

Analysis of Variance Whole School 2024

Area	Start of Year	Target	Outcome
Reading	Student Achievement based on Level 4 NZ Curriculum.	85% of students will achieve excellent or proficient	Excellent and proficient 74%
	Area of Strength		Developing 21%
	Excellent and proficient 74 %		Need Support 5%
	Area for Improvement Developing 21% Need Support 5%		Comment: A larger than normal group in Stanine 4 PAT. A continued focus area to encourage positive attitudes to reading. Boys over represented in the developing group. NB: 90 more boys than girls in total school roll

Mathematics	Student Achievement based on Level 4 NZ Curriculum. Area of Strength Excellent and proficient 69% Area for Improvement Developing 26% Need Support 5%	85% of students will achieve excellent or proficient	Excellent and proficient 74% Developing 21% Needs Support 5% Comment: Pleasing improvement. Continued school focus on basic facts and number knowledge. Fractions/decimals/percentages are still an area of weakness for developing students.
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Writing	Student Achievement based on Level 4 NZ Curriculum. Area of Strength Excellent and proficient 54% Area for Improvement Developing 40% Need Support 6%	75% of students will achieve excellent or proficient.	Excellent and Proficient 59% Developing 35% Need Support 6% Comment: From a low starting point, some pleasing progress. Boys over represented in the developing group. Structured literacy programmes for many in this group.
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Analysis of Variance Māori 2024

Area	Start of Year	Target	Outcome
Reading	Student Achievement based on NZ Curriculum.	85% of students will achieve excellent or proficient	Excellent and proficient 64%
	Area of Strength		Developing 30%
	Excellent and proficient 65%		Need Support 5%
	Area for Improvement Developing 29% Need Support 5%		Comment: A low starting point with a larger group in Stanine 4 PAT. Comprehension and independent reading were both areas of development for this group. Boys over represented in the developing group.

Mathematics	Student Achievement based on NZ Curriculum. Area of Strength Excellent and proficient 61% Area for Improvement Developing 33% Need Support 6%	85% of students will achieve excellent or proficient	Excellent and proficient 65% Developing 30% Need Support 5% Comment: A small improvement. Basic facts and times tables knowledge is still an area of weakness in the developing group. This was especially evident when students encountered fractional thinking.
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Writing	Student Achievement based on NZ Curriculum. Area of Strength Excellent and proficient 48% Area for Improvement Developing 45% Need Support 7%	75% of students will achieve excellent or proficient	Excellent and proficient 52% Developing 42% Need Support 6% Comment: A low entry point. Developing students with low surface features as well as spelling and editing skills. Boys are well over represented in the developing group. A continued curriculum focus area for 2025.
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BALMACEWEN
INTERMEDIATE

KIWISPORT FUNDING 2024

Kiwisport is a Government funded initiative to support student's participation in organised sports.

In 2024 the school received Kiwisport funding of \$7,296.76 excluding GST.

The funding was spent on sporting equipment and sports uniforms for Water Polo, Basketball, Golf, Volleyball, Cricket, Football, Futsal, Touch and Rugby.

Learning is forever

Te Tiriti o Waitangi

Balmacewen Intermediate gives effect to Te Tiriti o Waitangi in curriculum programmes through explicit planning of mātauranga Māori. Te Ao Māori concepts, tikanga and events are planned throughout the year to provide meaningful experiences for students. Examples of this include, local contexts for Aotearoa/New Zealand histories, school pepeha, kapa haka, mihi whakatau, whānau hui, mārae visits, waiata and haka. The school has a strong link with our local marae and mana whenua consultation.

All students encounter day to day use of te reo Māori in classrooms including greetings, commands and kupu relevant to current learning content. Students encounter in-depth tikanga Māori and te reo as part of the school kapa haka programme.

In 2024 Māori students achieving at or above the expected level in Reading was 64%. This compares to whole school achievement of 74%.

Māori students achieving at or above the expected level in Writing was 52%. This compares to whole school achievement of 58%.

Māori students achieving at or above the expected level in Mathematics was 65%. This compares to whole school achievement of 72%.

Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Balmacewen Intermediate School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This is our framework for providing a safe, inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Balmacewen Intermediate School promotes equal opportunities by adhering to all relevant school policies and procedures, particularly those relating to employment (e.g. appointments and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

EEO Guidelines

To help implement our EEO programme, we identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Balmacewen Intermediate staff.

Balmacewen Intermediate School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.