



Te Kura o Melville

Melville Primary School

School Data Year on Year Overview - 2024

Students Achieving At/Above – record the number of students out of total number and converted to a percentage e.g. 2/13 = 15%

Reading						
Groups of Learners	End of 2022		End of 2023		End of 2024	
All	158/222	71%	148/238	62%	159/257	62%
NZ European	12/14	86%	16/22	73%	10/19	53%
Māori	108/160	68%	97/162	60%	107/176	61%
Pacifica	15/20	75%	13/23	57%	12/25	48%
Asian	13/13	100%	18/20	90%	21/23	91%
Other	9/14	64%	5/10	50%	10/14	71%
Boys	80/118	68%	71/119	60%	69/130	53%
Girls	78/104	75%	77/119	65%	127/127	71%

Reading Achievement Summary (2022–2024)

Trends:

- Overall school achievement in reading was highest in 2022 (71%), followed by 62% in both 2023 and 2024.
- Māori students (the largest group) showed strong results in 2022 (68%), but dropped to 60% and 61% over the next two years.

- Asian students consistently outperformed all groups, reaching up to 100% in 2022 and holding above 90% through 2024.
- Girls outperformed boys consistently (71% vs. 53% in 2024), indicating a gender gap.

Equity Observations:

- The drop after 2022 indicates that early success was not sustained, particularly for Māori and Pacific learners, who dipped under 50%.
- Gender equity remains an issue, with boys trailing girls by 18 percentage points in 2024.
- The school's ability to maintain Asian student outcomes while others declined suggests that differentiated support structures are effective for some but not all.

Excellence Focus:

- The excellence benchmark (70%+ achieving At/Above) was only met by girls (71%) and Asian learners (91%) in 2024.

Writing						
Groups of Learners	End of 2022		End of 2023		End of 2024	
All	102/222	46%	131/239	55%	131/257	51%
NZ European	7/14	50%	14/22	64%	6/19	32%
Māori	69/160	43%	77/163	47%	78/176	44%
Pacifica	7/20	35%	10/23	43%	8/25	32%
Asian	11/13	85%	16/20	80%	14/23	61%
Other	5/14	36%	5/9	56%	7/14	50%
Boys	49/118	42%	54/120	45%	57/130	44%
Girls	53/104	51%	77/119	47%	74/127	58%

Writing Achievement Summary (2022–2024)

Trends:

- Writing improved from 46% in 2022 to 55% in 2023, but dropped to 51% in 2024.
- Māori writing achievement remained static (43%, 47%, 44%), despite interventions.
- Gender disparity reversed in writing—girls significantly outperformed boys, reaching 58% in 2024 vs 44% for boys.
- Asian learners maintained the highest achievement: from 85% in 2022 to 61% in 2024, although a clear decline is visible.

Equity Observations:

- Pacific learners remained well below equity benchmarks (just 32% At/Above in 2024).
- While some ethnic disparities are narrowing, the overall gap between Māori/Pacific and NZ European/Asian remains significant.

Excellence Focus:

- Only Asian girls approached national writing excellence benchmarks.
- Broader excellence is elusive, and only a few subgroups demonstrate sustained growth.

Math						
Groups of Learners	End of 2022		End of 2023		End of 2024	
All	151/222	68%	151/236	64%	157/257	61%
NZ European	8/14	57%	17/21	81%	10/19	53%
Māori	103/160	64%	91/161	57%	106/176	60%
Pacifica	10/20	50%	8/23	35%	11/25	44%
Asian	13/13	100%	18/20	90%	15/23	65%
Other	8/14	57%	7/10	70%	10/14	71%
Boys	79/118	67%	74/118	63%	74/130	57%
Girls	72/104	69%	77/118	65%	83/127	65%

Math Achievement Summary (2022–2024)

Trends:

- Math declined gradually from 68% (2022) to 64% (2023) and 61% (2024).
- Māori learners dropped from 64% to 60%, while Pacific learners declined and remained low (44% in 2024).
- Girls slightly outperformed boys in 2024 (65% vs 57%), in contrast to the usual trend in STEM areas.

Equity Observations:

- The strongest gains were again among Asian learners (100%, 90%, 65%), suggesting highly effective learning conditions for this group.
- Other ethnicities such as NZ European and “Other” fluctuated but remained closer to parity in 2024.
- There is a consistent underperformance by Pacific learners, indicating ongoing systemic barriers.

Excellence Focus:

- Only in 2022 did the school reach above 65% in overall maths achievement; since then, the school has struggled to meet the excellence benchmark.
- The overall trend shows erosion of excellence alongside moderate equity gains in a few subgroups.

Melville Primary School: Curriculum Reform and Achievement Summary (2022–2024)

Framing Equity and Excellence in a Changing Curriculum Landscape

1. Overview

Between 2022 and 2024, Melville Primary School experienced significant pedagogical shifts driven by national curriculum reform and localised efforts to improve equity and excellence in learner outcomes. The school navigated three key curriculum eras: the final years of National Standards (legacy impact), a period of culturally responsive curriculum design (2017–2023), and a recent shift to structured, phonics-based literacy and prescriptive maths programmes (2023–2025).

2. Curriculum Reform Eras

Reform Era	Pedagogical Focus	Teacher Experience
2010–2017	National Standards, outcomes-focused	High compliance, limited flexibility, narrow data-driven focus
2017–2023	Localised, culturally responsive, identity-affirming	Empowered practice, but deep PLD needed for success
2023–2025	Structured, phonics-led, prescribed minimums	Mixed reception: clarity for some, loss of autonomy for others

3. Reading Achievement (2022–2024)

Year	At or Above	Below	Notes
2022	71%	29%	Peak performance after 4-year growth
2023	62%	38%	Notable decline begins
2024	62%	38%	No improvement; mid-year peak of 69% not sustained

- Gains from 2018–2022 (up from 54%) reflect successful implementation of identity-based and responsive pedagogy.
- 2023–2024 stagnation shows structured literacy alone did not overcome systemic barriers like low attendance (44% <85%), ELL challenges (15%), and access to wellbeing support (31%).

4. Writing Achievement (2022–2024)

Year	At or Above	Below	Notes
2022	46%	44%	Recovery phase begins
2023	57%	43%	Strongest year in writing outcomes
2024	51%	49%	Significant dip; urgent concern in Year 6 (95% Below/Well Below)

- Culturally responsive strategies like oral language support and structured phonics (*LLL*, *Heggerty*, *The Code*) yielded visible gains in 2023.
- Drop in 2024 suggests inconsistency in implementation and difficulty sustaining momentum across senior levels.

5. Mathematics Achievement (2022–2024)

Year	At or Above	Below	Notes
2022	68%	32%	Peak in maths performance
2023	65%	33%	Slight dip, stable progress
2024	61%	33%	Year-end decline; mid-year peak (71%) not sustained

- Success in 2022 and 2023 supported by hands-on programmes (e.g., *Contextual Math*) and teacher collaboration.
- In 2024, performance in Years 4–6 declined markedly. All students performing Below had at least one risk factor (low attendance, ELL status, or wellbeing need).

6. Equity and Excellence: Insights

- **Junior learners (Years 0–2)** consistently outperformed seniors, showing that early interventions are effective.
- **Persistent equity gaps** for Māori and Pacific boys across all subjects and years.
- **Asian and female learners** continue to exceed school-wide averages, reflecting targeted support success.
- **Key barriers** include attendance, socio-emotional needs, language acquisition, and consistency in practice.

7. Strategic Actions from AOV 2024 for 2025

- Implement *The Code* as a school-wide spelling programme.
 - Integrate *Writer's Toolbox*, structured writing, and rich oral language planning.
 - Strengthen home-school partnerships via whānau workshops.
 - Use data-informed teaching and rigorous reading moderation twice yearly.
 - Improve consistency in maths delivery with reduced interruptions and PLD alignment.
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8. Conclusion: Next Steps for 2025

Melville Primary School stands at a pivotal point: the challenge is to retain the culturally responsive, localised strengths of 2017–2023 while meeting the structured expectations of 2023–2025. Sustainable equity and excellence will require:

- Responsive curriculum blending structure with learner identity.
- Ongoing PLD in both structured teaching and culturally sustaining pedagogy.
- Attendance-focused strategies and interagency wellbeing support.

With focused leadership and a commitment to kaupapa-based education, the school is well-positioned to achieve equitable and excellent outcomes for all.

Curriculum Features That Best Support Melville Primary Students

Analysis of Reading, Writing, and Mathematics data from 2022–2024, alongside AOV findings, indicates that our students make the most consistent progress when the curriculum combines structured teaching with culturally responsive content. Specifically:

1. Culturally Responsive Curriculum Yields Stronger Engagement and Gains in Writing

- From 2020 to 2023, Writing achievement improved from 32% to 57% of students achieving At or Above.
- This growth aligned with schoolwide focus on oral language, atua-based planning, and whānau-informed learning contexts.
- In 2024, when these practices were de-emphasised in favour of more structured writing sequences, Writing achievement dropped to 51%.
- Year 6 results were particularly concerning: 95% of Year 6 students were Below or Well Below in Writing.

2. Structured Literacy Supports Reading—But Gains Plateau Without Contextual Integration

- Reading achievement peaked in 2022 at 71%, during a time when localised learning and phonics tools were both in use.
- By 2023 and 2024, Reading achievement held steady at 62%, despite full implementation of structured literacy (*The Code*, decodable texts).
- Students with low attendance (<85%), ELL needs (15%), or receiving wellbeing support (31%) made minimal progress, showing structured approaches need relational and contextual supports to be effective.

3. Mathematics Achievement Drops When Curriculum Is Disconnected from Practical Application

- Maths results declined from 68% (2022) to 61% (2024).
- Hands-on programmes like *Number Agents* helped raise achievement to 71% mid-2024, but gains weren't sustained due to timetable clashes and inconsistent implementation.
- Senior learners (Years 4–6) consistently underperformed, especially those with disrupted learning or ELL status.

4. Junior Classes (Years 0–2) Outperform Other Cohorts Across All Subjects

- In 2024, 70–80% of junior students achieved At or Above in Reading, Writing, and Maths.
- This suggests that consistent routines, oral language focus, and relational teaching are particularly effective in early years.

Summary Statement

Our school data shows that achievement is highest when structured literacy and maths programmes are embedded within culturally relevant, relationship-based teaching. Local curriculum, oral language, and identity-based content lifted Writing outcomes more than structure alone. In all areas, junior learners outperformed seniors, highlighting the importance of early intervention, attendance, and consistent pedagogy. A curriculum that is both clear in expectations and responsive to learner background best supports equitable and excellent outcomes at Melville Primary.