E Tu Hei Maunga

VARIANCE REPORT

PREPARED FOR

Western Heights Primary School

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SCHOOL ACHIEVEMENT RESULTS IN READING 2024

	Well Below		Below		At		Above		Number Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	44	18%	29	12%	69	29%	98	41%	240
Maori	31	18%	19	11%	49	28%	78	44%	177
Pasifika	3	15%	4	20%	7	35%	6	30%	20
Asian	4	50%	1	13%	1	13%	2	25%	8
European	5	15%	5	15%	12	35%	12	35%	34
Male	26	21%	15	12%	31	26%	49	40%	121
Female	18	15%	14	12%	38	32%	49	41%	119
	Well Below		**Below**		**At**		**Above**		**Total Number**
	Number	**Proportion**	**Number**	**Proportion**	**Number**	**Proportion**	**Number**	**Proportion**	
After 3 years at school	6	12%	6	12%	15	29%	24	47%	51
End of year 4	9	16%	5	9%	15	27%	26	47%	55
End of year 5	12	20%	7	11%	19	31%	23	38%	61
End of year 6	17	25%	11	16%	20	29%	20	29%	68

Variance summary:

The above table shows that at the end of 2024, 167 out of 240 students (70%) were reading at or above school expectations. This level of attainment is just 1% lower than 2023. A significant factor that needs to be taken into account when looking at our school-wide reading data, is the exclusion of all year 1 and 2 students and the majority of year 3 students. This is due to the fact these cohorts are learning through a structured literacy approach, therefore their achievement data does not align with the analysis of the assessment of reading using a 'balanced approach'. The analysis of literacy achievement for these year levels is addressed later in this document.

If we compare the achievement of boys and girls across the four-point scale, we can see that 80 out of 121 boys (66%) and 87 out of 119 girls (73%) achieved at or above the expected level. We can see there is a disparity of achievement here, with girls outperforming boys in reading by 7%. This is a significant decrease of 7% in disparity levels, from the achievement levels of 2023. Although this is a very good reduction, working on reducing disparity in achievement levels in reading between boys and girls will continue to be a focus in 2025.

Looking at achievement levels of Maori vs non-Maori students, 127 out of 177 (72%) of our Maori students are achieving at or above the expected level, compared to 24 out of 34 (70%) of NZE students. While there is no significant difference in achievement levels between Maori and NZE students, Maori students are achieving marginally higher than NZE students, and the school as a whole.

Looking at the achievement of students by year level, we can see that:

Year 3	76% of students working at or above the expected level
Year 4	74% of students working at or above the expected level
Year 5	69% of students working at or above the expected level
Year 6	58% of students working at or above the expected level

Our year 3 students have the highest proportion of students (76%) reading at or above the expected level, followed by year 4 (74%) and then year 5 (69%). Where there is a major decrease in achievement in reading, is the year 6 cohort, where only 58% of this group are reading at or above the expected level.

With the exception of this year's year 6s, we can see that our year 5 cohort is the lowest achieving group of students in reading. As such, they will make up our first target group for 2025.

SCHOOL ACHIEVEMENT RESULTS IN WRITING 2024

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	63	20%	43	14%	164	52%	44	14%	314
Maori	42	18%	32	14%	128	54%	34	14%	236
Pasifika	7	25%	5	18%	12	43%	4	14%	28
Asian	3	30%	2	20%	3	30%	2	20%	10
European	9	24%	4	11%	21	55%	4	11%	38
Male	39	24%	22	14%	83	52%	16	10%	99
Female	24	16%	21	14%	81	53%	28	18%	154

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 3 years at school	12	19%	16	26%	24	39%	10	16%	62
End of year 4	13	19%	13	19%	37	53%	7	10%	70
End of year 5	18	27%	5	8%	28	42%	15	23%	66
End of year 6	20	27	9	12%	33	45%	11	15%	73

Variance summary:

As a school we have ended 2024 with 208 out of 314 students (66%) writing at or above school expectations. This is an increase of 7% on the achievement levels of 2022 and a further increase of 13% on the achievement levels of 2023. And although our writing levels are still not where we want them to be, this is the second year in a row that our school-wide achievement levels in writing have increased, after a slow decline in the preceding 5 or so years. The major change implemented across years 4-6 has been the introduction of the teaching of The Code, in 2023. This explicit teaching of spelling rules, coupled with targeted in-class writing programmes, has equipped akonga with the skills they need in order to be successful in writing.

Disparity in achievement levels in writing between boys and girls, continues to be an issue. At the end of 2022 the disparity in achievement levels between boys and girls was just 4%; at the end of 2023 this gap had again widened, with girls outperforming boys by 15%. We have slowly begun to reduce this, ending 2024 with a disparity of 9% - girls outperforming boys.

Looking at achievement levels of Maori vs non-Maori students, 162 out of 236 (68%) of our Maori students are achieving at or above the expected level, compared to 25 out of 38 (66%) of NZE students. Our Maori students are outperforming our NZE students by 2% in writing, and are achieving higher than the overall school result of 66% of students at or above the expected level.

Looking at the achievement of students by year level, we can see that:

Year 3	55% of students working at or above the expected level
Year 4	63% of students working at or above the expected level
Year 5	65% of students working at or above the expected level
Year 6	60% of students working at or above the expected level

From the above results we have made the decision that the year 3 cohort (who will be year 4 in 2025) will be our target group in writing.

SCHOOL ACHIEVEMENT RESULTS IN MATH 2024

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	69	15%	89	20%	181	40%	112	25%	451
Maori	47	15%	67	21%	137	42%	72	22%	323
Pasifika	7	18%	7	18%	14	35%	12	30%	40
Asian	5	29%	4	24%	5	29%	3	18%	17
European	9	13%	9	13%	24	36%	25	37%	49
Male	31	14%	37	16%	89	39%	71	31%	228
Female	38	17%	52	23%	92	41%	41	18%	223

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	5	6%	16	21%	36	47%	20	26%	77
After 2 years at school	10	14%	21	28%	37	50%	6	8%	74
After 3 years at school	3	5%	20	31%	28	44%	13	20%	64
End of year 4	12	17%	14	20%	21	30%	23	33%	70
End of year 5	14	21%	10	15%	17	26%	25	38%	66
End of year 6	25	34%	8	11%	21	29%	19	26%	73

Variance summary:

We can see that overall, 293 out of 451 students (65%) have ended 2024 working at or above the expected level. Although this level of achievement is still not where we want it to be, we have seen a steady increase in overall student achievement over the last couple of years. In 2022, 54% of all students ended the year working at or above school expectations, this increased by 7% to 61% at the end of 2023, and this year, a further increase of 4%. We will be continuing to focus on increasing student achievement levels in math throughout 2025.

Unlike in reading and writing, boys are outperforming girls by a significant 11% in math. At the end of 2023 the disparity was just 1%. Working to reduce this gap in achievement levels between boys and girls will again become a focus in 2025.

When we look at the achievement levels of Maori students compared to the school as a whole, we can see that there is just 1% difference. However, when we compare the achievement levels of Maori students to NZE students, there is quite a significant disparity (9%). This gap has only just opened up this year, as previously, our Maori students were achieving at the same rate or better than other ethnic groups. With the introduction and implementation of teaching math using a structured approach, we would anticipate seeing both the increase of achievement levels of the school as a whole rise, as well as the achievement levels of our Maori students, thus reducing the disparity.

Looking at the achievement of students by year level, we can see that:

Year 1	73% of students working at or above the expected level
Year 2	58% of students working at or above the expected level
Year 3	64% of students working at or above the expected level
Year 4	63% of students working at or above the expected level
Year 5	64% of students working at or above the expected level
Year 6	55% of students working at or above the expected level

From the above results we have made the decision that the year 2 cohort (who will be year 3 in 2025) will be our target group in math.

STRUCTURED LITERACY

Our structured literacy journey began in 2022 with our Year 1 students in Term 1, followed by Year 2 and selected Year 3 students in Term 2. Throughout 2022, 2023, and 2024, our junior teachers have participated in various levels of professional learning and development (PLD) focused on structured literacy and Little Learners Love Literacy (LLLL) with Liz Kane. In 2024, we continued to strengthen this learning through both centrally funded PLD and Ministry of Education-funded PLD focused on structured literacy. As a result, all teachers from Years 0-3 have had multiple opportunities to develop their knowledge and understanding of the science of reading and how it translates into explicit, systematic, and sequential classroom instruction for teaching reading.

When looking at our data, the suggested, approximate achievement levels students should be racing at given points in time are:

Time at school	LLLL stage
After 6 months	Stage 3
After 1 year	Stage 5
After 2 years	Stage 7.2
After 3 years	Stage 7.5

Junior school teachers have consistently observed that the majority of students are starting school with lower-than-expected levels of readiness. These observations have been supported by results from our Phonological Awareness screening, which indicate that many students are still developing their ability to distinguish between different sounds and are not yet able to differentiate subtle phonemes such as /p/ and /b/. Given this, developing students' phonological awareness has been a priority to equip them with the foundational skills necessary for learning letter names, sounds, and their applications in reading and writing.

As a result, the initial months (or longer for some students) are dedicated to building phonological awareness, causing a "flow-on" effect where students take longer to reach the suggested achievement levels. However, it is in our students' best interest for teachers to take the necessary time to ensure they develop strong foundational literacy skills, supporting long-term literacy success.

It is also important to note that all students are included in our achievement data, including those with additional learning needs such as English Language Learners, students with hearing impairments, ADD/ADHD/ODD, diagnosed learning delays, and those who have experienced extreme trauma. While students in these categories are making progress, it is not always at the same rate as their peers.

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	37	47%	13	16%	8	10%	21	27%	79
After 2 years at school	49	66%	11	15%	6	8%	8	11%	73
After 3 years at school	29	85%	2	6%	3	9%	0	0	34

Variance Summary

End-of-year structured literacy achievement data across the three cohorts show that the majority of students are performing below the expected level. For Year 1 and Year 2, this has been explained in earlier discussions. However, the Year 3 data requires further clarification.

It is crucial to highlight that not all Year 3 students were included in this data. In 2022, Year 3 students who were progressing at the expected rate remained on the colour wheel, while only those performing below expectations were included in this cohort. This selection explains why so few Year 3 students met the required standard. Moving forward, all Year 3 students will be included in our structured literacy data to provide a more comprehensive overview of progress.

The selected Year 3 students were those struggling the most within their year level, making literacy learning particularly challenging for them. While 100% of this cohort is working well below the expected Stage 7.5 level, they are making progress at their own pace. Teachers have informally noted improvements in students' confidence, transference of structured literacy skills into writing, and increased independence.

Although it takes time for students to progress through structured literacy stages, the long-term gains are promising. Year upon year, structured literacy is demonstrating its effectiveness in meeting the needs of our students and setting them up for success as they transition into senior school.

Despite structured literacy being our lowest-performing core learning area, we will not be selecting a target group to monitor in 2025. Instead, teachers will implement Tier 1 and Tier 2 interventions within classroom programs for all students who need additional support. A Tier 3 withdrawal program will be used for those who do not respond adequately to in-class interventions.

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SCHOOL ACHIEVEMENT RESULTS 2024

AREAS OF STRENGTH

When looking at the three core areas, reading is the area where our students have had the best achievement outcomes with 70% of all students reading at or above the expected level. A significant proportion of students (41%) ended the year reading above the school expectation, demonstrating overall academic success in reading.

Māori students stand out, with 44% reading above the expected level and 28% reading at the expected level, while Pasifika students also excel, with 65% reading at or above the expected level. Female students outperform males, with higher proportions reading both at expectation and above (41%) the expected level.

Early interventions seem effective, as students in their first three years of schooling and those at the end of Year 4 achieve particularly high levels of success, with 47% reaching the "Above" category and 29% and 27% respectively, reaching 'at'. These strengths indicate effective teaching practices and highlight opportunities to replicate success across other groups and year levels.

AREAS FOR IMPROVEMENT

In terms of areas to improve, structured literacy is the area with the lowest overall results in student achievement with just 25% of all students meeting or exceeding the school's level of expectation. As such, we will be focussing on this learning area, making changes to enhance student outcomes.

1. Whole class teaching: after attending professional learning, it is shown that teaching whole class, and 'teaching forward' is the best way to accelerate learning. In the latter part of 2024 our teachers began this process. The impact was almost immediate. As such, teaching in this style is best practice and is now just 'how we do things' at Te Kura O Whakaahu.
2. Implementing tier 1 and tier 2 interventions at classroom level will be a big 'piece of the acceleration pie'. Using the school RAP plan, Teachers will identify students not making the required progress at set points in time Eg after 3 months at school, after 1 year at school etc. These students will then receive a 'second bite of the apple', with this extra session (every day) being focussed on an identified area of need within the teaching process.
3. Tier 3 withdrawal: For students who are still not making accelerated progress via tier 1 and 2 support, tier 3 withdrawal will be the next option. This will be explicit, intensive instruction, every day.

ACADEMIC TARGETS FOR 2024 - RESULTS AND ANALYSIS
TARGET GROUP ONE: Year 4 writing

Target 1: By the end of Year 4 at least 43 out of 68 students (65%) will be writing at/above school expectation of Level 2P/2A

Specific goal for this target group:
At least 9 students from this target group will end 2024 writing at/above the expected level of Level 2P/2A.

At the end of 2023, Year 3 had one of the highest number of students (44%), achieving below or well below the expected standard.

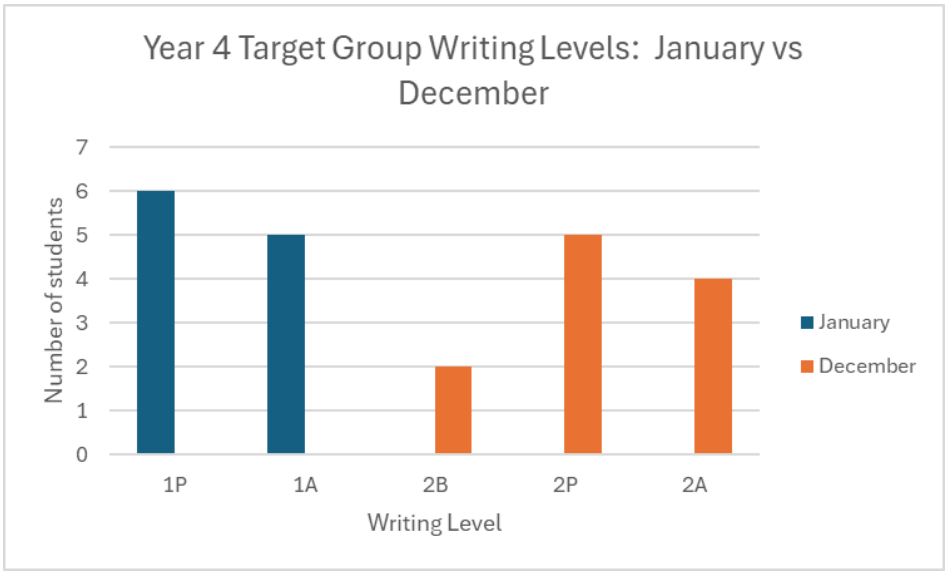
COMPOSITION OF GROUP:

Writing levels:

	Level 1P	Level 1A	Level 2B	Level 2P	Level 2A
Jan 2024	6	5	0	0	0
Dec 2024	0	0	2	5	4

Gender and ethnicity:
5 x boys (5 x Maori, 0 x Pasifika, 0 x NZE)
6 x girls (4 x Maori, 1 x Pasifika, 1 x NZE)

Students	1	2	3	4	5	6	7	8	9	10	11
Jan 2024	1P	1A	1P	1P	1P	1P	1A	1A	1A	1P	1A
Dec 2024	2A	2A	2P	2B	2A	2B	2P	2P	2A	2P	2P
Movement of writing sub-levels	4	3	3	2	3	2	2	2	3	3	2



Interpretation of results
This target group was comprised of 11 students. All of the students within this group have received individualised, targeted teaching throughout the year, where teaching has been focussed around specific learning goals. For the whole of term 3, the teachers of these students were able to run a tier 2 intervention within their daily programme.

All of these students started the year working well below the expected level of 2P/2A. There has been some excellent value added progress within this group. At the end of 2024, 9 out of 11 students (82%) are now writing within the expected level and 2 students are working just one sub-level below expectation.

Our school target for this year level was 'At the end of Year 4, 65% of all students will be writing at or above the expected level of Level 2P/2A.' This target has only just not been achieved, with the Year 4 cohort ending 2024 with 63% of students writing at or above the expected level.

TARGET GROUP TWO: Year 5 writing

At the end of 2023, Year 4 had one of the highest number of students (41%), achieving below or well below the expected standard.

Target 2: By the end of Year 5 at least 48 out of 72 students (68%) will be writing at/above school expectation of Level 2A/3B.

Specific goal for this target group:
At least 8 students from this target group will end 2024 writing at/above the expected level of Level 3B.

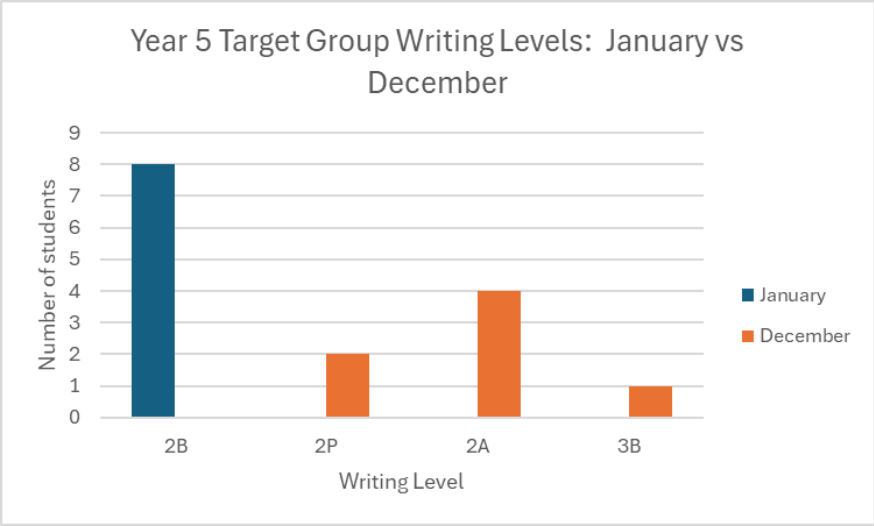
COMPOSITION OF GROUP:

	Level 2B	Level 2P	Level 2A	Level 3B	Level 3P
Jan 2024	9	0	0	0	0
Dec 2024	0	2	4	1	0

Writing levels:
Gender and ethnicity:
7 x boys (6 x Maori, 1 x Pasifika, 0 x NZE)
2 x girls (1 x Maori, 0 x Pasifika, 1 x NZE)

Results for target group two - Year 5 writing:

Students	1	2	3	4	5	6	7	8	9
Jan 2024	2B	2B	2B	2B	2B	2B	2B	2B	2B
Dec 2024	3B	-	2A	2P	2A	-	2A	2A	2P
Movement of writing sub-levels	3	-	2	1	2	-	2	2	1



Interpretation of results
This target group started the year with 9 students. All of the students within this group have received individualised, targeted teaching throughout the year, where teaching has been focussed around specific learning goals. For the whole of term 3, the teachers of these students were able to run a tier 2 intervention within their daily programme.

As the table above shows, all of the students in this group started the year writing at Level 2B, well below the expected level. At the end of this year, 2 students (28%) were working at Level 2P (below expectation), and 5 students (72%) were working at the expected level.

Our school target for this year level was 'At the end of Year 5, 68% of all students will be writing at or above the expected level of Level 2A/3B.' This target has only just not been achieved, with the Year 5 cohort ending 2024 with 65% of students writing at or above the expected level.

TARGET GROUP THREE: Year 2 math

At the end of 2023, Year 1 had one of the highest number of students (49%), achieving below or well below the expected standard.

Target 3: By the end of Year 2 at least 56 out of 75 students (74%) will be working at/above school expectation of Stage 4.

Specific goal for this target group:
At least 18 students from this target group will end 2024 working at/above the expected level of Stage 4.

COMPOSITION OF GROUP:
Math Stages:

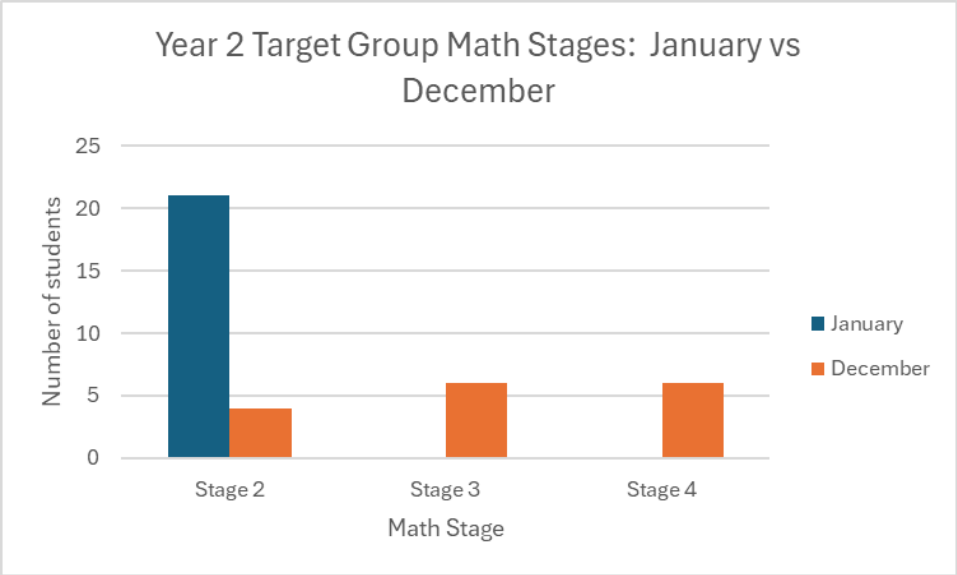
	Stage 2	Stage 3	Stage 4	Early Stage 5
Jan 2024	21	0	0	0
Dec 2024	4	6	6	0

Gender and ethnicity:
8 x boys (8 x Maori, 0 x Pasifika, 0 x NZE)
13 x girls (11 x Maori, 1 x Pasifika, 0 x NZE, 1 x Other)

Results for target group three - Year 2 math:

Students	1	2	3	4	5	6	7	8	9	10	11
Jan 2024	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2
Dec 2024	-	Stg 4	Stg 4	Stg 2	Stg 3	Stg 4	Stg 3	Stg 3	Stg 4	Stg 4	-
Movement of math stages	-	2	2	0	1	2	1	1	2	2	-

Students	12	13	14	15	16	17	18	19	20	21
Jan 2024	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2	Stg 2
Dec 2024	-	Stg 4	Stg 2	-	-	Stg 3	-	Stg 3	Stg 3	Stg 2
Movement of math stages	-	2	0	-	-	1	-	1	1	0



Interpretation of results

This target group was initially made up of 21 students, however over the course of the year 5 of these students left our school. All of the students within this group have received individualised, targeted teaching throughout the year, where teaching has been focussed around specific learning goals. Some of this cohort have also received one-on-one support via the Pathways to Learning programmes.

At the start of the year 100% of this group were working within Stage 2 of NuMPA - well below the expected level of Stage 4. By the end of the year, 4 students (25%) were working well below expectation, 6 students (38%) were working one stage below the expected level, and 6 students (38%) were working at the expected level.

Our school target for this year level was 'by the end of Year 2 at least 46 out of 70 students (74%) will be working at/above school expectation of Stage 4.' This target was not achieved, with only 58% of all year 2 students ending 2024 working at or above the expected level.

ATTAINMENT LEVELS OF PASIFIKA STUDENTS IN RELATION TO THE EXPECTED LEVEL IN READING, 2024

Target: *Our Pasifika students will progress at the same rate as other ethnic groups.*

READING or STRUCTURED LITERACY (Year 1, 2 and some year 3)																		
Student	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Year level	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3
Jan 2024	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB
Dec 2024	AB	WB	B	AB	-	WB	-	AB	B	WB	WB	B	B	WB	WB	WB	-	AT

READING																		
Student	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**
Year level	3	3	3	4	4	4	4	4	4	4	4	5	5	5	6	6	6	6	6
Jan 2024	AT	WB	WB	AB	WB	WB	WB	WB	WB	WB	WB	B	B	AB	WB	AT	B	WB	B
Dec 2024	AB	AT	B	AB	-	AB	WB	AT	WB	WB	AT	AB	AB	AB	WB	AT	AB	WB	B

ATTAINMENT LEVELS OF PASIFIKA STUDENTS IN RELATION TO THE EXPECTED LEVEL IN WRITING, 2024

WRITING																	
Student	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Year level	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3
Jan 2024	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Dec 2024	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

WRITING																		
Student	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**
Year level	3	3	3	4	4	4	4	4	4	4	4	5	5	5	6	6	6	6	6
Jan 2024	WB	WB	WB	AT	WB	WB	NA	WB	WB	NA	WB	AT	B	AB	WB	AT	WB	WB	B
Dec 2024	AB	AT	AT	AB	-	B	NA	AT	B	NA	WB	AT	AT	AB	WB	AT	AT	WB	AT

ATTAINMENT LEVELS OF PASIFIKA STUDENTS IN RELATION TO THE EXPECTED LEVEL IN MATH, 2024

MATH																		
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Year level	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3
Jan 2024	WB	WB	B	B	WB	WB	WB	B	B	AT	WB	WB	WB	WB	WB	B	WB	B
Dec 2024	AT	AT	AB	AT	-	AT	-	AB	AT	AT	B	AT	B	WB	B	AT	-	AT

MATH																		
Student	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Year level	3	3	3	4	4	4	4	4	4	4	4	5	5	5	6	6	6	6	6
Jan 2023	AT	B	B	AT	WB	B	WB	B	B	WB	WB	B	AT	B	WB	B	AT	WB	WB
Dec 2023	AB	AT	B	AB	-	AB	WB	AT	AT	WB	WB	AB	AB	AT	WB	AB	AB	WB	B

Interpretation of results

The school target for our Pasifika students was to progress at the same rate as other ethnic groups. This goal has not been met this year. Influencing factors here are the (relatively) high number of Pasifika students enrolling over previous years, where English is a second language and/or the new students are unable to verbalise/communicate in English. In these specific cases, extra learning support has been put in place to support the development of essential English language skills, however, it will take some time to see the outcome/progress of this support. When we look at 'value added' progress for these English language learners, we are able to see there has actually been some significant progress. As these students mature, and continue to receive targeted support for their language development, we would expect to see the disparity between outcomes for Pasifika students and the rest of the school, decrease.

The table below compares achievement levels of Pasifika students against the school as a whole, across the three core areas as at December 2024:

	Well below				Below				At				Above			
	Pasifika		Whole school		Pasifika		Whole school		Pasifika		Whole school		Pasifika		Whole school	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reading	3	15%	44	18%	4	20%	29	12%	7	35%	69	29%	6	30%	98	41%
Writing	7	25%	63	20%	5	18%	43	14%	12	43%	164	52%	4	14%	44	14%
Math	7	18%	69	15%	7	18%	89	20%	14	35%	181	40%	12	30%	112	25%

In terms of importance in relation to their children's success at school, the message coming through from our Pasifika community has been very consistent over the past few years:

- Maintenance of cultural identity for Pasifika people.
- High expectations from both school staff and parents in order to encourage success.
- Valuing home-school relationships.

After surveying our Pasifika families, we know that they are very happy with the way their children are performing at school; the way the school shares learning and successes with them, and also the communication between classroom teacher and families.

Reading:
Here we are able to see that 65% of our Pasifika students ended 2024 reading at or above the expected level. This is 5% lower than the overall school achievement level. However, as stated above, there have been a number of Pasifika students start with us over recent years, where English is their second language. This has had and will continue to have an impact on overall outcomes for our Pasifika students, however, all Pasifika students are making steady progress.

Writing:
The disparity in achievement levels of Pasifika students and the rest of the school is at 9%. However, you will note that nearly all year 1, 2 and 3 Pasifika student's achievement data is not included. This is because they are learning through a structured literacy approach. A structured approach to literacy is most beneficial to English language learners, we would expect to see accelerated progress for these students as they move through the school.

Mathematics:
Our Pasifika students have made good progress in mathematics this year also. In January, achievement of this group of students was made up with 3 Pasifika students (8%) working at/above the expected level. By the end of the year, the number of Pasifika children meeting or exceeding school expectations had increased to 22 out of 33 students (67%).

ACADEMIC TARGETS FOR 2025

TARGET GROUP ONE: Year 6 reading

At the end of 2024, Year 5 had the highest numbers of students (31%) achieving below or well below the expected standard. Listed below are the identified target students for 2025, at their attainment level, and in relation to the school expectation as at December 2024.

Target 1:

By the end of Year 6 at least 49 out of 61 students (80%) will be reading at/above school expectation of 11-12 years.

Specific goal for this target group:

At least 7 students from this target group will end 2025 reading at/above the expectation of 11-12 years.

TARGET GROUP TWO: Year 4 writing

At the end of 2024, Year 3 had the highest numbers of students (45%) achieving below or well below the expected standard. Listed below are the identified target students for 2025, at their attainment level, and in relation to the school expectation as at December 2024.

Target 2:

By the end of Year 4 at least 44 out of 62 students (70%) will be writing at/above school expectation of Year 4 Proficient.

Specific goal for this target group:

At least 10 students from this target group will end 2025 writing at/above the expectation of Year 4 Proficient.

TARGET GROUP THREE: Year 3 math

At the end of 2024, Year 2 had the highest numbers of students (42%) achieving below or well below the expected standard. Listed below are the identified target students for 2025, at their attainment level, and in relation to the school expectation as at December 2024.

Target 3:

By the end of Year 3 at least 52 out of 74 students (70%) will be working at/above school expectation of Early Stage 5 .

Specific goal for this target group:

At least 9 students from this target group will end 2025 working at/above the expectation of Early Stage 5.

EEO Statement – 2024

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*Health and Safety Manual Updated annually. It includes all necessary H&S employment information.* *Hauora for teachers plan, including Mocha Mondays, Early Throw out Fridays, Free Fridays, EAP Services, CRT above allocation etc*
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	*We have an EEO Policy. All staff have the opportunity to advance their careers through taking on extra responsibilities. All staff strengths are utilised and many responsibilities within the school attach to units and staff are able to put in an expression of interest. The Policy is, opportunities will be available and the best person for the position will be appointed.*
How do you practise impartial selection of suitably qualified persons for appointment?	*The BOT have an appointments committee. For any permanent position. Fixed term appointments have been delegated to the Principal .*
How are you recognising, **– The aims and aspirations of Māori,** **– The employment requirements of Māori, and** **– Greater involvement of Māori in the Education service?**	*We are very fortunate that we have a high representation of Maori on Staff. 8 of the 13 Teacher Aides identify as Maori. We have 9 Teaching staff members who identify as Maori which is relatively high considering the number of Maori in Education. Again the BOT will not waiver from the best person for the position.* *Our School Kaumatua meets fortnightly with the Principal to help guide positive outcomes for Maori* *Ngati Whakauetanga is the heart of our kura.* *We have this year encouraged two Maori Teacher Aides to complete their Teachers Training in 2025* *3 of our admin staff and grounds team identify as Maori.*
How have you enhanced the abilities of individual employees?	*We run a thorough PGC program for all staff members*
How are you recognising the employment requirements of women?	*We have 4 men in a staff of 42.* *As the majority of decisions are made by female employees , I feel their needs are well recognised.* *Women fill 9 out of 10 of the schools senior positions*
How are you recognising the employment requirements of persons with disabilities?	*Part of the Health and Safety Manual. No staff members currently with disabilities. We have 1 teacher who is undergoing treatment for cancer and has certain privileges not available to others, duty etc.*

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
Do you operate an EEO programme/policy?	*	
Has this policy or programme been made available to staff?	*	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	*	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	*	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		*
Does your EEO programme/policy set priorities and objectives?	*	

2024 Te Tiriti Statement

Te Tiriti governs all decision-making at Western Heights Primary School/ Te Kura o Whakaahu.

We have just completed the 9th edition of The Whakaahu Way, Localised Curriculum. It addresses the specific needs of our school community which 87% identify as Maori.

The document is created with the specific intention of delivering the best education possible to our predominantly Maori student population. Ngati Whakauetanga is evident in all aspects of school life.

Our School Strategic Plan identifies the need to be culturally responsive and for all staff members to be skilled in this area. We understand what is good for Maori is good for everyone.

Brent Griffin
Principal