Northcote primary school

March 2025

To whom it may concern:

Following are the details of Kiwi Sport Funding and expenditure at Northcote School (Auckland) for the 2024 school year.

Kiwi Sport money enabled our school to provide the following activities for our students during the 2024 school year.

- Hire costs of athletics equipment for children
- Bus transport for children to events including Cross Country, Athletics, Rippa Rugby & Netball inter school competitions
- Entry fees for school teams for inter school sporting events
- Sports coordinator release time
- Fees for YMCA sports for children
- Providing some sports uniforms

Yours faithfully

Andrew Brown

Andrew Brown - Principal

www.northcoteprimary.school.nz

TOGETHER Ngātahi

SUCCEED Tutukitanga

ASPIRE Manawanui

Analysis of Variance Reporting

School Name:	Northcote School (Auckland)	School Number:	1395

Strategic Aim:	We are committed to achieving through equity and excellence at Northcote Primary School through our strategic goals, structures and processes.
Annual Aim:	**#1 OUR PEOPLE** Students and staff are engaged, happy, feel valued and are aware of their own wellbeing and needs. **#2 OUR CURRICULUM** Provide a learner focussed curriculum that supports all learners and staff.
Target:	1. Continue to develop and embed the Mitey in Schools programme in all teams across the school. 2. Upskill teachers through participation in MOE provided PLD for Structured Literacy for teachers in Year 0-3 during the 2024 school year. 3. Raise achievement levels in Reading, Writing and Mathematics across the school.
Baseline Data:	2023 End of Year NZC Expectation data for Reading, Writing & Mathematics: Total roll 457 Reading – Overall, 18% below (Māori 24%, Pasifika 43%) Writing – Overall, 23% below (Māori (10) 36%, Pasifika (4) 57%) Maths – Overall, 16% below (Māori (13) 31%, Pasifika (4) 57%)

Reading – End of Year 2024 – Total Roll 492

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	7 (18.42%)		11 (16.67%)		41 (53.95%)		25 (33.33%)		7 (9.72%)		13 (17.81%)		11 (11.96%)	115 (23.37%)
At	31 (81.58%)		24 (36.36%)		19 (25.00%)		32 (42.67%)		49 (68.06%)		32 (43.84%)		62 (67.39%)	249 (50.61%)
Below			31 (46.97%)		16 (21.05%)		18 (24.00%)		16 (22.22%)		28 (38.36%)		19 (20.65%)	128 (26.02%)
Towards (with support)														0 (0.00%)
Totals	38		66		76		75		72		73		92	492

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above					4 (80.00%)		2 (28.57%)						1 (8.33%)	7 (17.95%)
At	1 (100.00%)		1 (25.00%)		1 (20.00%)		3 (42.86%)		4 (80.00%)		2 (40.00%)		6 (50.00%)	18 (46.15%)
Below			3 (75.00%)				2 (28.57%)		1 (20.00%)		3 (60.00%)		5 (41.67%)	14 (35.90%)
Towards (with support)														0 (0.00%)
Totals	1		4		5		7		5		5		12	39

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above														0 (0.00%)
At	2 (100.00%)				2 (100.00%)				3 (75.00%)		1 (16.67%)		1 (50.00%)	9 (47.37%)
Below			1 (100.00%)				2 (100.00%)		1 (25.00%)		5 (83.33%)		1 (50.00%)	10 (52.63%)
Towards (with support)														0 (0.00%)
Totals	2		1		2		2		4		6		2	19

Writing – End of Year 2024 – Total Roll 492

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	7 (18.92%)		28 (42.42%)				15 (19.74%)		3 (4.17%)		6 (8.22%)		9 (9.78%)	68 (13.82%)
At	30 (81.08%)		38 (57.58%)		73 (96.05%)		39 (51.32%)		48 (66.67%)		38 (52.05%)		54 (58.70%)	320 (65.04%)
Below					3 (3.95%)		22 (28.95%)		21 (29.17%)		29 (39.73%)		29 (31.52%)	104 (21.14%)
Towards (with support)														0 (0.00%)
Totals	37		66		76		76		72		73		92	492

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above							3 (42.86%)						1 (8.33%)	4 (10.26%)
At	1 (100.00%)		4 (100.00%)		5 (100.00%)		2 (28.57%)		3 (60.00%)		3 (60.00%)		5 (41.67%)	23 (58.97%)
Below							2 (28.57%)		2 (40.00%)		2 (40.00%)		6 (50.00%)	12 (30.77%)
Towards (with support)														0 (0.00%)
Totals	1		4		5		7		5		5		12	39

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above														0 (0.00%)
At	2 (100.00%)		1 (100.00%)		2 (100.00%)				2 (50.00%)				1 (50.00%)	8 (42.11%)
Below							2 (100.00%)		2 (50.00%)		6 (100.00%)		1 (50.00%)	11 (57.89%)
Towards (with support)														0 (0.00%)
Totals	2		1		2		2		4		6		2	19

Mathematics – End of Year 2024 – Total Roll 492

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS: NUMBER AND ALGEBRA (END 2024)

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	18 (48.65%)		52 (78.79%)		11 (14.47%)		24 (31.58%)		4 (5.56%)		10 (13.70%)		13 (14.13%)	132 (26.83%)
At	19 (51.35%)		14 (21.21%)		60 (78.95%)		30 (39.47%)		52 (72.22%)		37 (50.68%)		64 (69.57%)	276 (56.10%)
Below					5 (6.58%)		22 (28.95%)		16 (22.22%)		26 (35.62%)		15 (16.30%)	84 (17.07%)
Towards (with support)														0 (0.00%)
Totals	37		66		76		76		72		73		92	492

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above			2 (50.00%)				2 (28.57%)						1 (8.33%)	5 (12.82%)
At	1 (100.00%)		2 (50.00%)		5 (100.00%)		2 (28.57%)		4 (80.00%)		2 (40.00%)		7 (58.33%)	23 (58.97%)
Below							3 (42.86%)		1 (20.00%)		3 (60.00%)		4 (33.33%)	11 (28.21%)
Towards (with support)														0 (0.00%)
Totals	1		4		5		7		5		5		12	39

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (50.00%)		1 (100.00%)						1 (25.00%)					3 (15.79%)
At	1 (50.00%)				2 (100.00%)				1 (25.00%)		1 (16.67%)		1 (50.00%)	6 (31.58%)
Below							2 (100.00%)		2 (50.00%)		5 (83.33%)		1 (50.00%)	10 (52.63%)
Towards (with support)														0 (0.00%)
Totals	2		1		2		2		4		6		2	19

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
General Progress • Regular discussions across teams to monitor student progress and identify those needing extra support and at risk of not achieving NZC expectations. • LT meetings maintained a focus on progress on student achievement. **Mitey Programme** • Teams continued to work on streamlining and embedding the Mitey in Schools Wellbeing programme into their team and individual planning. • The aim was to ensure Mitey was embedded as an integrated part of team planning and not a 'standalone' programme. • Staff meetings were held by our lead Mitey teacher and	**General Progress** • Team meetings regularly discussed children of concern who were at risk of not reaching NZC expectations. LSC was utilised for children with extra needs. • Student achievement and assessment data & methods were discussed in LT meetings. • Teacher Aide support through accelerated programming to target identified learners not meeting expectation. **Mitey Programme** • Mitey leads attended PLD with Sir John Kirwan Foundation. • Staff meetings were facilitated by the school Mitey lead teacher. • PLD was provided by the Mitey lead teacher and team where required (new staff). • A Mitey & Kea Kids News partnership was formed.		**General Progress** • As a school we need to increase our focus on children below NZC expectations. • A varied and focussed approach needs to be taken with our Māori and Pasifika children who are below NZC expectations.
		Mitey Programme • Two staff meetings supported a deeper understanding of the benefits and ways to integrate Mitey in everyday classroom life. • New staff were introduced to the Mitey programme and received valuable PLD. • Two children were able to personally learn the value of the Mitey programme through	**Mitey Programme** • Mitey will be an ongoing part of our local curriculum development. • More communication to our wider school community to raise awareness and understanding of the value in the Mitey programme for our students and staff. • Visibility of programming & links to curriculum in learning spaces.

team to upskill new staff and further support all staff using Mitey.	- Kea Kids News facilitated workshops with Kauri & Tōtara teams. - Children identified as talented in the workshops were offered interviewer roles. - Two students were invited to be part of video presentations created by Mitey for the benefit of other schools. - Four students were presenters questioning children for the Mitey programme. - One student was interviewed by a student 1 and was recorded talking about how Mitey has helped them with lifelong health challenges that they have.	being part of Mitey video productions. This also involved parents in the value of the Mitey programme.	
Structured Literacy PLD - When PLD opened for Structured Literacy in Term 2 for cohort 1, teachers were registered. - Cohort 1 & 2 PLD was undertaken in Terms 3 and 4. Cohort 3 Structured Literacy PLD commences in Term 1 2025.	**Structured Literacy PLD** - PLD providers were booked online very quickly meaning if a school missed their chosen provider, they then had far less choice. - Some preferred providers were not accredited by MOE making difficult decisions in a very short space of time.	**Structured Literacy PLD** - Difficulties arose with accessing and booking PLD for SL due to high demand nationwide. - Year 2 teachers were unable to access PLD in 2024 so will be part of the 2025 PLD. - With high sickness rates during 2024 some staff missed their teams PLD and have been	**Structured Literacy PLD** - PLD for Year 2 teachers commences in Term 1 2025. - PLD for Year 4-6 teachers and other staff requiring PLD commences in Term 1 2025. - MOE Teacher Only Days will focus on the implementation of structured literacy across the school.

	• PLD was attended by most Year 0-3 teachers and other staff including DP, AP, LSC. • Being a school with composite classes made the new move to phases in the NZC challenging for Year 3-4 teachers. • Some staff were unable to attend due to sickness and injury and had to be rescheduled. • A massive challenge and barrier were the lack of relievers to enable teachers to attend PLD. • This was an issue for every school.	booked for make-up sessions in different cohorts. • Limitations on classroom relievers at times had an impact on teachers attending PLD. • Challenges present currently with no MOE funding for decodable readers and other resources needed to implement structured literacy in our programming.	• As a school we will evaluate the implementation, particularly the two phases as opposed to the three levels of the previous NZC. • Accessing funding for decodable readers and resources needed to sustain the programme.
Raising Achievement Reading, Writing and Mathematics • Year 0-2 classes continued to use Yolanda Soryl's Phonics programme and Year 3-6 continued to use Liz Kane's 'The Code' which will continue with the implementation of Structured Literacy. • Four teachers in Year 3-6 took part in PLD with a facilitator in Accelerating Learning in	Raising Achievement Reading, Writing and Mathematics • End of Year data did not reflect any significant schoolwide improvement from the previous year in Reading, Writing and Mathematics. • Teachers involved in the ALL PLD upskilled themselves in ways to accelerate student learning in writing.	Raising Achievement in Reading, Writing and Mathematics. • End of year achievement levels were very similar to the previous year. • The school moved to a new SMS this year and the different assessment tools and expectations may have impacted on overall teacher judgements.	Raising Achievement in Reading, Writing and Mathematics. • Plan for more time looking at assessment against the refreshed curriculum. • Teacher Only Days to focus on teaching and learning and the importance of accurate assessment. • Further PLD in the use of assessment tools like PAT, easTTle and phonics assessment.

Literacy (ALL) during the year. The focus was on Writing. • Staff were involved working with our Kāhui Ako Mathematics leader who is working across our schools.	• These skills will be shared with teaching teams in Year 3-6.	• Time required to analyse end of year data to ensure consistency across the school. • Writing is a subjective area to assess and more PLD is required to ensure consistency across the school. • 2024 was a very busy and disrupted year due to many factors such as sickness, children absence for increased travel overseas, and Government initiated changes to Education.	• It is likely funding will be required for PLD to introduce the new Maths No Problem resources for the new Structural Approach to Mathematics as this PLD is not covered.

Planning for next year:

- Structured Literacy PLD for Year 4-6 teachers and other teachers needing to be rescheduled during Term 1 2025.
- Two teachers will be working with an Accelerated Literacy Learning (ALL) provider in 2025, focussing on Writing. Their PLD will be shared with teachers across the school to enhance assessment in Writing.
- Several staff will be involved in e-asTTle writing PLD to be shared with teachers to strengthen the use and interpretation of Writing data and teacher practice.
- Six staff will attend the first Kāhui Ako MOE funded Structural Mathematics PLD day. This is the first of these sessions with more to come. This focusses on unpacking the refreshed Mathematics curriculum.
- Schoolwide PLD for Structural Mathematics and school funded PLD for using the new Maths No Problem resources.
- Continue engaging in Kāhui Ako PLD for Mathematics.
- Using previous years end of year data to focus attention on early identification and intervention for those at risk of not achieving NZC expectations in Reading, Writing and Mathematics, in particular Māori and Pasifika students.

- Begin monitoring attendance in anticipation of Government requirement to develop an Attendance Management Plan (AMP) by the beginning of 2026.
- Continue to fund and resource Mitey and our Wellbeing portfolio to achieve sustainable practice in our programming for Mental Health Education.

Northcote School (Auckland) Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Statement of Compliance with Good Employer Policy

As a good employer, Northcote Primary School (Auckland) operates an employment policy which is available through SchoolDocs that contains provisions necessary for the fair and proper treatment of employees in all aspects of their employment including:

- following Health and Safety procedures and monitor staff wellbeing
- utilise the Mighty in Schools and EAP programmes to provide wellbeing assistance for all staff
- abiding by the Equal Employment Opportunities requirements
- opportunities to explore further educational studies and development, with staff selection based on merit.
- recognition of ethnic and cultural needs and differences

Andrew Brown
Andrew Brown
Principal

How we have given effect to Te Tiriti o Waitangi

During the 2024 school year we:

- We applied and were successful being accepted into the Māori Achievement Collaborative (MAC) for 2025. Met with the MAC facilitator in 2024 to plan for this. All our Kāhui Ako schools are now part of MAC.
- Funded, through the generous support of our FONS team (PTA), a specialist Kapa Haka tutor for Term 3 & 4. This focused on Kapa Haka and tikanga development. This was so successful it is planned to repeat this in 2025.
- Focused schoolwide on correct pronunciation of Māori words by our staff and children. Staff meetings were held incorporating this with the ANZHC
- Offered new staff and board members in our school the opportunity to undertake the local Northcote history tour focused on Māori history of our area with the Northcote Community of Learning | Kāhui ako tikanga Māori and te reo Māori leads.
- Spent time across the school further embedding and focusing on increased use of te reo across the school in classrooms, assemblies, team assemblies and communication.