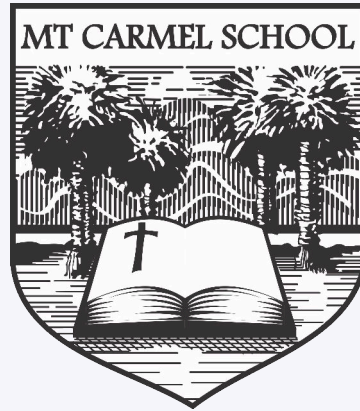


# Evaluation and Analysis of Student Progress and Achievement



**Mt Carmel School**  
**2023**

STRENGTH AND KINDNESS



# Reading Achievement 2023

Reading					
	NZC Level 4	NZC Level 3	NZC Level 2	Level 1	Total
Y1				31	31
Y2			20	20	40
Y3		11	32	1	44
Y4	1	26	10	1	38
Y5	10	23	2		35
Y6	25	15			40
Total Pupils					228



# Reading Achievement 2023

All classes receive an hour a day of direct and deliberate Reading instruction Analysis of our school wide reading data showed that overall 225 out of 228 (98%) of our students were achieving within or beyond the expected curriculum level. 93 out of 228 (41%) children are achieving beyond the expected curriculum level and 131 out of 228 (57%) are achieving within the expected level. 4 children out of 228 (2%) children are not yet achieving the expected level. There is no clear differentiation between our boys and girls in reading. Maori and Pasifika students are achieving at the same levels as our non- Maori and non-Pasifika students.

## 2024

- Students identified not yet achieving or at risk of not achieving within the expected level become our focus children
- Children identified as achieving beyond the level are planned and catered for within the classroom programme
- Our Board allocates extra funding for Learning Assistants to support reading programmes in the school.
- We are developing our Structured Literacy approach to reading



# Writing Achievement 2023

Writing					
	Level 4	Level 3	Level 2	Level 1	Total Pupils
Y1				31	31
Y2			9	31	40
Y3			41	3	44
Y4		9	27	2	38
Y5		30	5		35
Y6	11	29			40
Total pupils					228



# Writing Achievement 2023

Analysis of our school wide writing data showed that overall 218 out of 228 (96%) of our students were achieving within or beyond the expected curriculum level. 29 out of 228 (13%) children are achieving beyond the expected curriculum level and 189 out of 228 (83%) are achieving within the expected level. 10 children out of 228 (4%) children are not yet achieving the expected level. We had the same amount of males and females in our cohort of children achieving below the expected level. All of our Maori students are achieving within or beyond the expected curriculum level.

## 2024

- Students identified as not yet achieving or at risk of not achieving within the expected level become our focus children
- Children identified as achieving beyond are planned and catered for within the classroom programme
- Our Board allocates extra funding for Learning Assistants to support reading programmes in the school.
- We have Learning assistants taking specific groups of identified children for extra writing support
- All classes receive an hour a day of direct and deliberate Writing instruction
- Our In-school Literacy leader is strengthening our Writing local curriculum.
- The school is working with the Kahui Ako across school leader on strengthening our assessment and delivery of writing.



# Maths achievement 2023

Maths					
	Level 4	Level 3	Level 2	Level 1	Total Pupils
Y1				31	31
Y2			10	30	40
Y3		1	41	2	44
Y4		20	16	2	38
Y5	9	23	2	1	35
Y6	36	4			40
Total Pupils					228



# Maths Achievement 2023

Analysis of our school wide maths data showed that overall 221 out of 228 children (97%) were achieving within or beyond the expected curriculum level. 76 out of 228 (33%) children are achieving beyond the expected curriculum level and 145 out of 228 (64%) are achieving within the expected level. 7 children out of 228 (3%) children are not yet achieving the expected level. There is no clear differentiation between our boys and girls in reading. Maori and Pasifika students are achieving at the same levels as our non-Maori and non-Pasifika students.

## 2024

- Students identified not yet achieving or at risk of not achieving within the expected level become our focus children
- Children identified as achieving beyond the expected level are planned and catered for within the classroom programme
- Our Board allocates extra funding for Learning Assistants to support maths programmes in the school.
- All classes receive an hour a day of direct and deliberate maths instruction
- Kahui Ako Mathematics leader providing professional development and support in classes for teachers to strengthen and develop their assessment and delivery of mathematics.

