

Building the Best Learners

Waihangatia ngā Ākonga Tino Pai

Interim Report

This report is analysing the interim data of students.

This data shows how the children are progressing against the Curriculum Levels. It is not expected that children will be working ‘At’ hallway through the year but that they are on track to meet the standard. This means that children may be ‘below’ at this point but they still have six months of learning to be ‘At’.

At Lyall Bay School teachers collect a wide range of student achievement information. An annual overview specifies the assessment tools to be used and times to conduct the assessment activities. Some tools are used on a needs basis at other times of the year. The data collected is carefully analysed and allows us to evaluate the achievement level of students at Lyall Bay School. Assessment data is scrutinised in regard to the achievement of priority learners. We evaluate and report to the Board of Trustees on the achievement of Māori, Pasifika and Asian students specifically. We analyse data to compare the achievement of genders. Data collected at the end of the year before and the start of the year is used to identify groups requiring learning support. Teachers use this data formatively to set specific learning goals for students. Detailed achievement data allows progress to be evaluated following student participation in one or more of the wide range of support programmes offered at Lyall Bay School. Students may be identified as requiring remedial support or enrichment or extension.

As teachers continue to develop a shared understanding and become more competent at analysing formative data and making an Overall Teacher Judgement according to Curriculum Levels, the results of achievement become more robust.

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** | | | | | | |
| **Learning Areas: Reading** | | | | | | |
| **2016 -2018 Charter** | | | | | **Planned actions – 2018** | |
| All students will develop learning skills that will enable them to be successful in their lives, now and in the future  To increase the number of students working at or above the appropriate curriculum level for **Reading** | | | | | *Students learn, achieve and progress in the breadth and depth of NZC*  *Students participate and learn in caring, collaborative, inclusive learning communities*  *Students have effective, sufficient and equitable opportunities to learn*  *Student learning is supported and promoted by effective culturally responsive pedagogy*  Leadership  Senior leaders:   1. Seek and offer professional development opportunities – needs based 2. To promote teacher effectiveness – to identify, promote and build effective practice across school by way of identifying ‘expert’ teachers through observation, leadership capabilities and opportunities, and develop coaching and mentoring roles/programmes 3. Acting as lead teachers - to support teachers/syndicates through modelling, co-teaching, co-planning as required 4. Track and monitor: student progress over time; priority students – Māori, Pasifika, Asian 5. Identify individual student’s achievement and profile learning needs 6. Promote Ka Hikitia and Tataiko – strategies and cultural competencies 7. Plan and promote moderation practices across and within syndicates 8. School-wide data analysis meetings promoting and building internal evaluation effective practice to adapt teacher practice to the needs of target students/groups 9. Identify effective practice in reading programmes that promote student achievement in reading that can be transferred to other teaching other learning areas 10. Develop understanding of Learning Progressions Framework   Team leaders:   1. To promote, support and help conduct ‘data analysis meetings’ using effective internal evaluation practice 2. Support teachers to adapt practice, build pedagogical knowledge 3. To track and monitor student progress – update termly – syndicate targets 4. Review programmes in place for those at risk of not working 5. Offer teacher support and resourcing as required- To support teachers/syndicates through modelling, co-teaching, co-planning, 6. Feedback progress/teacher inquiry/monitoring discussions to senior leadership 7. Plan for monitoring and moderating practices in syndicates to build collaborative approach, practice, knowledge and skills in and across syndicates 8. Moderation meetings are set termly 9. Promote ‘professional learning conversations’ to identify effective practices among teachers to share and learn from colleagues 10. Build collaborative practice in and across syndicates 11. Collaborate to plan literacy programmes   English Curriculum Team   1. Data interpretation and analysis – school-wide implications 2. Promote approaches for teaching to the needs of Māori and Pasifika students 3. Promote effective literacy practice as outlined in LBS English Guidelines 4. Promote moderation and offer PD in support   School Wide   1. Staff PD meeting (within and across syndicates) – building teacher knowledge and effective teaching of Reading 2. Focus on target students – collaborate to identify and discuss designing programmes to support student progress and achievement 3. Professional development in Tataiako and Pasifika Education Plan for teaching to the needs of Māori and Pasifika students 4. Collaborate as professional learning communities promoting critical conversations to strengthen communities of practice 5. Share, feedback and build collective teacher efficacy   Syndicate Promoting PLC’s   1. Teachers/syndicates identify implications at syndicate level 2. Keep updated monitoring and tracking system of target students in syndicates 3. Design teaching programme/strategies and approaches to support target students 4. Record teacher actions in response to meeting needs of students through internal evaluation 5. Build, share and promote strategies to support Māori and Pasifika students 6. Share adaptive practice in response to student needs   Teachers:   1. Assessment for Learning practice – gather and use data to inform targeted teaching and learning programmes to cater to student needs 2. Profile students’ learning 3. Set realistic and achievement goals in collaboration with student and whānau 4. Practice Teaching as Inquiry   Monitor and track student’s learning according to school expectations | |
| **Mid Year Nat. Stds 2017** | | | | | **Mid Year Curriculum Level OTJ 2018** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Reading All students Years 1 - 8 | | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | Male | 12 | 7.2% | 65 | 39.2% | 77 | 46.4% | 12 | 7.2% | [166](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1227x1228x1232x1229x1274x1538x1237x1616x1244x1513x1246x1876x1723x1268x1266x1264x1261x1817x1276x1277x1281x1282x1573x1343x1824x1685x1285x1287x1289x1290x1369x1291x1293x1292x1458x1303x1306x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1340x1341x1345x1346x1350x1352x1353x1476x1635x1361x1358x1368x1367x1366x1722x1639x1392x1396x1397x1539x1620x1412x1410x1408x1403x1414x1421x1425x1424x1427x1428x1433x1432x1431x1492x1644x1717x1446x1449x1460x1471x1470x1473x1478x1479x1481x1484x1483x1488x1507x1506x1514x1857x1520x1725x1825x1687x1839x1534x1558x1822x1572x1571x1567x1823x1652x1576x1575x1579x1582x1581x1584x1793x1591x1647x1598x1603x1612x1608x1604x1625x1765x1679x1680x1682x1689x1693x1690x1694x1699x1705x1873x1710x1708x1706x1726x1759x1790x1791x1799x1798x1796x1810x1809x1812x1813x1815x1836x1835x1834x1832x1827x1845x1849x1850&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Female | 11 | 7.1% | 51 | 33.1% | 68 | 44.2% | 24 | 15.6% | [154](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1778x1226x1230x1235x1234x1838x1238x1239x1243x1247x1250x1267x1263x1262x1258x1541x1354x1732x1286x1294x1295x1379x1297x1746x1298x1305x1307x1553x1818x1532x1309x1313x1319x1339x1325x1548x1716x1578x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1360x1359x1357x1382x1375x1365x1364x1363x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1416x1430x1729x1434x1438x1615x1747x1442x1444x1445x1456x1686x1462x1465x1467x1474x1480x1485x1505x1504x1490x1487x1486x1511x1518x1519x1521x1525x1530x1531x1529x1544x1550x1821x1733x1569x1574x1583x1588x1589x1590x1592x1593x1594x1596x1808x1600x1599x1601x1670x1610x1605x1675x1677x1681x1684x1683x1701x1702x1704x1730x1711x1816x1788x1789x1802x1801x1800x1797x1795x1804x1811x1814x1837x1831x1830x1829x1828x1826x1841x1843x1844x1846x1848x1847&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Total | 23 | 7.2% | 116 | 36.3% | 145 | 45.3% | 36 | 11.3% | [320](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1778x1226x1227x1228x1232x1230x1229x1274x1538x1235x1234x1838x1237x1238x1616x1239x1244x1243x1513x1246x1247x1876x1250x1723x1268x1267x1266x1264x1263x1262x1261x1258x1817x1276x1541x1277x1354x1732x1281x1282x1573x1343x1824x1685x1285x1287x1286x1289x1290x1369x1291x1293x1292x1458x1294x1295x1379x1297x1746x1298x1305x1303x1307x1306x1553x1818x1532x1645x1767x1872x1309x1317x1314x1313x1319x1321x1339x1325x1497x1621x1328x1329x1548x1716x1578x1786x1334x1337x1338x1340x1341x1342x1344x1345x1495x1347x1346x1351x1350x1352x1353x1356x1646x1476x1635x1361x1360x1359x1358x1357x1382x1375x1368x1367x1366x1365x1364x1363x1386x1387x1388x1722x1389x1639x1392x1396x1397x1399x1539x1477x1401x1792x1620x1412x1411x1410x1408x1407x1405x1403x1414x1416x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1492x1615x1644x1747x1442x1717x1444x1445x1446x1449x1456x1460x1686x1462x1465x1467x1471x1470x1473x1474x1478x1479x1481x1480x1485x1484x1483x1505x1504x1490x1488x1487x1486x1507x1506x1511x1514x1857x1518x1519x1521x1520x1725x1525x1825x1687x1530x1531x1529x1839x1534x1544x1550x1558x1822x1821x1572x1733x1569x1571x1567x1823x1574x1652x1576x1575x1579x1583x1582x1581x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1596x1808x1598x1600x1599x1601x1603x1670x1612x1610x1608x1605x1604x1625x1765x1675x1677x1679x1680x1681x1684x1682x1683x1689x1693x1690x1694x1699x1701x1702x1704x1705x1873x1730x1711x1710x1708x1706x1726x1816x1759x1788x1789x1790x1791x1802x1801x1800x1799x1798x1797x1796x1795x1804x1810x1809x1811x1812x1813x1814x1815x1837x1836x1835x1834x1832x1831x1830x1829x1828x1827x1826x1841x1843x1844x1845x1846x1849x1850x1848x1847&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) | | Māori | Male | 2 | 7.1% | 11 | 39.3% | 14 | 50.0% | 1 | 3.6% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1232x1229x1274x1276x1281x1282x1573x1343x1872x1476x1361x1620x1427x1479x1484x1514x1725x1687x1571x1823x1652x1575x1647x1603x1625x1706x1827x1850&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Female | 2 | 7.7% | 11 | 42.3% | 10 | 38.5% | 3 | 11.5% | [26](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1354x1286x1313x1548x1337x1342x1364x1388x1411x1434x1615x1445x1486x1511x1588x1599x1670x1610x1816x1800x1811x1831x1829x1841x1847&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Total | 4 | 7.4% | 22 | 40.7% | 24 | 44.4% | 4 | 7.4% | [54](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1232x1229x1274x1276x1354x1281x1282x1573x1343x1286x1872x1313x1548x1337x1342x1476x1361x1364x1388x1620x1411x1427x1434x1615x1445x1479x1484x1486x1511x1514x1725x1687x1571x1823x1652x1575x1588x1647x1599x1603x1670x1610x1625x1706x1816x1800x1811x1831x1829x1827x1841x1850x1847&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) | | Pasifika | Male | 1 | 6.3% | 9 | 56.3% | 4 | 25.0% | 2 | 12.5% | [16](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1723x1268x1817x1287x1314x1497x1341x1350x1353x1717x1478x1857x1520x1584x1682x1815&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Female | 3 | 14.3% | 8 | 38.1% | 10 | 47.6% | 0 | 0% | [21](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1541x1295x1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1600x1601x1684x1789x1802x1814x1844&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Total | 4 | 10.8% | 17 | 45.9% | 14 | 37.8% | 2 | 5.4% | [37](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1723x1268x1817x1541x1287x1295x1746x1314x1319x1497x1716x1341x1350x1353x1359x1357x1717x1462x1467x1478x1480x1857x1520x1530x1544x1584x1808x1600x1601x1684x1682x1789x1802x1814x1815x1844&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) | | Asian | Male | 5 | 13.5% | 13 | 35.1% | 19 | 51.4% | 0 | 0% | [37](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1246x1876x1685x1289x1293x1645x1317x1621x1329x1639x1397x1412x1408x1424x1644x1446x1471x1481x1507x1839x1534x1822x1567x1576x1579x1612x1765x1680x1699x1873x1790x1796x1809x1835x1834x1832&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Female | 2 | 9.1% | 8 | 36.4% | 10 | 45.5% | 2 | 9.1% | [22](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1838x1247x1250x1379x1309x1339x1786x1495x1646x1399x1416x1456x1686x1474x1505x1504x1519x1821x1569x1583x1592x1677&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Total | 7 | 11.9% | 21 | 35.6% | 29 | 49.2% | 2 | 3.4% | [59](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1838x1246x1247x1876x1250x1685x1289x1293x1379x1645x1309x1317x1339x1621x1329x1786x1495x1646x1639x1397x1399x1412x1408x1416x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1839x1534x1822x1821x1569x1567x1576x1579x1583x1592x1612x1765x1677x1680x1699x1873x1790x1796x1809x1835x1834x1832&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) | | MELAA | Male | 0 | 0% | 1 | 9.1% | 8 | 72.7% | 2 | 18.2% | [11](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1228x1538x1513x1303x1767x1321x1346x1352x1539x1693x1791&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Female | 3 | 21.4% | 7 | 50.0% | 4 | 28.6% | 0 | 0% | [14](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1732x1347x1792x1490x1529x1733x1589x1683x1704x1730x1711x1788x1828&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Total | 3 | 12.0% | 8 | 32.0% | 12 | 48.0% | 2 | 8.0% | [25](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1228x1538x1513x1732x1303x1767x1321x1347x1346x1352x1539x1792x1490x1529x1733x1589x1683x1693x1704x1730x1711x1788x1791x1828&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) | | NZ/European | Male | 4 | 5.4% | 31 | 41.9% | 32 | 43.2% | 7 | 9.5% | [74](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1237x1616x1244x1266x1264x1261x1277x1824x1285x1290x1369x1291x1292x1458x1306x1328x1338x1340x1345x1635x1358x1368x1367x1366x1722x1392x1396x1410x1403x1414x1421x1425x1428x1433x1432x1431x1492x1449x1460x1470x1473x1483x1488x1506x1825x1558x1572x1582x1581x1793x1591x1598x1608x1604x1679x1689x1690x1694x1705x1710x1708x1726x1759x1799x1798x1810x1812x1813x1836x1845x1849&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Female | 1 | 1.4% | 17 | 23.9% | 34 | 47.9% | 19 | 26.8% | [71](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1230x1235x1238x1239x1243x1267x1263x1262x1258x1294x1297x1298x1305x1307x1553x1818x1532x1325x1578x1334x1344x1351x1356x1360x1382x1375x1365x1363x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1747x1442x1444x1465x1485x1487x1518x1521x1525x1531x1550x1574x1590x1593x1594x1596x1605x1675x1681x1701x1702x1801x1797x1795x1804x1837x1830x1826x1843x1846x1848&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) | | Total | 5 | 3.4% | 48 | 33.1% | 66 | 45.5% | 26 | 17.9% | [145](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1230x1235x1237x1238x1616x1239x1244x1243x1267x1266x1264x1263x1262x1261x1258x1277x1824x1285x1290x1369x1291x1292x1458x1294x1297x1298x1305x1307x1306x1553x1818x1532x1325x1328x1578x1334x1338x1340x1344x1345x1351x1356x1635x1360x1358x1382x1375x1368x1367x1366x1365x1363x1386x1387x1722x1389x1392x1396x1477x1401x1410x1407x1405x1403x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1492x1747x1442x1444x1449x1460x1465x1470x1473x1485x1483x1488x1487x1506x1518x1521x1525x1825x1531x1550x1558x1572x1574x1582x1581x1793x1591x1590x1593x1594x1596x1598x1608x1605x1604x1675x1679x1681x1689x1690x1694x1701x1702x1705x1710x1708x1726x1759x1801x1799x1798x1797x1795x1804x1810x1812x1813x1837x1836x1830x1826x1843x1845x1846x1849x1848&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) | | | | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Reading All students Years 1 - 8 | | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | Male | 4 | 1.9% | 77 | 36.7% | 116 | 55.2% | 13 | 6.2% | [210](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1341x1345x1346x1353x1934x1476x1366x1362x1361x1358x1368x1367x1722x1639x1397x1396x1539x1620x1410x1408x1412x1414x1421x1425x1424x1427x1428x1433x1432x1431x1644x1717x1446x1460x1471x1470x1473x1478x1479x1481x1488x1484x1483x1507x1506x1514x1520x1825x1839x1534x1535x1871x1561x1559x1558x1822x1562x1572x1571x1567x1823x1652x1579x1576x1575x1582x1584x1793x1591x1647x1598x1889x1612x1608x1604x1625x1627x1629x1631x1632x1634x1642x1654x1656x1657x1660x1659x1939x1662x1665x1672x1765x1718x1674x1679x1680x1682x1689x1693x1690x1694x1961x1698x1699x1873x1712x1710x1709x1708x1706x1735x1740x1741x1787x1742x1745x1744x1754x1757x1759x1761x1903x1764x1768x1932x1772x1771x1775x1774x1777x1782x1781x1783x1790x1791x1892x1799x1798x1796x1810x1809x1972x1812x1813x1815x1836x1834x1832x1827x1880x1845x1850x1852x1856x1862x1860x1865x1868x1874x1870x1875x1877x1879x1946x1882x1900x1897x1895x1901x1904x1906x1909x1910x1913x1917x1916x1918x1927x1919x1928x1926x1925x1924x1923x1922x1921x1920x1936x1940x1943x1942x1941x1948x1947x1952x1957x1964x1968&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Female | 6 | 3.2% | 44 | 23.8% | 108 | 58.4% | 27 | 14.6% | [185](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1305x1553x1532x1309x1319x1339x1325x1935x1548x1716x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1365x1364x1363x1360x1359x1357x1382x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1430x1729x1434x1438x1949x1615x1442x1444x1445x1456x1686x1462x1465x1467x1950x1474x1480x1505x1504x1490x1487x1486x1485x1511x1518x1519x1521x1525x1530x1531x1529x1820x1544x1550x1719x1556x1557x1821x1733x1569x1583x1588x1589x1590x1592x1593x1594x1885x1808x1601x1600x1599x1670x1610x1609x1605x1626x1933x1630x1633x1637x1640x1648x1958x1661x1713x1667x1666x1673x1675x1677x1681x1683x1701x1702x1704x1730x1711x1737x1739x1891x1960x1752x1751x1756x1755x1758x1763x1888x1776x1779x1785x1784x1788x1789x1795x1802x1801x1800x1797x1804x1931x1971x1811x1902x1814x1837x1830x1829x1828x1826x1841x1843x1844x1846x1848x1847x1851x1853x1938x1863x1864x1859x1866x1869x1878x1930x1881x1884x1883x1886x1890x1893x1899x1896x1894x1905x1907x1911x1912x1929x1937x1944x1956x1967x1970&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Total | 10 | 2.5% | 121 | 30.6% | 224 | 56.7% | 40 | 10.1% | [395](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1746x1305x1553x1532x1645x1767x1872x1317x1314x1309x1319x1321x1339x1325x1497x1621x1328x1329x1935x1548x1716x1786x1334x1337x1338x1341x1342x1344x1345x1495x1347x1346x1351x1353x1356x1646x1934x1476x1366x1365x1364x1363x1362x1361x1360x1359x1358x1357x1382x1368x1367x1386x1387x1388x1722x1389x1639x1397x1396x1399x1539x1477x1401x1792x1620x1411x1410x1408x1407x1405x1412x1414x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1949x1615x1644x1442x1717x1444x1445x1446x1456x1460x1686x1462x1465x1467x1950x1471x1470x1473x1474x1478x1479x1481x1480x1505x1504x1490x1488x1487x1486x1485x1484x1483x1507x1506x1511x1514x1518x1519x1521x1520x1525x1825x1530x1531x1529x1839x1534x1820x1535x1544x1550x1871x1719x1556x1561x1559x1558x1557x1822x1821x1562x1572x1733x1569x1571x1567x1823x1652x1579x1576x1575x1583x1582x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1885x1808x1598x1601x1600x1599x1889x1670x1612x1610x1609x1608x1605x1604x1625x1627x1626x1933x1629x1631x1630x1632x1633x1634x1637x1640x1642x1648x1654x1958x1656x1657x1660x1659x1939x1662x1661x1713x1667x1666x1665x1672x1765x1718x1673x1674x1675x1677x1679x1680x1681x1682x1683x1689x1693x1690x1694x1961x1698x1699x1701x1702x1704x1873x1730x1712x1711x1710x1709x1708x1706x1735x1737x1740x1739x1741x1787x1742x1745x1744x1891x1960x1754x1752x1751x1756x1755x1757x1758x1759x1763x1761x1903x1764x1888x1768x1932x1772x1771x1775x1774x1776x1777x1782x1781x1779x1783x1785x1784x1788x1789x1790x1791x1892x1795x1802x1801x1800x1799x1798x1797x1796x1804x1931x1810x1809x1971x1811x1902x1972x1812x1813x1814x1815x1837x1836x1834x1832x1830x1829x1828x1827x1826x1841x1843x1880x1844x1845x1846x1850x1848x1847x1851x1852x1853x1938x1856x1863x1864x1862x1860x1859x1865x1866x1868x1874x1870x1869x1875x1878x1877x1879x1930x1946x1881x1882x1884x1883x1886x1890x1893x1900x1899x1897x1896x1895x1894x1901x1904x1906x1905x1907x1909x1910x1911x1912x1913x1917x1916x1918x1927x1919x1929x1928x1926x1925x1924x1923x1922x1921x1920x1936x1937x1940x1943x1942x1941x1944x1948x1947x1952x1957x1956x1964x1967x1968x1970&sid=0&title=Reading&tid=50&yl=&rt=&yr=2018) | | Māori | Male | 2 | 4.7% | 17 | 39.5% | 23 | 53.5% | 1 | 2.3% | [43](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1872x1934x1476x1361x1620x1427x1479x1484x1514x1871x1571x1823x1652x1575x1647x1625x1642x1656x1672x1718x1961x1712x1706x1735x1740x1932x1781x1783x1827x1850x1856x1868x1870x1879x1900x1901x1917x1916x1925x1923x1921x1936x1952&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Female | 0 | 0% | 9 | 25.0% | 24 | 66.7% | 3 | 8.3% | [36](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1548x1337x1342x1364x1388x1411x1434x1949x1615x1445x1950x1486x1511x1719x1556x1588x1599x1670x1610x1626x1630x1648x1752x1758x1763x1779x1800x1811x1829x1841x1847x1938x1930x1893x1912x1967&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Total | 2 | 2.5% | 26 | 32.9% | 47 | 59.5% | 4 | 5.1% | [79](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1872x1548x1337x1342x1934x1476x1364x1361x1388x1620x1411x1427x1434x1949x1615x1445x1950x1479x1486x1484x1511x1514x1871x1719x1556x1571x1823x1652x1575x1588x1647x1599x1670x1610x1625x1626x1630x1642x1648x1656x1672x1718x1961x1712x1706x1735x1740x1752x1758x1763x1932x1781x1779x1783x1800x1811x1829x1827x1841x1850x1847x1938x1856x1868x1870x1879x1930x1893x1900x1901x1912x1917x1916x1925x1923x1921x1936x1952x1967&sid=0&title=Reading&tid=50&yl=&rt=&yr=2018) | | Pasifika | Male | 0 | 0% | 7 | 46.7% | 8 | 53.3% | 0 | 0% | [15](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1314x1497x1341x1353x1717x1478x1520x1561x1584x1665x1682x1771x1815x1927x1957&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 8.3% | 6 | 25.0% | 13 | 54.2% | 3 | 12.5% | [24](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1601x1600x1785x1789x1802x1814x1844x1853x1859x1886x1944x1956x1970&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Total | 2 | 5.1% | 13 | 33.3% | 21 | 53.8% | 3 | 7.7% | [39](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1314x1319x1497x1716x1341x1353x1359x1357x1717x1462x1467x1478x1480x1520x1530x1544x1561x1584x1808x1601x1600x1665x1682x1771x1785x1789x1802x1814x1815x1844x1853x1859x1886x1927x1944x1957x1956x1970&sid=0&title=Reading&tid=50&yl=&rt=&yr=2018) | | Asian | Male | 2 | 3.8% | 19 | 36.5% | 28 | 53.8% | 3 | 5.8% | [52](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1645x1317x1621x1329x1362x1639x1397x1408x1412x1424x1644x1446x1471x1481x1507x1839x1534x1822x1562x1567x1579x1576x1612x1627x1634x1654x1939x1662x1765x1680x1698x1699x1873x1709x1787x1761x1768x1777x1790x1796x1809x1972x1834x1832x1880x1874x1946x1906x1928x1926x1922x1948&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 6.1% | 8 | 24.2% | 20 | 60.6% | 3 | 9.1% | [33](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1309x1339x1935x1786x1495x1646x1399x1456x1686x1474x1505x1504x1519x1557x1821x1569x1583x1592x1885x1933x1633x1958x1677x1891x1756x1755x1851x1866x1881x1890x1899x1905x1929&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Total | 4 | 4.7% | 27 | 31.8% | 48 | 56.5% | 6 | 7.1% | [85](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1645x1317x1309x1339x1621x1329x1935x1786x1495x1646x1362x1639x1397x1399x1408x1412x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1839x1534x1557x1822x1821x1562x1569x1567x1579x1576x1583x1592x1885x1612x1627x1933x1633x1634x1654x1958x1939x1662x1765x1677x1680x1698x1699x1873x1709x1787x1891x1756x1755x1761x1768x1777x1790x1796x1809x1972x1834x1832x1880x1851x1866x1874x1946x1881x1890x1899x1906x1905x1929x1928x1926x1922x1948&sid=0&title=Reading&tid=50&yl=&rt=&yr=2018) | | MELAA | Male | 0 | 0% | 2 | 18.2% | 5 | 45.5% | 4 | 36.4% | [11](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1767x1321x1346x1539x1889x1693x1744x1791x1862x1875x1882&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Female | 1 | 5.9% | 7 | 41.2% | 8 | 47.1% | 1 | 5.9% | [17](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1347x1792x1490x1529x1733x1589x1683x1704x1730x1711x1888x1788x1931x1828x1869x1878x1883&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Total | 1 | 3.6% | 9 | 32.1% | 13 | 46.4% | 5 | 17.9% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1767x1321x1347x1346x1539x1792x1490x1529x1733x1589x1889x1683x1693x1704x1730x1711x1744x1888x1788x1791x1931x1828x1862x1869x1875x1878x1882x1883&sid=0&title=Reading&tid=50&yl=&rt=&yr=2018) | | NZ/European | Male | 0 | 0% | 32 | 36.0% | 52 | 58.4% | 5 | 5.6% | [89](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1328x1338x1345x1366x1358x1368x1367x1722x1396x1410x1414x1421x1425x1428x1433x1432x1431x1460x1470x1473x1488x1483x1506x1825x1535x1559x1558x1572x1582x1793x1591x1598x1608x1604x1629x1631x1632x1657x1660x1659x1674x1679x1689x1690x1694x1710x1708x1741x1742x1745x1754x1757x1759x1903x1764x1772x1775x1774x1782x1892x1799x1798x1810x1812x1813x1836x1845x1852x1860x1865x1877x1897x1895x1904x1909x1910x1913x1918x1919x1924x1920x1940x1943x1942x1941x1947x1964x1968&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Female | 1 | 1.3% | 14 | 18.7% | 43 | 57.3% | 17 | 22.7% | [75](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1305x1553x1532x1325x1334x1344x1351x1356x1365x1363x1360x1382x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1442x1444x1465x1487x1485x1518x1521x1525x1531x1820x1550x1590x1593x1594x1609x1605x1637x1640x1661x1713x1667x1666x1673x1675x1681x1701x1702x1737x1739x1960x1751x1776x1784x1795x1801x1797x1804x1971x1902x1837x1830x1826x1843x1846x1848x1863x1864x1884x1896x1894x1907x1911x1937&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2018) | | Total | 1 | 0.6% | 46 | 28.0% | 95 | 57.9% | 22 | 13.4% | [164](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1305x1553x1532x1325x1328x1334x1338x1344x1345x1351x1356x1366x1365x1363x1360x1358x1382x1368x1367x1386x1387x1722x1389x1396x1477x1401x1410x1407x1405x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1442x1444x1460x1465x1470x1473x1488x1487x1485x1483x1506x1518x1521x1525x1825x1531x1820x1535x1550x1559x1558x1572x1582x1793x1591x1590x1593x1594x1598x1609x1608x1605x1604x1629x1631x1632x1637x1640x1657x1660x1659x1661x1713x1667x1666x1673x1674x1675x1679x1681x1689x1690x1694x1701x1702x1710x1708x1737x1739x1741x1742x1745x1960x1754x1751x1757x1759x1903x1764x1772x1775x1774x1776x1782x1784x1892x1795x1801x1799x1798x1797x1804x1810x1971x1902x1812x1813x1837x1836x1830x1826x1843x1845x1846x1848x1852x1863x1864x1860x1865x1877x1884x1897x1896x1895x1894x1904x1907x1909x1910x1911x1913x1918x1919x1924x1920x1937x1940x1943x1942x1941x1947x1964x1968&sid=0&title=Reading&tid=50&yl=&rt=&yr=2018) | | |
|  | | | | | | |
| **Junior Syndicate Action Plans 2018** | | | **Middle Syndicate Action Plans 2018** | | | **Senior Syndicate Action Plans 2018** |
| Target: To increase the number of students working at or above the appropriate curriculum level 1 in Reading  **Year 1:**  Total below: 5(8%)  Māori = 1 1xboy  Asian = 1 (0.1%) 1xboy  Other = 3 (5%) 2xboys , 1xgirl  Gender = 4 (6%) boys, 1 (1%) girls  No Well Below  **Year 2:**  Total Below: 35 (51%)  Māori = 8 (11%) 1xboy, 7x girls  Pasifika = 2 (3%) 1xboy, 1xgirl  Asian = 4 (6%) 3xboys, 1x girl  Other = 20 (30%) 14xboys, 6xgirls  Gender = 19 (27%) boys, 17 (26%) girls  Total Well Below: 1 (0.1%)  Other = 1  Gender = 1 boy | | | Target: To increase the number of students working at or above the appropriate curriculum level in Reading  **Year 3:**  Total below = 16 (30%)  Māori = 5/8  Asian = 3/11  Other = 7/32  Gender = 9 boys, 6 girls  Total well below = 1 (1.9%)  Asian = 1/11  **Year 4:**  Total below = 14 (21%)  Māori = 3/18  Pasifika = 2/5  Other = 7/28  Gender = 6 boys, 6 girls  Total well below = 5 (7.7%)  Māori = 1/18  Pasifika = 1/5  Asian = 2/14  Other = 3/28  Gender = 2 boys, 5 girls | | | Target: To increase the number of students working at or above the appropriate curriculum level in Reading.  **Year 5:**  Total below = 3 (5%)  Pasifika = 1/7  Asian = 2/16  Gender = 2 boys, 1 girls  Total well below = 3 (5%)  Asian = 1/16  Other = 2/27  Gender = 2 boys, 1 girl  **Year 6:**  Total below = 8 (10%)  Asian = 2/15  Other = 6/43  Gender = 6 boys, 6 girls  Total well below = 2 (3%)  Pasifika = 1/9  Asian = 1/15  Gender = 0 boys, 2 girls |
| Build close relationships with whānau  Consistent monitoring and tracking  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in porgrammes  Tuakana – Teina for increased reading mileage  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Reading integrated with Inquiry Learning  Early words programme to be for all target learners | | | Build close relationships with whānau  Consistent monitoring and tracking  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in porgrammes  Tuakana – Teina for increased reading mileage  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Reading integrated with Inquiry Learning | | | Build close relationships with whānau  Consistent monitoring and tracking  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in porgrammes  Tuakana – Teina for increased reading mileage  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Reading integrated with Inquiry Learning |
| **Key Outcomes** | | | | | **2018 Implications** | |
| Over half students ‘At’ or ‘Above’ at interim -10% more than 2017  Yr 2 - 27.3% ‘At and Above’  Yr 3 - 68% At and Above’  Yr 4 – 78.1% At and Above’  Yr 5 – 78.7% At and Above’ (no Yr 5 WB’)  Yr 6 – 88% At and Above’  There has been accelerated progress for: 15 Yr 1-2 with 14 moving from ‘B’ to ‘At’ and 14 on track to be ‘At’  13 Yr 3-4 with 1 moving from ‘WB’ to ‘B’, 2 from ‘WB to ‘At’, 10 moving from ‘B’ to ‘At’ and 1 on track  7 Yr 5-6 with 2 moving from ‘WB’ to ‘B’, 5 moving from ‘B’ to ‘At’, and 3 on track  Of the children who are ‘WB’ 11 are ELL, two receive support from outside agencies  NZ European are working better in reading than other ethnic groups. | | | | | Early targeting and monitoring is required to ensure closing of gaps early – investigation of students needs and abilities required  **Implications to literacy teaching practice**  identify effective pedagogy in literacy supporting building practice that correlates reading and writing  Teachers share adaptive practice that has had impact.  Continue with RR  Continue Early Words Programme  Male Students:   * Read texts that connect with students – humour, male authors, interest topics, exploring different text types to capture their ideas * Integrate reading with Inquiry for purpose * Wider access to personal choice   Māori students:   * Revisit Tātaiako principles at whole staff and syndicate meetings <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0> * Read texts that connect with students * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori * Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/>   Pasifika students:   * Read texts that connect with students * Use ideas from Tātaiako * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika * <https://link.springer.com/referenceworkentry/10.1007%2F978-981-10-1839-8_14-1> * <https://www.educationcounts.govt.nz/topics/BES/developing-mathematical-inquiry/01-developing-mathematical-inquiry-communities>   Asian students:   * Read texts that connect with students * In class programmes are tailored to support needs of ELL students * ELL programmes focus on literacy * ELL programmes linked with class Inquiry to support vocabulary front loading | |
| **Gender**:  Males: all ‘WB’ are Yr 1-4  3/4 are ELL and/or Special Needs  Higher % of males ‘B” than females  Female: Slightly higher % females ‘‘WB”’ than males.  Spread of ‘‘WB”’ across year groups  5/6 of ‘WB” are ELL and/or Special Needs  Similar numbers or male and female ‘at’.  More than double the number of females working ‘above’ than males. Spread across Year levels and ethnicities. | **Māori**: (79) 64.6% ‘at’ and ‘above’  Closely tracking with whole school achievement  All Yr 6 ‘At and Above’  Higher % Māori females ‘At’ than any other ethnicity.  All Yr 5-6 working ‘At’ or Ab’  No females ‘WB’  No Yr 3 ‘WB  No Yr 6 Boys ‘WB’  92% of those ‘B’ are Yr 1-3  Slightly higher % of Māori represented in underachievement as % NZ European | **Pasifika**: (39) 61% ‘at’ and ‘above’ – almost 20% higher than 2017  Less than half of Pasifika males are ‘WB’ and ‘B’ 2017 more than half were working here.  No males ‘WB’  No Yr 3 ‘WB’  61% of those ‘B’ are Yr 1-3  Slightly higher % of Pasifika represented in underachievement as % NZ European | | **Asian:** (85) 63.6% ‘at’ and ‘ab’,  Similar % Asian represented ‘B’ as whole school but larger % ‘‘WB”’ than other ethnicities.  This trend is the same as the past three years. All are ELL and some are also Special Needs.  All ‘WB’ and ‘B’ except three are ELL and work closely with ELL teachers  66% of ‘B’ students are Yr 1-3  More males are working ‘B” than females  In comparison with NZ Euro there is a similar % ‘B” and ‘At’ but less % ‘Ab’ and higher % ‘WB’ |

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** | | | | | | |
| **Learning Areas: Writing** | | | | | | |
| **2016 -2018 Charter** | | | | | **Planned actions - 2018** | |
| All students will develop learning skills that will enable them to be successful in their lives, now and in the future  To increase the number of students working at or above the appropriate curriculum level for **Writing** | | | | | *Students learn, achieve and progress in the breadth and depth of NZC*  *Students participate and learn in caring, collaborative, inclusive learning communities*  *Students have effective, sufficient and equitable opportunities to learn*  *Student learning is supported and promoted by effective culturally responsive pedagogy*  Leadership  Senior leaders:   1. Seek and offer professional development opportunities – needs based 2. To promote teacher effectiveness – to identify, promote and build effective practice across school by way of identifying ‘expert’ teachers through observation, leadership capabilities and opportunities, and develop coaching and mentoring roles/programmes 3. Acting as lead teachers - to support teachers/syndicates through modelling, co-teaching, co-planning as required 4. Track and monitor: student progress over time; priority students – Māori, Pasifika, Asian 5. Identify individual student’s achievement and profile learning needs 6. Promote Ka Hikitia and Tataiko – strategies and cultural competencies 7. Plan and promote moderation practices across and within syndicates 8. School-wide data analysis meetings promoting and building internal evaluation effective practice to adapt teacher practice to the needs of target students/groups 9. Identify effective practice in writing programmes that promote student achievement in writing that can be transferred to other teaching other learning areas 10. Develop understanding of Learning Progressions Framework   Team leaders:   1. To promote, support and help conduct ‘data analysis meetings’ using effective internal evaluation practice 2. Support teachers to adapt practice, build pedagogical knowledge 3. To track and monitor student progress – update termly – syndicate targets 4. Review programmes in place for those at risk of not working 5. Offer teacher support and resourcing as required- To support teachers/syndicates through modelling, co-teaching, co-planning, 6. Feedback progress/teacher inquiry/monitoring discussions to senior leadership 7. Plan for monitoring and moderating practices in syndicates to build collaborative approach, practice, knowledge and skills in and across syndicates 8. Moderation meetings are set termly 9. Promote ‘professional learning conversations’ to identify effective practices among teachers to share and learn from colleagues 10. Build collaborative practice in and across syndicates 11. Collaborate to plan literacy programmes   English Curriculum Team   1. Data interpretation and analysis – school-wide implications 2. Promote approaches for teaching to the needs of Māori and Pasifika students 3. Promote effective literacy practice as outlined in LBS English Guidelines 4. Promote moderation and offer PD in support   School Wide   1. Staff PD meeting (within and across syndicates) – building teacher knowledge and effective teaching of Reading 2. Focus on target students – collaborate to identify and discuss designing programmes to support student progress and achievement 3. Professional development in Tataiako and Pasifika Education Plan for teaching to the needs of Māori and Pasifika students 4. Collaborate as professional learning communities promoting critical conversations to strengthen communities of practice 5. Share, feedback and build collective teacher efficacy   Syndicate Promoting PLC’s   1. Teachers/syndicates identify implications at syndicate level 2. Keep updated monitoring and tracking system of target students in syndicates 3. Design teaching programme/strategies and approaches to support target students 4. Record teacher actions in response to meeting needs of students through internal evaluation 5. Build, share and promote strategies to support Māori and Pasifika students 6. Share adaptive practice in response to student needs   Teachers:   1. Assessment for Learning practice – gather and use data to inform targeted teaching and learning programmes to cater to student needs 2. Profile students’ learning 3. Set realistic and achievement goals in collaboration with student and whānau 4. Practice Teaching as Inquiry   Monitor and track student’s learning according to school expectations | |
| **Junior Syndicate Action Plans 2018** | | | **Middle Syndicate Action Plans 2018** | | | **Senior Syndicate Action Plans 2018** |
| Target: To increase the number of students working at or above the appropriate curriculum level 1 in Writing  **Year 1:**  Total below = 12 (17%)  Māori = 1/13  Pasifika = 2/4  Asian = 2/10  Other = 8/ 27  Gender = 5 boys, 7 girls  No Well Below  **Year 2:**  Total below: 31 (45%)  Māori = 6/13  Pasifika = 3/7  Asian = 6/11  Other = 18/26  Gender = 18 boys, 15 girls  No Well Below | | | Target: To increase the number of students working at or above the appropriate curriculum level in Writing  **Year 3:**  Total below = 26 (49%)  Māori = 7/8  Asian = 5/11  Other = 14/32  Gender = 16 boys, 10 girls  Total well below = 2 (3.8%)  Asian = 2/11  **Year 4:**  Total below = 26 (40%)  Māori = 7/18  Pasifika = 2/5  Asian = 5/14  Other = 12/28  Gender = 18 boys, 8 girls  Total well below = 5 (7.7%)  Māori = 1/18  Pasifika = 1/5  Asian = 2/14  Other = 3/28  Gender = 2 boys, 5 girls | | | Target: To increase the number of students working at or above the appropriate curriculum level in Writing.  **Year 5:**  Total below = 13 (22%)  Māori = 2/9  Pasifika = 2/7  Asian = 7/16  Other = 2/27  Gender = 8 boys, 5 girls  Total well below = 2 (3%)  Other = 2/27  Gender = 1 boy, 1 girl  **Year 6:**  Total below = 19 (24%)  Māori = 2/11  Pasifika = 4/9  Asian = 4/15  Other = 9/43  Gender = 14 boys, 5 girls  Total well below = 4 (5%)  Pasifika = 1/9  Asian = 1/15  Other = 2/43  Gender = 2 boys, 2 girls |
| Build close relationships with whānau  Consistent monitoring and tracking  Culturally responsive programmes developed  Focus on vocab and punctuation based on eastle data  Phonics programme across all classes  Review spelling programme  Clicker7 for specific needs  Focussed ELL support  Student voice evident in programmes  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Writing integrated with Inquiry Learning | | | Build close relationships with whānau  Consistent monitoring and tracking  Culturally responsive programmes developed  Sharing of adaptive practice  Review spelling programme  Clicker7 for specific needs  Focussed ELL support  Student voice evident in programmes  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Writing integrated with Inquiry Learning | | | Review target student data to ensure needs are being met  Consistent monitoring and tracking  Culturally responsive programmes developed  Sharing of adaptive practice  Review spelling programme  Clicker7 for specific needs  Focussed ELL support  Student voice evident in programmes  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Writing integrated with Inquiry Learning |
| **Mid Year Nat. Stds 2017** | | | | | **Mid Year Curriculum Level OTJ 2018** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Writing All students Years 1 - 8 | | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | Male | 16 | 9.6% | 91 | 54.8% | 56 | 33.7% | 3 | 1.8% | [166](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1227x1228x1232x1229x1274x1538x1237x1616x1244x1513x1246x1876x1723x1268x1266x1264x1261x1817x1276x1277x1281x1282x1573x1343x1824x1685x1285x1287x1289x1290x1369x1291x1293x1292x1458x1303x1306x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1340x1341x1345x1346x1350x1352x1353x1476x1635x1361x1358x1368x1367x1366x1722x1639x1392x1396x1397x1539x1620x1412x1410x1408x1403x1414x1421x1425x1424x1427x1428x1433x1432x1431x1492x1644x1717x1446x1449x1460x1471x1470x1473x1478x1479x1481x1484x1483x1488x1507x1506x1514x1857x1520x1725x1825x1687x1839x1534x1558x1822x1572x1571x1567x1823x1652x1576x1575x1579x1582x1581x1584x1793x1591x1647x1598x1603x1612x1608x1604x1625x1765x1679x1680x1682x1689x1693x1690x1694x1699x1705x1873x1710x1708x1706x1726x1759x1790x1791x1799x1798x1796x1810x1809x1812x1813x1815x1836x1835x1834x1832x1827x1845x1849x1850&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Female | 12 | 7.8% | 70 | 45.5% | 64 | 41.6% | 8 | 5.2% | [154](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1778x1226x1230x1235x1234x1838x1238x1239x1243x1247x1250x1267x1263x1262x1258x1541x1354x1732x1286x1294x1295x1379x1297x1746x1298x1305x1307x1553x1818x1532x1309x1313x1319x1339x1325x1548x1716x1578x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1360x1359x1357x1382x1375x1365x1364x1363x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1416x1430x1729x1434x1438x1615x1747x1442x1444x1445x1456x1686x1462x1465x1467x1474x1480x1485x1505x1504x1490x1487x1486x1511x1518x1519x1521x1525x1530x1531x1529x1544x1550x1821x1733x1569x1574x1583x1588x1589x1590x1592x1593x1594x1596x1808x1600x1599x1601x1670x1610x1605x1675x1677x1681x1684x1683x1701x1702x1704x1730x1711x1816x1788x1789x1802x1801x1800x1797x1795x1804x1811x1814x1837x1831x1830x1829x1828x1826x1841x1843x1844x1846x1848x1847&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Total | 28 | 8.8% | 161 | 50.3% | 120 | 37.5% | 11 | 3.4% | [320](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1778x1226x1227x1228x1232x1230x1229x1274x1538x1235x1234x1838x1237x1238x1616x1239x1244x1243x1513x1246x1247x1876x1250x1723x1268x1267x1266x1264x1263x1262x1261x1258x1817x1276x1541x1277x1354x1732x1281x1282x1573x1343x1824x1685x1285x1287x1286x1289x1290x1369x1291x1293x1292x1458x1294x1295x1379x1297x1746x1298x1305x1303x1307x1306x1553x1818x1532x1645x1767x1872x1309x1317x1314x1313x1319x1321x1339x1325x1497x1621x1328x1329x1548x1716x1578x1786x1334x1337x1338x1340x1341x1342x1344x1345x1495x1347x1346x1351x1350x1352x1353x1356x1646x1476x1635x1361x1360x1359x1358x1357x1382x1375x1368x1367x1366x1365x1364x1363x1386x1387x1388x1722x1389x1639x1392x1396x1397x1399x1539x1477x1401x1792x1620x1412x1411x1410x1408x1407x1405x1403x1414x1416x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1492x1615x1644x1747x1442x1717x1444x1445x1446x1449x1456x1460x1686x1462x1465x1467x1471x1470x1473x1474x1478x1479x1481x1480x1485x1484x1483x1505x1504x1490x1488x1487x1486x1507x1506x1511x1514x1857x1518x1519x1521x1520x1725x1525x1825x1687x1530x1531x1529x1839x1534x1544x1550x1558x1822x1821x1572x1733x1569x1571x1567x1823x1574x1652x1576x1575x1579x1583x1582x1581x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1596x1808x1598x1600x1599x1601x1603x1670x1612x1610x1608x1605x1604x1625x1765x1675x1677x1679x1680x1681x1684x1682x1683x1689x1693x1690x1694x1699x1701x1702x1704x1705x1873x1730x1711x1710x1708x1706x1726x1816x1759x1788x1789x1790x1791x1802x1801x1800x1799x1798x1797x1796x1795x1804x1810x1809x1811x1812x1813x1814x1815x1837x1836x1835x1834x1832x1831x1830x1829x1828x1827x1826x1841x1843x1844x1845x1846x1849x1850x1848x1847&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) | | Māori | Male | 3 | 10.7% | 14 | 50.0% | 10 | 35.7% | 1 | 3.6% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1232x1229x1274x1276x1281x1282x1573x1343x1872x1476x1361x1620x1427x1479x1484x1514x1725x1687x1571x1823x1652x1575x1647x1603x1625x1706x1827x1850&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Female | 2 | 7.7% | 18 | 69.2% | 6 | 23.1% | 0 | 0% | [26](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1354x1286x1313x1548x1337x1342x1364x1388x1411x1434x1615x1445x1486x1511x1588x1599x1670x1610x1816x1800x1811x1831x1829x1841x1847&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Total | 5 | 9.3% | 32 | 59.3% | 16 | 29.6% | 1 | 1.9% | [54](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1232x1229x1274x1276x1354x1281x1282x1573x1343x1286x1872x1313x1548x1337x1342x1476x1361x1364x1388x1620x1411x1427x1434x1615x1445x1479x1484x1486x1511x1514x1725x1687x1571x1823x1652x1575x1588x1647x1599x1603x1670x1610x1625x1706x1816x1800x1811x1831x1829x1827x1841x1850x1847&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) | | Pasifika | Male | 1 | 6.3% | 10 | 62.5% | 5 | 31.3% | 0 | 0% | [16](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1723x1268x1817x1287x1314x1497x1341x1350x1353x1717x1478x1857x1520x1584x1682x1815&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Female | 2 | 9.5% | 11 | 52.4% | 8 | 38.1% | 0 | 0% | [21](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1541x1295x1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1600x1601x1684x1789x1802x1814x1844&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Total | 3 | 8.1% | 21 | 56.8% | 13 | 35.1% | 0 | 0% | [37](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1723x1268x1817x1541x1287x1295x1746x1314x1319x1497x1716x1341x1350x1353x1359x1357x1717x1462x1467x1478x1480x1857x1520x1530x1544x1584x1808x1600x1601x1684x1682x1789x1802x1814x1815x1844&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) | | Asian | Male | 5 | 13.5% | 21 | 56.8% | 11 | 29.7% | 0 | 0% | [37](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1246x1876x1685x1289x1293x1645x1317x1621x1329x1639x1397x1412x1408x1424x1644x1446x1471x1481x1507x1839x1534x1822x1567x1576x1579x1612x1765x1680x1699x1873x1790x1796x1809x1835x1834x1832&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Female | 4 | 18.2% | 8 | 36.4% | 9 | 40.9% | 1 | 4.5% | [22](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1838x1247x1250x1379x1309x1339x1786x1495x1646x1399x1416x1456x1686x1474x1505x1504x1519x1821x1569x1583x1592x1677&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Total | 9 | 15.3% | 29 | 49.2% | 20 | 33.9% | 1 | 1.7% | [59](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1838x1246x1247x1876x1250x1685x1289x1293x1379x1645x1309x1317x1339x1621x1329x1786x1495x1646x1639x1397x1399x1412x1408x1416x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1839x1534x1822x1821x1569x1567x1576x1579x1583x1592x1612x1765x1677x1680x1699x1873x1790x1796x1809x1835x1834x1832&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) | | MELAA | Male | 0 | 0% | 2 | 18.2% | 9 | 81.8% | 0 | 0% | [11](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1228x1538x1513x1303x1767x1321x1346x1352x1539x1693x1791&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Female | 3 | 21.4% | 6 | 42.9% | 5 | 35.7% | 0 | 0% | [14](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1732x1347x1792x1490x1529x1733x1589x1683x1704x1730x1711x1788x1828&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Total | 3 | 12.0% | 8 | 32.0% | 14 | 56.0% | 0 | 0% | [25](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1228x1538x1513x1732x1303x1767x1321x1347x1346x1352x1539x1792x1490x1529x1733x1589x1683x1693x1704x1730x1711x1788x1791x1828&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) | | NZ/European | Male | 7 | 9.5% | 44 | 59.5% | 21 | 28.4% | 2 | 2.7% | [74](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1237x1616x1244x1266x1264x1261x1277x1824x1285x1290x1369x1291x1292x1458x1306x1328x1338x1340x1345x1635x1358x1368x1367x1366x1722x1392x1396x1410x1403x1414x1421x1425x1428x1433x1432x1431x1492x1449x1460x1470x1473x1483x1488x1506x1825x1558x1572x1582x1581x1793x1591x1598x1608x1604x1679x1689x1690x1694x1705x1710x1708x1726x1759x1799x1798x1810x1812x1813x1836x1845x1849&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Female | 1 | 1.4% | 27 | 38.0% | 36 | 50.7% | 7 | 9.9% | [71](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1230x1235x1238x1239x1243x1267x1263x1262x1258x1294x1297x1298x1305x1307x1553x1818x1532x1325x1578x1334x1344x1351x1356x1360x1382x1375x1365x1363x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1747x1442x1444x1465x1485x1487x1518x1521x1525x1531x1550x1574x1590x1593x1594x1596x1605x1675x1681x1701x1702x1801x1797x1795x1804x1837x1830x1826x1843x1846x1848&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) | | Total | 8 | 5.5% | 71 | 49.0% | 57 | 39.3% | 9 | 6.2% | [145](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1230x1235x1237x1238x1616x1239x1244x1243x1267x1266x1264x1263x1262x1261x1258x1277x1824x1285x1290x1369x1291x1292x1458x1294x1297x1298x1305x1307x1306x1553x1818x1532x1325x1328x1578x1334x1338x1340x1344x1345x1351x1356x1635x1360x1358x1382x1375x1368x1367x1366x1365x1363x1386x1387x1722x1389x1392x1396x1477x1401x1410x1407x1405x1403x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1492x1747x1442x1444x1449x1460x1465x1470x1473x1485x1483x1488x1487x1506x1518x1521x1525x1825x1531x1550x1558x1572x1574x1582x1581x1793x1591x1590x1593x1594x1596x1598x1608x1605x1604x1675x1679x1681x1689x1690x1694x1701x1702x1705x1710x1708x1726x1759x1801x1799x1798x1797x1795x1804x1810x1812x1813x1837x1836x1830x1826x1843x1845x1846x1849x1848&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) | | | | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Writing All students Years 1 - 8 | | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | Male | 12 | 5.7% | 114 | 54.3% | 79 | 37.6% | 5 | 2.4% | [210](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1341x1345x1346x1353x1934x1476x1366x1362x1361x1358x1368x1367x1722x1639x1397x1396x1539x1620x1410x1408x1412x1414x1421x1425x1424x1427x1428x1433x1432x1431x1644x1717x1446x1460x1471x1470x1473x1478x1479x1481x1488x1484x1483x1507x1506x1514x1520x1825x1839x1534x1535x1871x1561x1559x1558x1822x1562x1572x1571x1567x1823x1652x1579x1576x1575x1582x1584x1793x1591x1647x1598x1889x1612x1608x1604x1625x1627x1629x1631x1632x1634x1642x1654x1656x1657x1660x1659x1939x1662x1665x1672x1765x1718x1674x1679x1680x1682x1689x1693x1690x1694x1961x1698x1699x1873x1712x1710x1709x1708x1706x1735x1740x1741x1787x1742x1745x1744x1754x1757x1759x1761x1903x1764x1768x1932x1772x1771x1775x1774x1777x1782x1781x1783x1790x1791x1892x1799x1798x1796x1810x1809x1972x1812x1813x1815x1836x1834x1832x1827x1880x1845x1850x1852x1856x1862x1860x1865x1868x1874x1870x1875x1877x1879x1946x1882x1900x1897x1895x1901x1904x1906x1909x1910x1913x1917x1916x1918x1927x1919x1928x1926x1925x1924x1923x1922x1921x1920x1936x1940x1943x1942x1941x1948x1947x1952x1957x1964x1968&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Female | 8 | 4.3% | 61 | 33.0% | 104 | 56.2% | 12 | 6.5% | [185](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1305x1553x1532x1309x1319x1339x1325x1935x1548x1716x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1365x1364x1363x1360x1359x1357x1382x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1430x1729x1434x1438x1949x1615x1442x1444x1445x1456x1686x1462x1465x1467x1950x1474x1480x1505x1504x1490x1487x1486x1485x1511x1518x1519x1521x1525x1530x1531x1529x1820x1544x1550x1719x1556x1557x1821x1733x1569x1583x1588x1589x1590x1592x1593x1594x1885x1808x1601x1600x1599x1670x1610x1609x1605x1626x1933x1630x1633x1637x1640x1648x1958x1661x1713x1667x1666x1673x1675x1677x1681x1683x1701x1702x1704x1730x1711x1737x1739x1891x1960x1752x1751x1756x1755x1758x1763x1888x1776x1779x1785x1784x1788x1789x1795x1802x1801x1800x1797x1804x1931x1971x1811x1902x1814x1837x1830x1829x1828x1826x1841x1843x1844x1846x1848x1847x1851x1853x1938x1863x1864x1859x1866x1869x1878x1930x1881x1884x1883x1886x1890x1893x1899x1896x1894x1905x1907x1911x1912x1929x1937x1944x1956x1967x1970&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Total | 20 | 5.1% | 175 | 44.3% | 183 | 46.3% | 17 | 4.3% | [395](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1746x1305x1553x1532x1645x1767x1872x1317x1314x1309x1319x1321x1339x1325x1497x1621x1328x1329x1935x1548x1716x1786x1334x1337x1338x1341x1342x1344x1345x1495x1347x1346x1351x1353x1356x1646x1934x1476x1366x1365x1364x1363x1362x1361x1360x1359x1358x1357x1382x1368x1367x1386x1387x1388x1722x1389x1639x1397x1396x1399x1539x1477x1401x1792x1620x1411x1410x1408x1407x1405x1412x1414x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1949x1615x1644x1442x1717x1444x1445x1446x1456x1460x1686x1462x1465x1467x1950x1471x1470x1473x1474x1478x1479x1481x1480x1505x1504x1490x1488x1487x1486x1485x1484x1483x1507x1506x1511x1514x1518x1519x1521x1520x1525x1825x1530x1531x1529x1839x1534x1820x1535x1544x1550x1871x1719x1556x1561x1559x1558x1557x1822x1821x1562x1572x1733x1569x1571x1567x1823x1652x1579x1576x1575x1583x1582x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1885x1808x1598x1601x1600x1599x1889x1670x1612x1610x1609x1608x1605x1604x1625x1627x1626x1933x1629x1631x1630x1632x1633x1634x1637x1640x1642x1648x1654x1958x1656x1657x1660x1659x1939x1662x1661x1713x1667x1666x1665x1672x1765x1718x1673x1674x1675x1677x1679x1680x1681x1682x1683x1689x1693x1690x1694x1961x1698x1699x1701x1702x1704x1873x1730x1712x1711x1710x1709x1708x1706x1735x1737x1740x1739x1741x1787x1742x1745x1744x1891x1960x1754x1752x1751x1756x1755x1757x1758x1759x1763x1761x1903x1764x1888x1768x1932x1772x1771x1775x1774x1776x1777x1782x1781x1779x1783x1785x1784x1788x1789x1790x1791x1892x1795x1802x1801x1800x1799x1798x1797x1796x1804x1931x1810x1809x1971x1811x1902x1972x1812x1813x1814x1815x1837x1836x1834x1832x1830x1829x1828x1827x1826x1841x1843x1880x1844x1845x1846x1850x1848x1847x1851x1852x1853x1938x1856x1863x1864x1862x1860x1859x1865x1866x1868x1874x1870x1869x1875x1878x1877x1879x1930x1946x1881x1882x1884x1883x1886x1890x1893x1900x1899x1897x1896x1895x1894x1901x1904x1906x1905x1907x1909x1910x1911x1912x1913x1917x1916x1918x1927x1919x1929x1928x1926x1925x1924x1923x1922x1921x1920x1936x1937x1940x1943x1942x1941x1944x1948x1947x1952x1957x1956x1964x1967x1968x1970&sid=0&title=Writing&tid=50&yl=&rt=&yr=2018) | | Māori | Male | 6 | 14.0% | 19 | 44.2% | 18 | 41.9% | 0 | 0% | [43](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1872x1934x1476x1361x1620x1427x1479x1484x1514x1871x1571x1823x1652x1575x1647x1625x1642x1656x1672x1718x1961x1712x1706x1735x1740x1932x1781x1783x1827x1850x1856x1868x1870x1879x1900x1901x1917x1916x1925x1923x1921x1936x1952&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Female | 1 | 2.8% | 9 | 25.0% | 24 | 66.7% | 2 | 5.6% | [36](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1548x1337x1342x1364x1388x1411x1434x1949x1615x1445x1950x1486x1511x1719x1556x1588x1599x1670x1610x1626x1630x1648x1752x1758x1763x1779x1800x1811x1829x1841x1847x1938x1930x1893x1912x1967&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Total | 7 | 8.9% | 28 | 35.4% | 42 | 53.2% | 2 | 2.5% | [79](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1872x1548x1337x1342x1934x1476x1364x1361x1388x1620x1411x1427x1434x1949x1615x1445x1950x1479x1486x1484x1511x1514x1871x1719x1556x1571x1823x1652x1575x1588x1647x1599x1670x1610x1625x1626x1630x1642x1648x1656x1672x1718x1961x1712x1706x1735x1740x1752x1758x1763x1932x1781x1779x1783x1800x1811x1829x1827x1841x1850x1847x1938x1856x1868x1870x1879x1930x1893x1900x1901x1912x1917x1916x1925x1923x1921x1936x1952x1967&sid=0&title=Writing&tid=50&yl=&rt=&yr=2018) | | Pasifika | Male | 0 | 0% | 7 | 46.7% | 8 | 53.3% | 0 | 0% | [15](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1314x1497x1341x1353x1717x1478x1520x1561x1584x1665x1682x1771x1815x1927x1957&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 8.3% | 12 | 50.0% | 9 | 37.5% | 1 | 4.2% | [24](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1601x1600x1785x1789x1802x1814x1844x1853x1859x1886x1944x1956x1970&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Total | 2 | 5.1% | 19 | 48.7% | 17 | 43.6% | 1 | 2.6% | [39](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1314x1319x1497x1716x1341x1353x1359x1357x1717x1462x1467x1478x1480x1520x1530x1544x1561x1584x1808x1601x1600x1665x1682x1771x1785x1789x1802x1814x1815x1844x1853x1859x1886x1927x1944x1957x1956x1970&sid=0&title=Writing&tid=50&yl=&rt=&yr=2018) | | Asian | Male | 1 | 1.9% | 28 | 53.8% | 21 | 40.4% | 2 | 3.8% | [52](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1645x1317x1621x1329x1362x1639x1397x1408x1412x1424x1644x1446x1471x1481x1507x1839x1534x1822x1562x1567x1579x1576x1612x1627x1634x1654x1939x1662x1765x1680x1698x1699x1873x1709x1787x1761x1768x1777x1790x1796x1809x1972x1834x1832x1880x1874x1946x1906x1928x1926x1922x1948&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 6.1% | 12 | 36.4% | 17 | 51.5% | 2 | 6.1% | [33](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1309x1339x1935x1786x1495x1646x1399x1456x1686x1474x1505x1504x1519x1557x1821x1569x1583x1592x1885x1933x1633x1958x1677x1891x1756x1755x1851x1866x1881x1890x1899x1905x1929&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Total | 3 | 3.5% | 40 | 47.1% | 38 | 44.7% | 4 | 4.7% | [85](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1645x1317x1309x1339x1621x1329x1935x1786x1495x1646x1362x1639x1397x1399x1408x1412x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1839x1534x1557x1822x1821x1562x1569x1567x1579x1576x1583x1592x1885x1612x1627x1933x1633x1634x1654x1958x1939x1662x1765x1677x1680x1698x1699x1873x1709x1787x1891x1756x1755x1761x1768x1777x1790x1796x1809x1972x1834x1832x1880x1851x1866x1874x1946x1881x1890x1899x1906x1905x1929x1928x1926x1922x1948&sid=0&title=Writing&tid=50&yl=&rt=&yr=2018) | | MELAA | Male | 0 | 0% | 4 | 36.4% | 6 | 54.5% | 1 | 9.1% | [11](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1767x1321x1346x1539x1889x1693x1744x1791x1862x1875x1882&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 11.8% | 8 | 47.1% | 6 | 35.3% | 1 | 5.9% | [17](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1347x1792x1490x1529x1733x1589x1683x1704x1730x1711x1888x1788x1931x1828x1869x1878x1883&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Total | 2 | 7.1% | 12 | 42.9% | 12 | 42.9% | 2 | 7.1% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1767x1321x1347x1346x1539x1792x1490x1529x1733x1589x1889x1683x1693x1704x1730x1711x1744x1888x1788x1791x1931x1828x1862x1869x1875x1878x1882x1883&sid=0&title=Writing&tid=50&yl=&rt=&yr=2018) | | NZ/European | Male | 5 | 5.6% | 56 | 62.9% | 26 | 29.2% | 2 | 2.2% | [89](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1328x1338x1345x1366x1358x1368x1367x1722x1396x1410x1414x1421x1425x1428x1433x1432x1431x1460x1470x1473x1488x1483x1506x1825x1535x1559x1558x1572x1582x1793x1591x1598x1608x1604x1629x1631x1632x1657x1660x1659x1674x1679x1689x1690x1694x1710x1708x1741x1742x1745x1754x1757x1759x1903x1764x1772x1775x1774x1782x1892x1799x1798x1810x1812x1813x1836x1845x1852x1860x1865x1877x1897x1895x1904x1909x1910x1913x1918x1919x1924x1920x1940x1943x1942x1941x1947x1964x1968&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Female | 1 | 1.3% | 20 | 26.7% | 48 | 64.0% | 6 | 8.0% | [75](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1305x1553x1532x1325x1334x1344x1351x1356x1365x1363x1360x1382x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1442x1444x1465x1487x1485x1518x1521x1525x1531x1820x1550x1590x1593x1594x1609x1605x1637x1640x1661x1713x1667x1666x1673x1675x1681x1701x1702x1737x1739x1960x1751x1776x1784x1795x1801x1797x1804x1971x1902x1837x1830x1826x1843x1846x1848x1863x1864x1884x1896x1894x1907x1911x1937&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2018) | | Total | 6 | 3.7% | 76 | 46.3% | 74 | 45.1% | 8 | 4.9% | [164](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1305x1553x1532x1325x1328x1334x1338x1344x1345x1351x1356x1366x1365x1363x1360x1358x1382x1368x1367x1386x1387x1722x1389x1396x1477x1401x1410x1407x1405x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1442x1444x1460x1465x1470x1473x1488x1487x1485x1483x1506x1518x1521x1525x1825x1531x1820x1535x1550x1559x1558x1572x1582x1793x1591x1590x1593x1594x1598x1609x1608x1605x1604x1629x1631x1632x1637x1640x1657x1660x1659x1661x1713x1667x1666x1673x1674x1675x1679x1681x1689x1690x1694x1701x1702x1710x1708x1737x1739x1741x1742x1745x1960x1754x1751x1757x1759x1903x1764x1772x1775x1774x1776x1782x1784x1892x1795x1801x1799x1798x1797x1804x1810x1971x1902x1812x1813x1837x1836x1830x1826x1843x1845x1846x1848x1852x1863x1864x1860x1865x1877x1884x1897x1896x1895x1894x1904x1907x1909x1910x1911x1913x1918x1919x1924x1920x1937x1940x1943x1942x1941x1947x1964x1968&sid=0&title=Writing&tid=50&yl=&rt=&yr=2018) | | |
|  | | | | | | |
| **Key Outcomes** | | | | | **2018 Implications** | |
| 50% working at and ab which is 10% higher than last year.  Yr 2 - 17% ‘At and Above’  Yr 3 – 42.7% At and Above’  Yr 4 – 57.3% At and Above’  Yr 5 – 65.6% At and Above’  Yr 6 – 77.3% At and Above’  There has been an increase in the % of students working ‘At’ and ‘Above’ from previous years.  Of the children who are ‘WB” 6 are ELL, 7 receive support from outside agencies  There has been accelerated progress for: 6 Yr 1-2 with 6 moving from ‘B’ to ‘At’  15 Yr 3-4 with 4 moving from ‘WB’ to ‘B’, 11 moving from ‘B’ to ‘At’  14 Yr 5-6 with 1 moving from ‘WB’ to ‘B’, 13 moving from ‘B’ to ‘At’  Writing achievement is significantly lower than reading achievement which has been an ongoing trend, although the gap is slowly closing. | | | | | Early targeting and monitoring is required to ensure closing of gaps early – investigation of student’s needs, and abilities required  **Implications to literacy teaching practice**  identify effective pedagogy in literacy supporting building practice that correlates reading and writing  Teachers share adaptive practice that has had impact.  Collaborative planning  Male students:   * share data with students * Collect student voice: attitude, writing topics, purpose for writing, learning goals * Encourage writing by reading texts that connect with students – humour, male authors, interest topics, exploring different text types to capture their ideas * Explore Boys engagement in writing for adaptive practices to be implemented   Māori students:   * Revisit Tātaiako principles at whole staff and syndicate meetings <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0> * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori * Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/>   Pasifika students:   * Exposed to texts that connect with students to support writing * Use ideas from Tātaiako * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika   Asian students:   * Exposed to texts that connect with students * In class programmes are tailored to support needs of ELL students * ELL programmes focus on literacy * ELL programmes linked with class Inquiry to support vocabulary front loading * Extra ELL support for children new to NZ with a Bilingual Tutor | |
| **Gender:** 61.7% female working ‘at’ and ‘ab’ (This is almost 15% higher than Mid year 2017) in comparison to 40% Males ‘at’ and ‘ab’ (5.% higher than Mid Year 2017)  This gap is bigger than 2017.  Less males ‘‘WB”’ than same time last year. | **Māori**: (79) 55.5% working ‘at’ and ‘ab’. 30% increase from 2017.  44.2% males ‘B” This is a 16% improvement on 2017  Yr 5-6 there are no ‘WB’  90% of those ‘B” are Yr 1-3  In comparison with NZ Euro there are more Māori ‘‘WB”’ (by 5%), less ‘B” (by 11%) and more ‘at’ (by 8%) and less ‘ab’ (by 2.5%) – these results are a big improvement on 2017 with higher % Māori ‘At’ and ‘Above’ than NZ Euro. | **Pasifika**: (39) 46.2% working ‘at’ and ‘above -10% more than 2017  46.7% males working ‘B” (60% in 2017, 67% in 2016)  No males ‘‘WB”’  Yr 3 – 5 no ‘WB’  2018 Yr 5’s continue to have 50% ‘at’ and ‘ab’(same as 2017 Yr 4)  2017 Yr 5 was a cohort of concern (56% working ‘B” 2017 77% ‘B” in 2016) now, as Yr 6 77% ‘At’.  In comparison to NZ Euro Pasifika are tracking slightly below with lower % ‘ab’ and ‘at’ and higher % ‘B” and ‘‘WB”’. | | **Asian:** (85)49% working ‘at’ and ‘ab’ which is better than 2017 bt 13%  More boys (55.7%) working ‘‘WB”’ and ‘B” than girls (42.5%). There are less boys ‘‘WB”’ and ’B” than the previous two years  Majority of ‘WB” and ‘B” are ELL.  Yr 3 – 5 no ‘WB’  In 2017 Yr 3-4 were an area of concern with 66% ‘‘WB”’ and ‘B”. This cohort now have 38% ‘WB’ and ‘B’.  Yr 2 have 80% ‘B’(66% boys, 83% ELL) and Yr 3 71% ‘B’(90% boys all ELL) No ‘WB’ for either of these cohorts.  In comparison to NZ Euro Asian students are tracking with similar % |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** | | | | | | |
| **Learning Areas: Maths** | | | | | | |
| **2016-2018 Charter** | | | | | **Schoolwide Planned actions - 2018** | |
| All students will develop learning skills that will enable them to be successful in their lives, now and in the future  To increase the number of students working at or above the appropriate curriculum level for **Writing** | | | | | *Students learn, achieve and progress in the breadth and depth of NZC*  *Students participate and learn in caring, collaborative, inclusive learning communities*  *Students have effective, sufficient and equitable opportunities to learn*  *Student learning is supported and promoted by effective culturally responsive pedagogy*  **MoE approved funding for ongoing professional development**  **Implications to mathematics teaching practice**  Leadership  Senior leaders:   1. Seek and offer professional development opportunities 2. To promote teacher effectiveness – to identify, promote and build effective practice across school by way of identifying ‘expert’ teachers through observation, leadership capabilities and opportunities, and develop coaching and mentoring roles/programmes 3. Acting as lead teachers - to support teachers/syndicates through modelling, co-teaching, co-planning as required 4. Track and monitor: student progress over time; priority students – Māori, Pasifika, Asian 5. Promote Ka Hikitia and Taitiako – strategies and cultural competencies 6. Plan and promote moderation practices across and within syndicates 7. Support teacher knowledge and clarity of the Mathematics Learning Progressions 8. Further develop school-wide data analysis meetings promoting and building internal evaluation effective practice to adapt teacher practice to the needs of target students/groups 9. Identify effective practice in other teaching programmes that promote student achievement that can be transferred to other teaching other learning areas such as mathematics 10. Identify individual students achievement below and well below to be targets 11. DP/team leaders to profile students learning needs 12. DP, team leaders and classroom teachers will inquire into acceleration of student achievement   Team leaders:   1. To promote, support and help conduct ‘data analysis meetings’ using effective internal evaluation practice 2. Support teachers to adapt practice, build pedagogical knowledge 3. To track and monitor student progress – update termly – syndicate targets 4. Offer teacher support and resourcing as required- To support teachers/syndicates through modelling, co-teaching, co-planning, 5. Feedback progress/teacher inquiry/monitoring discussions to senior leadership 6. Plan for monitoring and moderating practices in syndicates to build collaborative approach, practice, knowledge and skills in and across syndicates 7. Moderation meetings are set termly 8. Promote ‘professional learning conversations’ to identify effective practices among teachers to share and learn from colleagues 9. Build collaborative practice in and across syndicates   Mathematics Curriculum Team:   1. Offer expertise and support with data interpretation and analysis to identify school-wide implication 2. With Louise Miller and principal design staff professional development in support and response to data if required 3. Promote approaches for teaching to the needs of Māori and Pasifika students 4. Promote resources to promote effective literacy practice 5. Promote moderation and offer PD in support 6. Alert to new resources, apps, MOE initiatives 7. Conduct internal evaluation of effective practice 8. Review and promote effective practice as outlined in School Mathematics Guidelines   Senior Team   1. Staff PD meetings – building teacher knowledge and capabilities in teaching Mathematics 2. Focus on target students – collaborate to identify and discuss designing programmes to support student progress and achievement 3. Share, feedback and build collective teacher efficacy 4. PD for teaching to the needs of Māori and Pasifika students   Syndicate level/Teacher Level - Professional Learning Communities   1. Teachers/syndicates identify implications at syndicate level 2. Keep updated monitoring and tracking system of target students 3. Design teaching programme/strategies and approaches to support target students 4. Record teacher actions in response to meeting needs of students through internal evaluation 5. Build, share and promote strategies to support Māori and Pasifika students 6. Share adaptive practice in response to student needs 7. Focus for teaching as inquiry – team approach 8. Conduct internal evaluation of effective practice 9. Identify areas of strengths and weaknesses to support colleagues 10. Plan and schedule maths focus meetings – areas of focus identified from data, informal and formal observations. 11. Maths Curriculum leader: Discuss ways to develop professional development, resources, apps 12. Review and evaluate mathematics teaching and learning programmes 13. Seek student voice for engagement and motivation 14. Refer to effective practice guidelines in mathematics   Students:   1. Students know learning pathways 2. Students set goals with teachers identified from student work/data 3. Students can self assess using success criteria and exemplars 4. Students can monitor and track progress   Whānau:   1. Learning goals are shared with whānau 2. Goals can be collaborated between teacher/student/whānau 3. Informed of student learning pathways and progressions   Access class blogs for support materials, strategies, resources, apps | |
| **Junior Syndicate Action Plan 2018** | | | **Middle Syndicate Action Plan 2018** | | | **Senior Syndicate Action Plan 2018** |
| Target: To increase the number of students working at or above the appropriate curriculum level 1 in Mathematics  **Year 1:**  Total below = 14 (22%)  Māori = 3/13  Asian = 3/10  Other = 9/ 27  Gender = 8 boys, 6 girls  No Well Below  **Year 2:**  Total below: 20 (29%)  Māori = 9/13  Pasifika = 2/7  Asian = 3/11  Other = 7/26  Gender = 6 boys, 14 girls  No Well Below | | | Target: To increase the number of students working at or above the appropriate curriculum level in Mathematics  **Year 3:**  Total below = 17 (32%)  Māori = 3/8  Pasifika = 1/2  Asian = 5/11  Other = 7/32  Gender = 10 boys, 6 girls  Total well below = 3 (5.7%)  Māori = 1/8  Asian = 1/11  Other = 1/32  Gender = 2 boys, 1 girl  **Year 4:**  Total below = 26 (40%)  Māori = 7/18  Pasifika = 4/5  Asian = 3/14  Other = 12/28  Gender = 12 boys, 14 girls  Total well below = 3 (4.6%)  Asian = 2/14  Other = 1/28  Gender = 1 boys, 2 girls | | | Target: To increase the number of students working at or above the appropriate curriculum level in Mathematics.  **Year 5:**  Total below = 17 (22%)  Māori = 2/9  Pasifika = 4/7  Asian = 6/16  Other = 4/27  Gender = 7 boys, 10 girls  Total well below = 2 (3%)  Māori = 1/9  Other = 2/27  Gender = 1 boy, 1 girl  **Year 6:**  Total below = 18 (23%)  Māori = 4/11  Pasifika = 3/9  Asian = 4/15  Other = 7/43  Gender = 8 boys, 10 girls  Total well below = 2 (3%)  Pasifika = 1/9  Asian = 1/15  Gender = 0 boys, 2 girls |
| Review target student data to ensure needs are being met  Monitor target students at syndicate meetings  Use target learner release to analyse data and set up programmes  Use PD to improve teacher practice  Teaching as Inquiry to inform effective practice (use term 1 scoping)  Data analysis meetings to identify adaptions in practice  Parent information evenings. Planned for Term 3  Talk Moves introduced  J4-6 collaborative teaching  Coaching model to support target learners  Use of Gap analysis to focus direction  Moderation of assessment | | | Review target student data to ensure needs are being met  Monitor target students at syndicate meetings  Use target learner release to analyse data and set up programmes  Use PD to improve teacher practice  Teaching as Inquiry to inform effective practice (use term 1 scoping)  Data analysis meetings to identify adaptions in practice  Culturally responsive teaching  Parent information evenings. Planned for Term 3  Moderation of assessment | | | Review target student data to ensure needs are being met  Monitor target students at syndicate meetings  Use target learner release to analyse data and set up programmes  Use PD to improve teacher practice  Teaching as Inquiry to inform effective practice (use term 1 scoping)  Data analysis meetings to identify adaptions in practice  Culturally responsive teaching  Parent information evenings. Planned for Term 3  Moderation of assessment |
| **Mid Year Nat. Stds 2017** | | | | | **Mid Year Curriculum Level OTJ 2018** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Mathematics All students Years 1 - 8 | | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | Male | 13 | 7.8% | 72 | 43.4% | 70 | 42.2% | 11 | 6.6% | [166](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1227x1228x1232x1229x1274x1538x1237x1616x1244x1513x1246x1876x1723x1268x1266x1264x1261x1817x1276x1277x1281x1282x1573x1343x1824x1685x1285x1287x1289x1290x1369x1291x1293x1292x1458x1303x1306x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1340x1341x1345x1346x1350x1352x1353x1476x1635x1361x1358x1368x1367x1366x1722x1639x1392x1396x1397x1539x1620x1412x1410x1408x1403x1414x1421x1425x1424x1427x1428x1433x1432x1431x1492x1644x1717x1446x1449x1460x1471x1470x1473x1478x1479x1481x1484x1483x1488x1507x1506x1514x1857x1520x1725x1825x1687x1839x1534x1558x1822x1572x1571x1567x1823x1652x1576x1575x1579x1582x1581x1584x1793x1591x1647x1598x1603x1612x1608x1604x1625x1765x1679x1680x1682x1689x1693x1690x1694x1699x1705x1873x1710x1708x1706x1726x1759x1790x1791x1799x1798x1796x1810x1809x1812x1813x1815x1836x1835x1834x1832x1827x1845x1849x1850&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Female | 11 | 7.1% | 82 | 53.2% | 58 | 37.7% | 3 | 1.9% | [154](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1778x1226x1230x1235x1234x1838x1238x1239x1243x1247x1250x1267x1263x1262x1258x1541x1354x1732x1286x1294x1295x1379x1297x1746x1298x1305x1307x1553x1818x1532x1309x1313x1319x1339x1325x1548x1716x1578x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1360x1359x1357x1382x1375x1365x1364x1363x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1416x1430x1729x1434x1438x1615x1747x1442x1444x1445x1456x1686x1462x1465x1467x1474x1480x1485x1505x1504x1490x1487x1486x1511x1518x1519x1521x1525x1530x1531x1529x1544x1550x1821x1733x1569x1574x1583x1588x1589x1590x1592x1593x1594x1596x1808x1600x1599x1601x1670x1610x1605x1675x1677x1681x1684x1683x1701x1702x1704x1730x1711x1816x1788x1789x1802x1801x1800x1797x1795x1804x1811x1814x1837x1831x1830x1829x1828x1826x1841x1843x1844x1846x1848x1847&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Total | 24 | 7.5% | 154 | 48.1% | 128 | 40.0% | 14 | 4.4% | [320](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1778x1226x1227x1228x1232x1230x1229x1274x1538x1235x1234x1838x1237x1238x1616x1239x1244x1243x1513x1246x1247x1876x1250x1723x1268x1267x1266x1264x1263x1262x1261x1258x1817x1276x1541x1277x1354x1732x1281x1282x1573x1343x1824x1685x1285x1287x1286x1289x1290x1369x1291x1293x1292x1458x1294x1295x1379x1297x1746x1298x1305x1303x1307x1306x1553x1818x1532x1645x1767x1872x1309x1317x1314x1313x1319x1321x1339x1325x1497x1621x1328x1329x1548x1716x1578x1786x1334x1337x1338x1340x1341x1342x1344x1345x1495x1347x1346x1351x1350x1352x1353x1356x1646x1476x1635x1361x1360x1359x1358x1357x1382x1375x1368x1367x1366x1365x1364x1363x1386x1387x1388x1722x1389x1639x1392x1396x1397x1399x1539x1477x1401x1792x1620x1412x1411x1410x1408x1407x1405x1403x1414x1416x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1492x1615x1644x1747x1442x1717x1444x1445x1446x1449x1456x1460x1686x1462x1465x1467x1471x1470x1473x1474x1478x1479x1481x1480x1485x1484x1483x1505x1504x1490x1488x1487x1486x1507x1506x1511x1514x1857x1518x1519x1521x1520x1725x1525x1825x1687x1530x1531x1529x1839x1534x1544x1550x1558x1822x1821x1572x1733x1569x1571x1567x1823x1574x1652x1576x1575x1579x1583x1582x1581x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1596x1808x1598x1600x1599x1601x1603x1670x1612x1610x1608x1605x1604x1625x1765x1675x1677x1679x1680x1681x1684x1682x1683x1689x1693x1690x1694x1699x1701x1702x1704x1705x1873x1730x1711x1710x1708x1706x1726x1816x1759x1788x1789x1790x1791x1802x1801x1800x1799x1798x1797x1796x1795x1804x1810x1809x1811x1812x1813x1814x1815x1837x1836x1835x1834x1832x1831x1830x1829x1828x1827x1826x1841x1843x1844x1845x1846x1849x1850x1848x1847&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Māori | Male | 1 | 3.6% | 15 | 53.6% | 11 | 39.3% | 1 | 3.6% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1232x1229x1274x1276x1281x1282x1573x1343x1872x1476x1361x1620x1427x1479x1484x1514x1725x1687x1571x1823x1652x1575x1647x1603x1625x1706x1827x1850&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Female | 2 | 7.7% | 18 | 69.2% | 6 | 23.1% | 0 | 0% | [26](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1354x1286x1313x1548x1337x1342x1364x1388x1411x1434x1615x1445x1486x1511x1588x1599x1670x1610x1816x1800x1811x1831x1829x1841x1847&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Total | 3 | 5.6% | 33 | 61.1% | 17 | 31.5% | 1 | 1.9% | [54](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1232x1229x1274x1276x1354x1281x1282x1573x1343x1286x1872x1313x1548x1337x1342x1476x1361x1364x1388x1620x1411x1427x1434x1615x1445x1479x1484x1486x1511x1514x1725x1687x1571x1823x1652x1575x1588x1647x1599x1603x1670x1610x1625x1706x1816x1800x1811x1831x1829x1827x1841x1850x1847&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Pasifika | Male | 3 | 18.8% | 7 | 43.8% | 5 | 31.3% | 1 | 6.3% | [16](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1723x1268x1817x1287x1314x1497x1341x1350x1353x1717x1478x1857x1520x1584x1682x1815&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Female | 3 | 14.3% | 13 | 61.9% | 5 | 23.8% | 0 | 0% | [21](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1541x1295x1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1600x1601x1684x1789x1802x1814x1844&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Total | 6 | 16.2% | 20 | 54.1% | 10 | 27.0% | 1 | 2.7% | [37](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1723x1268x1817x1541x1287x1295x1746x1314x1319x1497x1716x1341x1350x1353x1359x1357x1717x1462x1467x1478x1480x1857x1520x1530x1544x1584x1808x1600x1601x1684x1682x1789x1802x1814x1815x1844&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Asian | Male | 3 | 8.1% | 17 | 45.9% | 16 | 43.2% | 1 | 2.7% | [37](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1246x1876x1685x1289x1293x1645x1317x1621x1329x1639x1397x1412x1408x1424x1644x1446x1471x1481x1507x1839x1534x1822x1567x1576x1579x1612x1765x1680x1699x1873x1790x1796x1809x1835x1834x1832&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Female | 3 | 13.6% | 7 | 31.8% | 11 | 50.0% | 1 | 4.5% | [22](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1838x1247x1250x1379x1309x1339x1786x1495x1646x1399x1416x1456x1686x1474x1505x1504x1519x1821x1569x1583x1592x1677&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Total | 6 | 10.2% | 24 | 40.7% | 27 | 45.8% | 2 | 3.4% | [59](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1838x1246x1247x1876x1250x1685x1289x1293x1379x1645x1309x1317x1339x1621x1329x1786x1495x1646x1639x1397x1399x1412x1408x1416x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1839x1534x1822x1821x1569x1567x1576x1579x1583x1592x1612x1765x1677x1680x1699x1873x1790x1796x1809x1835x1834x1832&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | MELAA | Male | 0 | 0% | 2 | 18.2% | 5 | 45.5% | 4 | 36.4% | [11](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1228x1538x1513x1303x1767x1321x1346x1352x1539x1693x1791&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Female | 2 | 14.3% | 6 | 42.9% | 6 | 42.9% | 0 | 0% | [14](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1732x1347x1792x1490x1529x1733x1589x1683x1704x1730x1711x1788x1828&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Total | 2 | 8.0% | 8 | 32.0% | 11 | 44.0% | 4 | 16.0% | [25](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1228x1538x1513x1732x1303x1767x1321x1347x1346x1352x1539x1792x1490x1529x1733x1589x1683x1693x1704x1730x1711x1788x1791x1828&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | NZ/European | Male | 6 | 8.1% | 31 | 41.9% | 33 | 44.6% | 4 | 5.4% | [74](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1237x1616x1244x1266x1264x1261x1277x1824x1285x1290x1369x1291x1292x1458x1306x1328x1338x1340x1345x1635x1358x1368x1367x1366x1722x1392x1396x1410x1403x1414x1421x1425x1428x1433x1432x1431x1492x1449x1460x1470x1473x1483x1488x1506x1825x1558x1572x1582x1581x1793x1591x1598x1608x1604x1679x1689x1690x1694x1705x1710x1708x1726x1759x1799x1798x1810x1812x1813x1836x1845x1849&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Female | 1 | 1.4% | 38 | 53.5% | 30 | 42.3% | 2 | 2.8% | [71](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1230x1235x1238x1239x1243x1267x1263x1262x1258x1294x1297x1298x1305x1307x1553x1818x1532x1325x1578x1334x1344x1351x1356x1360x1382x1375x1365x1363x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1747x1442x1444x1465x1485x1487x1518x1521x1525x1531x1550x1574x1590x1593x1594x1596x1605x1675x1681x1701x1702x1801x1797x1795x1804x1837x1830x1826x1843x1846x1848&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | Total | 7 | 4.8% | 69 | 47.6% | 63 | 43.4% | 6 | 4.1% | [145](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1230x1235x1237x1238x1616x1239x1244x1243x1267x1266x1264x1263x1262x1261x1258x1277x1824x1285x1290x1369x1291x1292x1458x1294x1297x1298x1305x1307x1306x1553x1818x1532x1325x1328x1578x1334x1338x1340x1344x1345x1351x1356x1635x1360x1358x1382x1375x1368x1367x1366x1365x1363x1386x1387x1722x1389x1392x1396x1477x1401x1410x1407x1405x1403x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1492x1747x1442x1444x1449x1460x1465x1470x1473x1485x1483x1488x1487x1506x1518x1521x1525x1825x1531x1550x1558x1572x1574x1582x1581x1793x1591x1590x1593x1594x1596x1598x1608x1605x1604x1675x1679x1681x1689x1690x1694x1701x1702x1705x1710x1708x1726x1759x1801x1799x1798x1797x1795x1804x1810x1812x1813x1837x1836x1830x1826x1843x1845x1846x1849x1848&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) | | | | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Mathematics All students Years 1 - 8 | | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | Male | 5 | 2.4% | 77 | 36.7% | 103 | 49.0% | 25 | 11.9% | [210](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1341x1345x1346x1353x1934x1476x1366x1362x1361x1358x1368x1367x1722x1639x1397x1396x1539x1620x1410x1408x1412x1414x1421x1425x1424x1427x1428x1433x1432x1431x1644x1717x1446x1460x1471x1470x1473x1478x1479x1481x1488x1484x1483x1507x1506x1514x1520x1825x1839x1534x1535x1871x1561x1559x1558x1822x1562x1572x1571x1567x1823x1652x1579x1576x1575x1582x1584x1793x1591x1647x1598x1889x1612x1608x1604x1625x1627x1629x1631x1632x1634x1642x1654x1656x1657x1660x1659x1939x1662x1665x1672x1765x1718x1674x1679x1680x1682x1689x1693x1690x1694x1961x1698x1699x1873x1712x1710x1709x1708x1706x1735x1740x1741x1787x1742x1745x1744x1754x1757x1759x1761x1903x1764x1768x1932x1772x1771x1775x1774x1777x1782x1781x1783x1790x1791x1892x1799x1798x1796x1810x1809x1972x1812x1813x1815x1836x1834x1832x1827x1880x1845x1850x1852x1856x1862x1860x1865x1868x1874x1870x1875x1877x1879x1946x1882x1900x1897x1895x1901x1904x1906x1909x1910x1913x1917x1916x1918x1927x1919x1928x1926x1925x1924x1923x1922x1921x1920x1936x1940x1943x1942x1941x1948x1947x1952x1957x1964x1968&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Female | 7 | 3.8% | 66 | 35.7% | 107 | 57.8% | 5 | 2.7% | [185](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1305x1553x1532x1309x1319x1339x1325x1935x1548x1716x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1365x1364x1363x1360x1359x1357x1382x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1430x1729x1434x1438x1949x1615x1442x1444x1445x1456x1686x1462x1465x1467x1950x1474x1480x1505x1504x1490x1487x1486x1485x1511x1518x1519x1521x1525x1530x1531x1529x1820x1544x1550x1719x1556x1557x1821x1733x1569x1583x1588x1589x1590x1592x1593x1594x1885x1808x1601x1600x1599x1670x1610x1609x1605x1626x1933x1630x1633x1637x1640x1648x1958x1661x1713x1667x1666x1673x1675x1677x1681x1683x1701x1702x1704x1730x1711x1737x1739x1891x1960x1752x1751x1756x1755x1758x1763x1888x1776x1779x1785x1784x1788x1789x1795x1802x1801x1800x1797x1804x1931x1971x1811x1902x1814x1837x1830x1829x1828x1826x1841x1843x1844x1846x1848x1847x1851x1853x1938x1863x1864x1859x1866x1869x1878x1930x1881x1884x1883x1886x1890x1893x1899x1896x1894x1905x1907x1911x1912x1929x1937x1944x1956x1967x1970&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Total | 12 | 3.0% | 143 | 36.2% | 210 | 53.2% | 30 | 7.6% | [395](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1746x1305x1553x1532x1645x1767x1872x1317x1314x1309x1319x1321x1339x1325x1497x1621x1328x1329x1935x1548x1716x1786x1334x1337x1338x1341x1342x1344x1345x1495x1347x1346x1351x1353x1356x1646x1934x1476x1366x1365x1364x1363x1362x1361x1360x1359x1358x1357x1382x1368x1367x1386x1387x1388x1722x1389x1639x1397x1396x1399x1539x1477x1401x1792x1620x1411x1410x1408x1407x1405x1412x1414x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1949x1615x1644x1442x1717x1444x1445x1446x1456x1460x1686x1462x1465x1467x1950x1471x1470x1473x1474x1478x1479x1481x1480x1505x1504x1490x1488x1487x1486x1485x1484x1483x1507x1506x1511x1514x1518x1519x1521x1520x1525x1825x1530x1531x1529x1839x1534x1820x1535x1544x1550x1871x1719x1556x1561x1559x1558x1557x1822x1821x1562x1572x1733x1569x1571x1567x1823x1652x1579x1576x1575x1583x1582x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1885x1808x1598x1601x1600x1599x1889x1670x1612x1610x1609x1608x1605x1604x1625x1627x1626x1933x1629x1631x1630x1632x1633x1634x1637x1640x1642x1648x1654x1958x1656x1657x1660x1659x1939x1662x1661x1713x1667x1666x1665x1672x1765x1718x1673x1674x1675x1677x1679x1680x1681x1682x1683x1689x1693x1690x1694x1961x1698x1699x1701x1702x1704x1873x1730x1712x1711x1710x1709x1708x1706x1735x1737x1740x1739x1741x1787x1742x1745x1744x1891x1960x1754x1752x1751x1756x1755x1757x1758x1759x1763x1761x1903x1764x1888x1768x1932x1772x1771x1775x1774x1776x1777x1782x1781x1779x1783x1785x1784x1788x1789x1790x1791x1892x1795x1802x1801x1800x1799x1798x1797x1796x1804x1931x1810x1809x1971x1811x1902x1972x1812x1813x1814x1815x1837x1836x1834x1832x1830x1829x1828x1827x1826x1841x1843x1880x1844x1845x1846x1850x1848x1847x1851x1852x1853x1938x1856x1863x1864x1862x1860x1859x1865x1866x1868x1874x1870x1869x1875x1878x1877x1879x1930x1946x1881x1882x1884x1883x1886x1890x1893x1900x1899x1897x1896x1895x1894x1901x1904x1906x1905x1907x1909x1910x1911x1912x1913x1917x1916x1918x1927x1919x1929x1928x1926x1925x1924x1923x1922x1921x1920x1936x1937x1940x1943x1942x1941x1944x1948x1947x1952x1957x1956x1964x1967x1968x1970&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=) | | Māori | Male | 2 | 4.7% | 16 | 37.2% | 24 | 55.8% | 1 | 2.3% | [43](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1872x1934x1476x1361x1620x1427x1479x1484x1514x1871x1571x1823x1652x1575x1647x1625x1642x1656x1672x1718x1961x1712x1706x1735x1740x1932x1781x1783x1827x1850x1856x1868x1870x1879x1900x1901x1917x1916x1925x1923x1921x1936x1952&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 5.6% | 16 | 44.4% | 18 | 50.0% | 0 | 0% | [36](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1548x1337x1342x1364x1388x1411x1434x1949x1615x1445x1950x1486x1511x1719x1556x1588x1599x1670x1610x1626x1630x1648x1752x1758x1763x1779x1800x1811x1829x1841x1847x1938x1930x1893x1912x1967&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Total | 4 | 5.1% | 32 | 40.5% | 42 | 53.2% | 1 | 1.3% | [79](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1872x1548x1337x1342x1934x1476x1364x1361x1388x1620x1411x1427x1434x1949x1615x1445x1950x1479x1486x1484x1511x1514x1871x1719x1556x1571x1823x1652x1575x1588x1647x1599x1670x1610x1625x1626x1630x1642x1648x1656x1672x1718x1961x1712x1706x1735x1740x1752x1758x1763x1932x1781x1779x1783x1800x1811x1829x1827x1841x1850x1847x1938x1856x1868x1870x1879x1930x1893x1900x1901x1912x1917x1916x1925x1923x1921x1936x1952x1967&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Pasifika | Male | 0 | 0% | 8 | 53.3% | 7 | 46.7% | 0 | 0% | [15](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1314x1497x1341x1353x1717x1478x1520x1561x1584x1665x1682x1771x1815x1927x1957&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 8.3% | 11 | 45.8% | 11 | 45.8% | 0 | 0% | [24](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1601x1600x1785x1789x1802x1814x1844x1853x1859x1886x1944x1956x1970&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Total | 2 | 5.1% | 19 | 48.7% | 18 | 46.2% | 0 | 0% | [39](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1746x1314x1319x1497x1716x1341x1353x1359x1357x1717x1462x1467x1478x1480x1520x1530x1544x1561x1584x1808x1601x1600x1665x1682x1771x1785x1789x1802x1814x1815x1844x1853x1859x1886x1927x1944x1957x1956x1970&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Asian | Male | 2 | 3.8% | 14 | 26.9% | 24 | 46.2% | 12 | 23.1% | [52](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1645x1317x1621x1329x1362x1639x1397x1408x1412x1424x1644x1446x1471x1481x1507x1839x1534x1822x1562x1567x1579x1576x1612x1627x1634x1654x1939x1662x1765x1680x1698x1699x1873x1709x1787x1761x1768x1777x1790x1796x1809x1972x1834x1832x1880x1874x1946x1906x1928x1926x1922x1948&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Female | 1 | 3.0% | 13 | 39.4% | 19 | 57.6% | 0 | 0% | [33](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1309x1339x1935x1786x1495x1646x1399x1456x1686x1474x1505x1504x1519x1557x1821x1569x1583x1592x1885x1933x1633x1958x1677x1891x1756x1755x1851x1866x1881x1890x1899x1905x1929&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Total | 3 | 3.5% | 27 | 31.8% | 43 | 50.6% | 12 | 14.1% | [85](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1645x1317x1309x1339x1621x1329x1935x1786x1495x1646x1362x1639x1397x1399x1408x1412x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1839x1534x1557x1822x1821x1562x1569x1567x1579x1576x1583x1592x1885x1612x1627x1933x1633x1634x1654x1958x1939x1662x1765x1677x1680x1698x1699x1873x1709x1787x1891x1756x1755x1761x1768x1777x1790x1796x1809x1972x1834x1832x1880x1851x1866x1874x1946x1881x1890x1899x1906x1905x1929x1928x1926x1922x1948&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | MELAA | Male | 0 | 0% | 0 | 0% | 7 | 63.6% | 4 | 36.4% | [11](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1767x1321x1346x1539x1889x1693x1744x1791x1862x1875x1882&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Female | 0 | 0% | 9 | 52.9% | 6 | 35.3% | 2 | 11.8% | [17](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1347x1792x1490x1529x1733x1589x1683x1704x1730x1711x1888x1788x1931x1828x1869x1878x1883&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Total | 0 | 0% | 9 | 32.1% | 13 | 46.4% | 6 | 21.4% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1767x1321x1347x1346x1539x1792x1490x1529x1733x1589x1889x1683x1693x1704x1730x1711x1744x1888x1788x1791x1931x1828x1862x1869x1875x1878x1882x1883&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | NZ/European | Male | 1 | 1.1% | 39 | 43.8% | 41 | 46.1% | 8 | 9.0% | [89](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1328x1338x1345x1366x1358x1368x1367x1722x1396x1410x1414x1421x1425x1428x1433x1432x1431x1460x1470x1473x1488x1483x1506x1825x1535x1559x1558x1572x1582x1793x1591x1598x1608x1604x1629x1631x1632x1657x1660x1659x1674x1679x1689x1690x1694x1710x1708x1741x1742x1745x1754x1757x1759x1903x1764x1772x1775x1774x1782x1892x1799x1798x1810x1812x1813x1836x1845x1852x1860x1865x1877x1897x1895x1904x1909x1910x1913x1918x1919x1924x1920x1940x1943x1942x1941x1947x1964x1968&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Female | 2 | 2.7% | 17 | 22.7% | 53 | 70.7% | 3 | 4.0% | [75](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1305x1553x1532x1325x1334x1344x1351x1356x1365x1363x1360x1382x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1442x1444x1465x1487x1485x1518x1521x1525x1531x1820x1550x1590x1593x1594x1609x1605x1637x1640x1661x1713x1667x1666x1673x1675x1681x1701x1702x1737x1739x1960x1751x1776x1784x1795x1801x1797x1804x1971x1902x1837x1830x1826x1843x1846x1848x1863x1864x1884x1896x1894x1907x1911x1937&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | Total | 3 | 1.8% | 56 | 34.1% | 94 | 57.3% | 11 | 6.7% | [164](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1292x1305x1553x1532x1325x1328x1334x1338x1344x1345x1351x1356x1366x1365x1363x1360x1358x1382x1368x1367x1386x1387x1722x1389x1396x1477x1401x1410x1407x1405x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1442x1444x1460x1465x1470x1473x1488x1487x1485x1483x1506x1518x1521x1525x1825x1531x1820x1535x1550x1559x1558x1572x1582x1793x1591x1590x1593x1594x1598x1609x1608x1605x1604x1629x1631x1632x1637x1640x1657x1660x1659x1661x1713x1667x1666x1673x1674x1675x1679x1681x1689x1690x1694x1701x1702x1710x1708x1737x1739x1741x1742x1745x1960x1754x1751x1757x1759x1903x1764x1772x1775x1774x1776x1782x1784x1892x1795x1801x1799x1798x1797x1804x1810x1971x1902x1812x1813x1837x1836x1830x1826x1843x1845x1846x1848x1852x1863x1864x1860x1865x1877x1884x1897x1896x1895x1894x1904x1907x1909x1910x1911x1913x1918x1919x1924x1920x1937x1940x1943x1942x1941x1947x1964x1968&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2018) | | |
|  | | | | |  | |
| **Key Outcomes** | | | | | **2018 Implications:** | |
| Professional Development is having an impact on teaching on teaching and learning -especially with attitudes towards maths  60.8% of students achieved ‘At’ and ‘Above’ which is 16.8% higher than 2017  This is half the number ‘WB’ compared to 2017.  Yr 2 – 31.8% ‘At and Above’  Yr 3 – 58.7% At and Above’  Yr 4 – 54.6% At and Above’  Yr 5 – 68.9% At and Above’  Yr 6 – 85% At and Above’  2017 Year 3 cohort (2018 Yr 4) was a concern with the numbers ‘WB’ but this number has been halved, although this is still a concern.  Of the children who are ‘WB’ 66% are either ELL or receive support from outside agencies.  There has been accelerated progress for: 27 Yr 1-2 with 9 moving from ‘B’ to ‘At’ and 19 on track for being ‘At’ by the end of the year  17 Yr 3-4 with 3 moving from ‘WB’ to ‘B’, 14 moving from ‘B’ to ‘At’  23 Yr 5-6 with 2 moving from ‘WB’ to ‘B’, 17 moving from ‘B’ to ‘At’ and 5 on track | | | | | Early targeting and monitoring is required to ensure closing of gaps early – investigation of students needs, and abilities required  **Implications to maths teaching practice**  identify effective pedagogy in maths supporting building practice  Teachers share adaptive practice that has had impact.  Development of collaborative teaching maths  Development of coaching model to support adaptive practice impact  Māori students:   * Revisit Tātaiako principles at whole staff and syndicate meetings <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0> * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori * Integrate Rich tasks that connect to culture * Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/>   Pasifika students:   * Use ideas from Tātaiako * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika * Integrate Rich tasks that connect to culture * Use of ‘Bobby maths’ strategies of collaboration   Asian students:   * In class programmes are tailored to support needs of ELL students * ELL programme integrates maths vocabulary * Extra ELL support for children new to NZ * Engage with parents with information on how maths is learnt | |
| **Gender**: 60.9% Males working ‘at’ and ‘ab’ (increase in 12% from 2017)  60.5% Females working ‘at’ and ‘ab’ (increase in 20.5% from 2017).  Less females ‘AB’ than males  More males ‘WB’ and ‘B”  The gap between male and female from 2017 has closed considerably. | **Māori** – (79) 54.5% 33% of Māori students working ‘at’ and ‘ab’ (increase 21.5% from 2017)  Higher % of Māori represented in underachievement than other ethnicities %  Less Māori male students working ‘below’ than 2017 by 15.3% Female underachievement has decreased from 2017 by 27.4%  Yr 3 no ‘WB’  Yr 6 no ‘WB’  Compared to NZ European, Māori are tracking below by 9.5% but the gap has closed by 4.8% since mid year 2017. | **Pasifika**: (39) 46.2% of Pasifika students working ‘at’ and ‘ab’ (increase 16.2% from 2017)  Higher % of Pasifika represented in underachievement than other ethnicities (53.8%)  Both genders have more than 50% working ‘WB’ and ‘B’ (60% in 2017).  No males ‘WB”  Yr 3-5 no ‘WB’  Compared to NZ European, Pasifika are tracking below (NZ Euro 64% ‘at’ and ‘ab’) with the same % as 2017. | | **Asian- (**85)64.7% of Asian students working ‘at’ and ‘ab’ (increase of 15.7% from 2017)  Higher % Asian represented ‘AB’ than all other ethnicities.  Males working higher than females. 23.1% males working ‘Ab’ no females working ‘Ab’.  Yr 3 no ‘WB’  Yr 6 no ‘WB’  Compared to NZ European, Asian are tracking along similar lines, more Asian ‘Ab’ by 16.4% |