to develop inclusive pedagogies in Yr 4 which improve boys' achievement in Writing and result in improved student outcomes, measured by moving all boys who are currently WELL BELOW up at least one step to below, AT or ABOVE, as well as move our boys that are BELOW to AT or ABOVE in writing. This will close the achievement gap in the subject with girls. At the end of 2023, the disparity between boys' achieving AT or above expectations and girls' was 28.5%. This is the most significant disparity in any year group in any subject. By the end of 2024, we would expect this percentage to be less than 10%.

Theory of Action - If we use timely, positive and specific feedback and use the strategy of explicit teaching from the [HITS strategies](#), then the outcomes for boys will improve.

Actions - What did we do?

- Scheduled writing lessons consistently each morning when students are most focused.
- Used topics of interest and engaging writing prompts to capture student attention.
- Incorporated graphic organisers to structure ideas.
- Allowed more time for planning before writing sessions and included free writing opportunities.
- Utilised resources like TKI videos featuring male authors and Radio NZ stories to inspire students.
- Provided tools such as word mats for vocabulary support and focused on grammar skills.
- Emphasised writing on paper before transitioning to devices.
- Used Once Upon a Slime for writing prompts.

Outcomes - What happened?

- Improved gender achievement gap:
 - At the end of Year 4, 67% of boys and 78% of girls were at or above standard in writing, reducing the achievement gap to 11% (compared to 28.5% the previous year).

- Progress has brought the school close to the goal of a 10% gap.

Breakdown of Y4 Writing OTJ 2024			Breakdown of Y4 Writing OTJ 2023					
Breakdown by Gender								
	Male	Female						
	8457	8457						
Above Standard	15% (7)	53% (18)						
At Standard	52% (24)	29% (10)						
Below Standard	11% (5)	9% (3)						
Well Below Standard	22% (10)	9% (3)						
Total	46	34						

				</			

Reasons for the Variance - Why did it happen?

- Engaging and relevant materials, like videos and stories, helped motivate students, particularly boys.
- Structuring lessons with graphic organisers and grammar focus built foundational skills.
- Scheduling writing in the morning leveraged students' peak focus times.
- Allowing free writing and using tools like word mats supported creativity and vocabulary building.

Evaluation - Where to next?

- Introduce I CAN learning intention sheets to provide students with clear goals and targeted feedback, highlighting achievements as they meet intentions.
- Implement sharing sessions that encourage participation from all students.
- Focus on paragraph structure to enhance writing coherence and prepare students for advanced writing tasks.
- Continue monitoring and refining strategies to further close the gender achievement gap, aiming to meet or exceed the 10% goal.

Year Group; Year 5

Our goal is to develop inclusive pedagogies in Yr 5 which improve foundation ELLS students integration and result in improved student outcomes, measured by the achievement outcomes for ELLS students. Currently, 17% of all students in the cohort identify as ELLS learners.

Theory of Action - *If we collaborate to develop specific practices for ELLS students in classrooms, then outcomes for ELLS students would improve.*

Actions - *What did we do?*

- Integrated speech-writing into ESOL time for additional support.
- Used digital tools like Widget, Learning English for Kids, Little Bird Spelling, and Matific to reinforce learning.
- Provided extra support from the ESOL teacher, including listening to students reread books and offering targeted assistance.
- Encouraged the use of native language resources (e.g., Matific in students' home languages).
- Created opportunities for oral language development, including class speeches and regular interactions with support staff.

Outcomes - *What happened?*

- Speech outcomes:
 - Rooms 14 and 16 successfully delivered speeches.
 - Room 17 completed speeches but required basic support, with some struggles reading aloud.
 - All students felt included in the speech process.
- Reading and writing progress:
 - Students are improving in reading, vocabulary, and ESOL skills.
 - Greater independence in class, including completing writing samples without teacher input.
 - Confidence in speaking and willingness to participate in class discussions has improved.
 - Some students are leveraging native language resources to enhance their learning and progress in numeracy tasks.

R		Reading data		ESOL	ESOL
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m no .	Name	RR	PA T	EasTT le	Writing Data	Initial vocab on arrival '23 Oct 2024	Initial phonics on arrival '23 Oct 2024
20		L1 L2	- 1	<2B <2B	NA NA	0/70 63/70	0/36 36/36
		L9 L13	3 3	2B 2P	1P 2P	62/70('24) 70/70	36/36('24) 36/36
17		L5		1B		20/70 49/70	9/36 36/36
		L9		1P		2/70 -	11/36 -
		L6		1B		37/70 65/70	13/36 36/36
16		L9	1	<2B	1B	0/70 55/70	8/36 36/36
		L12	3	2B	1P	49/70 70/70	34/36 36/36
14		L11 L18	1 1	<2B 2P	1P 2A	43/70 70/70	18/36 36/36

Reasons for the Variance - Why did it happen?

- The use of engaging resources and tools tailored to individual needs supported progress.
- The ESOL teacher's consistent and engaging support provided additional reading practice and built confidence.
- Writing during ESOL time reduced pressure and allowed focused development of ideas.
- Creating an inclusive environment encouraged participation in activities like speeches.

Evaluation - Where to next?

- Continue leveraging tools like Matific, Widget, and Little Bird Spelling to support literacy and numeracy.
 - Maintain regular support sessions with the ESOL teacher to sustain progress and build confidence.
 - Provide more opportunities for independent speaking and writing tasks to further enhance oral and written language skills.
 - Explore additional native language resources to support comprehension and skill-building for multilingual learners.
 - Focus on gradually reducing support as students develop greater independence in literacy tasks.
-

Year Group; Year 6

Our goal is to develop inclusive pedagogies in Yr 6 which elevate boys' engagement in Writing which result in improved student outcomes, measured by rates of boys' engagement. Currently, an average of 67% of the females in the cohort are considered to be HIGHLY ENGAGED, in comparison to 45% of male students. The disparity is highest in Writing with 24% more girls being considered HIGHLY ENGAGED than boys.

Theory of Improvement- *If teachers are able to lift boys' engagement in Writing through hands-on experiences, outcomes will improve.*

Actions - What did we do?

- Used Google Forms and Brisk AI to gauge topics and provide tailored feedback.
- Focused on creative, reflective, and descriptive writing, supported by hands-on experiences (e.g., Oobleck).
- Employed exemplars, graphic organisers, and shared brainstorming to improve writing skills.
- Provided timely feedback to guide the writing process.

Outcomes - What happened?

- Brisk AI allowed for efficient, in-depth feedback, boosting engagement and independence in writing.

- Hands-on experiences like Oobleck sparked creativity and improved descriptive writing.
- 87.5% of Year 6 boys showed high or expected engagement, with some showing increased confidence.

Reasons for the Variance - Why did it happen?

- Brisk AI feedback was effective due to its personalised, quick nature.
- Hands-on activities engaged students by linking writing to real-world experiences.
- Some boys remained disengaged, influenced by negative peer attitudes and lack of interest.

Evaluation - Where to next?

- Continue using Brisk AI for focused feedback and explore further engagement strategies for disengaged boys.
- Increase hands-on and inquiry-based activities to make writing more relevant.
- Further personalise approaches to better support low-engagement students.

Planning for Next Year

Next year, we will focus on improving boys' engagement and achievement in writing, particularly within the ESOL cohort, by using interest-driven writing prompts and hands-on learning. To address gender disparities, we will implement targeted strategies for low-engagement boys. We will also refine assessment practices through professional development, ensuring consistent and valid writing assessments. Support for ESOL students will be expanded to enhance engagement and achievement. Clear, measurable targets will be set in the planning document, with a focus on tracking progress through a consistent cohort and improving data accuracy for better decision-making and support.

Evaluation of the school's students' progress and achievement (required)

The data used in this report was generated on 23rd November in order to meet print deadlines, and may vary slightly from data self-reported to the Ministry in the 2024 charter submission.

Student Achievement

READING

2023 End of Year OTJ Data

Reading All students Years 1 - 8		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	27	9.7%	31	11.2%	113	40.6%	107	38.5%	278	79.1%
	Female	13	5.0%	24	9.3%	106	40.9%	116	44.8%	259	85.7%
	Total	40	7.4%	55	10.2%	219	40.8%	223	41.5%	537	82.3%
Reading After Year 1		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	5	17.2%	2	6.9%	5	17.2%	17	58.6%	29	75.8%
	Female	4	10.8%	2	5.4%	13	35.1%	18	48.6%	37	83.7%
	Total	9	13.6%	4	6.1%	18	27.3%	35	53.0%	66	80.3%
Reading After Year 2		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	5	10.6%	3	6.4%	10	21.3%	29	61.7%	47	83.0%
	Female	0	0%	4	16.7%	6	25.0%	14	58.3%	24	83.3%
	Total	5	7.0%	7	9.9%	16	22.5%	43	60.6%	71	83.1%
Reading After Year 3		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	3	9.7%	5	16.1%	14	45.2%	9	29.0%	31	74.2%
	Female	1	3.3%	2	6.7%	14	46.7%	13	43.3%	30	90%
	Total	4	6.6%	7	11.5%	28	45.9%	22	36.1%	61	82%

Reading Year Level 4		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	6	11.3%	5	9.4%	23	43.4%	19	35.8%	53	79.2%
	Female	4	6.9%	3	5.2%	26	44.8%	25	43.1%	58	87.9%
	Total	10	9.0%	8	7.2%	49	44.1%	44	39.6%	111	83.7%
Reading Year Level 5		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	2	3.4%	5	8.6%	34	58.6%	17	29.3%	58	87.9%
	Female	3	6.0%	5	10.0%	26	52.0%	16	32.0%	50	84%
	Total	5	4.6%	10	9.3%	60	55.6%	33	30.6%	108	86.2%
Reading Year Level 6		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	6	10.0%	11	18.3%	27	45.0%	16	26.7%	60	71.7%
	Female	1	1.7%	8	13.3%	21	35.0%	30	50.0%	60	85.0%
	Total	7	5.8%	19	15.8%	48	40.0%	46	38.3%	120	78.3%

Commentary

- Analysis of trends data in Reading highlight some notable features;
 - 2023 saw a return to achievement levels more typical with pre-COVID levels.
 - Reading data for girls skewed the overall levels. Girls data was better than any year since 2019.
- Data for Reading achievement within year groups shows that Girls' achievement is higher in all but the Year 5 group. It is significantly higher in Years 3 (16%), and 6 (13%). Overall, 2023 end of year data indicates a disparity of almost 7% when compared to Boys- although this has reduced from 10% in 2022.
- The departing Year 6 cohort achieved significantly lower proportions of students achieving at or above expectations in Reading when compared with other Year 6 leaving groups of recent years, although cohort data indicates this is a group who have maintained a level of approximately 80% throughout their journey at PM.

WRITING

2023 End of Year OTJ Data

Writing All students Years 1 - 8		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	22	7.9%	55	19.8%	152	54.7%	49	17.6%	278	72.3%
	Female	10	3.9%	26	10.0%	135	52.1%	88	34.0%	259	86.1%
	Total	32	6.0%	81	15.1%	287	53.4%	137	25.5%	537	78.9%
Writing After Year 1		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	2	6.9%	6	20.7%	19	65.5%	2	6.9%	29	72.4%
	Female	2	5.4%	2	5.4%	30	81.1%	3	8.1%	37	89.2%
	Total	4	6.1%	8	12.1%	49	74.2%	5	7.6%	66	81.8%
Writing After Year 2		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	3	6.4%	8	17.0%	28	59.6%	8	17.0%	47	76.6%
	Female	0	0%	3	12.5%	13	54.2%	8	33.3%	24	87.5%
	Total	3	4.2%	11	15.5%	41	57.7%	16	22.5%	71	80.2%
Writing After Year 3		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	2	6.5%	10	32.3%	16	51.6%	3	9.7%	31	61.5%
	Female	0	0%	3	10.0%	14	46.7%	13	43.3%	30	90.0%
	Total	2	3.3%	13	21.3%	30	49.2%	16	26.2%	61	75.4%
Writing Year Level 4		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	8	15.1%	12	22.6%	21	39.6%	12	22.6%	53	62.2%
	Female	4	6.9%	5	8.6%	29	50.0%	20	34.5%	58	84.5%

students

	Total	12	10.8%	17	15.3%	50	45.0%	32	28.8%	111	73.8%
Writing Year Level 5		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	2	3.4%	6	10.3%	39	67.2%	11	19.0%	58	86.2%
	Female	3	6.0%	9	18.0%	25	50.0%	13	26.0%	50	76.0%
	Total	5	4.6%	15	13.9%	64	59.3%	24	22.2%	108	81.5%
Writing Year Level 6		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	5	8.3%	13	21.7%	29	48.3%	13	21.7%	60	70.0%
	Female	1	1.7%	4	6.7%	24	40.0%	31	51.7%	60	91.7%
	Total	6	5.0%	17	14.2%	53	44.2%	44	36.7%	120	80.9%

Commentary

- Writing achievement overall was lower than any of the previous 5 years aside from 2022.
- For the past 6 years, Boys' overall achievement has been lower than Girls' achievement in Writing. The disparity in 2023 is slightly lower than in 2022 (13.8 vs 14.6)
- Achievement of the Year 6 departing group in Writing is lower than at any stage in the past 6 years aside from 2022, BUT is higher than any of the achievement levels in Writing of this cohort group aside from their Y1 level.
- Achievement of Boys in Writing after 3 and 4 years at school is concerningly low, and reflects little change from the levels recorded by the same students in 2022.
- There is also a disparity between the proportion of male and female students achieving At or Above expectations in all year groups other than Year 5. (This is reflective of a year group where boys also out-achieve girls in both Reading and Maths.)

MATHEMATICS

2023 End of Year OTJ Data

Mathematics All students Years 1 - 8	Well Below	Below	At	Above	Total	% at and above
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		No	%	No	%	No	%	No	%	No	
All students	Male	5	1.8%	22	7.9%	127	45.7%	124	44.6%	<u>278</u>	90.3%
	Female	3	1.2%	29	11.2%	113	43.6%	114	44.0%	<u>259</u>	87.6%
	Total	8	1.5%	51	9.5%	240	44.7%	238	44.3%	<u>537</u>	89.0%
Mathematics After Year 1		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	0	0%	1	3.4%	14	48.3%	14	48.3%	<u>29</u>	96.6%
	Female	0	0%	2	5.4%	25	67.6%	10	27.0%	<u>37</u>	94.6%
	Total	0	0%	3	4.5%	39	59.1%	24	36.4%	<u>66</u>	95.5%
Mathematics After Year 2		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	1	2.1%	0	0%	23	48.9%	23	48.9%	<u>47</u>	97.8%
	Female	0	0%	3	12.5%	10	41.7%	11	45.8%	<u>24</u>	87.5%
	Total	1	1.4%	3	4.2%	33	46.5%	34	47.9%	<u>71</u>	94.4%
Mathematics After Year 3		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	0	0%	6	19.4%	10	32.3%	15	48.4%	<u>31</u>	80.7%
	Female	1	3.3%	7	23.3%	9	30.0%	13	43.3%	<u>30</u>	73.3%
	Total	1	1.6%	13	21.3%	19	31.1%	28	45.9%	<u>61</u>	77%
Mathematics Year Level 4		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	3	5.7%	6	11.3%	18	34.0%	26	49.1%	<u>53</u>	83.1%
	Female	0	0%	3	5.2%	28	48.3%	27	46.6%	<u>58</u>	94.9%
	Total	3	2.7%	9	8.1%	46	41.4%	53	47.7%	<u>111</u>	89.1%
Mathematics Year Level 5		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	

All students	Male	0	0%	4	6.9%	31	53.4%	23	39.7%	58	93.1%
	Female	1	2.0%	8	16.0%	26	52.0%	15	30.0%	50	82.0%
	Total	1	0.9%	12	11.1%	57	52.8%	38	35.2%	108	88.0%
Mathematics Year Level 6		Well Below		Below		At		Above		Total	% at and above
		No	%	No	%	No	%	No	%	No	
All students	Male	1	1.7%	5	8.3%	31	51.7%	23	38.3%	60	90.0%
	Female	1	1.7%	6	10.0%	15	25.0%	38	63.3%	60	88.3%
	Total	2	1.7%	11	9.2%	46	38.3%	61	50.8%	120	89.1%

Commentary

- Overall school wide achievement in Maths continues an upward trend, and outcomes are higher than any time since 2017.
- Generally, there was parity across Boys' and Girls' achievement in year groups, the largest gaps being in the Year 2 (10.3) and Year 5 (11.1) cohorts.
- The proportion of Girls reaching expectations in Maths increased by 2.1% schoolwide in 2023 in comparison to 2022 and is now at its highest level since 2016.
- The proportion of the departing Y6 cohort achieving at or above in Maths maintained a level close to 90% as in their past 3 years.

Graduate Group- Achievement Trends

The group departing our school at the end of the year has changed significantly during their time at PMPS. Below are tables charting their ongoing achievement information as well as cohort size. It is notable that the current departing cohort group are the largest group to leave our school.

		READING	WRITING	MATHS
Year at the time	Cohort Size	% At or Above	% At or Above	% At or Above
Y1 (2018)	83	78%	86%	96%
Y2 (2019)	62	81%	77%	92%
Y3 (2020)	81	75%	72%	72%
Y4 (2021)	51	83%	78%	88%
Y5 (2022)	107	81%	79%	88%

Y6 (2023)	120	78%	81%	89%
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Schoolwide National Standards/ Achievement Trends Data

2018 National Standards

2019-2023 Expected Curriculum Levels

Reading

Reading	2019		2020		2021		2022		2023	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	449	85.4	452	79.2	482	82.1	426	75.1	442	82.3
Girls	222	88.8	202	77.4	215	82.1	207	80.0	225	85.7
Boys	227	82.2	250	80.6	267	82.2	219	70.9	220	79.1
Māori	6	66.7	7	70	7	77.8	6	35.3	8	47.1
Pasifika	8	72.7	7	77.8	5	83.3	5	83.3	3	50
Asian	296	85.3	318	81.7	346	85.2	317	79.6	353	86.5
NZ Euro	78	91.8	70	74.4	72	75.8	58	68.2	45	75
After 1 Year	43	79.6	34	46.5	35	53.0	37	57.8	53	80.3
After 2 Years	50	80.6	59	72.8	66	75.8	47	68.1	59	83.1
After 3 Years	81	86.2	61	75.3	66	84.6	44	53.7	50	82.0
End of Year 4	104	91.2	114	90.5	42	82.6	85	84.1	93	83.7
End of Year 5	69	81.2	104	89.6	120	86.3	87	81.4	93	86.2
End of Year 6	102	87.2	80	85.1	114	95.8	126	87.5	94	78.3

Writing

Writing	2019		2020		2021		2022		2023	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	426	80.9	474	83.0	489	83.3	447	78.9	424	78.9
Girls	210	84.0	223	85.4	231	88.2	224	86.8	223	86.1
Boys	216	78.3	251	80.9	258	79.4	223	72.2	201	72.3
Māori	7	77.8	7	70	6	66.6	5	29.4	9	53.0
Pasifika	7	63.6	9	100	4	66.6	3	50.0	2	33.4
Asian	293	84.4	333	85.6	354	87.2	342	85.9	344	84.3
NZ Euro	67	78.8	75	79.8	73	76.8	55	64.7	38	63.3
After 1 Year	46	85.2	63	86.3	52	78.8	53	82.8	54	81.8

After 2 Years	48	77.4	73	90.2	72	82.8	55	79.7	57	80.2
After 3 Years	76	80.9	58	71.6	70	89.7	59	72.0	46	75.4
End of Year 4	91	79.8	104	82.5	76	77.5	80	79.3	82	73.8
End of Year 5	69	81.2	97	83.6	112	80.5	85	79.4	88	81.5
End of Year 6	96	82.1	79	84.1	107	89.9	115	79.9	97	80.9

Maths

Maths	2019		2020		2021		2022		2023	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	462	88.3	480	84.1	505	86.0	490	86.4	478	89.0
Girls	213	85.2	205	78.5	216	82.4	218	84.5	227	87.6
Boys	252	91.2	275	88.7	289	88.9	272	88.1	251	90.3
Māori	7	77.7	6	60	6	66.7	7	41.1	9	52.9
Pasifika	7	63.6	6	66.7	4	66.7	4	66.7	4	66.7%
Asian	323	93.9	341	87.7	372	91.6	368	92.5	372	93.6
NZ Euro	73	85.9	75	79.8	66	69.4	64	75.3	49	81.7
After 1 Year	52	96.3	60	82.1	55	83.4	59	92.2	63	95.5
After 2 Years	56	91.8	70	86.4	75	86.2	62	89.8	67	94.4
After 3 Years	82	89.1	58	71.6	57	73.1	57	69.5	47	77.0
End of Year 4	93	81.6	115	91.3	86	87.8	87	86.1	99	89.1
End of Year 5	72	84.7	99	85.3	126	90.6	94	87.9	95	88.0
End of Year 6	107	91.4	78	82.9	106	89.1	131	91.0	107	89.1

2023 Priority Areas for Improving Student Outcomes (See Section 8- Analysis of Variance)

How we have give effect to Te Tiriti o Waitangi

In 2024, Pigeon Mountain Primary School upheld its commitment to *Te Tiriti o Waitangi* through partnership, protection, and participation, embedding these principles across curriculum, professional development, and whānau engagement.

Partnership: Whakawhanaungatanga

- Relationships and Connection: Māhuri and team-based activities strengthened *whakawhanaungatanga*, fostering belonging across year groups. Morning routines built relationships and supported a sense of community.
- Whānau Hui: Combined Māori and Pasifika whānau hui in Terms 1 and 3 provided valuable feedback. Families encouraged continued focus on *whakawhanaungatanga*, Matariki, and traditional kai learning.

Protection: Inclusive and Safe Spaces

- Te Whare Māhuri: This space champions *Te Whare Tapa Whā*, addressing the holistic wellbeing of all students, including neurodivergent learners.
- Sensory Room Development: Our sensory room supports students needing de-escalation and reintegration into classrooms. This space will relocate in 2025 to accommodate more learners and provide advanced sensory tools.

Participation: Cultural and Leadership Opportunities

- Matariki and Leadership: The Matariki noho (overnight stay) welcomed 14 Māori and Pasifika students, who shared cultural experiences with whānau support. Of the three Māori and Pasifika Year 6 students, one was a school leader, and two received major graduation awards.
- Equitable Support: Three students received one-to-one teacher aide support, ensuring their specific needs were met.

These initiatives affirm our commitment to fostering culturally responsive environments and achieving equitable outcomes for Māori students, as guided by *Te Tiriti o Waitangi*. Feedback highlights the importance of maintaining focus on cultural engagement and inclusion.

Moving forward, we aim to

- Expand the sensory room to meet growing needs.
- Continue professional development to deepen understanding of *Te Tiriti o Waitangi*.
- Repeat and enrich Matariki noho, incorporating whānau input.
- Strengthen engagement with Māori and Pasifika whānau, ensuring programmes and policies reflect aspirations and equitable outcomes.

Through these actions, Pigeon Mountain Primary School remains dedicated to honouring *Te Tiriti o Waitangi* and supporting all learners to thrive.

Statement of compliance with employment policy (required)

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Employee wellbeing always an important consideration Family ethos promoted to encourage caring and positive welfare of staff.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Equal opportunities promoted within the school procedures. An EEO representative position advertised to all staff, appointed and given time to complete the job.
How do you practise impartial selection of suitably qualified persons for appointment?	All applicants considered for all vacancies based on suitability for advertised position Ensure that appointments are made in line with our school policy on schooldocs.
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	School Charter statement recognises the support for the Treaty Of Waitangi and of particular recognition for the Tangata Whenua

How have you enhanced the abilities of individual employees?	Offering opportunities based on attitude and work ethic rather than just seniority for selection All staff attend PLD on Coaching and have a coaching buddy with allocated time to have coaching conversations.
How are you recognising the employment requirements of women?	Opportunities for women evident in current appointments in the school Provide flexible working options for woman with young children Provide release so that mothers can be present at important milestones for their children. Sick leave provisions for family Maternity leave provisions
How are you recognising the employment requirements of persons with disabilities?	Making provision for staff with disabilities. Board support for staff requiring medical leave and still retaining their position Disabled toilets Disabled parking spaces

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	Yes	No	Comments
Reporting on Equal Employment Opportunities (EEO) Programme/Policy	✓		
Do you operate an EEO programme/policy?	✓		
Has this policy or programme been made available to staff?	✓		Yes, current policy available to all staff on SchoolDocs

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓		Further training in consideration
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓		A member of staff has won the position of EEO within our school and will report to the Board as required
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓		Reporting to School Board as and when relevant to School Board Meeting
Does your EEO programme/policy set priorities and objectives?	✓		General but not specific goal setting

Financial statements (required)

Kiwisport funding (required)

Kiwisport is a Government funding initiative to support student's participation in organised sport.

In 2023 the school received total Kiwisport funding of \$8,343.52 (excluding GST). The funding was spent on:

- A team of students attended the Rotary fun run
- HPPA transport, entry fee and coaching costs for swimming, athletics and gymnastics
- Sailing experience for Year 5 and 6 student
- Table tennis Coaching sessions

It also assisted the school to provide funds for a Specialist Sports Teacher. The curriculum-based programme supplied by the specialist focuses on core skills development, Hauora and well being of the students.

Students across the whole school were able to participate in organised sport throughout the school year.