

# Belmont Primary School



## Annual Report 2024



# Statement of variance: progress against targets



Strategic Goal 1	Literacy: Building on effective teaching practice through evaluation, inquiry and collaboration to support learners to make accelerated and sustained progress in Literacy.
Annual target/goal 2024	<ul style="list-style-type: none"> <li>90% of all students are at or above expectation in reading and writing</li> </ul>
Measuring success	<ul style="list-style-type: none"> <li>Evidence of staff evaluation, inquiry and collaboration (Professional Growth Cycle documents)</li> <li>Assessment results show accelerated progress for targeted learners</li> <li>Student learning support register shows evidence of supports in place for identified learners</li> </ul>
Actual Results	<ul style="list-style-type: none"> <li>90% of all students at or above expectation in reading</li> <li>78% of all students at or above expectation in writing</li> <li>23/44 targeted learners moved from below expectation to at expectation in Reading</li> <li>9/60 targeted learners moved from below expectation to at expectation in Writing</li> <li>Learner support register used to record intervention and support groups</li> </ul>
Outcome	<p>Target achieved for reading. Intervention programmes, teacher focus and monitoring were able to assist targeted children to make accelerated progress to meet expectation. Target not achieved for writing. Although student progress was steady, many of our targeted learners were not able to make enough progress to meet expectations. This data does include a number of ESL learners who started much further behind than they are currently.</p> <p>Implementing structured literacy approaches and the implementation of the refreshed curriculum will be a focus for 2025.</p>
Strategic Goal 2	Numeracy: Building on effective teaching practice through evaluation, inquiry and collaboration to support learners to make accelerated and sustained progress in Numeracy
Annual target/goal 2024	<ul style="list-style-type: none"> <li>90% of all students are at or above expectation in numeracy</li> </ul>
Measuring success	<ul style="list-style-type: none"> <li>Evidence of staff evaluation, inquiry and collaboration (Professional Growth Cycle documents)</li> <li>Assessment results show accelerated progress for targeted learners</li> <li>Student learning support register shows evidence of supports in place for identified learners</li> </ul>
Actual Results	<ul style="list-style-type: none"> <li>90% of all students at or above expectation in writing</li> <li>18/40 targeted learners moved from below expectation to at expectation in Mathematics</li> <li>Learner support register used to record intervention and support groups</li> </ul>
Outcome	<p>Target achieved for Numeracy. Intervention programmes, teacher focus and monitoring were able to assist targeted children to make accelerated progress to meet expectation. Throughout the year we undertook a major review of teaching resources and pedagogy for mathematics. As a result, we implemented 'Maths, No Problem' in all classes from the beginning of Term 3, 2024. The continued development of this programme and the implementation of the refreshed curriculum will be a focus for 2025.</p>



Strategic Goal 3	Te reo Māori: Building on effective teaching practice through evaluation, inquiry and collaboration to support learners to make progress and increase confidence using te reo Māori.
Annual target/goal 2024	<ul style="list-style-type: none"> <li>Staff and students will be using Te Reo Māori confidently and naturally in day-to-day interactions.</li> </ul>
Measuring success	<ul style="list-style-type: none"> <li>Professional Growth Cycle documents</li> <li>PAT assessments</li> <li>Staff observations and feedback</li> <li>Community consultation in 2025</li> </ul>
Actual Results	<ul style="list-style-type: none"> <li><a href="#">2024 PAT Te Reo Maori data</a></li> <li>Year 4 students in 2023 increased their mean scale score from 34.2 to 39.2 as Year 5 students in 2024.</li> <li>Year 5 2023 increased their mean scale score from 36.7 to 43.1 as Year 6 students in 2024.</li> <li>PAT Maori to be completed in Term 2 in line with our revised assessment schedule.</li> </ul>
Outcome	Results show continued improvement to student achievement. Te reo Maori teaching and learning is consistently delivered across the school. Continuing to increase confidence and opportunities to practice te reo Maori will remain a focus for 2025.

Strategic Goal 4	For staff and students to further develop their understanding of bullying, building the knowledge and skills to prevent bullying, or respond effectively if bullying incidents occur.
Annual target/goal 2024	<ul style="list-style-type: none"> <li>All staff participate in professional development sessions throughout 2024</li> </ul>
Measuring success	<ul style="list-style-type: none"> <li>Staff observations and feedback</li> <li>Community consultation in 2025</li> </ul>
Actual Results	<ul style="list-style-type: none"> <li>Staff participated in collective professional development staff meeting, mostly during Term 3.</li> <li>All classes utilised available resources to build student and community understanding around Bullying.</li> </ul>
Outcome	Staff participated in professional development focused on building the knowledge and skills needed to prevent bullying behaviours and how to respond effectively to bullying incidents. Teachers ran programmes in class and information was shared with the community to help grow understanding and awareness.

# Evaluation and analysis of the school's students' progress and achievement

## 2024 data

As you can see our data across all curriculum areas is very good, with 90% of all students achieving at or above the appropriate curriculum level. When broken down into cohorts you can also see the progression over 6 years. Finally, when end of year data is compared to mid term data there is also progress. We use PM for the junior school, probe for Yr 3-6, asTTle, gloss, PATs and overall teacher judgements as baseline data, then we reassess at the end of the year. Our students are making expected progress in reading, writing and numeracy.

Due to our school vision of creating curious, creative and confident learners, we have seen a noticeable improvement in wellbeing which in turn has an effect on engagement, attendance and confidence, which leads to higher progress rates and higher achievement rates.

Groups of students whose needs have not yet been well met. One of our groups of students who we need to focus on is our ever increasing ESOL group. In 2024 we had 70 children receiving funding out of 410 (17%). The Board is very supportive and is employing 2 ESOL teachers plus one teacher aide for every two classes. This financial commitment is hugely appreciated by staff, students and families.

## How we have given effect to Te Tiriti o Waitangi

You can compare our data with other ethnicities. At a quick glance 86% of students who identify as Maori achieved at or above in reading, 59% achieved at or above in writing and 70% achieved at or above in numeracy. All curriculum areas saw significant increases from 2023. It is interesting to note that many of our new students who identify as Maori have been placed in emergency housing, or have just moved into the new Kainga Ora housing development, and have a history of transition and low attendance. The Maori students that have been at our school since Yr 1 are achieving higher than those who have recently joined us. We will focus on this group of students.

Our school has a weekly structured te reo Maori programme, 30 minutes in duration, and we have a large kapa haka group, we have invested in te reo signage, we have powhiri, waiata and as a staff we are trying to speak more te reo as one of the key school wide goals as part of the professional growth cycle

Our school recognises the place of Maori in our charter, while our policies, local curriculum (through ANZHC) reflect local tikanga, te ao Maori and matauranga.

## Kiwisport funding 2024 Belmont Primary School

We used our Kiwisport funding to support children trying new sports, including tennis, football, touch, squash, netball and basketball. We had outside providers come to the school and take all classes. We bought resources for students to use at break times. We paid for registrations so some children could be involved in after school activities.

# Statement of compliance with employment policy

## Reporting on the principles of being a Good Employer

**How have you met your obligations to provide good and safe working conditions?**

*Our board is responsible for the health and safety of all staff. We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its primary duty of care.*

*At Belmont Primary School:*

- *we provide appropriate induction and professional guidance*
- *workplace harassment or bullying is not tolerated*
- *staff may request leave as required*
- *staff may request access to professional development and mentoring, as required, to increase competency and confidence and reduce stress*
- *staff may apply for flexible working arrangements to be considered*
- *we recognise stress in the workplace as a hazard, work to manage it, and encourage staff to speak up if they need support*
- *we have guidelines for the use of social media to protect staff and students*
- *we understand the increased risk from working alone.*

*To support staff wellbeing and safety, we ensure that:*

- *staff are made aware of our emergency, disaster, and crisis management and healthcare procedures*
- *if a staff member is a subject of a concern or complaint, they are informed about the concerns and complaints process and are offered appropriate support*
- *if a staff member is involved in a confrontation (physical or verbal), they are offered support appropriate to the situation, which may include an incident debriefing.*

**What is in your equal employment opportunities programme?**

**How have you been fulfilling this programme?**

*As required by the Education and Training Act 2020 (s 597), Belmont Primary School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.*

*Belmont Primary School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).*

*This is to ensure that we:*

- *treat current and prospective staff fairly*
- *make decisions based on relevant merit*
- *work to eliminate bias and discrimination.*

**How do you practise impartial selection of suitably qualified persons for appointment?**

*Our appointments committee is made up from the leadership team and the Board. We have a minimum of 3 personnel for any appointment. For our recent principal appointment in 2024 we used an external consultancy company.*

<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>- <b>The aims and aspirations of Māori,</b></li> <li>- <b>The employment requirements of Māori, and</b></li> <li>- <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p><i>We had one Maori applicant apply for the one position advertised in 2024. She won the position. Currently we only have two Maori staff members and they lead karakia, tikanga and have a huge role in te ao Maori.</i></p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p><i>Our Board offers plenty of PD opportunities that have a common thread with school wide goals, personal goals or higher educational qualifications. All staff are given leadership opportunities.</i></p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p><i>Over 90% of our staff are women, with 2/4 in the SLT. We had 5 job shares so our female staff can support their family requirements and this seems to be increasing each year.</i></p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p><i>We have one staff member with a disability. She is extremely well supported. We have various disability toilets, 3 disability car parks and all classes have disability access.</i></p>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	