



## Analysis Report 2025

<b>School Name:</b>	Murrays Bay School	<b>School Number:</b>	1387
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<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <li>Implement a rich, authentic localised curriculum that ignites, innovates and connects all learning</li> </ul>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>Student progress and achievement.</li> </ul>
<b>Target:</b>	<ol style="list-style-type: none"> <li>Staff will have a clear understanding of the refreshed English and Maths learning areas</li> <li>A continued structured approach to Literacy to ensure there is a consistent, explicit, sequential teaching approach to reading, writing and oral language across the school. <ul style="list-style-type: none"> <li>- By the end of 2025, 80% of students will test in the 'Blue' or 'Green' zones for DIBELS.</li> </ul> </li> <li>A structured approach to Maths to ensure there is a consistent, explicit, sequential teaching approach to Maths.</li> <li>All learners will have a seamless, coherent, connected learning pathway that builds on their understanding, knowledge and skills.</li> <li>Through HERO, learning is visible, reported regularly, in real-time and clearly outlines progress.</li> </ol>
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>Structured Literacy - worked with Liz Kane Literacy for 2 years now (2023 and 2024) with some staff trained in using LLLL and The Code. Literacy leader is also an ASL with the Mid Bays Kāhui Ako and has been working as part of a steering group working on the changes to the English Curriculum/new scope and sequence and with Adrienne Kinder (Liz Kane Literacy).</li> <li>Structured Maths - Maths Leader is also an ASL with the Mid Bays Kāhui Ako and has been working as part of a steering group working on the changes to the Maths Curriculum/new scope and sequence.</li> <li>HERO has been used throughout 2024 based on school created scope and sequence for assessment and reporting</li> </ul>

Actions	Outcomes	Reasons for the variance	Evaluation
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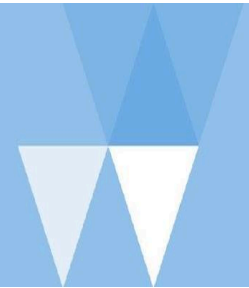
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<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<p>1.</p> <ul style="list-style-type: none"> <li>Unpacked refreshed English and Maths Curriculum</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>Teachers have consistent understanding of what has changed, what is in the new curriculum documents and have a sound knowledge of the new scope and sequences</li> <li>All teachers were teaching the refreshed curricula by the start of the year</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>SLT decision to prioritise this as in-school PLD during TODs and Staff Meetings, supported by the Literacy and Maths leaders and worked on at a pace not overwhelming for teachers</li> <li>Collaborative planning across teams meant that teachers could support each other and teaching across year levels was consistent.</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>With further curriculum changes becoming apparent in November 2025, we are starting 2026 in a similar position to ensure that teachers are aware of the changes and are including these in their 2026 planning and assessment.</li> </ul>
<p>2.</p> <ul style="list-style-type: none"> <li>Continued PLD for all teaching staff completed Structured Literacy PD (LLLL, The Code, MoE Structured Literacy)</li> <li>Introduced and implemented the Syntax Project across the school</li> <li>Refined Learning Support programmes to target Literacy.</li> <li>Continued to screen students using DIBELS</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>Structured literacy approach used across the whole school with focus on review, explicit teaching, checking for understanding, provision for Tier 1,2 and 3 students</li> <li>LLLL and The Code being used effectively..</li> <li>Teaching of Syntax Project across the whole school evident in planning and observation.</li> <li>Target literacy support groups/classes in all year</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>All teachers (including part time and specialist teachers) are trained and using the programmes, resources and pedagogy consistently and effectively.</li> <li>Expertise of Literacy Leader to introduce and monitor implementation of Syntax Project and its slide banks.</li> <li>Use of DIBELS data - at the end of the year 73% of Y1-6 students showed achievement in the 'Blue' and</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>SLT and Literacy Leader to monitor and sustain quality of teaching and learning, collaborative planning, assessment and progress in Reading, Writing, Oral Language.</li> <li>2026 whole school goal as part of PGC - To actively check for student understanding (individual and whole class) during explicit teaching and review, and</li> </ul>



	<p>levels supported by TA or SLT and based on DIBELS assessment. At the end of Term 1 2025, DIBELS data showed a significant need in the Year 6 cohort and intervention classes were created and run for two terms.</p>	<p>'Green' Zones for DIBELS. For learners who had attended MBPS for the whole of 2025, 75.2% were in the blue and green zones.</p>	<p>deliberately use this to inform student learning.'</p>
<p>3.</p> <ul style="list-style-type: none"> <li>Introduced Scope and Sequence, and Oxford Mathematics as a resource, to support the explicit teaching of the new Maths Curriculum.</li> <li>As part of the PGC, teachers set a goal based on the teaching of Maths based on the above.</li> <li>Ensured that the learning needs of GaTE and SEN students were met through teachers using Tier 1, 2 and 3 support during lessons, and IEPs where needed</li> </ul>	<p>3.</p> <ul style="list-style-type: none"> <li>Teachers are teaching the new Maths curriculum confidently using the Oxford pre and post tests, lesson plans and workbooks to support their explicit teaching, review and checking for understanding</li> <li>Through the PGC, regular (2-3 per Term) leadership check ins and observations were made to ensure classroom delivery and school pedagogy was being implemented effectively.</li> <li>Confidence of teachers planning for and Maths lessons increased hugely.</li> <li>Teaching of GATE students supplemented by No Nonsense Number resource</li> </ul>	<ul style="list-style-type: none"> <li>Expertise of Maths Leader to introduce and monitor implementation of scope and sequence and Oxford as a teaching resource</li> <li>Thorough and robust progress for PGC enabling professional discussions, coaching and accountability for improving student learning.</li> <li>Structured and supported approach including collaborative planning</li> <li>Year level content of Oxford resource too easy for GATE students and using year level higher would affect the next years teaching programme.</li> </ul>	<ul style="list-style-type: none"> <li>The November changes to the curriculum have meant that the Oxford resources do not align with the new scope and sequence - we are supporting teachers with teaching the changes and are using other resources to supplement the teaching of Maths</li> <li>Introduce the Maths Snapshots for whole school assessment - the changes to the curriculum slowed this as the resource is currently being updated.</li> </ul>



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<p>4.</p> <ul style="list-style-type: none"> <li>• SLT and Literacy Lead visited Schools in Melbourne using the science of learning pedagogy with Nathaniel Swain and Adrienne Kinder (Liz Kane Literacy)</li> <li>• Began our 'science of learning journey' in Term 2</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>• Board meeting and TOD to share findings with Board and show how the pedagogy supports our structured literacy teaching and can be applied across all learning areas</li> <li>• Strategies put in place to reduce cognitive load distractions and improve consistency eg class environment design, no interruptions during teaching time, design of slide decks to use during explicit teaching, timetable alignment</li> <li>• Science of Learning group formed including members of SLT for MBIS, RTLB and MBPS</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>• Board and SLT agreed this was a good direction for us to take.</li> <li>• SLT and Maths/Literacy leaders prioritised the strategies but allowed/supported staff to implement at their own pace</li> <li>• Other schools want to head down the same Science of Learning journey and working together will bring about consistency.</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>• Continue to pursue the science of learning journey we have started on by:             <ul style="list-style-type: none"> <li>- sustaining the learning behaviour curriculum and introducing playground behaviour expectations</li> <li>- develop the use of slide deck across the other learning areas</li> </ul> </li> </ul>
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<p>5.</p> <ul style="list-style-type: none"> <li>Worked alongside Hero to gain an understanding of how to use the Scope and Sequence progress descriptors to assess student progress and what reporting to parents would look like</li> </ul>	<p>5.</p> <ul style="list-style-type: none"> <li>Assessment fully integrated with Hero assessment to reflect the refreshed curriculum and report student progress to parents and the board</li> <li>Reporting to parents is continuous throughout the year via learning posts, access the the progress dials/goals while progress is reported via the progress graphs mid and end of year.</li> </ul>	<p>5.</p> <ul style="list-style-type: none"> <li>Regular staff meetings/workshops run by SLT to introduce the changes and expectations at an appropriate pace to avoid overwhelm.</li> <li>Timeline and expectations devised and shared with staff to ensure consistency around learning posts, how to interpret the dials, making informed teacher judgements and showing this on the progress graphs.</li> <li>Communication with parents to inform them of curriculum changes a</li> </ul>	<p>5.</p> <ul style="list-style-type: none"> <li>The November changes to the curriculum have meant that we have had to go back to unpacking the changes to the scope and sequences on hero, guide teachers in how to use 2025 data as a reference to ensure that gaps learning gaps are not left unfilled</li> <li>Use the MoE guidelines to ensure that 2026 reporting includes the common components.</li> <li>Keep abreast of updated requirements/mandates and address as appropriate.</li> </ul>
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## Planning for next year:

<p>1.</p> <ul style="list-style-type: none"> <li>Continue to support teaching staff with the teaching and assessment of the new English and Maths Curriculum</li> </ul>
<p>2.</p> <ul style="list-style-type: none"> <li>PD focus on writing part of English Curriculum</li> <li>Trial the SMART Tool</li> </ul>
<p>3.</p> <ul style="list-style-type: none"> <li>Introduce and implement the use of Maths Snapshots across the whole school</li> <li>Trial the SMART Tool</li> </ul>

4.
  - Continue collaborative planning across the school
  - Include whole school goal based on checking for understanding in PGC for teachers
  - Focus on Rosenshine's 10 principles of instruction..
5.
  - Use Ministry Guidelines to update reporting to parents and upskill staff on how this looks using Hero.

### Key to Abbreviations:

ESOL - English as Second Language Learners

CoL - Community of Learning

OTJ - Overall Teacher Judgement

TAI - Teaching as Inquiry

GATE - Gifted and Talented Learners

PLG - Professional Learning Group

RTLB - Resource Teacher of Learning and Behaviour

ILE - Innovative Learning Environment

SLT - Senior Leadership Team

BOT - Board of Trustees