

Durie Hill School 2355

2023 Statement of Variance Reporting

<p>3 - YEAR STRATEGIC GOALS (2021 - 2024)</p>	<p>1. Encourage and enable all students to attain their highest standard of achievement in literacy and numeracy.</p>		
<p>2023 ANNUAL GOALS AND ACTIONS</p>	<p>Use assessment information to respond to learning needs, with a focus on Literacy for all students, and in particular for students within our target groups as explained within our school's 2023 student achievement targets.</p> <p>Undertake Professional Development in the Better Start Literacy Approach (BSLA), to further support the development of teaching and learning for students in Year 0-2.</p> <p>Continue our school evaluation and development in the area of Writing and in conjunction with our ERO evaluation – as required.</p> <p>revise annual plan to identify specific targets, align actions, and identify expected outcomes</p> <p>continue to build collective capability through ongoing PLD</p> <p>further review our own school's curriculum to reflect shared best practice expectations in the delivery of literacy and culturally responsive practice.</p> <p>Carry out moderation assessment activity in the area of writing.</p> <p>Undertake literacy development focussing on 'The Code' to support teaching and learning in spelling, and for students in Years 3-6;</p> <p>Undertake PLD to support learning for student with additional needs.</p>		
<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>Assessment guidelines and procedures in line with our assessment policy were followed. Systems implemented to assess, monitor, and report on student progress and achievement. Assessment information was used by classroom teachers and by senior leadership to identify and respond to the learning needs of students.</p> <p>Structured Literacy – Better Start Literacy Approach.</p> <p>Set 2023 Charter Targets for Learners. They were developed, monitored and reported to the board. They consisted of three targets;</p>	<p>Progress and achievement data for students who were assessed as not achieving their expected levels in Reading, Writing, and Numeracy as at the start of 2023 was collected by each teacher and collated by our school leadership team.</p> <p>For assessment information on our 2023 Charter Targets for Learners, please refer to 'Durie Hill School – Statement of Variance 2023 Achievement Targets February 2023 – December 2023' at the end of this document.</p> <p>Specific focus on Lifting progress and achievement in writing for our Charter Target 1 Focus Learners in Years 3-6 assessed as not yet achieving at their expected level in Writing, our aim was to progress their achievement in writing at a rate of one year or more. A document was created to record, monitor and for classroom teachers to further inquiry into their own professional practice as a way to identify and to support identified children who were not making expected progress at the end of 2022 and to continue to monitor focus learners in this group from June 2022.</p> <p>BSLA delivered by the University of Canterbury to all our Tui Junior Teachers and one Teacher Aide who all completed the PLD and passed their micro credentials.</p> <p>The Better Start Literacy Approach (BSLA) is an evidence-based and culturally responsive early literacy approach developed specifically for our New Zealand education context.</p> <p>There is significant growth in foundational skills (phonological awareness, letter-sound knowledge) over the first ten weeks of BSLA teaching.</p> <p>Across our Tui Junior Team, we have been teaching using BSLA since the beginning of the year and have seen incredible progress.</p>	<p>Use TAI through a spiral of inquiry approach and school evaluation across the Charter Targets for Learners.</p> <p>Our school focus for evaluation in writing included: student-centred learning; assessment for learning; culturally responsive practice; teaching and learning strategies; programme and planning at school, team and classroom level.</p> <p>Using a school developed document called, 'lifting achievement and progress of our focus learners within writing' and in conjunction with our TAI – Spiral of Inquiry Approach,</p>	<p>Setting 2024 Achievement Targets based on end of 2023 school achievement and progress data and information.</p>

<p>Target 1 - For our Focus learners in Years 3-6 assessed as not yet achieving at their expected level in Writing, we aim to progress their achievement in writing at a rate of one year or more.</p> <p>Target 2 - For our learners in Year 1-2 who are involved in our school's Better Start Literacy development, we aim to progress their achievement in reading at a rate of one year or more.</p> <p>Target 3 - For our learners at all Year Levels who were assessed as not yet at their expected level in Reading, Writing, and Numeracy, we will report on the numbers who have progressed at a rate of one year or more. Data will also be collated by gender and by ethnicity.</p> <p>In addition to the Charter Target achievement and progress information, other data was being collated but not specifically aligned with our annual Charter Targets.</p>	<p>Below is data from our identified Charter Target Learners who completed the baseline assessment in Term One and then 10-week assessment in Term Two.</p> <p>Phoneme Identity: (recognising the common sound in different words) Baseline: 63% proficient – 10 weeks: 96% proficient</p> <p>Letter Sound Recognition Set 1: (knowledge of the letters which represent the individual speech sounds) Baseline: 77% proficient – 10 weeks: 100% proficient</p> <p>Letter Sound Recognition Set 2: (knowledge of the letters which represent the individual speech sounds) Baseline: 61% proficient – 10 weeks: 94% proficient</p> <p>Phoneme Blending: (hear the individual sounds in a word, put that sound together and say the word that is made) Baseline: 54% proficient – 10 weeks: 87% proficient</p> <p>Our collated data shows:</p> <p>For our total group of students excepting those in NE/Year 1, assessment data at the beginning and at the end of 2023 showed the following shift in achievement:</p> <ul style="list-style-type: none"> - Reading: 63% at expectation to 72% at expectation - Writing: 57% at expectation to 63% at expectation - Maths: 65% at expectation to 75% at expectation. <p>For our group of students who are Maori excepting those in NE/Year 1, assessment data at the beginning and at the end of 2021 showed the following shift in achievement:</p> <p>Reading for Maori Learners: 58% at expectation to 64% at expectation Writing for Maori Learners: 46% at expectation to 52% at expectation Maths for Maori Learners: 60% at expectation to 64% at expectation.</p> <p>For our group of students who are Non-Maori excepting those in NE/Year 1, assessment data at the beginning and at the end of 2021 showed the following shift in achievement:</p> <p>Reading for Non-Maori Learners: 65% at expectation to 75% at expectation Writing for Non-Maori Learners: 61% at expectation to 66% at expectation Maths for Non-Maori Learners: 60% at expectation to 64% at expectation.</p> <p>For our group of male students excepting those in NE/Year 1, assessment data at the beginning and at the end of 2021 showed the following shift in achievement:</p> <ul style="list-style-type: none"> - Reading for boys: 61% at expectation to 68% at expectation - Writing for boys: 50% at expectation to 57% at expectation - Maths for boys: 64% at expectation to 68% at expectation. <p>For our group of female students excepting those in NE/Year 1, assessment data at the beginning and at the end of 2021 showed the following shift in achievement:</p> <ul style="list-style-type: none"> - Reading for girls: 66% at expectation to 76% at expectation 	<p>Use of BSLA as a consistent structured approach to the teaching and learning of literacy across the Tui / Junior Team.</p> <p>Children who haven't reached proficiency in set areas received individualised and intense small group or one on one instruction with a Teacher Aide who has also completed BSLA training.</p> <p>Increase in achievement, showing a shift in the number of children achieving at curriculum expectation from the beginning to the end of 2023.</p> <p>Curriculum delivery plan, team meetings with opportunities for collaborative planning and evaluation. Ongoing professional discussions and moderation in relation to the progress that was made with the update of our school's English curriculum delivery information, to better reflect current practice. Staff collaborated within PLD sessions to share current classroom practice, improving parent/whanau engagement, 'ALL' strategies, and ideas for gathering student voice.</p>	<p>Building staff capacity to continue BSLA into the middle area of the school and to provide PLD training for new teachers to our junior team.</p> <p>2024 – Achievement Target to include tracking learners at the end of Year Two 2023 who were assessed as not yet at their expected level in Reading.</p> <p>Assessment data – monitor and evaluate data mid-year and end of year through reporting to parents and the board.</p> <p>Moderation within teams, staff and professional buddy approach.</p> <p>Teaching and Learning Delivery: Continue progress with school evaluation plan and development in the area of Literacy as developed with ERO evaluation partner.</p> <p>School-based SENCO to monitor and provide support for students with additional learning needs, and for their teachers – teacher PLD and for teacher support.</p> <p>Positive Behaviour for Learning: Maintain and continue PB4L Tier 1 and 2 training - to include review and development of school-related</p>
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The Code	<p>- Writing for girls: 64% at expectation to 69% at expectation - Maths for girls: 66% at expectation to 76% at expectation.</p> <p>Our Year 3 – Year 6 Teachers have used The Code to develop spelling capability and improve student’s confidence to write and therefore reducing a barrier or hesitation to write. This work has been primarily school-led and continues on from our staff Structured Literacy PLD.</p>	<p>Our Year 3 – Year 6 have used the Code, this aligns with our goal to lift levels in the area of students writing and has a focus on spelling.</p>	<p>systems and practices to enable effective teaching of PB4L, including the use of strategies to support students requiring individualised support.</p> <p>The Code: Spelling: Year 3-6 teachers, to include professional reading and implementation of The Code into our classroom writing programmes.</p>
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Statement of Variance 2023 Achievement Targets February 2023 – December 2023’ at the end of this document.

3 - YEAR STRATEGIC GOALS (2021 - 2024)	2. Engage learners effectively in a student-responsive curriculum		
2023 ANNUAL GOALS AND ACTIONS	<p>Commence our charter review, to include consultation with the school community. Curriculum Refresh: Undertake MOE approved TOD’s to increase teacher knowledge of the curriculum refresh development. Provide PLD to support The Aotearoa NZ’s histories in the NZ Curriculum. Collaborate with and involve members of our school whanau and community, including for Maori, to support and enhance our curriculum, at a wider-school and at a classroom level. Update our school-based curriculum delivery, assessment, and reporting to parents information to reflect current curriculum and practice – Literacy, Aotearoa NZ histories, Digital Technologies.</p>		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Consulted with our school community.</p> <p>Carried out MOE approved TOD and Staff Meetings to</p>	<p>Over Term 3 and Term 4 consulting with our parent community through our school newsletter, asking a series of questions to gain voice and feedback using paper format and google forms.</p> <p>Teacher Only Day to build awareness and understanding – Understanding why the curriculum is being refreshed and to become familiar with Te Mātaiaho.</p> <p>Staff Meeting - Common practice model – exploring the common practice model and how this best works with our school curriculum and teaching practice to provide clear, practical guidance.</p> <p>Staff Meeting - Aotearoa New Zealand’s Histories Curriculum Focus: Exploring Aotearoa New Zealand’s Histories in relation to our localised curriculum.</p> <p>Localised Curriculum: - a range of learning experiences were integrated into classroom programmes across the curriculum, with involvement of community personnel. Examples of activities included; Mars Hill Durie Hill School 150th Celebration, Senior Team exhibiting art</p>	<p>To collate feedback and voice from our parent community and students to inform strategic planning for 2024 – 2026.</p> <p>Building knowledge and understanding of current developments and changes within our curriculum.</p> <p>Education outside the classroom – using local</p>	<p>Develop a consultation Timeframe in 2024. Analysing and summarising consultation feedback from the end of 2023 and using this information to inform our Strategic Plan for 2024 – 2026.</p> <p>Documenting the progress made with the update of our school’s English curriculum delivery information, to better reflect current practice and current curriculum changes.</p> <p>Learn about the progressions model that sits within Te Mātaiaho and the ways we can begin to use Mātaiaha (the</p>

<p>Build on developing our localised curriculum.</p> <p>Mars Hill / Durie Hill 150th Celebration</p>	<p>at the Space Gallery, Whanganui Museum, Kii Tai (Term 3), Life Education, Zero Waste Environmental Education, excursions to Bushy Park, Swimsafe and Water Skills for Life Sessions, lunchtime swimming, waterslide, Discovery, Food for Thought Nutrition Programme, Whanganui Fire Service visit (Firewise), Hockey and Tennis Sessions, Elgregoe the Magician (Anti-Bullying), Whanganui boys and girls gym club (Junior Team), Neke Neke – Jump Jam in conjunction with Pink T-Shirt Day. Gumboot day – mental health.</p> <p>Year 6 camp to YMCA Raukawa, Storytelling (Parent-Teacher), Central Football Skills Sessions, Sport Whanganui Activities, Whanganui Rugby Ripa and Rugby skills sessions, and a range of school sports events.</p> <p>In school events took place to celebrate our Mars Hill / Durie Hill School 150th Celebration. Classes took part in a variety of traditional games and activities. These included folk dancing, marbles, traditional games, sewing, and the intricate art of Hareke / flax weaving. It was great to see our students engaging with these activities with enthusiasm and curiosity and with support from our local community. Links made to our localised curriculum and Aotearoa New Zealand’s Histories Curriculum. A whole school Hangi, involving our parent and family community to share and celebrate this special event. In recognition of this event, we planted a Native Kauri Tree, a symbol of growth, resilience, and the enduring strength of our community.</p>	<p>providers to support our localised curriculum.</p> <p>Provided an authentic context to build on and develop our school connections with local community.</p>	<p>progressions model) and Mātaiaho (the learning strands) to strengthen how we notice, recognise, and respond to student learning.</p> <p>Develop and implement a Professional Growth Cycle. Unpack the Standards for the Teaching Profession and Quality Practices template. Develop a professional learning plan for all kaiako / teachers using an assessment for learning focus to build learner agency.</p> <p>Developing our localised curriculum further by seeking local knowledge and resources; link with community providers to increase the range of learning opportunities available moving into 2024.</p>
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<p>3 - YEAR STRATEGIC GOALS (2021 - 2024)</p>	<p>3. Foster a school culture enabling positive and confident learners.</p>		
<p>2023 ANNUAL GOALS AND ACTIONS</p>	<p>PB4L: Undertake PLD to extend our school’s PB4L initiative; Sustain and refine our school’s PB4L Tier 1 practice; Develop our PB4L Tier 2 training to include the development and consolidation of systems and practices: Classroom Problem-Solving, Check and Connect, Check-In/Check Out. Gather teacher feedback about student needs and behaviours, support for teachers in this area of teaching, and to gather their ideas to promote school spirit and unity for our learners and teachers. Gather student feedback with the goal to gather their views about activities and actions that may engage and enhance their play and activity, and for them to build and establish positive and productive relationships with their peers. Establish a school PTA or similar group to provide students and whanau with events to be more involved with in the school community.</p>		
<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>

<p>PB4L – TFI</p> <p>PB4L remained a priority for staff development. PB4L evaluation and planning in conjunction with our PB4L facilitator was undertaken.</p> <p>Follow our SENCo procedures and guidelines.</p> <p>Establish a School Parents Friends Support Group – this group consists of a core group referred to as Parent Friends Association and a further group for parent community are looking to help with fundraising events when available to help and support.</p>	<p>Making reference and following our school behaviour procedures and guidelines.</p> <p>Classroom teachers carried out PB4L Self-Assessment. Teachers self-assess actions that support expected behaviours. The self-assessment provides areas that maybe useful to look closer into with supporting resources. Consolidating our PB4L Tier tools, strategies and supporting documents into one supporting folder.</p> <p>Professional Learning and support was provided via external personnel and RTLB, for staff on a selective basis and in relation to students with additional needs.</p> <p>Ash Patea continued to support our school in Term 3 by working with our staff to develop staff proficiency in te reo and tikanga as well as working with our Ki Taii Student Leadership group.</p> <p>Parent Friend Support Group has been set up with the purpose to support the school with fundraising and events that aligns with our school priorities. Information shared via school newsletter and class dojo. A number of events happened such as Monday Sausage Sizzle Lunches, school disco’s and Family / Whanau Movie evenings.</p>	<p>To review PB4L at our school. To ensure our Tier 1 PB4L tools and strategies school wide are secure. And to evaluate where we are at with Tier 2.</p> <p>A tiered behaviour flowchart is used before reaching Tier 3 for support.</p> <p>Opportunity to restart a parent support group and to provide fundraising events to raise funds that align with school procedures.</p>	<p>Review our Curriculum and Achievement Plan (CaPP) in relation to the added behaviour component with reference to how we are implementing Tier 2 PB4L strategies into our plan. Use our TFI evaluation to inform 2024 PB4L Action Plan. Complete PB4L Induction Supporting Folder.</p> <p>Allocate meeting time to review class profiles.</p> <p>Grow tikanga practices across school. Inquire into Takitini Hauora Kahui Ako.</p> <p>Review our enrolment form to include a space for parents to choose if they would like to know more or be involved in our parent friends support group.</p> <p>Promote and extend effective relationships and engagement with our parent / whanau and wider community.</p>
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<p>3 - YEAR STRATEGIC GOALS (2021 - 2024)</p>	<p>4. Foster and support hauora and well-being.</p>		
<p>2023 ANNUAL GOALS AND ACTIONS</p>	<p>Foster effective relationships with school whānau and external personnel within the community – utilise support services and para-professionals to support school programmes, health and student well-being, and to support staff and school whanau.</p> <p>Undertake PLD for staff in ‘Pause Breathe Smile Programme’, with the aim to incorporate strategies into our practice, to support positive relationships, conflict resolution, and student and staff wellbeing.</p> <p>Re-establish our Peer Mediator programme to support children in our Junior Playground, and to support students across the school with conflict resolution.</p> <p>Share educational information with parents/caregivers/whānau to assist supporting their child/ren – to include topics of bullying and inclusion.</p> <p>Gather voice from learners/ākonga, whānau and staff on subjects of bullying and inclusion, and use that information to reduce these behaviours.</p> <p>Model, promote, and teach safe and healthy practices, including in relation to PB4L.</p> <p>Carry out the Keeping Ourselves Safe programme/lessons in all classes.</p> <p>Engage all students in a range of physical activities – include delivery by external providers, opportunities within local schools sporting networks, and use community resources to enhance our school sport and PE programme – utilise the school’s ‘Kiwisport’ fund to support this.</p> <p>Managing illness: continue to monitor and respond to illness, and manage according to government and Ministry of Health advice.</p> <p>Provide staff first-aid training through a Staff Only Day – Essential first-aid.</p>		

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>SENCO Tier 3 additional support / Agency Support.</p> <p>PLD for staff in 'Pause Breathe Smile Programme.</p> <p>Peer Mediator Programme</p> <p>Keeping Ourselves Safe</p> <p>First Aid Training</p>	<p>External support is well utilised and accessed to respond to children and families requiring support.</p> <p>PLD - four online training workshops provided to support as part of our staff meetings. The training covered wellbeing across all four dimensions of Te Whare Tapa Whā. Facilitators worked with our teaching team who then implemented the Pause Breathe Smile programme with their learners.</p> <p>Monitors are selected and trained as the school peer mediators. They are rostered on duty during interval and lunchtime. In this leadership role they support their peers in dealing with minor conflict without teacher intervention.</p> <p>In conjunction with our local Police Constable, the Keeping Ourselves Safe programme was carried out in class and with support from Constable Paul Millar. A parent workshop and staff PLD was held.</p> <p>All teaching staff including support staff participated in First Aid Training at the beginning of 2023 – Full day training.</p>	<p>Regular discussions / systems in place to support and monitor levels of behaviour using a Tier system.</p> <p>Used tools and strategies that would work well in classroom practice to support learning activities such as circle time.</p> <p>Programme used to support minor behaviours resolved positively.</p>	<p>Revising and making adjustments to our behaviour Tier flow chart.</p> <p>Continue to use tools and strategies from Pause, Breathe and Smile within PB4L and classroom programmes.</p> <p>Continue with our Mediator's programme. Set up Mediator training.</p> <p>Use Kia Kaha programme where students develop strategies for respectful relationships where bullying behaviours are not tolerated.</p> <p>Inquiring into Kia Kaha, a programme that enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated.</p>

3 - YEAR STRATEGIC GOALS (2021 - 2024)	5. Improve learner capability with the use of digital technologies and develop learner knowledge and understanding about digital technologies.		
2023 ANNUAL GOALS AND ACTIONS	<p>Purchase portable devices to replenish dated i-pads or chromebooks.</p> <p>Provide training for staff to support learning and teaching in relation to the Digital Technologies Curriculum.</p> <p>Update our school's curriculum information to reflect learning and teaching of the Digital Technologies Curriculum.</p>		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Engaged with Netsafe	Netsafe provided PLD at our staff meeting and an online recorded version of the parent session for our parent community: https://www.youtube.com/watch?v=LQ7o3lybCMY	Unfortunately, we did not have enough RSVP to the parent workshop but plan to hold a parent workshop in the second half of 2024.	<p>Netsafe Parent Workshop – Term 3 / Term 4 2024</p> <p>Make reference to Netsafe's new education website and in particular the updated education resources in Hector's</p>

<p>D/T - Online Safety</p>	<p>Staff PLD with Netsafe – In this session, we unpacked what a digital citizen is, how this relates to school values and culture, and the resources available to support learning opportunities for ākongā. We also explore how the learning can involve whānau, caregivers, and members of your school community.</p> <p>We explored:</p> <ul style="list-style-type: none"> Agreements to foster safe and effective classroom and home learning. Developing a learner profile on digital devices to support effective active use online. Strategies for ākongā to reduce, minimise, and respond to online harm. Leadership opportunities to develop and promote online safety for your ākongā. <p>PLD Staff Meeting – Online Safety – developing shared classroom expectations across the school.</p>	<p>More time and funds required to replace portable devices.</p>	<p>World Planning Pack. To use resources to support online safety in school. Self-assess using Netsafe Educators Framework – using a roadmap in developing a culture of online safety, Framework digital citizenship and wellbeing across learning.</p> <p>Budgeting for D/T replacement of digital devices.</p>
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Kiwi Sport Statement:

A range of physical activities were delivered with funding supported by the Kiwisport Fund allocation via our school’s MOE Operational Grant. Our full Kiwisport allocation of \$3,413.44 within Ministry of Education’s 2023 Operational Grant was expended by engaging students in Physical Activity Programmes, through resourcing of equipment for school-based and after-school-weekend sport activity, and to meet costs towards bus travel for wider inter-school sports events including the Tough Kids Event.

**DURIE HILL SCHOOL – STATEMENT OF VARIANCE
2023 CHARTER ACHIEVEMENT TARGETS
FEBRUARY 2023 TO DECEMBER 2023**

TARGET 1 – FOCUS LEARNERS

For our Focus learners in Years 3-6 assessed as not yet achieving at their expected level in Writing, we aim to progress their achievement in writing at a rate of one year or more.

WRITING STAGE	
Number of Focus learners in this group = 35 22 (tracked from June 2022) Number of additional Focus learners based on data from beginning of 2023 = 13	
Number of students not achieving at their expected level at the beginning of 2023 = 24 Number of students achieving at the expected level at the beginning of 2023 = 11 4 students in this target group left during 2023	From the remaining 33 in this group: 5 made accelerated progress (more than one year). Another 22 made progress equivalent to one year. 17 of the students in this target group are now achieving at their expected level. Number of Charter Target students not achieving at their expected level at December 2023 = 16

TARGET 2 – BETTER START LITERACY LEARNERS

For our learners in Year 1-2 who are involved in our school’s Better Start Literacy development, we aim to progress their achievement in reading at a rate of one year or more.

READING LEVEL	
Number of Year 1-2 learners in this Better Start Literacy group = 78 (start of 2023)	
Number of students not achieving at their expected level at the beginning of 2023 = 15	From the remaining 70 in this group: 1 made accelerated progress (more than one year). Another 21 made progress equivalent to one year. 59 of the students in this target group are now achieving at their expected level. Number of Charter Target students not achieving at their expected level at December 2023 = 11
Number of students achieving at the expected level at the beginning of 2023 = 46	
8 students in this target group left during 2023	

SCHOOL-WIDE REPORTING OF ACHIEVEMENT FOR ALL LEARNERS YET TO ACHIEVE AT THEIR EXPECTED LEVEL

For our learners at all Year Levels who were assessed as not yet at their expected level in Reading, Writing, and Numeracy, we will report on the numbers who have progressed at a rate of one year or more. Data will also be available by gender and by ethnicity (for our groups with a larger number of students).

READING LEVEL	WRITING STAGE	NUMERACY GLOBAL STAGE
<p>Number of learners not achieving at their expected level (end 2023) = 52</p> <p>7 students in this target group left during 2023</p>	<p>Number of learners not achieving at their expected level (end 2023) = 68</p> <p>5 students in this target group left during 2023</p>	<p>Number of learners not achieving at their expected level (end 2023) = 38</p> <p>4 students in this target group left during 2023</p>
<p>From the remaining 45 in this group:</p> <p>11 made accelerated progress (more than one year). Another 11 made progress equivalent to one year.</p> <p>13 of the students in this target group are now achieving at their expected level.</p> <p>Number of <i>Charter Target</i> students not achieving at their expected level at December 2022 = 32</p>	<p>From the remaining 63 in this group:</p> <p>9 made accelerated progress (more than one year). Another 31 made progress equivalent to one year.</p> <p>18 of the students in this target group are now achieving at their expected level.</p> <p>Number of <i>Charter Target</i> students not achieving at their expected level at December 2023 = 45</p>	<p>From the remaining 24 in this group:</p> <p>3 made accelerated progress (more than one year). Another 13 made progress equivalent to one year.</p> <p>10 of the students in this target group are now achieving at their expected level.</p> <p>Number of <i>Charter Target</i> students not achieving at their expected level at December 2023 = 24</p>

