



School Name:	Lynmore School - 2023	School Number:	1791
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READING

Strategic Aim:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum
Annual Aim:	<ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning
Reading Targets:	<p>Reading Achievement: 90% of all students at or above NZC expectations</p> <p>Reading Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>Using NZC levels in PaCT (Dec. 2022) as the measure:</p> <p>2023 Targets <u>Achievement in Reading:</u></p> <p>90% at or above NZC expectations for Year 2, 4 & 6.</p> <p>Outcome: 94% at or above NZC expectations for all students in Year 2, 4 & 6 – Target met</p>

Using John Hattie's Effect Size Calculation to measure Progress

Progress in Reading

A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

Outcome: 95% of all students progressed at or above the expected rate in Reading – Target met

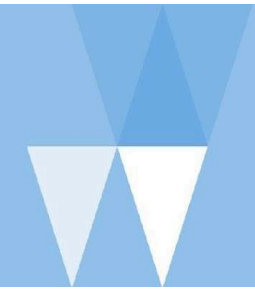
76% of all students made accelerated progress (0.4 effect size) rate or more than 1 year's progress in Reading

23% made at least 6 months progress (0.2-0.4 effect size rate)

1% showed limited progress using the PaCT Tool



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																								
<ul style="list-style-type: none"> Continue to build stronger understanding around progress in reading using the LPF framework and exemplars. Collaborative inquiry as a basis of TAI for teachers. Clear tracking of progress by SLT and team leaders with teachers. Sharp reading Sharing of expertise across the school for Years 3-6. PEP reporting with parents continued. Structured Literacy Approach PLD across the school in 2022. Links to authorship in writing and achievement and progress in reading made explicit. Continued work to narrow the remaining gap in equity for Māori students in literacy by utilising local curriculum, Kāhui Ako and hapū links to develop more 	<p>Reading achievement and progress in 2022 was excellent with little variance in 2023.</p> <p>Yr 1 = 100% at or above expected levels in reading Yr 2 = 100% Yr 3 = 70% Yr 4 = 93% Yr 5 = 59% Yr 6 = 90%</p> <p>2023 school wide achievement target was 90% at or above NZC expectations for Year 2, 4 & 6</p> <p>Outcome: 94% at or above NZC expectations for all students in Year 2, 4 & 6 – Target met</p> <p>Our achievement equity reporting across year groups, gender and ethnicity showed statistical variances in Year 3 & 5. In Year 3, 32 students are yet to achieve at Level 2 and in Year 5, 35 students are yet to achieve at Level 3.</p> <p>Cumulative Reading Achievement Data 2014 – 2023 - All years</p> <table border="1" data-bbox="651 1294 1440 1394"> <thead> <tr> <th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th> </tr> <tr> <th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th> </tr> <tr> <th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th> </tr> </thead> <tbody> <tr> <td>82%</td><td>83%</td><td>77%</td><td>70%</td><td>97%</td><td>97%</td><td>95%</td><td>92%</td><td>90%</td><td>83%</td> </tr> </tbody> </table>	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	End	End	End	End	End	End	End	End	End	End	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	82%	83%	77%	70%	97%	97%	95%	92%	90%	83%	<p>We continued to develop understanding of Structured Literacy to focus on the foundational stages of reading from Years 2-6 across the school. Teachers are still developing understandings of phonological awareness. Research tells us that a sound knowledge of phonological awareness will help children decode more complex letter – sound blends.</p> <p>Personalising the response to potential risks in reading is a key focus going forward.</p> <p>A balanced approach to literacy development with an in-depth knowledge of the</p>	<p>Continue with Sharp Reading.</p> <p>Continue to link authorship in writing with reading development.</p> <p>Continue Better Start Literacy with Years 0 & 1 with all Junior teachers.</p> <p>Continue to use the Structured Literacy Phonological Awareness resources from stage 1 to 7 and include home/school partnerships in reading.</p> <p>Support teachers to develop a deeper understanding of the LPF in Reading.</p>
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Tātaritanga raraunga

<p>engaging contexts for reading and writing.</p> <ul style="list-style-type: none"> • Rotorua East Kahui Ako - Across School Teacher appointed for Literacy 	<p>Progress: Our progress equity reporting across year groups, gender and ethnicity showed very little statistical variances.</p> <p>This has been a focus for our staff to look at contexts, how to engage our students with more meaningful texts, and increased PLD in Structured Literacy and Authorship. The average reading progress equity was 95%.</p>	<p>literacy progressions will ensure students needs are being met</p>	<p>Develop Reading Together programmes to form partnerships with parents.</p> <p>Explore the Science of Reading with Teachers.</p>
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Reading planning for next year:

Targets will be specific to cohorts of students. We will provide a balanced literacy learning programme including authorship, better start literacy for Year's 0 & 1, Structured Literacy & Sharp Reading for Years 2-6. Reading material will include high interest readers and authentic contexts.



Tātaritanga raraunga

WRITING

Strategic Aim:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum
Annual Aim:	<ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning
Writing Targets:	<p>Writing Achievement: 90% of all students at or above NZC expectations Writing Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>Using NZC levels in PaCT (Dec. 2022) as the measure: 2023 Targets <u>Achievement in Writing:</u> 90% of all students at or above NZC expectations in Years 2, 4 & 6. Outcome: 92.6% at or above NZC expectations – Target met Using John Hattie’s Effect Size Calculation to measure Progress</p>

Progress in Writing

A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

Outcome: 99.8% of all students made at or above expected progress in Writing for 2023 – Target met

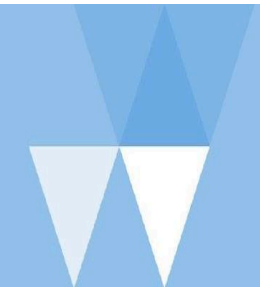
85.4% of all students made accelerated progress (0.4 effect size) rate or more than 1 year's progress in Writing for 2023

14.4% made average progress (0.2-0.4 effect size rate)

0.2% (1 student) showed little progress using the PaCT Tool



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Authorship PLD across the school with Verity Short • Continued to make links across the curriculum in writing and link with science and reading in particular • Collaborative inquiry as a basis of TAI for teachers. • Clear tracking of progress by SLT and team leaders with teachers • PEP reporting with parents continued. • Structured Literacy (SL) Approach PLD across the school in 2022. • Better Start Literacy (BSL) Development for Years 0-2. 	<p>Writing achievement and progress in 2022 was good and in comparison to End 2023 - the variance in Year 5 is of concern. The comparison between mid year and end year data for Year 5 students is significant however still below recent year levels.</p> <p>Yr 1 = 100% at or above expected levels in reading Yr 2 = 100% Yr 3 = 57% Yr 4 = 89% Yr 5 = 47% Yr 6 = 89%</p> <p>2023 school wide achievement target was 90% at or above for children in Years 2, 4 & 6. Outcome: 92.6% at or above NZC expectations – Target met</p> <p>Our achievement equity reporting across year groups and ethnicity showed statistical variances in 4 cohorts.</p> <p>Year 3 & 5 Māori boys achievement data was of the most concern. This will be a continued focus for our staff to look at contexts and how to engage our students with more meaningful contexts.</p> <p>Cumulative Writing Achievement Data 2014 – 2023</p>	<p>BSL and SL development continues across the school.</p> <p>Providing opportunities for authentic writing, for a purpose to engage students to write – through Authorship PLD.</p> <p>Teachers understand the developmental progression in all aspects of writing.</p> <p>Groups of children in both Years 3 & 5 are still working towards level 2 & 3.</p>	<p>Continue with Authorship PLD in 2024.</p> <p>Continue to make strong links across the curriculum to provide authentic and high interest contexts for students to write about - in particular our Māori boy cohort.</p> <p>Develop our understanding of the coherent pathways in relation to writing and cross curricular approaches.</p> <p>Focus on Middle school & Senior school support for students in Writing.</p>



Tātaritanga raraunga

2014 End OTJ 72%	2015 End OTJ 72%	2016 End OTJ 53%	2017 End OTJ 52%	2018 End OTJ 89%	2019 End OTJ 93.5%	2020 End OTJ 91%	2021 End OTJ 88%	2022 End OTJ 84%	2023 End OTJ 77%
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Progress:

The overall progress effect size for every year group across the school was very good. This will support 2024 achievement levels for our Year 3 & 5 cohorts who are our greatest concern.

The average writing progress equity was 99%.

Writing planning for next year:

Targets will be specific to cohorts of students. We will provide a balanced literacy learning programme including authorship, better start literacy for Year's 0 & 1 and Structured Literacy for Years 2-6 on a personalised basis. Focus on engagement for Year 3 & Year 5 teachers and students. Students will be engaged in authentic contexts through our localised curriculum development.



Tātaritanga raraunga

Mathematics & Statistics

Strategic Aim:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum
Annual Aim:	<ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning
Numeracy Targets:	<p>Mathematics Achievement: 90% of all students at or above NZC expectations for Years 2, 4 & 6.</p> <p>Mathematics Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>Using NZC levels in PaCT (Dec. 2022) as the measure:</p> <p>2023 Targets <u>Achievement in Mathematics:</u></p> <p>95% of all students at or above NZC expectations for students in Year 2, 4 & 6.</p> <p>Outcome: 97% at or above NZC expectations – Target met</p>

Using John Hattie's Effect Size Calculation to measure Progress

Progress in Mathematics

A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

Outcome: 100% of all students progressed at or above the expected rate – Target met

84.3% of all students made accelerated progress (0.4 effect size) rate or more than 1 year's progress in Mathematics for 2022

15.7% made at least 6 months progress

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																								
<ul style="list-style-type: none"> Ensured teachers are effectively utilising data in all aspects of the Learning Progression Framework in Mathematics. Supporting with an additional resource teacher 	<p>Mathematics continues to be a strength for Lynmore School</p> <p>Yr 1 = 100% at or above expected levels in Mathematics Yr 2 = 100% Yr 3 = 84% Yr 4 = 100% Yr 5 = 79% Yr 6 = 91%</p> <p>2022 School-wide Target in Numeracy</p> <p>95% of all students at or above NZC expectations for students in Years 2, 4 & 6</p> <p>Outcome: 97% at or above NZC expectations – Target met</p> <p>Cumulative Numeracy Achievement Data 2014 – 2023</p> <table border="1" data-bbox="640 967 1431 1070"> <thead> <tr> <th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th> </tr> </thead> <tbody> <tr> <td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td> </tr> <tr> <td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td> </tr> <tr> <td>81%</td><td>78%</td><td>77%</td><td>76%</td><td>97%</td><td>99%</td><td>98%</td><td>95%</td><td>96%</td><td>93%</td> </tr> </tbody> </table>	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	End	End	End	End	End	End	End	End	End	End	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	81%	78%	77%	76%	97%	99%	98%	95%	96%	93%	<p>Teachers are very clear about what the Learning Progression Framework in Mathematics is and the developmental stages within this.</p> <p>We have clear links to all strands and teach this in authentic contexts.</p>	<p>Continue to use LPF and track progress and achievement.</p> <p>Carefully monitor students that show risk of not achieving expectations throughout the year.</p> <p>New teachers engage in Mathematics PLD.</p> <p>2 teachers join Accelerated Learning in Mathematics PLD.</p>
2014	2015	2016	2017	2018	2019	2020	2021	2022	2023																																		
End	End	End	End	End	End	End	End	End	End																																		
OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ	OTJ																																		
81%	78%	77%	76%	97%	99%	98%	95%	96%	93%																																		
Mathematics planning for next year:																																											
Continue to resource Mathematics and provide learning opportunities in context to localised curriculum.																																											

Academic Outcomes for students in Year 2, 4 & 6 End 2023

Reading: 94%

Writing: 92.6%

Mathematics & Statistics: 97%

Please note: Measurements for these year groups are reported against NZC expectations for students

- a) achieving at Level 1 by the end of Year 2
- b) achieving at Level 2 by the end of Year 4
- c) achieving at Level 3 by the end of Year 6

This data demonstrates the commitment our teachers, leadership team, board of trustees has on providing learning experiences that work towards meeting the needs of students at Lynmore School.

Hinei Taute

Principal

February 2024