

2024 Annual Report



SILVERDALE
SCHOOL

Summary of this document

The document is Silverdale School's 2024 Annual Report, covering student achievement data, efforts to uphold Te Tiriti o Waitangi, and employment policy compliance.

Key Points

- **Student Achievement:** The report details student performance in reading, writing, and mathematics, broken down by year level, ethnicity, and gender. It includes comparisons between 2019-2024, mid-year and end-of-year data for 2024, and progress made within 12 months. Some ethnic groups and genders show achievement gaps. Year 5 and 6 students tend to perform highest. There's also data on phonological awareness and learning support programs. Next steps for 2025 focus on accelerated progress for target children in reading.
- **Te Tiriti o Waitangi:** The report outlines the school's commitment to the principles of partnership, participation, and protection, and details actions taken to implement Te Reo Māori and Tikanga Māori, support Māori student achievement, engage with whānau, build community partnerships, and enhance staff cultural competency. Plans include establishing a bilingual classroom in 2025.
- **Employment Policy:** The document includes a statement of compliance with employment policies, covering areas such as recruitment, employment agreements, remuneration, health and safety, equal opportunities, professional development, performance management, disciplinary procedures, and privacy. The school aims for continuous improvement and a supportive workplace.

What does data look like in a school setting? How is this gathered?

What is an OTJ? An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgment about a student's progress and achievement. Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

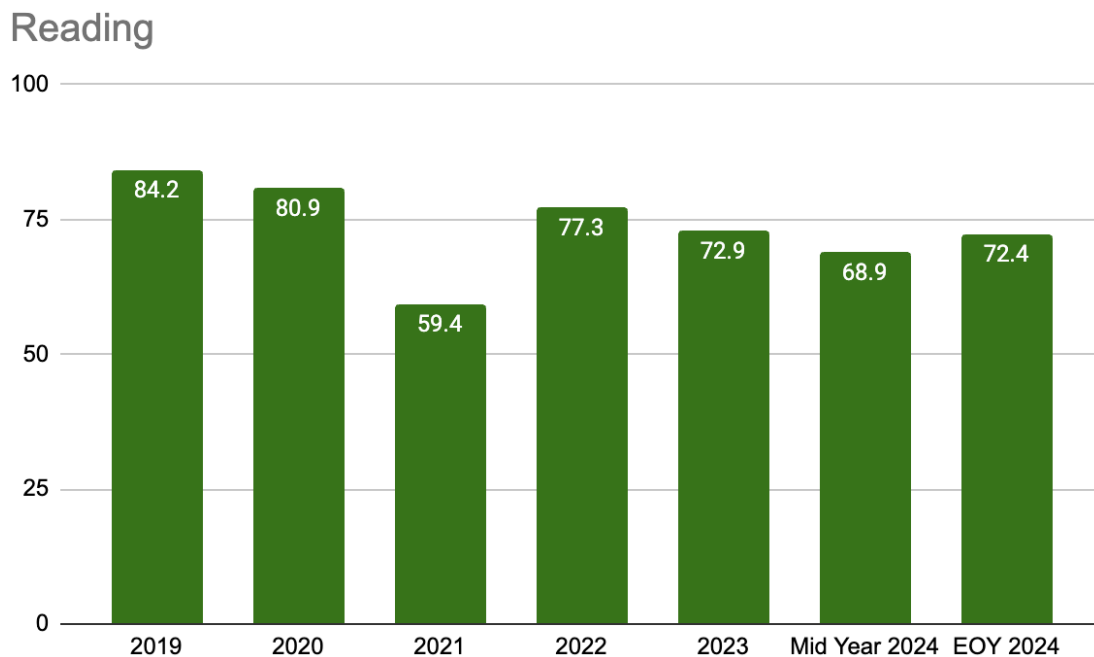
- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

Please Note: a shift of less than 5% in any data set is not considered concerning and is within the acceptable variance to the Ministry of Education.

Reading

2019 - End of Year 2024: Whole School

learners working within or above the expected NZ Curriculum Level

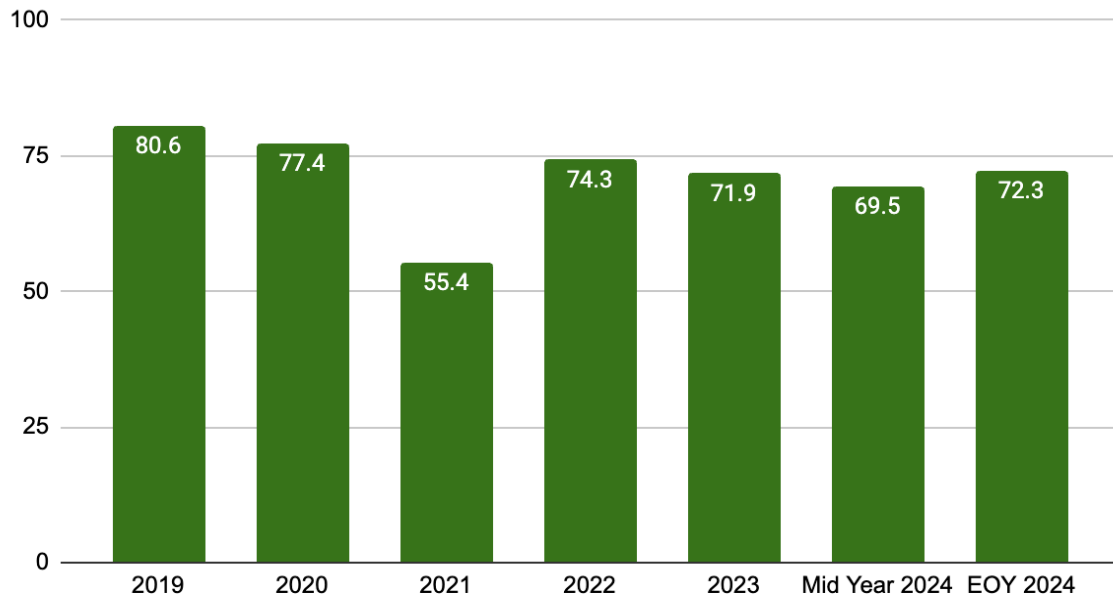


Writing

2019 - End of Year 2024: Whole School

learners working within or above the expected NZ Curriculum Level

Writing

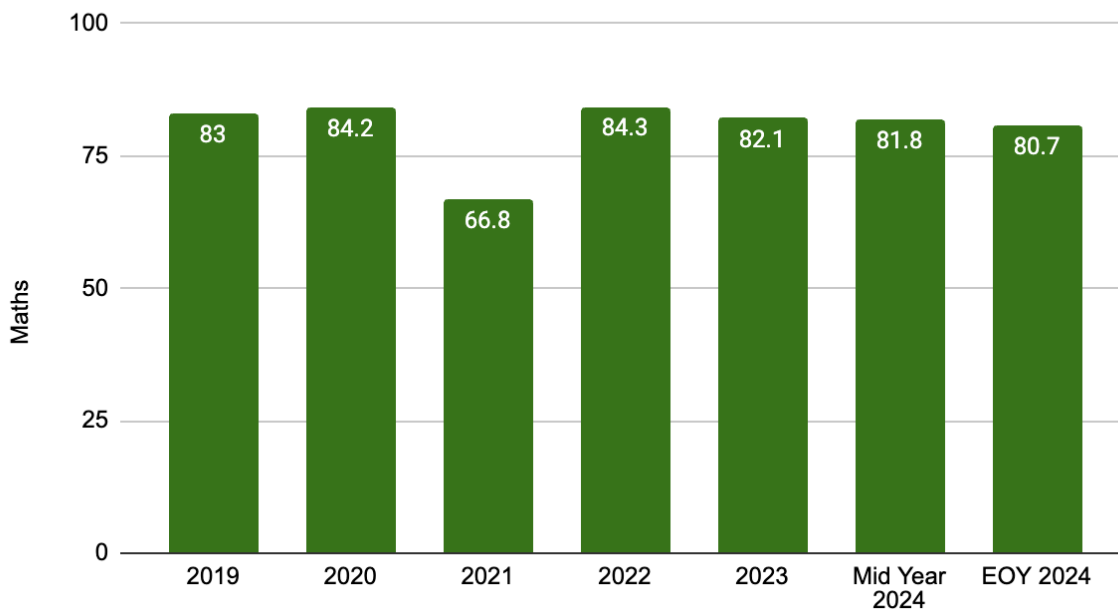


Mathematics

2019 - End of Year 2024: Whole School

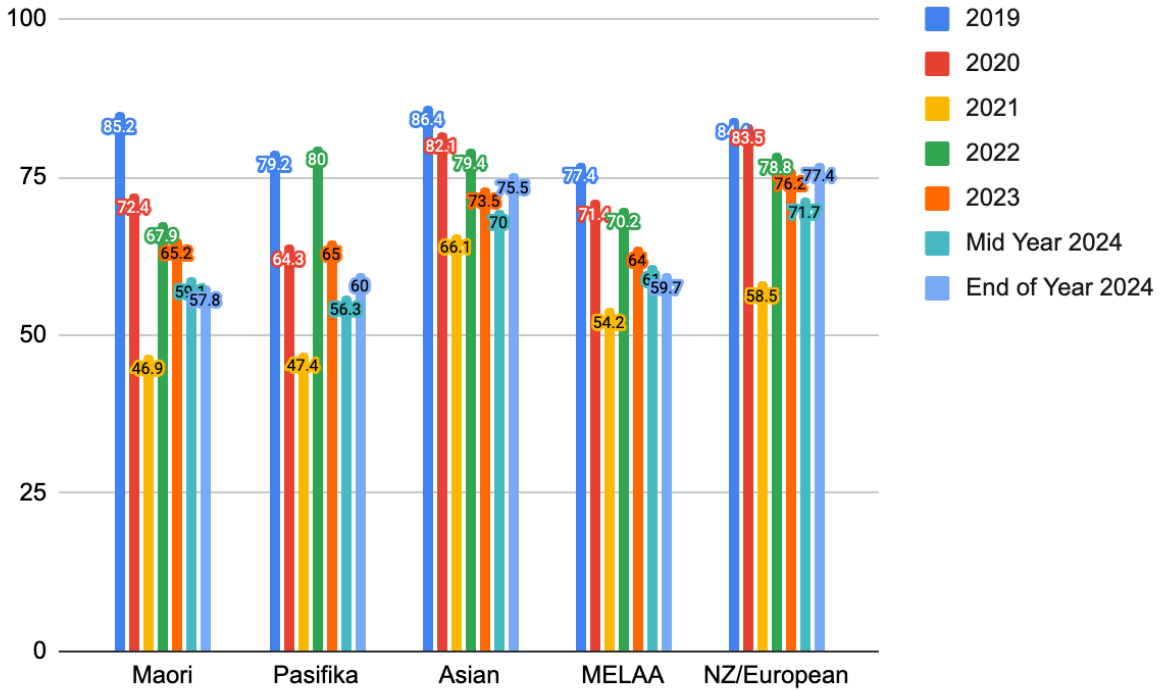
learners working within or above the expected NZ Curriculum Level

Maths



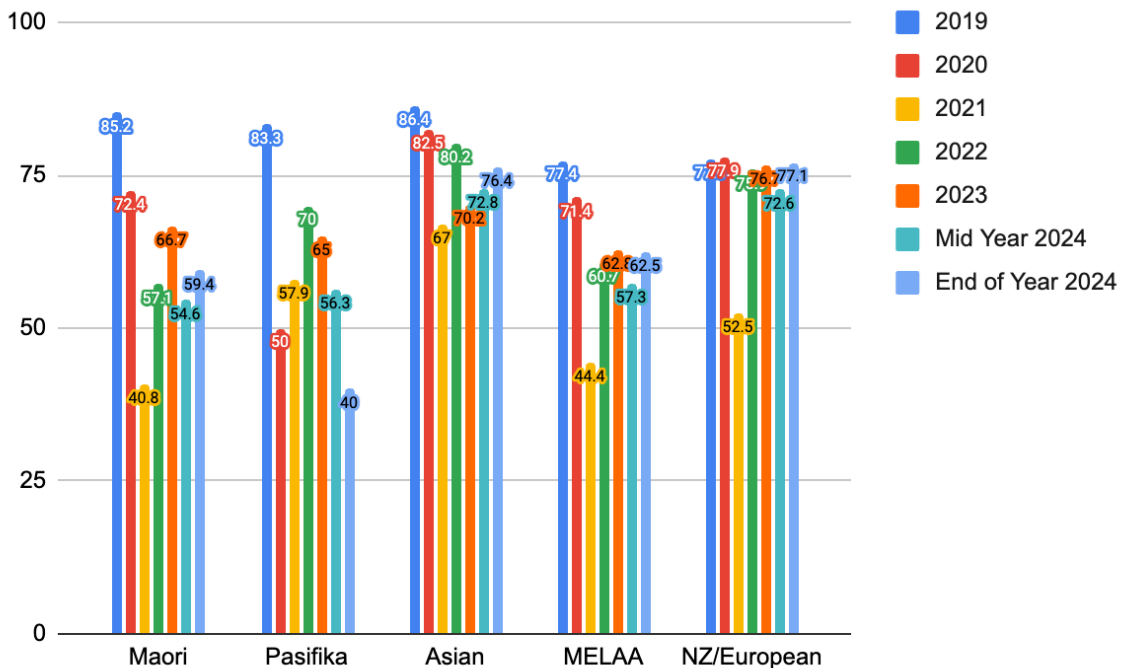
Reading

2019 - End of Year 2024 Comparison of Ethnicity: Whole School Learners Working Within or Above the Expected NZ Curriculum Level
 Please note: MELAA stands for Middle Eastern/Latin American/African



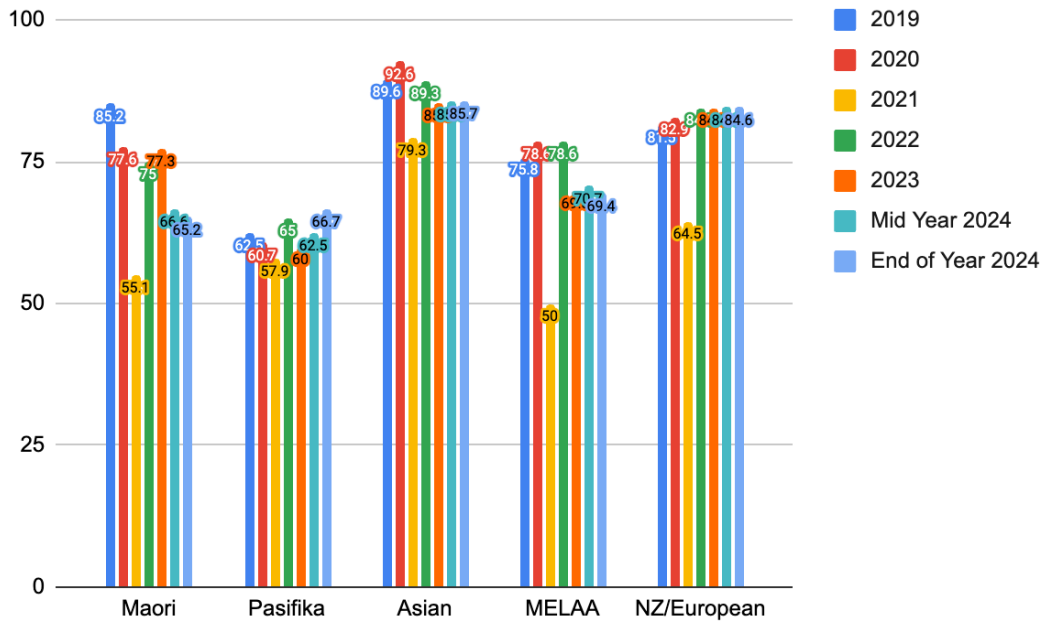
Writing

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Mathematics

2019 - End of Year 2024 Comparison of Ethnicity: Whole School
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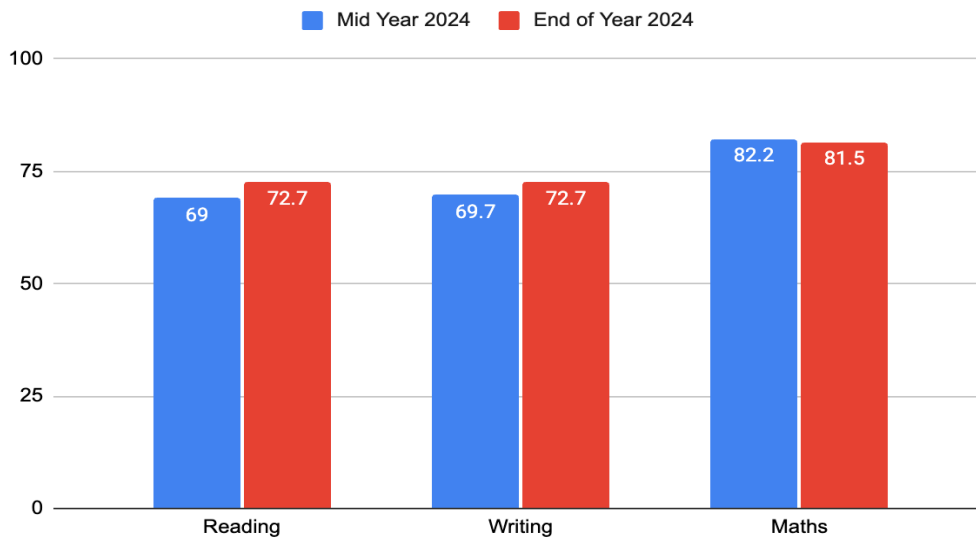
Comparison of Exact Same Cohort of Students

Learners Working Within or Above the Expected NZ Curriculum Level

Mid Year 2024 vs End of Year 2024: Whole School
End of Year 2023 vs End of Year 2024: Whole School



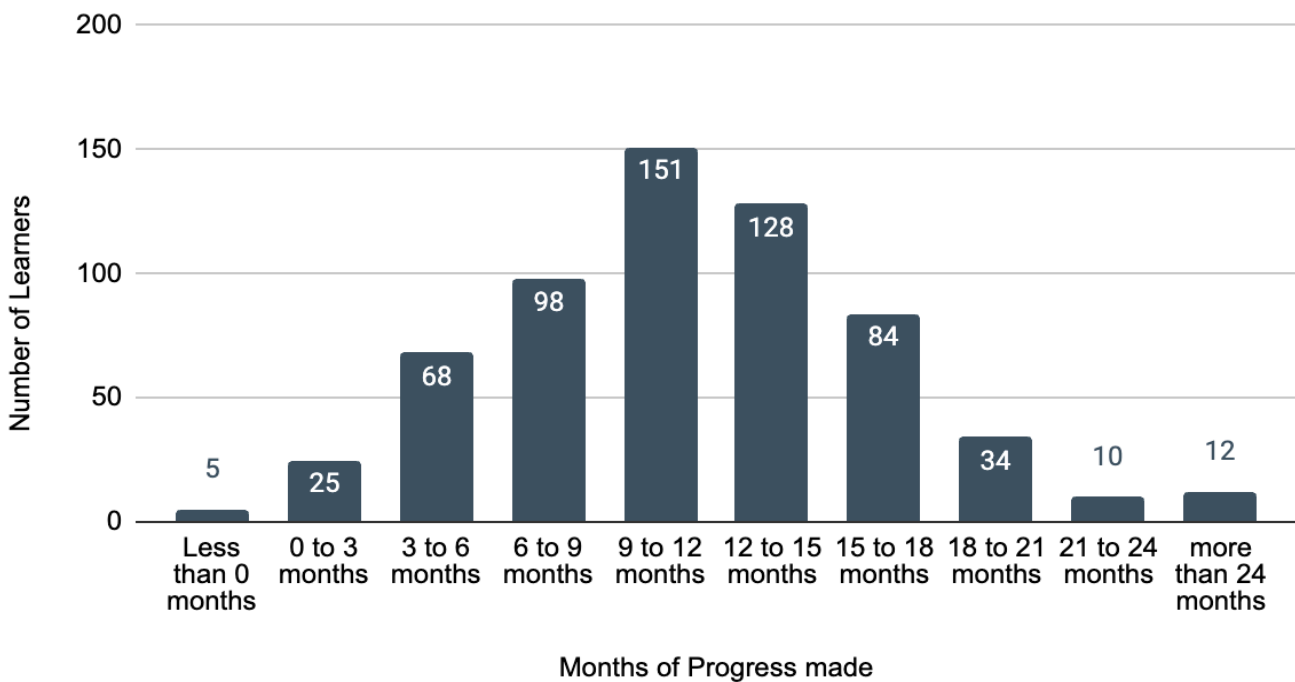
***This data is based on the students that were attending Silverdale School Mid-Year 2024 and End of Year 2024 (723 students)**



****This data is based on the students that were attending Silverdale School End of Year 2023 and End of Year 2024 (614 students)***

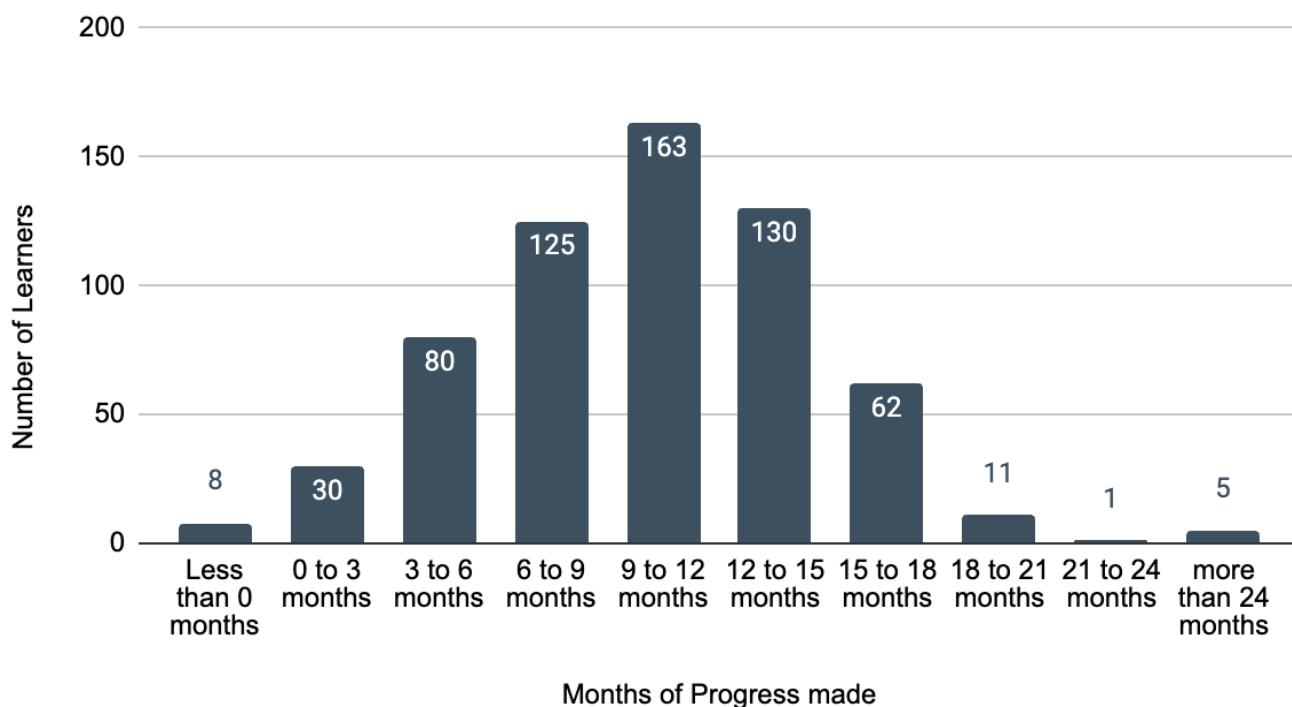
Months of Reading Progress Made in 12 Months (whole school)

Reading vs Months of Progress made



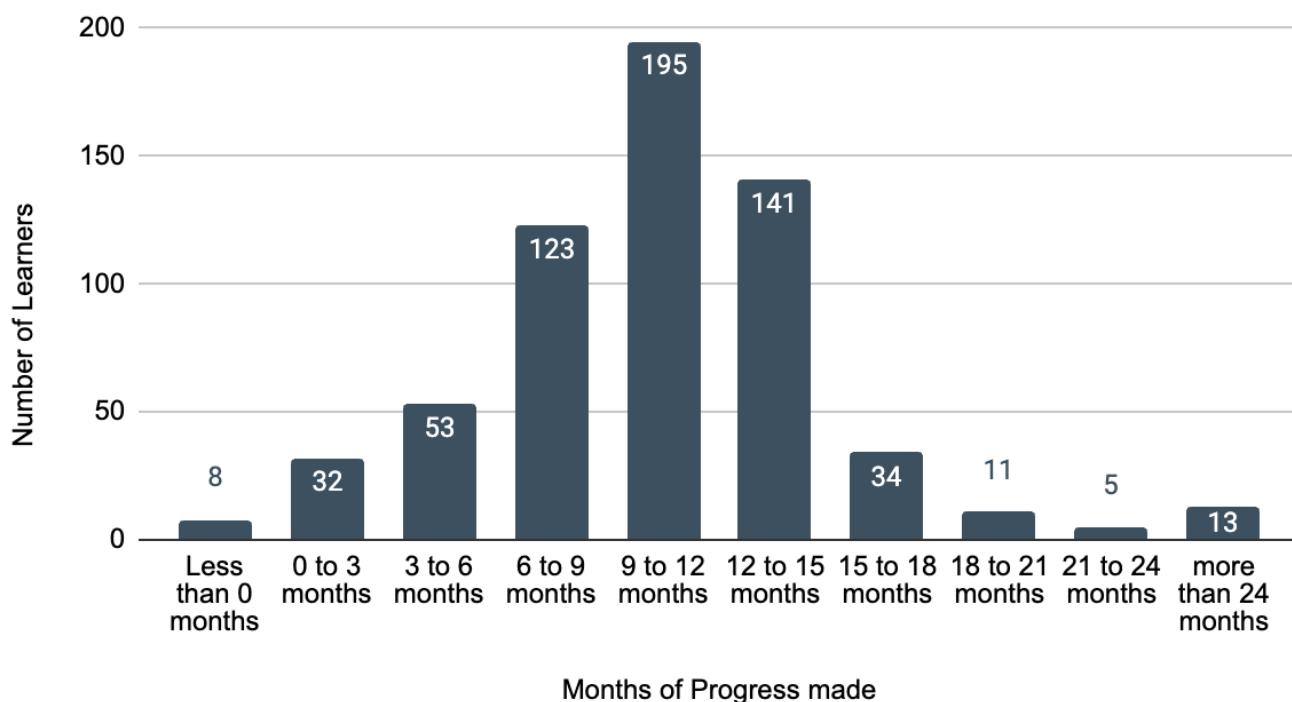
Months of Writing Progress Made in 12 Months (whole school)

Writing vs Months of Progress made



Months of Maths Progress Made in 12 Months (whole school)

Maths vs Months of Progress

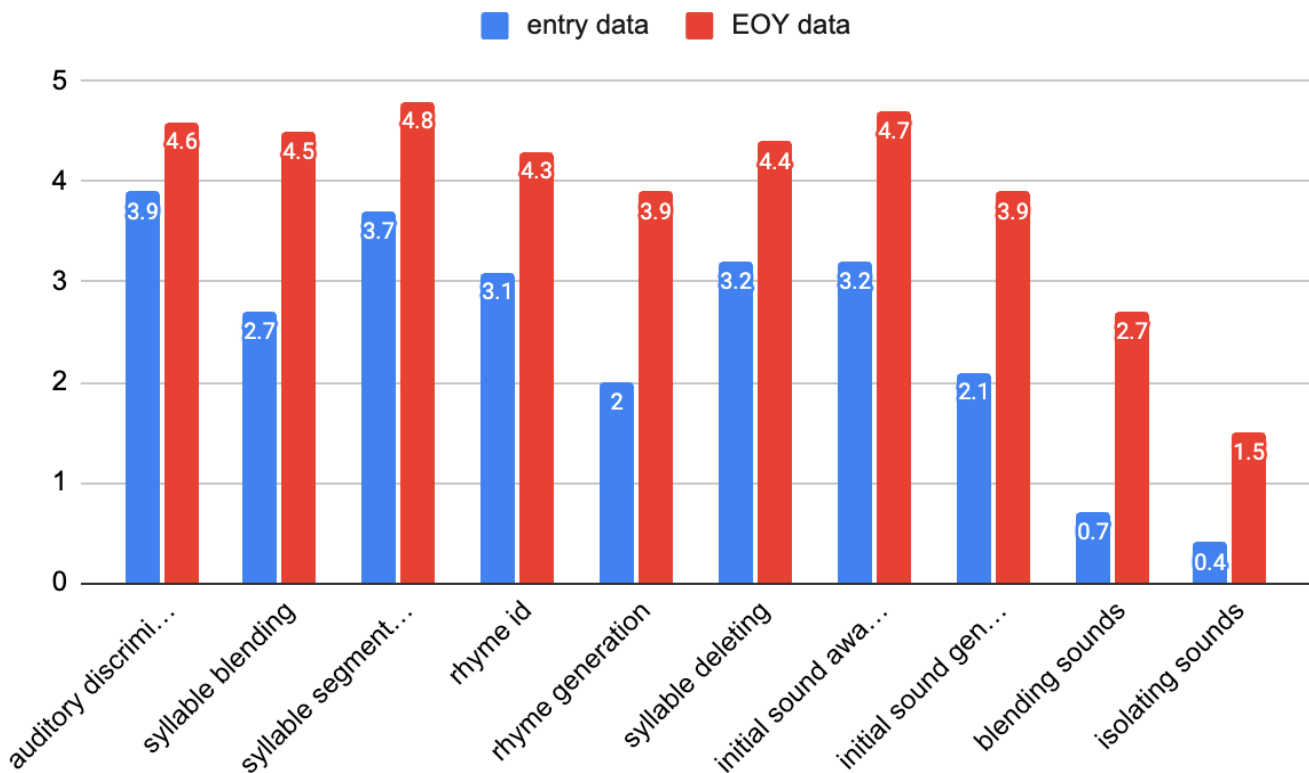


Phonological Awareness Data on Entry and after 3 months of instruction

2024 Mid- Year next step:

From the start of Term 3 we have introduced a Phonemic Awareness screening for all of our five year olds entering school. **Research has proven that Phonemic Awareness is one of the biggest predictors of literacy success.** From this screening we will provide Learning Assistant support for those children needing extra support in this area.

This graph shows the progress of 23 Year 0 students after approximately three months at school. Data indicates average score.



Ethnicity

Trends / What's the Data Telling us? / Highs / Lows

Reading

- NZ/European students are currently achieving at the highest rate with 77.4% currently working within or above expected level. Asian students are achieving at a similar level with 75.5% at or above.
- Our MELAA, Pasifika and Maori students have the highest number of students not meeting their expected curriculum levels, with 42.2% Maori, 40.3% of Pasifika and 40% MELAA students currently working below their expected curriculum level.
- The percentage of our Pasifika students achieving at or above have slightly increased since our Mid-Year data moving from 56.3% to 60%.

Writing

- As with reading, our Asian and NZ/European students have similar rates of achievement and are currently our highest performing students. 76.4% of our Asian students are working at or above expected levels, and 77.1% of NZ European students.
- All ethnic groups have made close to, or more than, 5% growth since our Mid-Year data except for our Pasifika students which has dropped from 56.3% achieving at or above the expected level to 40%. *(There were 16 Pasifika students at both data sets; two of which have moved from working at to working towards)*

Mathematics

- As with our literacy results, our Asian and NZ/European students are achieving at the highest rate in Mathematics with 85.7% (Asian) and 84.6% (NZ/European) working within or above the expected level.
- Our Pasifika students have made 4.2% progress since Mid-Year 2024 moving from 62.5% to 66.7%.
- Our Maori students have the highest number of students not meeting their expected level with 34.8% working towards the expected level.

It is worth noting that a significant shift will happen in smaller cohorts where one or two learners move in their academic levels - please note the number of learners at the end of 2024 in each ethnicity below...

- Pasifika - 16 learners (same as Mid-Year data)
- Māori - 76 learners (increase of 9 students since Mid-Year data)
- MELLA - 74 learners (decrease of 8 students since Mid-Year data)
- Asian- 255 learners (increase of 5 students since Mid-Year data)
- NZ/European - 291 learners (increase of 3 students since Mid-Year data)

Gender

Trends / What's the Data Telling us? / Highs / Lows

Gender Data Comparison

- In literacy, there is a 12.3% (reading) and 15.8% (writing) difference of those working within or above expected levels in favour of the girls.
- In Maths there is a minimal difference of those working within or above expected levels in favour of the boys of 3.7%.

Male 407 learners	Female 368 learners	<i>*Difference of 39 more males</i>
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Year Level

Trends / What's the Data Telling us? / Highs / Lows

Reading

- Year 5 and 6 have the highest achievement rates with 81.5% and 81.6% respectively.
- Our year 1 students have 72.4% achieving within or above the expected level which is consistent with the Mid-Year levels.
- Year 2, 4 are our lowest achieving cohorts. Year 2 currently have 62.4% achieving within or above the expected level, which is an increase of 5.6% since Mid-Year. Year 4 have 62.9% which is similar to their Mid-Year data.
- It is pleasing to note that our Year 3 cohort have increased by 15.8% from the Mid-Year data, moving from 58.8% to 74.6% of students achieving within or above the expected level.

Writing

- As with Reading, year 5 and 6 have the highest number of students working within or above the expected level in Writing with 84.3% and 75.9% respectively.
- Year 1 and 2 are the next highest achieving cohort with Year 1 having 74% and Year 2 having 74.4% of students working within or above the expected level. It is pleasing to note that our Year 2 cohort has increased by 12.8% since Mid-Year.
- Our Year 3 cohort has also made a significant increase moving from 54.6% achieving within or above at Mid-Year to 73% at End of Year. This is an increase of 8.1%.
- Our Year 4 cohort is the most concerning decreasing from 61% to 54.6%.

Maths

- Year 1, 2, 5 and 6 are our highest achieving cohorts in Mathematics. Year 1 78.9%, year 2 86.4%, year 5 90.7% and year 6 85.1%.
- Year 3 and 4 are our lowest achieving cohorts with 75.4% and 68.9% respectively.

Learning Support Programmes

- We continue to have two learning assistants and one teacher to provide support for our English Second Language learners.
- We continue to have the support of RTLB and MoE for some of our Tier 3 children that require extra support outside of the expertise of our classroom teachers. This is where the bulk of our Learning Assistant hours are used due to the funding we receive.
- In order to support the Year 1, 2 and 3 cohort carry out effective Tier 2 practice, a 15 minute reading lesson of an able group was taught by a learning assistant in each room. This freed up time for the teachers to spend more time with their higher needs Tier 2 reading group.

Next Steps for 2025

- **Goal - By the end of 2025, target children will have made accelerated progress in reading of at least 18 months so that they are moving closer towards their expected achievement level.**
- If a child is 18 months behind:
 - By the end of the year: 12 months gain, still 18 months behind
 - By the end of the year: 18 months gain, 12 months behind
 - Target children have been chosen that are 6 months or more below 2024 expectations.
 - Survey target children about their perception of reading and reading ability.
 - **Team Huis** - is about:
 - how are you doing it.
 - Sharing ideas, successes, challenges,
 - Team huis will take place in week 4 and week 8 of each term.



2024 Giving Effect to Te Tiriti o Waitangi - Report

Introduction:

Silverdale School recognises Te Tiriti o Waitangi (The Treaty of Waitangi) as the founding document of Aotearoa New Zealand and is committed to upholding its principles in all aspects of school life. This report outlines the school's ongoing efforts to give effect to Te Tiriti o Waitangi.

Principles of Te Tiriti o Waitangi:

We acknowledge the three core principles of Te Tiriti o Waitangi:

- **Partnership (Whakakotahitanga):** Working together in a spirit of cooperation and mutual respect.
- **Participation (Whai wāhi):** Ensuring Māori have the opportunity to participate fully in all aspects of school life.
- **Protection (Tiakitanga):** Safeguarding Māori cultural values, language, and knowledge.

Actions and Initiatives:

1. Te Reo Māori and Tikanga Māori:

- Implementation of te reo Māori in daily classroom routines, greetings, and waiata.
- Integration of tikanga Māori (cultural protocols) into school events and assemblies.
- Provision of professional development for staff to enhance their knowledge and confidence in te reo Māori and tikanga Māori.
- Establish a a reo rua (bilingual) classroom in 2025: Te Rito, to provide immersion and bilingual learning.
- Use of te reo Māori in school signage and communication.

2. Māori Student Achievement:

- Monitoring and analysis of Māori student achievement data to identify areas for improvement.
- Implementation of targeted interventions and support programs to address the specific needs of Māori students.
- Development of culturally responsive teaching and learning practices.
- Building strong relationships with Māori students and whānau.

3. Whānau Engagement:

- Establishing regular communication channels with Māori whānau to ensure their voices are heard.
- Creating opportunities for whānau to participate in school decision-making processes.
- Hosting whānau hui (meetings) to discuss student progress and school initiatives.
- Inviting whānau to share their cultural knowledge and skills with the school community.

4. Community Partnerships:

- Developing and maintaining strong relationships with local iwi (tribes) and Māori organisations.
- Inviting iwi representatives to participate in school events and cultural celebrations.
- Incorporating local iwi history and knowledge into the school curriculum.
- Working with Te Herenga Waka o Orewa Marae.

5. Staff Cultural Competency:

- Providing ongoing professional development for staff on te Tiriti o Waitangi, cultural competency, and culturally responsive pedagogy.
- Encouraging staff to engage in self-reflection and develop their understanding of Māori perspectives.
- Creating a culturally inclusive workplace where Māori staff feel valued and supported.

Challenges and Future Directions:

- Continuing to increase the visibility and use of te reo Māori across the school.
- Strengthening partnerships with Māori whānau and the wider community.
- Further developing culturally responsive teaching practices to enhance Māori student achievement.
- Ensuring all policies and procedures are aligned with the principles of Te Tiriti o Waitangi.

Conclusion:

Silverdale School is committed to ongoing improvement in its efforts to give effect to Te Tiriti o Waitangi. We recognise that this is a journey of continuous learning and development. We will continue to work in partnership with Māori students, whānau, and the wider community to create a culturally responsive and inclusive learning environment for all.

SILVERDALE SCHOOL



2024 Statement of Compliance with Employment Policy

Silverdale School is committed to upholding all relevant employment legislation and best practice principles, ensuring a fair, equitable, and supportive workplace for all staff. This statement outlines our commitment to compliance with our employment policies and procedures.

Key Areas of Compliance:

- **Recruitment and Selection:**
 - We adhere to fair and transparent recruitment and selection processes, ensuring equal opportunities for all applicants.
 - We conduct thorough background checks and reference checks in accordance with legal requirements.
 - We comply with all relevant privacy legislation regarding the handling of personal information.
- **Employment Agreements:**
 - We provide clear and accurate employment agreements to all staff, outlining their terms and conditions of employment.
 - We ensure that all employment agreements comply with relevant employment legislation, including the Employment Relations Act 2000.
- **Remuneration and Benefits:**
 - We comply with all minimum wage requirements and provide fair and equitable remuneration to all staff.
 - We ensure that all staff have access to their entitled leave provisions.
 - We follow all rules regarding pay and deductions.
- **Health and Safety:**
 - We are committed to providing a safe and healthy workplace for all staff.
 - We comply with all relevant health and safety legislation, including the Health and Safety at Work Act 2015.

- We have implemented robust health and safety policies and procedures, and provide regular training to staff.
- **Equal Employment Opportunities:**
 - We are committed to promoting equal employment opportunities and preventing discrimination in the workplace.
 - We provide a workplace that is free from harassment and bullying.
 - We uphold the principles of Te Tiriti o Waitangi in our employment practices.
- **Professional Development:**
 - We are committed to supporting the professional development of our staff.
 - We provide access to relevant professional development opportunities to enhance staff skills and knowledge.
- **Performance Management:**
 - We have implemented a fair and transparent performance management system.
 - We provide regular feedback to staff on their performance and identify areas for development.
- **Disciplinary and Grievance Procedures:**
 - We have clear and fair disciplinary and grievance procedures in place.
 - We ensure that all disciplinary and grievance matters are handled in a timely and impartial manner.
- **Privacy and Confidentiality:**
 - We respect the privacy of our staff and ensure that all personal information is handled in accordance with relevant privacy legislation.
 - We maintain confidentiality in all employment-related matters.

Commitment to Continuous Improvement:

Silverdale School is committed to regularly reviewing and updating our employment policies and procedures to ensure ongoing compliance and best practice. We are dedicated to fostering a positive and supportive workplace culture where all staff feel valued and respected.