Bellevue School

where learning grows

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2023 Annual Report
Analysis of Variance

Please note: -
This Annual Report is in a form in which individual students cannot be identified to protect student privacy as per section 165 of the Education & Training Act 2020 and the Privacy Act 2020

2023 Statement of Variance: Part 1 - Review of Strategic & Annual Plan Goals

Strategic Goal 1:
Continue to strengthen relationships that leverage ako and wellbeing

Strategic Goal 2
Place Learners at the centre

Strategic Goal 3:
Strengthen Board capability to seek, understand and respond to the aspirations of the community to inform strategic planning. Ensure that this is focused on culturally responsive learning and wellbeing for all ākonga.

What did we achieve?

Reviewed 2023 Annual Plan - Key: Completed / Ongoing as Business as Usual, Underway -still a focus, Yet to Action - Into 2024 Annual Plan

Evidence:

- Student & Staff consultation on outcomes
- Growing Community Conversations
- Wellbeing Surveys & Student Voice
- Staff Only Days & Staff Meeting Agendas
- Monthly Principal Reports
- Mid & End Of Year Student Achievement Data Analysis

2023 Statement of Variance: Part 2 - Review of Student Achievement Targets

Student Well-being - Target & Analysis

This is the fifth year that a target has been set for Student Well-being. In 2020 Year 5/6 students participated in the NZCER Wellbeing at School Primary Student Survey for the first time. This survey offers a snapshot of learning, climate and culture in schools, standardised data to track progress over time and a nationally referenced way of comparing gender, ethnicity and year level data. Following a global pandemic the school has seem monitoring student wellbeing as a priority.
This survey provides an opportunity to delve into what is going well for students and what is not. Over the past three years the school's focus has shifted in response to this information from:

- Strategies for emotional regulation and pro-social student culture - 2021
- Strategies for emotional regulation and seeking and utlising student voice - 2022
- Valuing culture and family background, student voice and fairness - 2023

Target 1 – Student Well-being (Key Competencies)

To celebrate culture and identity as a platform for ako and turangawaewae, involving and acknowledging students' contributions to learning and behaviour. Reviewed mid year and in December 2023 with a focus on the identified target year group.

The Year 6 student cohort **will be consulted, involved and acknowledged through school pedagogies and positive behaviour practices** so a greater number are responding positively on the NZCER 'Well-being at School' Student Survey at the end of 2023, than they did as Year 5 students in 2022 in the following areas:

Note - When measured using the NZCER survey conducted late in the year, with the Year 6 cohort only the below targets are not achieved. However, there is a range of data gathered from earlier in the year and including this cohort that is contrary to this picture.

Other evidence used to measure progress on these targets includes:

- What Makes Bellevue Special - student voice - Term 2
- Principal Appraisal Summary - Term 2
- Student consultation on progress towards annual plan outcomes - Term 3

The responses from the student consultation in Term 3 are included below to show the variation when considering multiple sources.

Outcomes/What Happened

Goals and outcomes using Term 4 NZCER survey (Year 6 only) AND Term 3 student consultation (Year 5 and 6) Key: Achieved / Not achieved

1. 59% of all Year 5 students in 2022 to at least 70% of all Year 6 students in 2023 indicate 'Teachers are interested in my culture or family background'

Not achieved in **NZCER Wellbeing at School Survey** - though internal data (included below) suggests progress against this goal.
56% (24/43) of Year 6 students responded positively to this statement. **Note 52% (24/46) Year 5 students responded positively to this statement.**

Term 3 student consultation:
- 65% Year 5 and 6 students say: My learning is relevant to my life, culture and identity
- 90% Year 5 and 6 students say: At Bellevue School I have a strong sense of belonging

2. 59% of all Year 5 students in 2022 to at least 70% of all Year 6 students in 2023 indicate 'At school I am encouraged to share things about my culture or family background'

Not achieved in **NZCER Wellbeing at School Survey** - though internal data (included below) suggests progress against this goal.
60% (26/43) of Year 6 students responded positively to this statement. **Note 59% (27/46) Year 5 students responded positively to this statement.**

Term 3 student consultation:
- 77% Year 5 and 6 students say: My whānau is involved with my learning
- 82% Year 5 and 6 students say: I have a wide range of opportunities to take part in learning based on my strengths, aspirations and interests.

3. 73% of all Year 5 students in 2022 to at least 75% of all Year 6 students in 2023 indicate 'Teachers treat all students fairly' (This is a maintenance goal)

Not achieved in **NZCER Wellbeing at School Survey** - though internal data (included below) suggests progress against this goal.
51% (23/43) of Year 6 students responded positively to this statement. **Note 70% (32/46) Year 5 students responded positively to this statement and 74% of Year 4.**

Term 3 student consultation:
- 84% Year 5 and 6 students say: At Bellevue School I feel safe.

4. 71% of all Year 5 students in 2022 to at least 75% of all Year 6 students in 2023 indicate 'Teachers often notice when students help each other' (This is a maintenance goal)

Not achieved in **NZCER Wellbeing at School Survey** - though internal data (included below) suggests progress against this goal.
60% (26/43) of Year 6 students responded positively to this statement. **Note 74% (34/46) Year 5 students responded positively to this statement.**

Term 3 student consultation:
- 85% Year 5 and 6 students say: At Bellevue School I know what to do and who to talk to if I feel unsafe.

5. 67% of all Year 5 students in 2022 to at least 75% of all Year 6 students in 2023 indicate 'Students have a say in what happens at school'

Achieved in **NZCER Wellbeing at School Survey**
84% (36/43) of Year 6 students responded positively to this statement. **Note 85% (39/46) Year 5 students responded positively to this statement.**

Term 3 student consultation:
- 79% Year 5 and 6 students say: Teachers collect student voice and act on it.

This is the second year that the NZCER Wellbeing at School Survey has given results that are different to those gathered earlier in the year through alternative sources. It is also the second year that the Year 5 picture has been different to the Year 6 (in 2022 Year 5 students responded on average 18% more positively on all statements used to set targets) even though the students are in combined Year 5/6 classes.

To explore the discrepancy between results of the specific targets set above for the 2023 Year 6 cohort in the survey and the:

- results from alternative sources
- results from larger groups of students
- positive anecdotal information the school has on student wellbeing in general

we looked at the overall data for all students surveyed (Year 5 and Year 6) in the 2023 year compared with the 2022 data which gives a positive reflection of the work being done on Wellbeing overall.

Wellbeing at School Survey Aspect	Mean Score 2023	Compared to 2022	Compared to 2019 - Pre Covid
School-wide climate and practices	Key: ↓ = 2023 score is less by, ↑ = 2023 score is more by		
Caring and collaborative school	73.5%	↑ 7.7%	↑ 0.7%
Respect for culture	69.3%	↑ 0.8%	↓ 4.2%
Safe school	74.8%	↑ 4.7%	↓ 1%
Teaching and learning			
Caring teaching	73.5%	↑ 5.3%	↓ 5.9%
Caring learning	75.4%	↑ 0.4%	↓ 5.1%
Community partnerships			
Home-school partnerships	75.3%	↑ 0.2%	↓ 2.5
Pro-social student culture and strategies			
Prosocial student culture	65%	↑ 4.8%	↓ 4.3%
Students' social strategies	66.4%	↑ 3.4%	↓ 2.3%
Aggressive student culture			
Aggressive student culture	22.7%	↑ 4.6%	↑ 3.9%

Note in the above table that for the first time since 2019, this year the Year 4 students also completed the NZCER Wellbeing at School Survey to support goal setting and measuring outcomes for the whole Year 5 (2023 Year 4s) and Year 6 cohort for 2024. This is intended to provide a broader picture of students' wellbeing at Bellevue. The results for 2022 however are based on Year 5/6 responses only.

This table shows progress in a return to the strong picture of wellbeing pre Covid times in 2019, where all aspects scored above 69% except Aggressive Student Culture which was only 18.8%.

- During 2020 6/9 aspect scores dropped from 2019.
- During 2021 8/9 aspects scores dropped from 2020.
- During 2022 6/9 aspects scores increased from 2021 by at least 3%
- In 2023 it is pleasing to note that all aspect scores have increased.

Aggressive student culture, although improving, has remained a significantly lower scoring aspect in this survey since Bellevue began to use it in 2019. This will be the focus for our 2024 target.

In an effort to get a clearer picture of student wellbeing in general in 2024 we intend to:

- Set a bigger picture wellbeing goal focusing on a full aspect of the Wellbeing at School report such as 'Aggressive Student Culture' rather than the specific individual statements that inform this
- Use a broader cohort to provide student voice (Year 5 and 6)
- Conduct the Wellbeing at School Survey earlier in the year
- Seek evidence to inform our target from a range of sources rather than a single one

In addition to this, valuing students' culture and family background continues to be an identified focus for 2024.

Actions to Achieve Targets/What was done:-

- Regular gathering of student voice both focused on the outcomes identified in annual planning
- Students involved in planning curriculum events and feedback sought following events - eg EOTC week
- Focus on community engagement across the school
- Student voice part of teaching as inquiry focus for all kaiako
- Whakawhanaungatanga Fridays - coming together across the school in tuakana teina relationships for student led learning activities
- Second year of Positive Behaviour for Learning Schoolwide to:
  - Review and revitalised school values – explicitly teach and provide opportunities to develop resilience, empathy, responsibility, confidence and respect
  - Developed shared approach to establishing behaviour guidelines with students
  - Developed shared approach to teaching, modeling and acknowledging positive behaviours across the school
  - Reviewed school procedures in light of the above and ensure these are understood and accessible to all
  - Involved wider community; Support Staff, Whanau and Board and communicated regularly
- PLD in Aotearoa New Zealand Histories to explore, gather and engage in the stories of our local area and school families
- Began 2023 with a cultural celebration to bring families together and support students sharing their culture a background
- Continued with successful deliberate, explicit teaching of strategies for identifying and managing emotions
- Widened focus group for NZCER to include Year 4 students - 2024 targets and reporting will include whole Year 5/6 cohort
- Increased avenues for gathering student voice and responding to this to inform schoolwide planning

- Continued to coach students in conflict resolution, managing playground challenges
- Increased student involvement in planning programmes across the school

***Reasons for Variance/Why it happened*:-**

- Results from only one source are a snapshot in time and subjective responses eg: rating can be impacted by incidents or something that happened that day – not monitored over the year
- Although it was identified in 2022 that the NZCER survey was best conducted earlier in the year, due to the forming of a new Year 5/6 teaching team in 2023, this did not happen. Experience has shown that this results in more negative responses especially from students moving on to Intermediate.
- Picture of one cohort not necessarily reflective of response across the school
- Narrow focus on specific statements within aspects of the Wellbeing at School Survey makes it difficult to see when an aspect is improving.
- One fifth of the Year 6 cohort was new to the school in early Term 3
- Turangawaewae (a sense of belonging) was a major focus throughout Term 2 and 3
- Student voice has been a focus for two years - now seeing results in this area.
- Explicit teaching of social emotional regulation - this remains a focus of our PB4L work
- Board funded teacher to provide additional academic and social emotional support for cohort with high needs
- Practices across the school in regard to seeking and responding to student voice are becoming more consistent
- Initiatives to acknowledge positive behaviour, as well as following up on / responding consistently to negative behaviours, are more consistent across the school

***Next steps in 2024*:-**

- Set a bigger picture wellbeing goal focusing on a full aspect of the Wellbeing at School report such as 'Aggressive Student Culture' rather than the specific individual statements that inform this
- Use a broader cohort to provide student voice (Year 5 and 6)
- Conduct the Wellbeing at School Survey earlier in the year
- Seek evidence to inform our target from a range of sources rather than a single source
- Valuing students' culture and family background is a focus for 2024
- Develop cultural competence of teaching staff - Kura Ahurea, Te Reo Tuatahi
- Continued focus on developing a child centered curriculum
- Include opportunities for our culturally diverse students to connect with their heritage language and culture
- School production to be values focused
- Continue to explicitly teach students strategies for managing mean, aggressive behaviour or conflict

Reading - Target Only

Target 2 – Reading Key: Achieved / Not achieved

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Reading by December 2023, especially in the identified target groups of Year 3, Year 4 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2023.

- **A change from 76% of all Year 1-6 students in 2022 to at least 80 - 85% achieving at/above**

  Achieved - 82% of all Year 1-6 students are achieving at/above the appropriate curriculum level, compared with 76% at the end of 2022.

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2023:

- **55% Year 3 (28/51 Year 2 students in 2022) to at least 65% achieving at/above**

  Achieved - 73% (36/49) of Year 3 students are achieving at/above the appropriate curriculum level, compared with 71% (32/45) at mid year

- **68% Year 4 (34/50 Year 3 students in 2022) to at least 75% achieving at/above**

  Achieved - 86% (44/51) of Year 4 students are achieving at/above the appropriate curriculum level, compared with 90% (44/49) at mid year

- **70% Year 6 (32/46 Year 5 students in 2022) to at least 75% achieving at/above**

  Not Achieved - 66% (33/50) of Year 6 students are achieving at/above the appropriate curriculum level, compared with 73% (35/48) at mid year

Gender/ethnicity breakdown of the above is:

Māori students - 80% (16/20) are achieving at/above the appropriate curriculum level, compared with 65% (13/20) at mid year

Pasifika students - 53% (9/17) are achieving at/above the appropriate curriculum level, compared with 85% (11/13) at mid year (note a number of the students working towards are new to the school and ELL)

Boys - 72% (70/98) are achieving at/above the appropriate curriculum level, compared with 77% (67/87) at mid year

Girls - 81% (82/101) are achieving at/above the appropriate curriculum level, compared with 82% (84/102) at mid year

Writing - Target Only

Target 3 – Writing Key: Achieved / Not achieved

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Writing by December 2023, especially in the identified target groups of Year 4, Year 5 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2023.

- **A change from 84% of all Year 1-6 students in 2022 to at least 85% achieving at/above (This is a maintenance goal)**

Not Achieved - 75% of all Year 1-6 students are achieving at/above the appropriate curriculum level, compared with 76% at the end of 2022.

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2023:

- **78% Year 4 (39/50 Year 3 students in 2022) to at least 80% achieving at/above (to maintain 2022 progress)**

  Achieved - 94% (48/51) of Year 4 students are achieving at/above the appropriate curriculum level, compared with 98% (48/49) at mid year.

- **89% Year 5 (42/47 Year 4 students in 2022) to at least 90% achieving at/above (to maintain 2022 progress)**

  Not Achieved - 55% (27/49) of Year 5 students are achieving at/above the appropriate curriculum level, compared with 66% (31/47) at mid year.

- **65% of Year 6 (30/46 Year 5 students in 2022) to at least 75% achieving at/above**

  Not Achieved - 66% (33/50) of Year 6 students are achieving at/above the appropriate curriculum level, compared with 69% (33/48) at mid Year.

Gender/ethnicity breakdown of the above is:

Māori students - 50% (10/20) are achieving at/above the appropriate curriculum level, compared with 55% (11/20) at mid year

Pasifika students - 59% (10/17) are achieving at/above the appropriate curriculum level, compared with 62% (8/13) at mid year

Boys - 60% (58/98) are achieving at/above the appropriate curriculum level, compared with 66% (57/87) at mid year

Girls - 75% (75/101) are achieving at/above the appropriate curriculum level, compared with 82% (84/102) at mid year

Mathematics - Target Only

No Target for 2023 – Mathematics Key: Achieved / Not achieved

To maintain the standard of student achievement reached in 2022 - 80-85% of all groups achieving at or above the appropriate curriculum level

Achieved - 82% of all Year 1-6 students are achieving at/above the appropriate curriculum level, compared with 90% at the end of 2022.

Gender/ethnicity breakdown of the above is:

Māori students - 80% (16/20) are achieving at/above the appropriate curriculum level, compared with 75% (15/20) at mid year

Pasifika students - 41% (7/17) are achieving at/above the appropriate curriculum level, compared with 86% (11/13) at mid year

Boys - 76% (74/98) are achieving at/above the appropriate curriculum level, compared with 81% (71/87) at mid year

Girls - 78% (79/101) are achieving at/above the appropriate curriculum level, compared with 82% (84/102) at mid year

Full Evaluation of Student Progress & Achievement With Analysis of Variance for 2023

Reading

This is the sixth year that the school has reported against the expected curriculum level after eight years of reporting reading progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.

Target 2 – Reading Key: Achieved / Not achieved

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Reading by December 2023, especially in the identified target groups of Year 3, Year 4 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2023. A change from:

- 76% of all Year 1-6 students in 2022 to at least 80 - 85% achieving at/above

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2023:

- 55% Year 3 (28/51 Year 2 students in 2022) to at least 65% achieving at/above
- 68% Year 4 (34/50 Year 3 students in 2022) to at least 75% achieving at/above
- 70% Year 6 (32/46 Year 5 students in 2022) to at least 75% achieving at/above

Outcomes/What Happened

Whole School Reading Data

Reading has only been an identified focus for student achievement targets since 2021 as historically Reading achievement results have been strong. As a result the table below shows cohort data over time from 2020 only for comparison.

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

Identified cohort comparison data:

Reading	**Working Towards/Below**				**Working Within/At**				**Above**			
December	***2020***	***2021***	***2022***	***2023***	***2020***	***2021***	***2022***	***2023***	**2020**	**2021**	**2022**	**2023**
All students	48 **15.3 %**	73 **23.5%**	64 **24%**	50 **18%**	261 **83.4%**	201 **64.5%**	193 **73.1%**	234 **82%**	4 **1.3%**	37 **11.9%**	7 **3%**	1 **0%**
Year 6 (Year 3 in 2020, Year 4 in 2021, Year 5 in 2022)	1 **2%**	17 **35%**	14 **30%**	17 **34%**	51 **98%**	22 **45%**	31 **67%**	33 **66%**	0	10 **20%**	1 **2%**	0
Boys	27 **18.6%**	40 **26.8%**	32 **24.8%**	30 **20.5%**	118 **81.4%**	95 **63.8%**	95 **73.6%**	116 **79.5%**	0	14 **9.4%**	2 **1.6%**	0
Girls	21 **12.5%**	33 **20.4%**	32 **23.7%**	20 **14.4%**	147 **87.5%**	106 **65.4%**	98 **72.6%**	118 **84.9%**	0	23 **14.2%**	5 **3.7%**	1 **0.7%**
Māori	8 **25%**	10 **31.3%**	11 **40.7%**	4 **11.4%**	24 **75%**	20 **62.5%**	15 **55.6%**	31 **88.6%**	0	2 **6.3%**	1 **3.7%**	0
Pasifika	4 **17%**	7 **31.8%**	3 **17.6%**	9 **37.5%**	19 **83%**	13 **59.1%**	14 **82.4%**	15 **62.5%**	0	2 **9.1%**	0	0

The results above show that this target was met by the following cohort groups by December 2023 - All Students, Girls and Māori Students
It was not met by these cohort groups - Year 6 Students, Boys and Pasifika students.

- 82% of all students (234/285 students) were judged as writing within/at and above. Trends show 84.7% (2020), 76.4% (2021), 76.1% (2022)
- 66% of Year 6 students (33/50 students) were judged as writing within/at and above. Trends show 98% (2020), 65% (2021), 69% (2022)
- 79.5% Boys (116/146 students) were judged as writing within/at the expected level. Trends show 81.4% (2020), 73.2% (2021), 75.2% (2022)
- 85.6% Girls (119/139 students) were judged to be writing within/at the expected level. Trends show 87.5% (2020), 79.6% (2021), 76.3% (2022)
- 88.6% Māori (31/35 students) were judged to be writing within/at the expected level. Trends show 75% (2020), 68.8% (2021), 59.3% (2022)
- 62.5% Pasifika (15/24 students) were judged to be writing within/at the expected level. Trends show 83% (2020), 68.2% (2021), 82.4% (2022)

Actions to Achieve Targets/What was done:-

- Hub 1 (Year 1) continuing and embedding BSLA, Hub 2 (Year 2) starting PLD to implement BSLA, Hubs 3-5 implementing Progress Tracker to identify Priority Students and develop extra programmes/support for these students
- Year 2 Teachers in Hub 2 undertook study at the University of Canterbury to gain microcredential in BSLA, which impacted how guided reading lessons were taught as well as training in new assessment tools that give much smaller incremental steps both in progress and gaps which inform next teaching steps for both teachers and students
- Intentional teaching of transferring of knowledge
- Intentional Teacher conversations around student progress across the Hubs as Progress Tracker was introduced to assess against school targets (Yr3-6 and BSLA Yr 1 and 2)
- BSLA teaching and assessment was used in one to one lessons one two year 3 students that had shown very little progress and had not previously been part of BSLA teaching as a trial to see if this would have an impact further up the school with struggling readers
- All teachers in Years 1 and 2 are BSLA trained and implementing this approach in their Hubs.

- Ongoing upskilling in assessment, data analysis and teaching of all Junior teachers as well as working with outside facilitator and continued online training through zoom information calls
- Continuing to explore further ways to support teachers and struggling readers from Year 3-6
- Teacher staff meetings and support to further inform and upskill teachers in the analysis of Running Records to inform teaching (Yr3-6)
- Year 5-6 area of the school experienced several changes: teaching staff, support provided, teachers new to school and unusually high numbers due to unanticipated in zone enrollments.

***Reasons for Variance/Why it happened*:-**

- School lead for Reading unable to complete review of reading across the school due to unanticipated, extended absence
- Change in staff during the year
- Many of our new students across the school are ESOL. Many unable to speak on English on arrival
- Teachers still training at Year 2 this year, two teachers in Year 1 (BSLA)
- Student transitions in and out of school
- Continued disruption to learning programmes due to absences and sickness (still a lot in the community)
- An increase in students taking several weeks off to go visit family overseas after being separated during Covid-19

***Next steps in 2024*:-**

- Continue review across school of reading and teaching and learning programmes and building teacher confidence across school
- Look at books to purchase that still follow scope and sequence that support older struggling readers who still need foundational literacy support
- Re establish phonics and word patterns across school as we have many new teachers teaching higher up the school that may need further support to help struggling readers
- Continue to explore further options for Professional Development in Reading
- Refresher PLD for our kaiako who are trained in BSLA
- Developing understanding of how to respond to Tier 2 students
- LSC/ Reading Lead to work with Year 4-6 teachers on Yolanda Sorrell phonics programme which aligns with BSLA.
- Review what reporting on Reading (both to families and the Board) looks like.
- Bellevue involvement in RTLB supported Effective Literacy Practice project - based on 'Science of Reading/Science of Learning', to support kaiako in the Year 3-6 area of the school to build on strong foundations of the BSLA.
- Lower teacher to student ratios in senior area of the school.
- Review of support for ELL students - including using planning formats and frameworks

Writing

This is the sixth year that the school has reported against the expected curriculum level after eight years of reporting writing progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.

Target 3 – Writing Key: Achieved / Not achieved

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Writing by December 2023, especially in the identified target groups of Year 4, Year 5 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2023. A change from:

- 84% of all Year 1-6 students in 2022 to at least 85% achieving at/above (This is a maintenance goal)

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2023:

- 78% Year 4 (39/50 Year 3 students in 2022) to at least 80% achieving at/above (to maintain 2022 progress)
- 89% Year 5 (42/47 Year 4 students in 2022) to at least 90% achieving at/above (to maintain 2022 progress)
- 65% of Year 6 (30/46 Year 5 students in 2022) to at least 75% achieving at/above

Outcomes/What Happened

Whole School Writing Data (comparing writing National Standard OTJ's for 2017, with curriculum level expectation for 2018 - 2021)

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

Writing	Working Towards/Below							Working Within/At							Above						
December	2017	2018	2019	*2020*	2021	2022	2023	2017	2018	2019	*2020*	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
All students	69 **23%**	42 **12.8 %**	47 **14%**	102 **32.5 %**	63 **20.2 %**	41 **15.5 %**	72 **25%**	199 **68%**	257 **78.6 %**	274 **83%**	208 **66.5 %**	244 **78.5 %**	220 **83.3 %**	211 **74%**	27 **9%**	28 **8.6%**	9 **3%**	3 **1%**	4 **1.3%**	3 **1.1%**	2 **07%**
Boys	48 **32%**	28 **17.7 %**	30 **19.2 %**	59 **40.6 %**	40 **26.7 %**	27 **20.9 %**	46 **31.5 %**	94 **63%**	124 **78.5 %**	125 **80.2 %**	83 **57.4 %**	110 **74%**	101 **78.3 %**	99 **67.8 %**	7 **5%**	6 **3.8%**	1 **0.6%**	3 **2%**	0	1 **0.8%**	1 **0.7%**
Girls	21 **14%**	79 **8.3%**	17 **9.8%**	43 **25.5 %**	23 **14.2 %**	14 **10.4 %**	26 **18.7 %**	105 **72%**	133 **78.7 %**	149 **85.6 %**	125 **74.5 %**	135 **83.3 %**	119 **88.1 %**	112 **80.6 %**	20 **14%**	15 **13%**	8 **4.6%**	0	4 **2.5%**	2 **1.5%**	1 **0.7%**
Māori	10 **24%**	6 **15%**	8 **20.5 %**	15 **46.8 %**	12 **37.5 %**	4 **14.8 %**	10 **28.6 %**	30 **73%**	31 **77.5 %**	30 **76.9 %**	17 **53.2 %**	19 **59.4 %**	23 **85.2 %**	25 **71.4 %**	1 **3%**	3 **7.5%**	1 **2.6%**	0	0	0	0
Pasifika	4 **23%**	0	2 **8.7%**	7 **30%**	8 **36.4 %**	4 **23.5 %**	11 **45.8 %**	11 **65%**	22 **96%**	21 **91.3 %**	16 **70%**	14 **63.6 %**	13 **76.5 %**	13 **54.2 %**	2 **12%**	**1 4%**	0	0	0	0	0

The results above show that this target was not met by the all cohort groups in December 2023.

- 74.7% of all students (213/285 students) were judged as writing within/at and above. Trends show 77% (2017), 87.2% (2018), 86% (2019), 67.5% (2020), 79.7% (2021), 84.4% (2022)
- 68.5% Boys (100/146 students) were judged as writing within/at the expected level. Trends show 68% (2017), 82.3% (2018), 80.8% (2019), 59.4% (2020), 74% (2021), 79.1% (2022)
- 81.5% Girls (113/139 students) were judged to be writing within/at the expected level. Trends show 86.3% (2016,) 86% (2017), 91.7%(2018), 90% (2019), 74.5% (2020), 89% (2021), 89.6% (2022)
- 71.4% Māori (25/35 students) were judged to be writing within/at the expected level. Trends show 76% (2017), 85% (2018), 79.5% (2019), 53.2% (2020), 59.4% (2021), 85.2% (2022)

- 54.2% Pasifika (13/24 students) were judged to be writing within/at the expected level. Trends show 78% (2017), 100% (2018), 91.3% (2019), 70% (2020), 63.6% (2021), 76.5% (2022)

Identified cohort comparison data:

Writing	**Working Towards/Below**			**Working Within/At**			**Above**		
December	***2021***	***2022***	***2023***	***2021***	***2022***	***2023***	**2021**	**2022**	**2023**
All students	63 **20.2%**	41 **15.5%**	72 25%	244 **78.5%**	220 **83.3%**	213 **74.7%**	4 **1.3%**	3 **1.1%**	2 **0.7%**
Year 4 (Year 2 in 2021, Year 3 in 2022)	1 **3%**	6 **14%**	3 **6%**	36 **97%**	37 **86%**	48 **94%**	**0**	**0**	**0**
Year 5 (Year 3 in 2021, Year 4 in 2022)	16 **35%**	5 **11%**	22 **45%**	30 **65%**	42 **89%**	26 **53%**	**0**	**0**	1 **2%**
Year 6 (Year 4 in 2021, Year 5 in 2022)	12 **28%**	16 **35%**	17 **34%**	31 **72%**	28 **61%**	32 **64%**	**0**	**2** **4%**	1 **2%**

The results above show that this target was met by the following cohort groups by December 2023 - Year 4 cohort
It was not met by these cohort groups - Year 5 and Year 6 Students

- 75.4% of all students (215/285 students) were judged as writing within/at and above. Trends show 79.8% (2021), 84.4% (2022)
- 94% of Year 4 students (48/51 students) were judged as writing within/at and above. Trends show 97% (2021), 86% (2022)
- 55% of Year 5 students (27/50 students) were judged as writing within/at and above. Trends show 65% (2021), 89% (2022)
- 66% of Year 6 students (33/50 students) were judged as writing within/at and above. Trends show 72% (2021), 65% (2022)

Actions to Achieve Targets/What was done:-

- Expansion of the Writing Corner on the school website to include all of the hubs in the school. This is updated twice termly with new writing.
- The progress tracker is now being used school-wide. Feedback was gathered from staff in Term 3 to inform next steps in 2024.
- Beginning to develop a 'This is how we do writing here' resource for use across the school. This will include resources historically made (PACT Poutama, PACT - Curriculum Judgement chart), as well as new resources.
- Whole school writing moderation to create guiding documents for the above bullet point. Moderation focused on moderating staff understanding of PACT itself, as opposed to student samples. Staff critically engaging with the terminology behind different PACT aspects, and creating a consistent understanding of what they mean, e.g. 'When it says 'uses full stops most of the time' we expect to see full stops correctly used 80% of the time'.
- Continued focus on purposeful and experiential writing.
- Referrals made to Resource Teacher of Literacy, Resource Teachers of Learning and Behaviour and Learning Support Coordinators and for assistive technology to support identified students. We have 4 successful assistive technology applications.
- The creation of a boys writing group in Hub 5 to support and increase engagement with writing.

- Teachers across the school have continued to explore different resources and avenues to engage students in writing.
- There has been a continued focus on the purpose of writing and the sharing of it with an audience. This has seen further shifts in student engagement.

***Reasons for Variance/Why it happened*:-**

- Disruptions to learning programmes due to absences, sickness, and the ongoing impact on attendance.
- An increase in students taking extended absences from school, e.g. more than a month at a time.
- Student transitions ie: movement in and out of the school.
- High percentage of new starters were ESOL this year, with many unable to speak English when they arrived at school.
- Year 5-6 area of the school experienced several changes: teaching staff, support provided, teachers new to school and unusually high numbers due to unanticipated in zone enrollments.

***Next steps in 2024*:-**

- Look at progress tracker feedback from staff to inform next steps for 2024.
- Continue to develop 'This is how we do writing here' resource through whole staff writing moderation.
- Exploring further options for Professional Learning Development.
- Continued focus on purposeful and experiential writing.
- Lower teacher to student ratio in senior area of school.
- Focus students identified for accelerated progress in Literacy
- Collaborative teaching as inquiry to focus on these students and using assessment for learning to accelerate
- Review of support for ELL students - including using planning formats and frameworks
- Revisit effective practice and acceleration strategies in Writing - ERO focus to align with this
- Review what reporting on Writing (both to families and the Board) looks like

Mathematics

This is the sixth year that the school has reported against the expected curriculum level after seven years of reporting mathematics progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.

No Target for 2022 – Mathematics Key: Achieved / Not achieved

To maintain the standard of student achievement reached in 2021 - 80-85% of all groups achieving at or above the appropriate curriculum level

Outcomes/What Happened

Whole School Mathematics Data (comparing mathematics National Standard OTJ's for 2017 with expected curriculum level in 2018 - 2021)
From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

Maths	**Working Towards/Below**							**Working Within/At**							**Above**						
December	***2017***	***2018***	***2019***	***2020***	***2021***	***2022***	***2023***	***2017***	***2018***	***2019***	***2020***	***2021***	***2022***	***2023***	***2017***	***2018***	***2019***	***2020***	***2021***	***2022***	***2023***
All students	45 **15%**	23 **7%**	40 **12%**	35 **11.2 %**	41 **13.2 %**	26 **9.8%**	50 **17.5 %**	220 **75%**	269 **82.3 %**	270 **81%**	275 **87.9 %**	259 **83.3 %**	229 **86.7 %**	231 **81.1 %**	30 **10%**	35 **10.7 %**	22 **7%**	3 **.9%**	11 **3.5%**	9 **3.4%**	4 **1.4%**
Boys	21 **14%**	7 **4.5%**	15 **10%**	12 **8.3%**	20 **13.4 %**	14 **10.9 %**	27 **18.5 %**	111 **75%**	132 **84%**	127 **82%**	132 **91%**	123 **82.6 %**	111 **86.0 %**	117 **80.1 %**	15 **10%**	18 **11.5 %**	13 **8%**	1 **.7%**	6 **4%**	4 **3.1%**	2 **1.4%**
Girls	22 **15%**	16 **9.4%**	25 **14%**	23 **14%**	21 **13%**	12 **8.9%**	23 **16.5 %**	109 **75%**	137 **80.6 %**	**143 81%**	143 **85%**	136 **84%**	118 **87.4 %**	114 **82%**	15 **10%**	17 **10%**	9 **5%**	2 **1%**	5 **3.1%**	5 **3.7%**	2 **1.4%**
Māori	11 **27%**	3 **7.2%**	8 **20%**	6 **18.7 %**	9 **28.1 %**	5 **18.5 %**	4 **11.4 %**	30 **73%**	36 **88%**	32 **80%**	26 **81.3 %**	23 **71.9 %**	22 **81.5 %**	30 **85.7 %**	0	2 **4.8%**	0	0	0	0	1 **2.9%**
Pasifika	3 **18%**	2 **9%**	1 **4.3%**	4 **17%**	5 **22.7 %**	4 **23.5 %**	11 **45.8 %**	14 **82%**	21 **91%**	20 **87%**	19 **83%**	17 **77.3 %**	12 **70.6 %**	13 **54.2 %**	0	0	2 **8.7%**	0	0	1 **5.9%**	0

The results above show that this standard was maintained by the following identified cohort groups in December 2023 – All students, Boys, Girls and Māori students. It was not met by the following group - Pasifika students

- 82.5% of All Students (235/285 students) were judged as achieving at and above the expected curriculum level by December 2023 compared with 85% (2017), 93% (2018), 88% (2019), 88.8% (2020), 86.8% (2021), 90.1% (2022)
- 81.5% Boys (119/146) students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 95.5% (2018), 90% (2019), 91.7% (2020), 86.6% (2021), 89.1% (2022)
- 83.4% Girls (116/139 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 90.6%(2018), 86% (2019), 86% (2020), 87.1% (2021), 91% (2022)
- 88.6% Māori (31/35 students) were judged as achieving within/at and above the expected level. Trends show 73% (2017), 92.8% (2018), 80% (2019), 81.3% (2020), 71.9% (2021), 81.5% (2022)
- 54.2% Pasifika (13/24 students) were judged as achieving within/at and above the expected level. Trends show 82% (2017), 91% (2018), 95.7% (2019), 83% (2020), 77.3% (2021), 76.5% (2022)

Actions to Achieve Targets/What was done:

Note that this was not a major focus in 2023

- Continued to use the strategies that supported students to make sound progress in previous years to accelerate progress to achieve at/above the expected curriculum level.
- Refined assessment practices in response to schoolwide assessment review - Years 3-6 using Maths Pact to make Overall teacher judgements
- Use of school-wide progress tracker to monitor and show progress of students.

Reasons for Variance/Why it happened:

- School wide focus and priority given to student well-being and Literacy.
- Teacher variability in making OTJ's.
- Student transitions ie: movement in and out of the school.
- High percentage of new starters were ESOL this year, with many still learning to speak English

Next steps in 2024:

- Continue to develop understanding of Te Mātaiaho as we work towards implementation of this.
- Consolidate use of the PACT tool and develop further confidence in using this tool to make overall teacher judgements.
- Work to improve teacher understanding by unpacking the curriculum at each level and building knowledge of what comes before/after a level in particular where levels crossover e.g. Year 3 and 5.
- Revisit the strategies that were successful in accelerating student learning in previous years as well as culturally responsive pedagogies to lift the learning of all.
- Explore further options for Professional Learning Development.
- Revisit effective practice and acceleration strategies in Mathematics - ERO focus to align with this
- Review what reporting on Mathematics (both to families and the Board) looks like

Bellevue Giving Effect to Te Tiriti o Waitangi

(Also see Reviewed Annual Plan outcomes)

This statement is prepared using the outcomes identified in Ka Hikitia Ka Hāpaitia - The Māori Education Strategy:

Te Whānau - Education provision responds to learners within the context of their whānau

- Re -established hui for whānau Māori - establishing relationship, seeking guidance on their priorities and school direction
- School planning reviewed to begin to be more biculturally framed
- Annual planning goals around developing understanding of what it means to work in a bicultural partnership
- Te Tiriti statement reviewed with input from whānau Māori

Te Tangata - Māori are free from racism, discrimination and stigma in education

- Ongoing conversations with staff (teacher only day, staff meetings) exploring cultural competence, systemic/unconscious bias
- Our Māori learners report a strong sense of belonging in our annual Wellbeing at School survey
- We have increased the number of both formal and informal opportunities for families to engage with one another and with the school.

Te Kanorautanga - Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences

- Our Māori learners are achieving equitable outcomes - particularly in Mathematics and Reading
- Kaiako are increasingly seeking and responding to student voice to refine teaching and learning programmes and approaches
- The implementation of the ANZH curriculum learning area has provided increased opportunities for students to both tell their stories and to hear those of others, including understanding the stories of the past

Te Tuakiritanga - Identity, language and culture matter for Māori learners

- Working with kaiāwhina Māori and Māturanga Māori in school leaders to grow our Kapa Haka group - this has more than doubled in size.
- Aroha developed with whānau Māori as a guiding concept for our school which both underpins and overarches our school values.
- End of 2023 embarked on Te Reo Tuatahi programme for consistent schoolwide development in language and tikanga for students, staff and families.

Te Rangatiratanga - Māori exercise their authority and agency in education.

- Successful application to Kura Ahurea (Te Ātiawa ki Te Whanganui a Tara/Taranaki Whānui perspective on local historical narratives, tikanga and kawa) for cultural support in 2024.
- Continuing to seek guidance and support from those with expertise in developing strong Te Tiriti partnerships and from our whānau Māori when considering school direction.

Kiwi Sport Funding

In the 2023 Operations Grant, Bellevue School received a total of $4,219.20 from the Ministry of Education. This was used to subsidise swimming lessons for the whole school at Keith Spry Pool Johnsonville and Rewa Rewa Primary School Pool.

Equal Employment Opportunities policy assurance

The Bellevue Board has policies in place that meet the requirements of the Equal Employment Opportunities requirements of the Education & Training Act 2020 (Section 597) and the school has followed these.