



**CAMBRIDGE
MIDDLE
SCHOOL**
CONNECT · INSPIRE · GROW

2024 Mid Year Data Report

Author: Senior Leadership Team

Date: July 2024

1. **Link to the Charter: School wide targets - student learning**

e.g. priority learners, school-wide data tracking

This report is based on the Overall Teacher Judgements (OTJ) made by classroom teachers for each student. The OTJ is made based on information that the teacher has gathered from observations, conversations and conferences, tasks/assignments, and formal assessments.

Cambridge Middle School uses a variety of assessment tools throughout the year to ensure that we have in-depth knowledge of where each student is achieving, and what any gaps or weaknesses may be, along with areas of strength and acceleration. For the beginning of the year OTJ teachers use the end of 2023 data provided from the previous year's teacher (where possible) and a combination of formative assessment and anecdotal information to make the judgements. Term 1 testing includes PAT Mathematics and Listening, Reading Comprehension, e-asTTle Reading and Writing for all Year levels.

2. **Relevant Data:**

- Priority Learners progress data in relation to Charter goals
- Year 7, 8, 9 and 10 student data
- MOE ethnicities data breakdown

We have a curriculum that is relevant, engaging and challenging

Curriculum Marautanga



CMa. Successfully implement a localised conceptual curriculum as the foundation for learning at CMS

CMa.

- WST and SLT will lead and embed the implementation and continued development of the conceptual curriculum
- All staff will participate in PLD to develop their understanding of the Understanding by Design process/principles and will use the UKD model from the refreshed NZC
- We will work closely with our Kāhui Ako and Mana Whenua to ensure a localised lens is woven through our curriculum
- Unpack and understand the refreshed NZC Te Mātaiahō and the common practice model to ensure coherence with CMS curriculum

a. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understand, Know, Do model

CMb. Create targeted programmes to engage all learners, with a focus on priority learners

CMb.

- All staff will continue to participate in PLD to ensure the use of robust planning and evidence to specifically target the needs of their learners (observations, moderation, progression, assessment and reporting)
- A full time SENCO is employed to ensure that all priority learners are identified and supported with specialised programmes targeted to their needs
- We will continue to develop a wide range of innovative enrichment and extension programmes to support our learners
- Implement effective formative assessment strategies to enhance and further develop our school wide Assessment Framework.

a. All staff are using robust planning and evidence to target learner needs.

b. All ākonga will be achieving at, or making accelerated progress towards, their expected curriculum level



Annual Aims 2024

The Cambridge Middle School Board regularly considered and discussed ākonga progress and achievement data in 2023. The Board also reviewed the areas of improvement from the Analysis of Variance and curriculum levels from 2023.

From the trends and patterns of the data we have identified, our School Board needs to focus on continuing to improve ākonga progress and achievement in Writing and Mathematics. With the continued development of a role at CMS to support ākonga wellbeing (Pouarataki) we continuing our Wellbeing and Engagement Aim. The goal of this is to continue to improve ākonga engagement in school and their access to wellbeing supports.

To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. These will be reviewed regularly throughout 2024 and reviewed in Term 4 for 2025.

Annual Aims	
Strategic Goal: Curriculum/Matauranga: all ākonga will have targeted and engaging programmes with a focus on priority learners	
Annual Aim: Accelerate the progress in writing and mathematics of all ākonga achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).	
Annual Aim 1	Annual Aim 2
Target 1: Writing 1a) By the end of 2024 all Year 8 ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4 1b) By the end of 2024 all Year 8 Māori ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4	Target 2: Mathematics 2a) By the end of 2024 all Year 8 ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4 2b) By the end of 2024 all Year 8 Māori ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4
Target 1 baseline data: Analysis of school-wide data in November 2023, indicated that: a) Within this cohort 186/321 (58%) Year 7 ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC. b) Within this cohort 18/28 (64%) Year 7 Māori ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC.	Target 2 baseline data: Analysis of school-wide data in November 2023, indicated that: a) Within this cohort 161/320 (50%) Year 7 ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC. b) Within this cohort 18/28 (64%) Year 7 Māori ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC.

For students in Year 7 the preferred curriculum level is to be transitioning from 'at' Level 3 to 'early' Level 4.

For students in Year 8 the preferred curriculum level is to be transitioning from 'early' Level 4 to 'at' Level 4.

For students in Year 9 the preferred curriculum level is to be transitioning from 'at' Level 4 to 'early' Level 5.

For students in Year 10 the preferred curriculum level is to be transitioning from 'early' Level 5 to 'at' Level 5.

What we are doing at CMS this year for our priority learners?

- We have in-class target programmes focusing on specific areas of writing and mathematics to help accelerate the learning of our below and well-below students.
- All students who are below or well below in writing and mathematics are catered for in their in-class target programmes throughout this year.
- Our teachers run differentiated programmes in their classrooms and are implementing the structured literacy and mathematics programmes of The Code, Writer's Toolbox, and STEPS/AWS Maths to help effectively guide students' next steps.
- Each team uses their student achievement data to plan and implement specific teaching and learning programmes to cater for the gaps in our priority learners' knowledge and understanding.
- Teams are planning collaboratively using our conceptual curriculum to increase our priority learners' engagement in learning.
- We are continuing to build our capability of using the school-wide achievement tool, Assay, as part of our student management system that enables teachers and SLT to collate, monitor and analyse student achievement data more precisely.
- Writer's Toolbox and The Code PLD to build teacher capabilities in teaching writing and spelling. Teachers are implementing robust responsive writing and spelling programmes that target gaps with timely instruction and feedback.
- SENCO and Learning Assistant support is being used effectively for both funded and non-funded students who are less engaged in learning for a variety of mental health, well-being, and neurodiverse conditions.
- Engagement survey data has been collated and analysed at a whole school, team and classroom level, and will be further explored at an individual and group level where a need is identified to enhance student interest and achievement.
- We will also be surveying our Māori whānau for ways to improve Māori student achievement and engagement with school.
- We have implemented a new school-wide support that empowers school teams to create positive environments. This wellbeing survey is called GoodSpace Schools, which identifies vital information about students that can be acted on immediately to ensure student wellbeing is supported.
- SLT is currently working hard through regular home contact, home visits, and referral to appropriate agencies when required to get our long-term attendance students engaged back at school as there is currently no truancy provider for our area, and we have to be self-managing at present (this has now been rectified and we now have Blue Light who are our Attendance Service provider).
- Attendance services are making regular contact with our student's whānau, whose attendance level at school is below 90%. Meetings and plans are being implemented with student's whānau whose attendance is significantly low.

How the Board funding is being used at CMS students for 2024 ...

The Board's assistance enables our school to fund a further 27.5 hours per week of Learning Assistant time and a full-time SENCO/ORS teacher.

In 2024 we are receiving funding for our four ORS (Ongoing Resource Support) students, six ICS (In class support) students, two High Health students, one ACC-funded student, and irregular funding from the Ministry of Education for Interim Response Funding for specific at-risk students and ESOL (English Second Language Speakers) students, plus learning support funding from our operation grant. This funding enables approximately 187 hours per week of Learning Assistant support to our funded and unfunded students.

Many of these students need far greater support beyond their funded hours. The extra Board funding for additional learning support is invaluable as we will need to continue to support a significant number of neurodiverse students who will never be eligible for funding from the Ministry of Education. We are currently in the process of completing 22 ICS applications for students who are all achieving at Level 1 of the New Zealand Curriculum, most currently have no funded support hours. Due to the large number of Level 1 learners we have at present, we may need to increase our learning support budget in the future to sustain the support these students need.

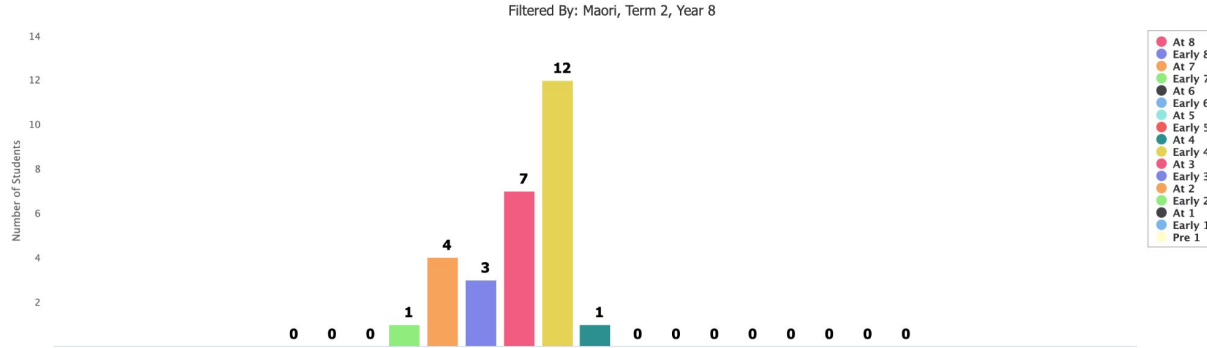
Furthermore, the Board has recently approved the funding of a full-time Pouarataki (counsellor). This role has been invaluable for our large number of students who struggle with mental health, in particular anxiety, or welfare issues. Due to the increased Board funding for our Pouarataki they will be able to continue to provide a safe space and person through regular check-ins and working alongside our Pastoral Team to ensure we are reaching more of our most vulnerable students.

<i>Whole School</i> Year 7 2024	Term 1 2024 At or Above %	Mid Year 2024 At or Above %	Term 1 2023 At or Above %	Term 1 2024 At or Above %	Mid Year 2024 At or Above %	<i>Whole Cohort</i> Year 8 2024
Writing - Whole School	57%	61%	53%	58%	58%	Writing - Whole School
Writing - Māori	36%	45%	31%	25%	46%	Writing - Māori
Maths - Whole School	56%	69%	57%	50%	64%	Maths - Whole School
Maths - Māori	38%	45%	23%	14%	32%	Maths - Māori
Reading - Whole school	63%	72%	62%	58%	66%	Reading - Whole school
Reading - Māori	44%	50%	33%	22%	43%	Reading - Māori

Whole School Year 7 2024	Term 1 2024 Below or Well Below %	Mid Year 2024 Below or Well Below %	Term 1 2023 Below or Well Below %	Term 1 2024 Below or Well Below %	Mid Year 2024 Below or Well Below %	Whole Cohort Year 8 2024
Writing - Whole School	43%	39%	47%	42%	42%	Writing - Whole School
Writing - Māori	64%	55%	69%	75%	54%	Writing - Māori
% Māori students who make up the Below and Well Below	17%	16%	12%	16%	11%	% Māori students who make up the Below and Well Below
Maths - Whole School	44%	31%	43%	50%	36%	Maths - Whole School
Maths - Māori	62%	55%	77%	86%	68%	Maths - Māori
% Māori students who make up the Below and Well Below	17%	20%	17%	15%	16%	% Māori students who make up the Below and Well Below
Reading - Whole school	37%	28%	38%	42%	34%	Reading - Whole school
Reading - Māori	56%	50%	67%	78%	57%	Reading - Māori
% Māori students who make up the Below and Well Below	18%	21%	16%	16%	15%	% Māori students who make up the Below and Well Below

2024 Term 2 Writing - Year 8 Māori & Year 8 Cohort

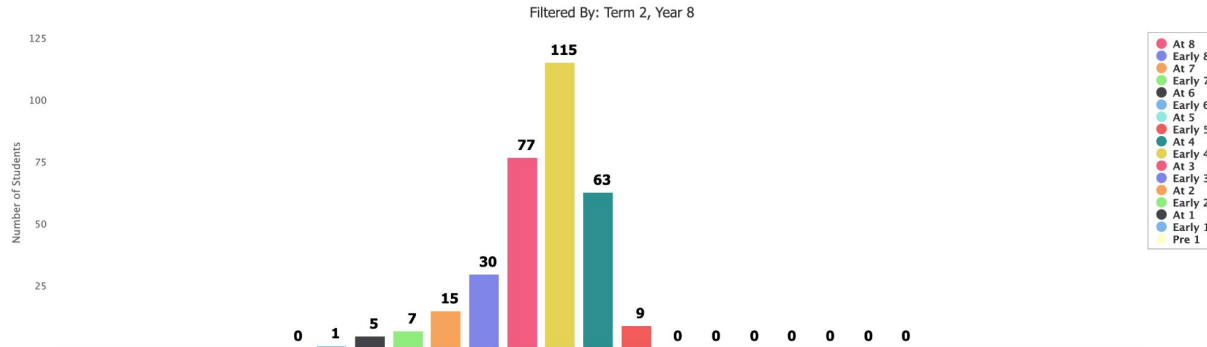
Raw Writing Data - 2024 - Column Chart



58% of our Year 8 students are achieving at or above expectation in writing. There has been no shift in this data yet.

Our Year 8 Māori students who are achieving below or well below expectation in writing has decreased from 75% to 54%.

Raw Writing Data - 2024 - Column Chart

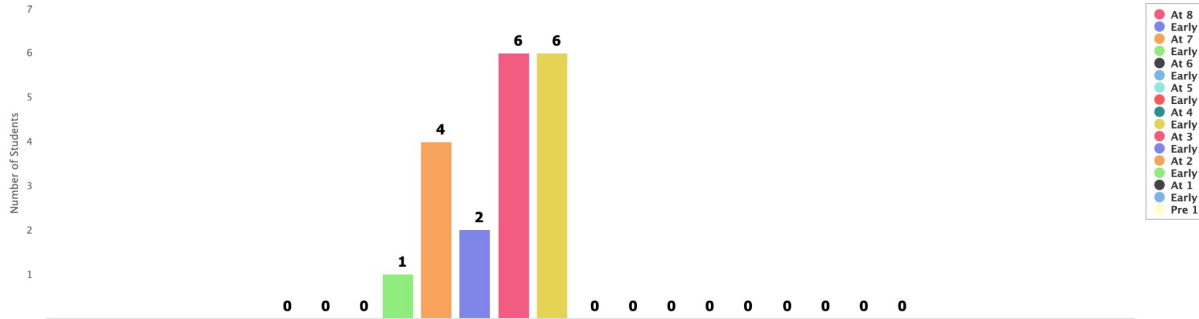


Six Year 8 Māori students who were below in Term 1 have progressed to achieving at expectation for writing.

2024 Term 2 Writing - Year 8 Māori & Gender

Raw Writing Data - 2024 - Column Chart

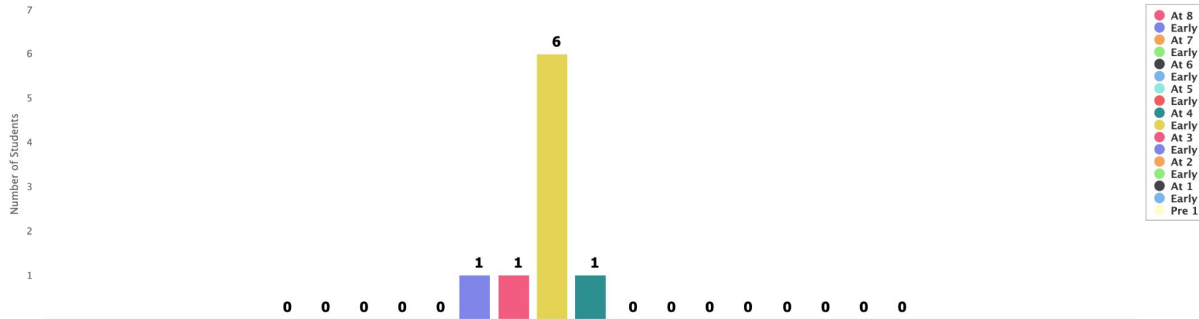
Filtered By: Maori, Male / Tane, Term 2, Year 8



We have five Māori male students and four Māori female students who are just below who have shifted to achieving at expectation.

Raw Writing Data - 2024 - Column Chart

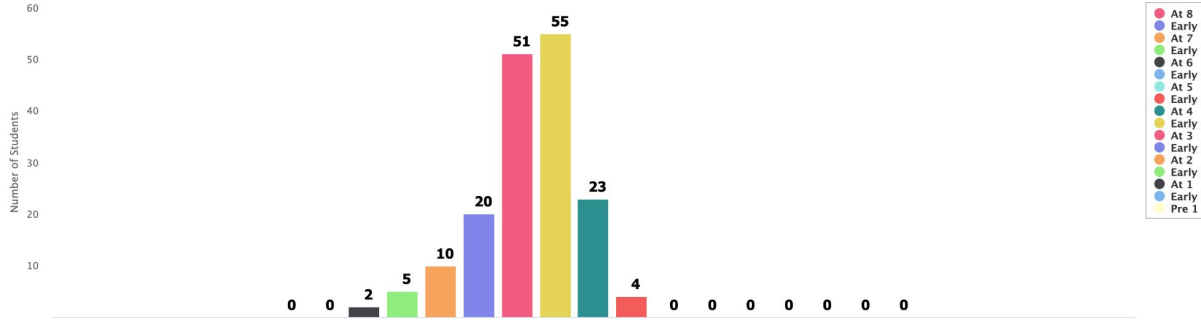
Filtered By: Maori, Female / Wahine, Term 2, Year 8



2024 Term 2 Writing - Year 8 & Gender

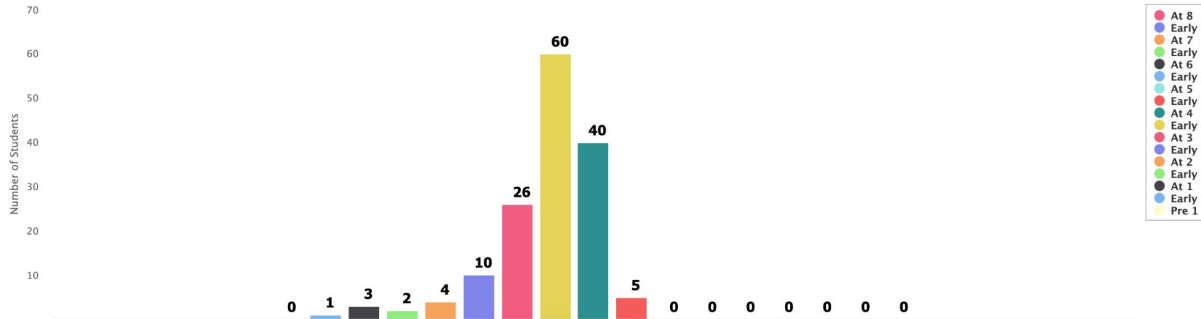
Raw Writing Data - 2024 - Column Chart

Filtered By: Male / Tane, Term 2, Year 8



Raw Writing Data - 2024 - Column Chart

Filtered By: Female / Wahine, Term 2, Year 8



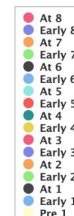
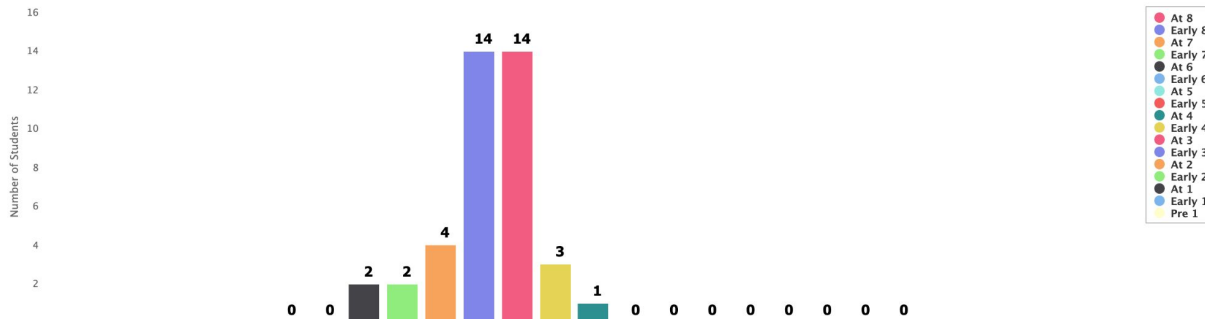
Currently girls continue to outperform boys by a significant gap.

Unfortunately this gap has increased from 18% to 22%. This continues reflects the national research of the last decade that boys are often our most reluctant writers.

2024 Term 2 Writing - Year 7 Māori & Year 7 Cohort

Raw Writing Data - 2024 - Column Chart

Filtered By: Maori, Term 2, Year 7

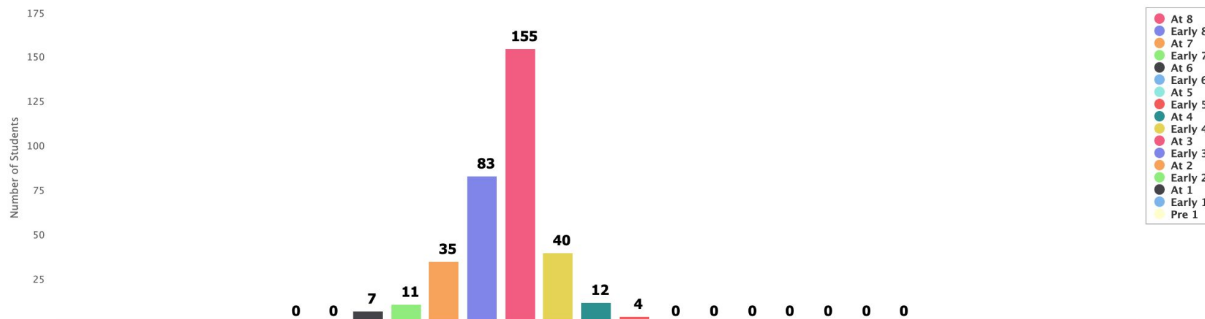


It is pleasing to report that both the Year 7 Māori and Year 7 whole cohort decreased the number of students who are achieving below in writing.

In Term 1 64% of Year 7 Māori students were achieving below or well below, this has decreased to 55%.

Raw Writing Data - 2024 - Column Chart

Filtered By: Term 2, Year 7



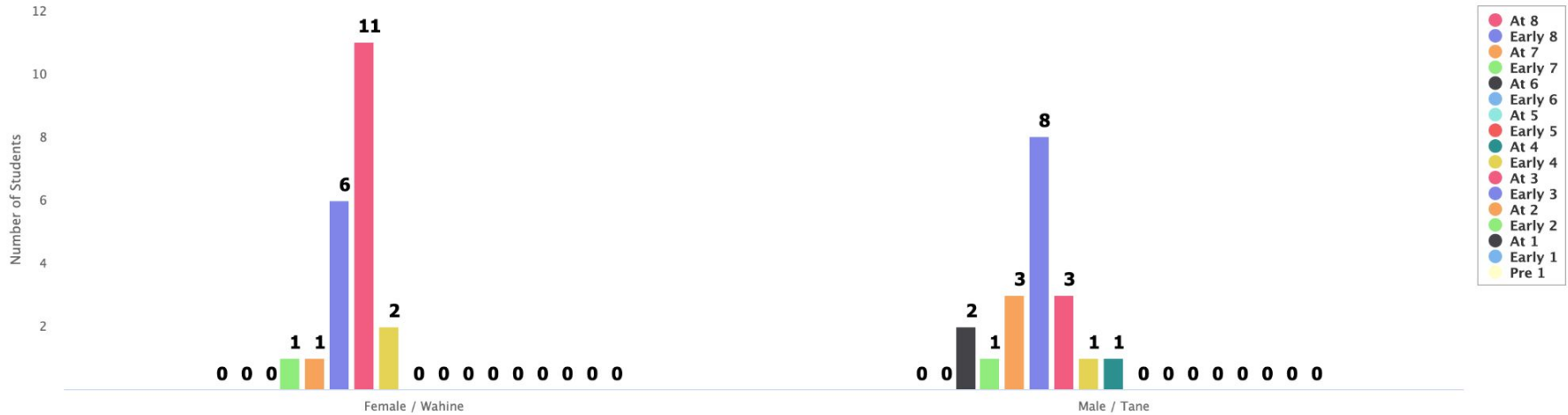
Similarly, the Year 7 cohort had 43% in Term 1 achieving below or well below, this has decreased to 39%.

2024 Term 2 Writing - Year 7 Māori & Gender

Raw Writing Data - 2024 - Column Chart

Split By: Gender

Filtered By: Maori, Term 2, Year 7



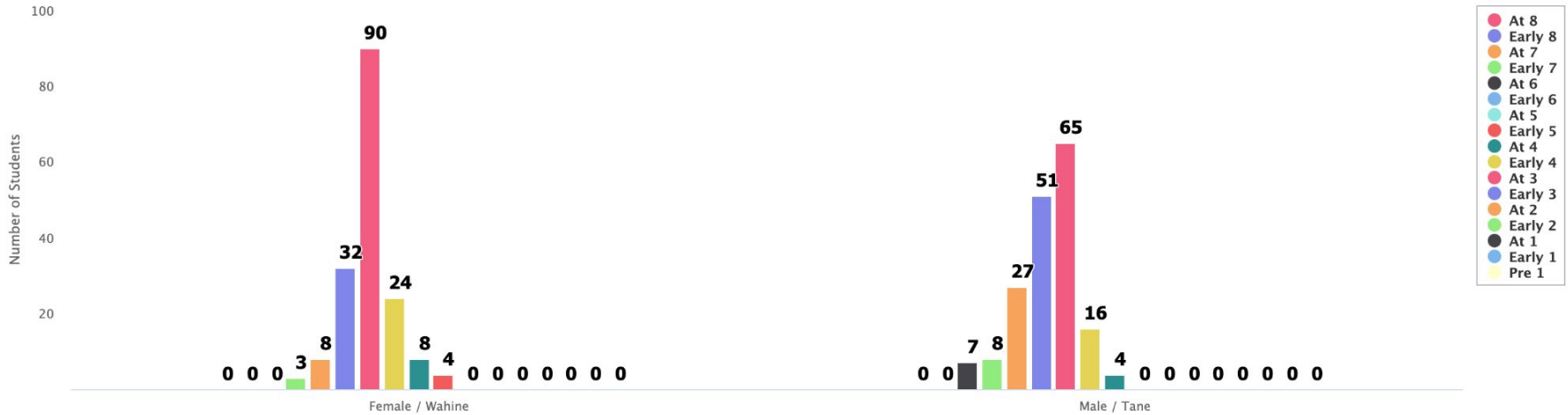
In both our Year 7 and Year 8 Māori cohorts girls are significantly out performing boys in writing. This reflects the national research of the last decade that boys are often our most reluctant writers.

2024 Term 2 Writing - Year 7 & Gender

Raw Writing Data - 2024 - Column Chart

Split By: Gender

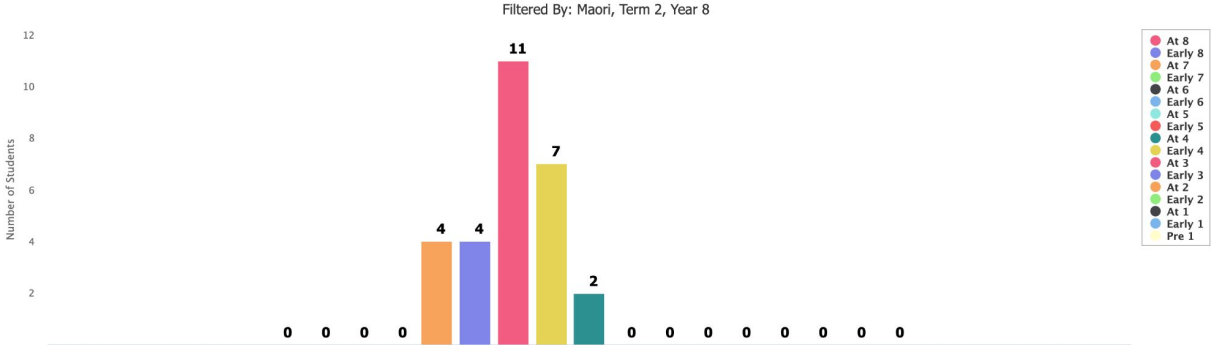
Filtered By: Term 2, Year 7



In both our Year 7 and Year 8 cohorts girls are significantly out performing boys in writing. This reflects the national research of the last decade that boys are often our most reluctant writers.

2024 Term 2 Maths - Year 8 Māori & Year 8 Cohort

Raw Math Data - 2024 - Column Chart

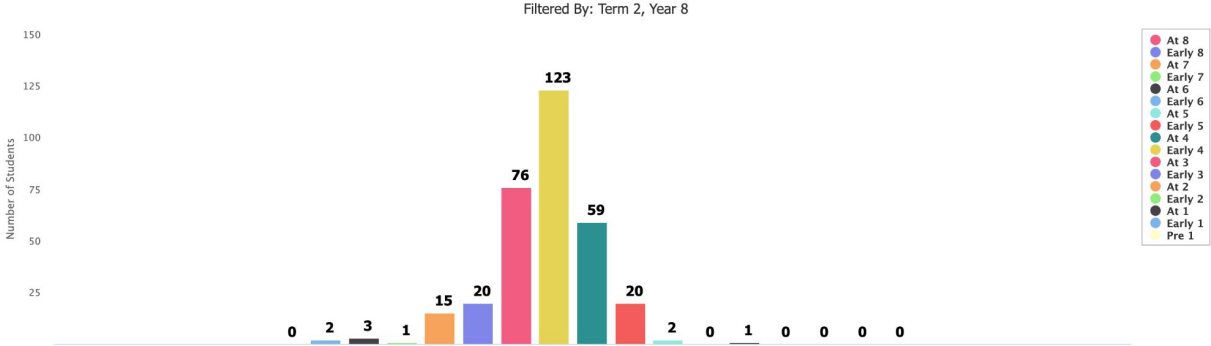


We have 50% of our Year 8 students achieving at or above expectation in maths.

Unfortunately, 86% of our Year 8 Māori students are achieving below or well below expectation in maths.

11 of our Year 8 Māori students are just below so we need to look at how to ensure these students make their expected progress.

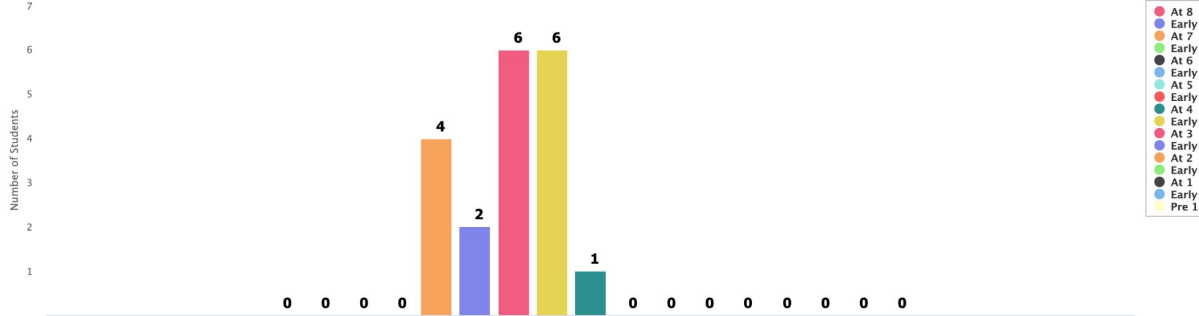
Raw Math Data - 2024 - Column Chart



2024 Term 2 Maths - Year 8 Māori & Gender

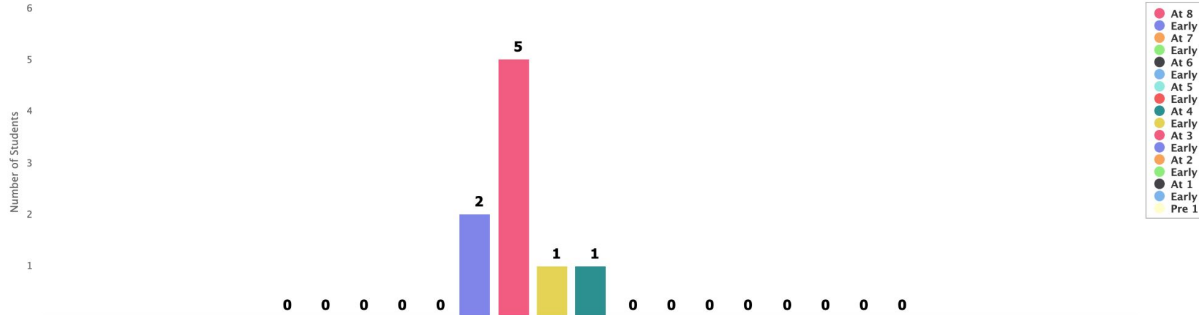
Raw Math Data - 2024 - Column Chart

Filtered By: Maori, Male / Tane, Term 2, Year 8



Raw Math Data - 2024 - Column Chart

Filtered By: Maori, Female / Wahine, Term 2, Year 8



We have 64% of our Year 8 students achieving at or above expectation in maths.

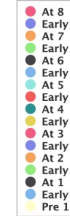
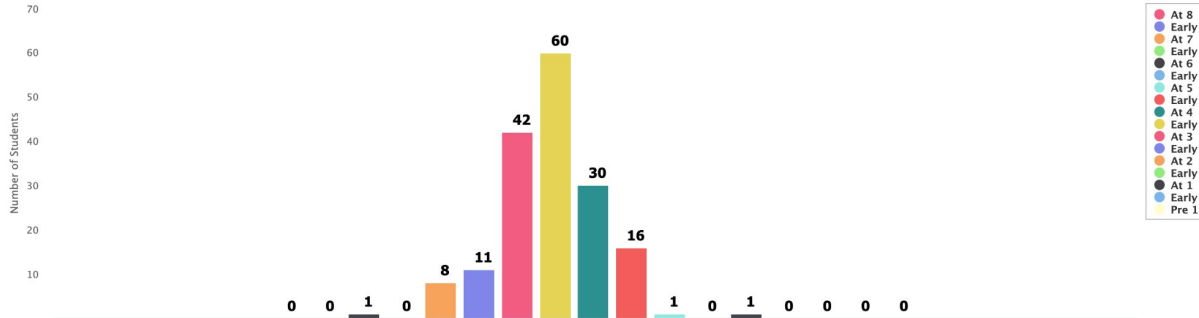
Pleasingly we have seen a shift from 86% to 68% of our Year 8 Māori students are achieving below or well below expectation in maths.

Three Year 8 Māori students who were below in Term 1 have progressed to achieving at expectation for maths.

2024 Term 2 Maths - Year 8 & Gender

Raw Math Data - 2024 - Column Chart

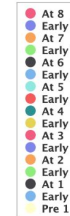
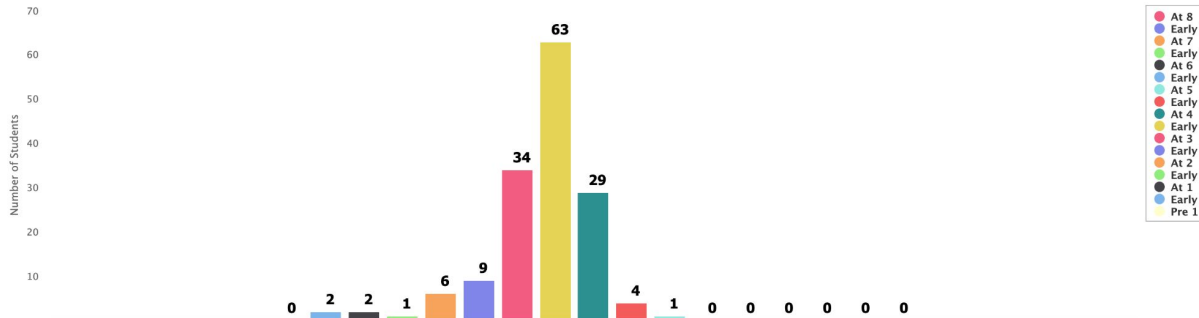
Filtered By: Male / Tane, Term 2, Year 8



The previously small disparity of 4% in the achievement gap between the boys and girls has now closed and both groups are achieving similar with 64% of Year 8 boys and girls achieving at or above expectation in maths.

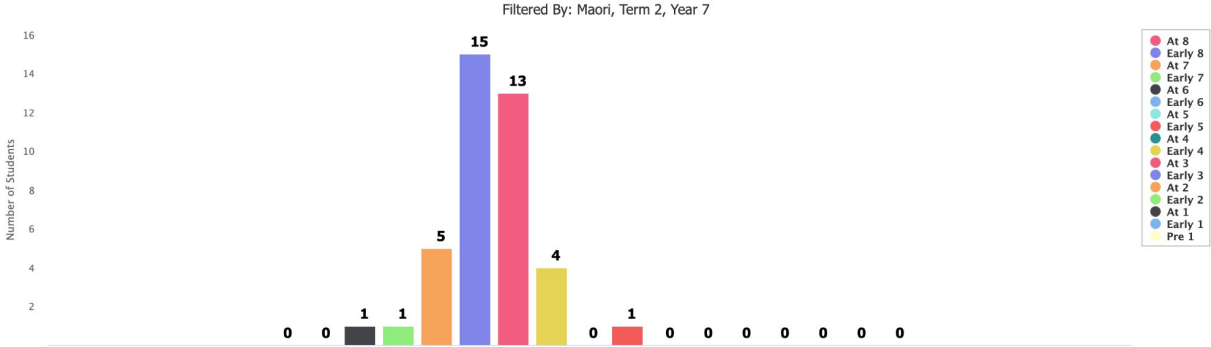
Raw Math Data - 2024 - Column Chart

Filtered By: Female / Wahine, Term 2, Year 8



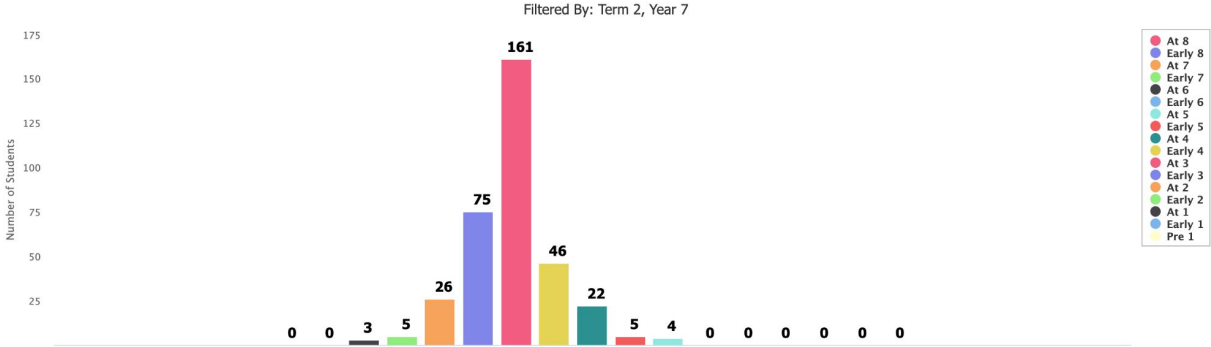
2024 Term 2 Maths - Year 7 Māori & Year 7 Cohort

Raw Math Data - 2024 - Column Chart



Our contributing school data reflected 44% Year 7 student were achieving below or well below. This has pleasingly decreased to 31%.

Raw Math Data - 2024 - Column Chart



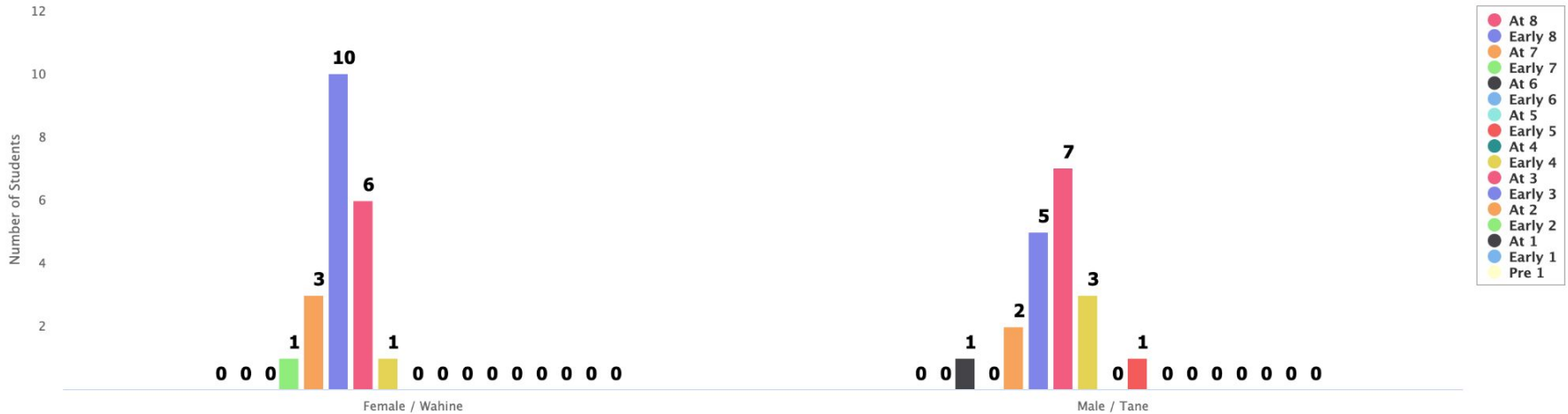
Our contributing school data reflected 62% of our Year 7 Māori student were achieving below or well below. This has pleasingly decreased to 55%.

2024 Term 2 Maths - Year 7 Māori & Gender

Raw Math Data - 2024 - Column Chart

Split By: Gender

Filtered By: Maori, Term 2, Year 7



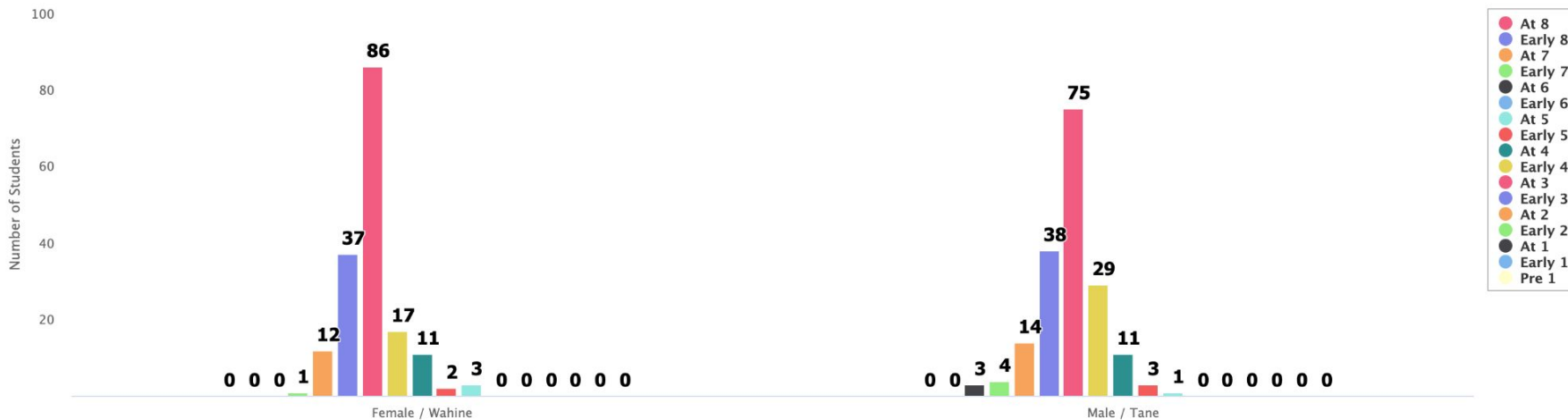
In both our Year 7 and Year 8 Māori cohorts more boys are achieving at or above than the girls in maths. Combined together from both cohorts 4 students have shifted from just below to achieving at the expected level for maths.

2024 Term 2 Maths - Year 7 & Gender

Raw Math Data - 2024 - Column Chart

Split By: Gender

Filtered By: Term 2, Year 7

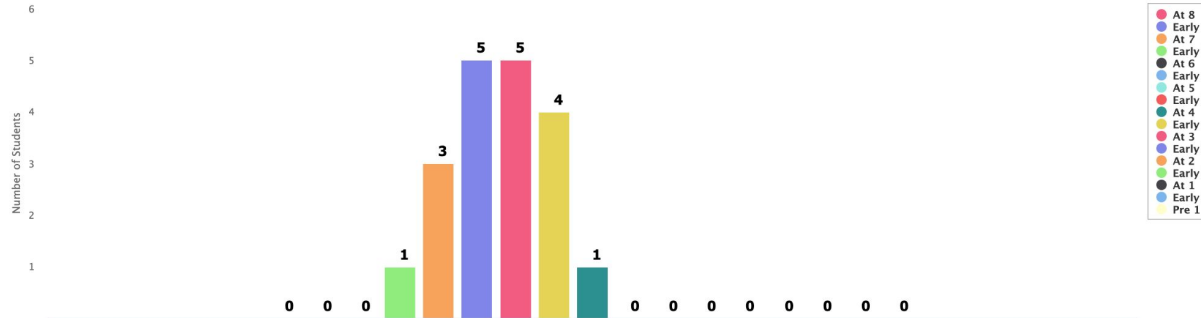


Previously boys were performing marginally in front of the girls, but this small disparity has reversed. There is now a 3% achievement gap between the boys and girls, with girls achieving now marginally ahead of the boys..

2024 Term 2 Reading - Year 8 Māori & Gender

Raw Reading Data - 2024 - Column Chart

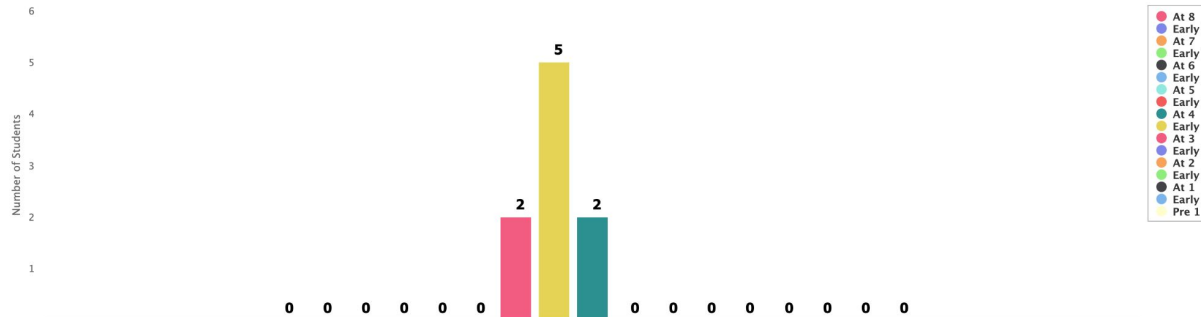
Filtered By: Maori, Male / Tane, Term 2, Year 8



In Term 1 we had six Māori male students and five Māori female students who were just below. By mid year we have had six Māori students shift to achieving at or above expectation in reading.

Raw Reading Data - 2024 - Column Chart

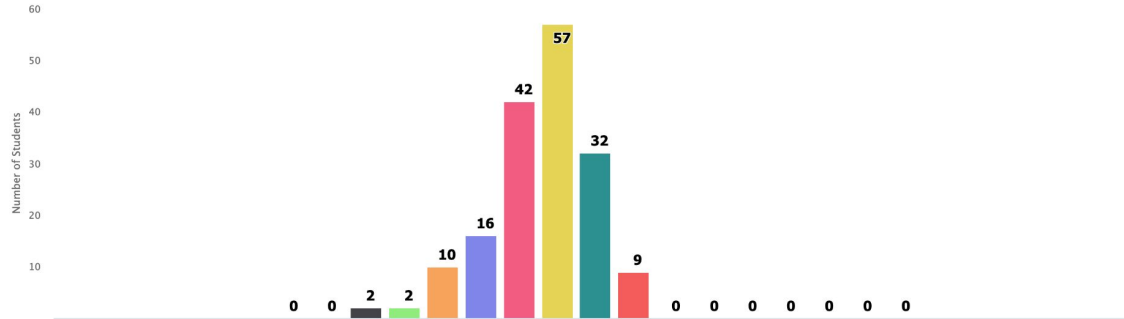
Filtered By: Maori, Female / Wahine, Term 2, Year 8



2024 Term 2 Reading - Year 8 & Gender

Raw Reading Data - 2024 - Column Chart

Filtered By: Male / Tane, Term 2, Year 8

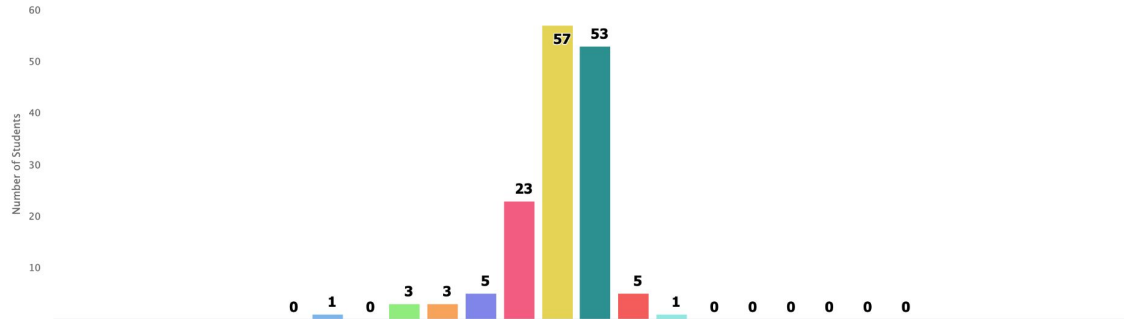


Currently girls are outperforming boys by a significant gap of 19%.

Interestingly this is similar to how girls and boys are achieving comparatively in writing within this cohort.

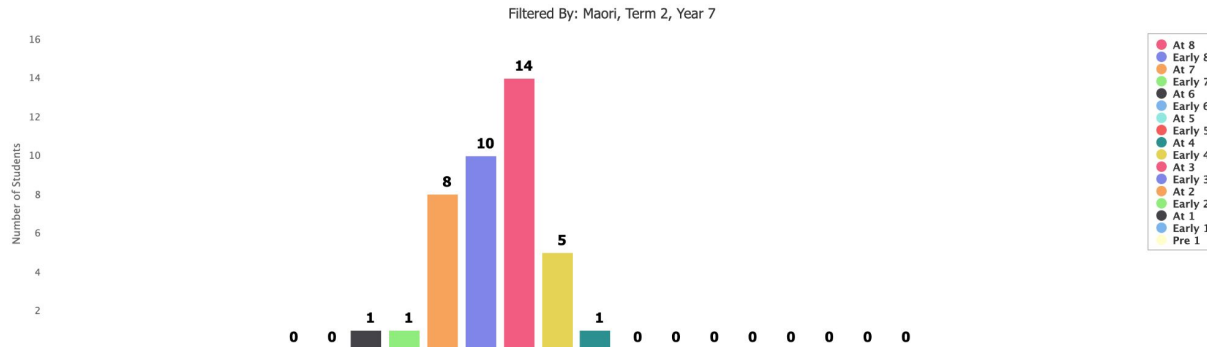
Raw Reading Data - 2024 - Column Chart

Filtered By: Female / Wahine, Term 2, Year 8



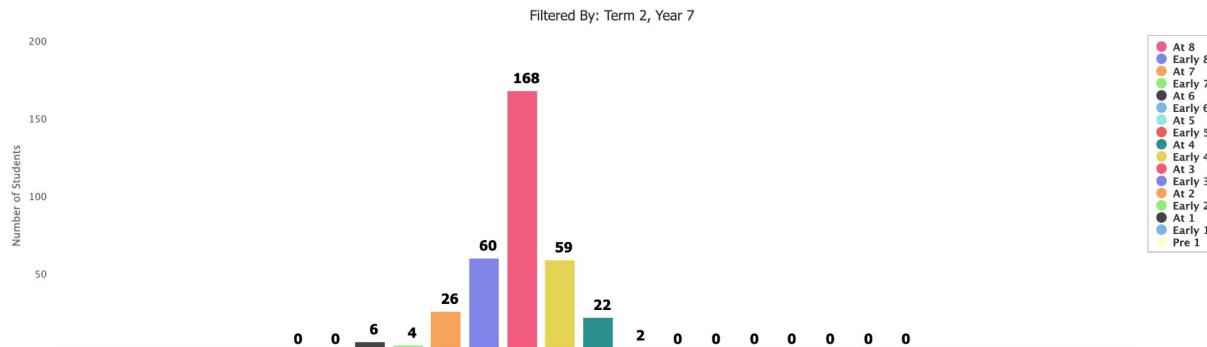
2024 Term 2 Reading - Year 7 Māori & Year 7 Cohort

Raw Reading Data - 2024 - Column Chart



Our contributing school data reflected 37% of our Year 7 students were achieving below or well below. This has pleasingly decreased to 28%.

Raw Reading Data - 2024 - Column Chart



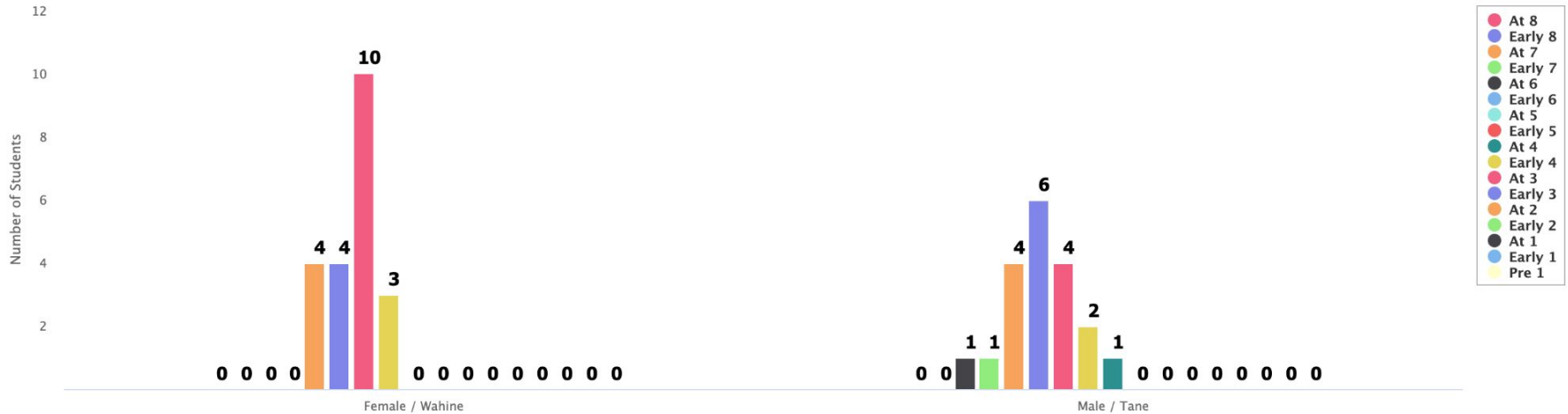
Our contributing school data reflected 56% of our Year 7 Māori students were achieving below or well below. This has pleasingly decreased to 50%.

2024 Term 2 Reading - Year 7 Māori & Gender

Raw Reading Data - 2024 - Column Chart

Split By: Gender

Filtered By: Maori, Term 2, Year 7



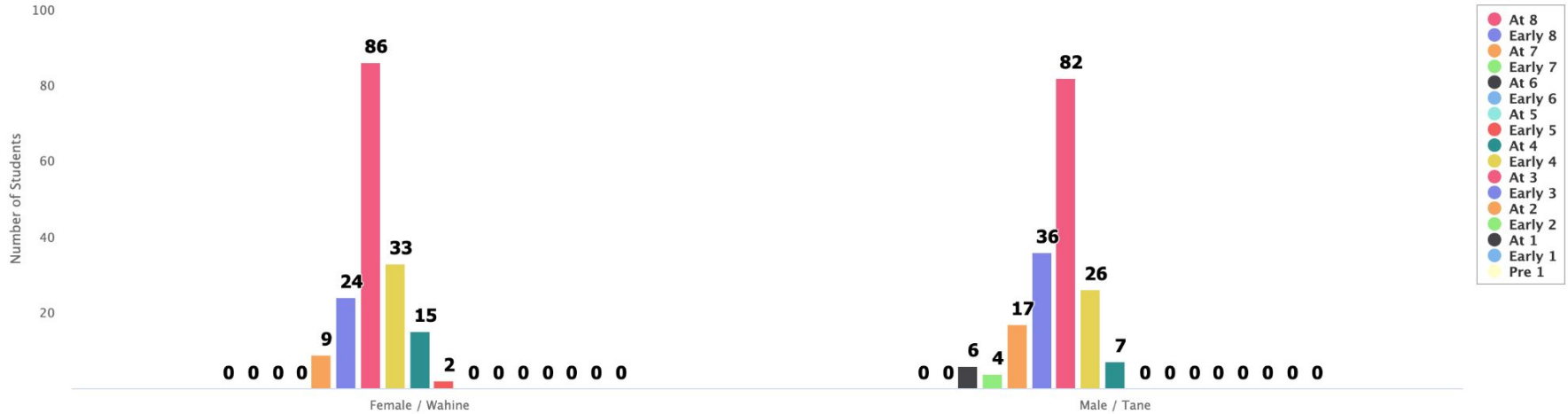
In both our Year 7 and Year 8 Māori cohorts there are more girls achieving at or above comparatively to the boys cohort in reading.

2024 Term 2 Reading - Year 7 & Gender

Raw Reading Data - 2024 - Column Chart

Split By: Gender

Filtered By: Term 2, Year 7



Currently girls are performing higher than the boys and there is a significant disparity of 15% in the achievement gap between boys and girls in reading.

Students who are diagnosed with a Neurodiverse & Mental Health Conditions

Diagnosis	2023	2024	Diagnosis	2023	2024
ADHD/ADD	19	30	Head/Brain Injury	3	5
Anxiety	29	45	Hearing Impairment	3	3
ASD (Autistic Spectrum Disorder)	13	16	Intellectual Disability	6	6
Depression	1	2	Irlen Syndrome	2	1
Dyslexia	13	13	Speech Impairment	1	4
Dyspraxia	4	0	Visual Impairment	4	5
Oppositional Defiant Disorder	2	3	Williams Syndrome	1	0
Tourette Syndrome	2	3	Sensory Processing Disorder	1	4
Auditory Processing Disorder	0	1	Fetal Alcohol Spectrum	0	1
Down Syndrome	0	1	Global Developmental Delay	0	1
Total no. of Mental Health and Neurodiverse Conditions identified				104 (15%)	144 (21%)

This list reflects the whānau who have identified their children as having a neurodiverse or mental health diagnosis.

Interestingly, we can see there has been a 6% increase in the number of diagnoses identified. In particular there is a significant increase in the number of students diagnosed with ADHD and Anxiety.

2024 Year to date - Attendance & MOE Ethnicity

Attendance Data (Table View)

Category	Below 70%	Between 70% and 80%	Between 80% and 90%	Above 90%
Year To Date				
Total	16	43	195	426
Ethnicity				
Asian	0	4	12	43
MELAA	0	0	4	2
Maori	1	6	25	37
NZ European/Pakeha/Other Europ	13	33	151	333
Other	1	0	1	2
Pacific Peoples	1	0	2	9

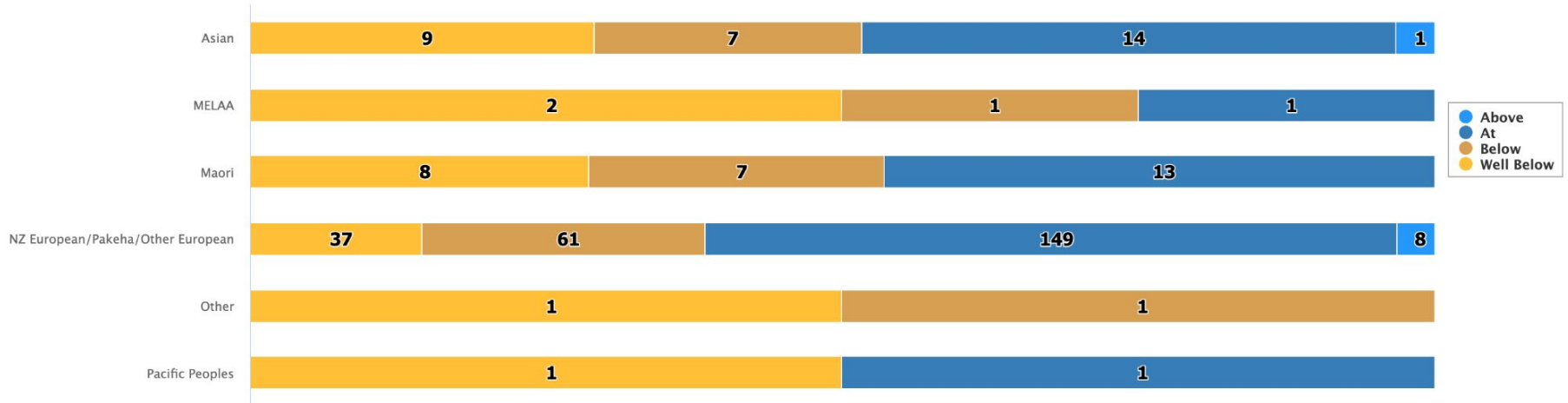
Below are ethnicity graphs that the MOE require to be reported on:

2024 Term 2 Writing - MOE Ethnicity Year 8

Writing Term 2 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8

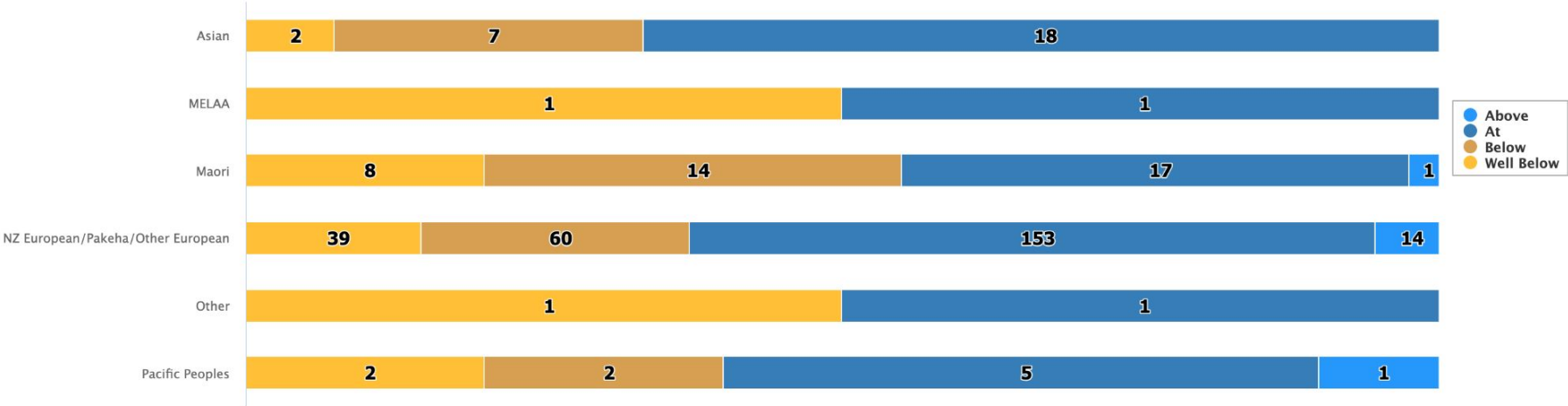


2024 Term 2 Writing - MOE Ethnicity Year 7 Cohort

Writing Term 2 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7

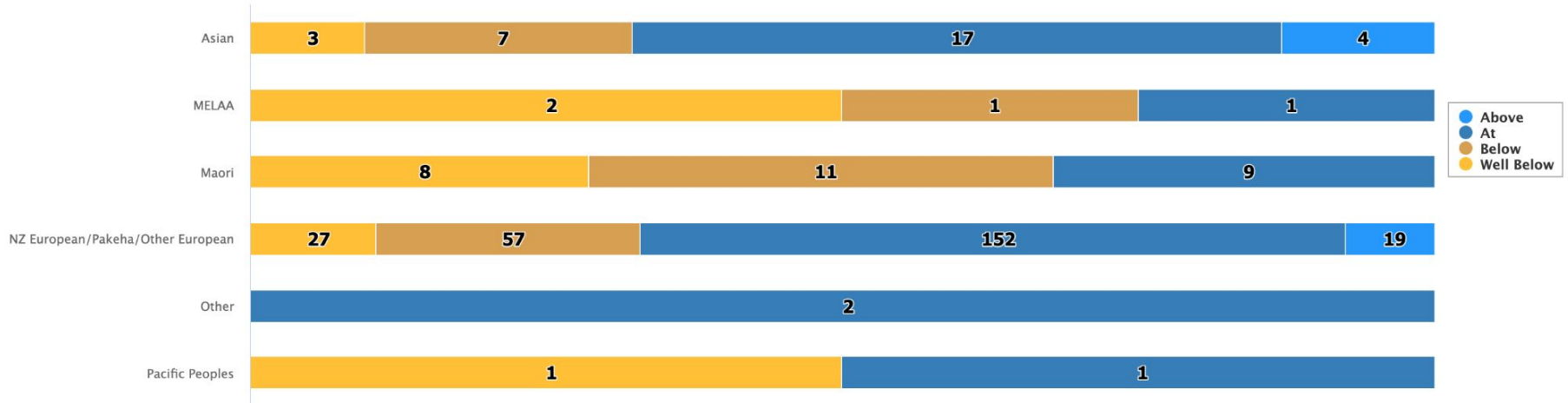


2024 Term 2 Maths - MOE Ethnicity Year 8

Math Term 2 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8

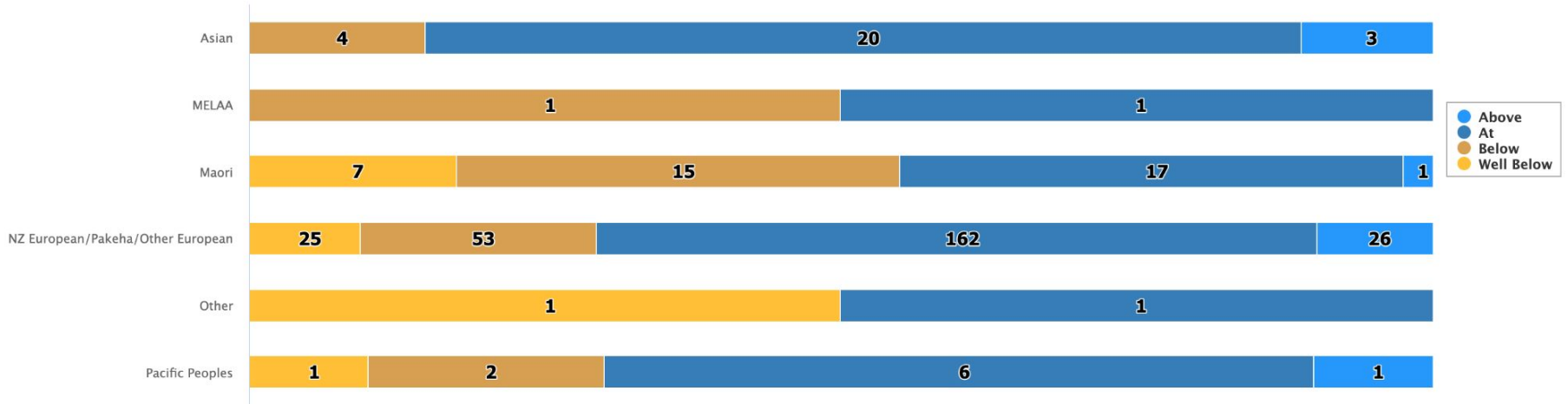


2024 Term 2 Maths - MOE Ethnicity Year 7

Math Term 2 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7

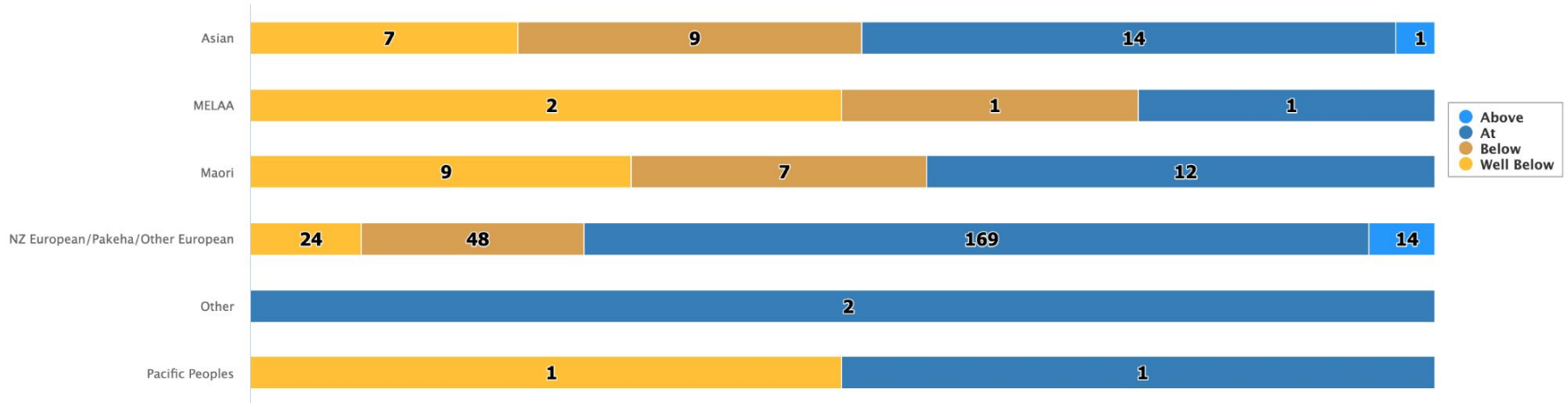


2024 Term 2 Reading - MOE Ethnicity Year 8

Reading Term 2 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8

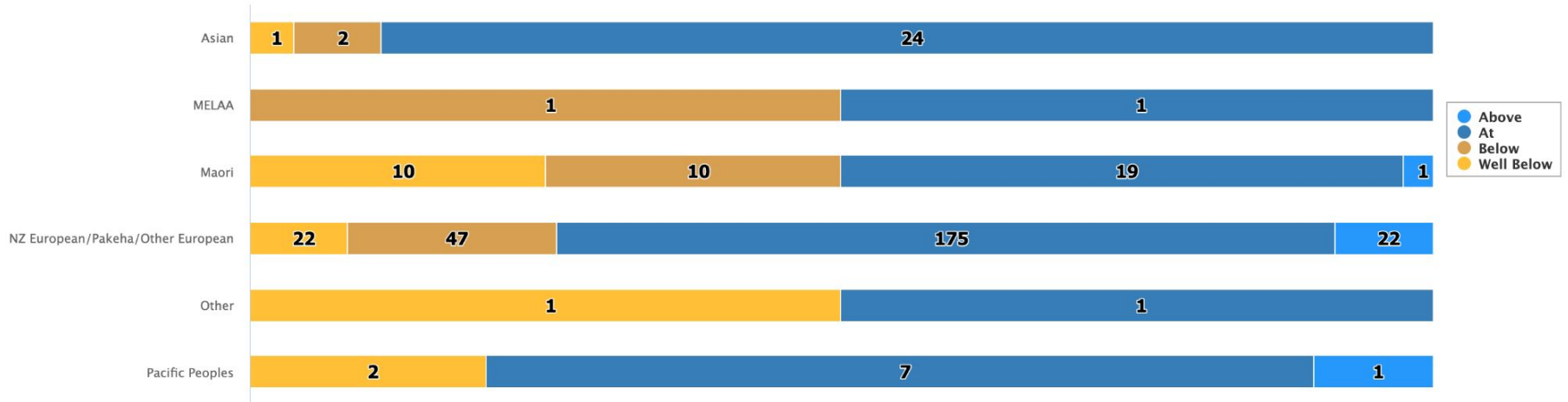


2024 Term 2 Reading - MOE Ethnicity Year 7

Reading Term 2 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7



Appendices

- DRAFT 2024 CMS Charter and Strategic Plan
- Analysis of Variance 2023.docx
- Term 1 2024 Data Report
- Term 4 2023 Data Report