

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*LeadershipSenior 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 Team1. 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’s1. 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** |
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| --- | --- | --- | --- | --- | --- |
| Reading All studentsYears 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) |

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| --- | --- | --- | --- | --- | --- |
| Reading All studentsYears 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) |

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| **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%) girlsNo 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%) girlsTotal 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 girlsTotal 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 girlsTotal 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 girlsTotal 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 girlsTotal well below = 2 (3%) Pasifika = 1/9 Asian = 1/15 Gender = 0 boys, 2 girls |
| Build close relationships with whānauConsistent monitoring and trackingCulturally responsive programmes developedText reflect cultural diversity of classStudent voice evident in porgrammesTuakana – Teina for increased reading mileageIndividual learning goalsData analysis conversations to self review programmes (individual and small groups)Reading integrated with Inquiry LearningEarly words programme to be for all target learners | Build close relationships with whānauConsistent monitoring and trackingCulturally responsive programmes developedText reflect cultural diversity of classStudent voice evident in porgrammesTuakana – Teina for increased reading mileageIndividual learning goalsData analysis conversations to self review programmes (individual and small groups)Reading integrated with Inquiry Learning | Build close relationships with whānauConsistent monitoring and trackingCulturally responsive programmes developedText reflect cultural diversity of classStudent voice evident in porgrammesTuakana – Teina for increased reading mileageIndividual learning goalsData 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 2017Yr 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 trackOf the children who are ‘WB’ 11 are ELL, two receive support from outside agenciesNZ 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 writingTeachers share adaptive practice that has had impact.Continue with RRContinue Early Words ProgrammeMale 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://link.springer.com/referenceworkentry/10.1007/978-981-10-1839-8_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 NeedsHigher % of males ‘B” than femalesFemale: Slightly higher % females ‘‘WB”’ than males.Spread of ‘‘WB”’ across year groups5/6 of ‘WB” are ELL and/or Special NeedsSimilar 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 achievementAll 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 ‘WBNo Yr 6 Boys ‘WB’92% of those ‘B’ are Yr 1-3Slightly higher % of Māori represented in underachievement as % NZ European | **Pasifika**: (39) 61% ‘at’ and ‘above’ – almost 20% higher than 2017Less 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 1-3Slightly 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 teachers66% of ‘B’ students are Yr 1-3More males are working ‘B” than femalesIn 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*LeadershipSenior 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 Team1. 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’s1. 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 girlsNo Well Below **Year 2:** Total below: 31 (45%) Māori = 6/13  Pasifika = 3/7  Asian = 6/11 Other = 18/26 Gender = 18 boys, 15 girlsNo 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 girlsTotal 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 girlsTotal 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 girlsTotal 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 girlsTotal well below = 4 (5%) Pasifika = 1/9 Asian = 1/15 Other = 2/43 Gender = 2 boys, 2 girls |
| Build close relationships with whānauConsistent monitoring and trackingCulturally responsive programmes developedFocus on vocab and punctuation based on eastle dataPhonics programme across all classesReview spelling programmeClicker7 for specific needsFocussed ELL supportStudent voice evident in programmesIndividual learning goalsData analysis conversations to self review programmes (individual and small groups)Writing integrated with Inquiry Learning | Build close relationships with whānauConsistent monitoring and trackingCulturally responsive programmes developedSharing of adaptive practiceReview spelling programmeClicker7 for specific needsFocussed ELL supportStudent voice evident in programmesIndividual learning goalsData analysis conversations to self review programmes (individual and small groups)Writing integrated with Inquiry Learning | Review target student data to ensure needs are being metConsistent monitoring and trackingCulturally responsive programmes developedSharing of adaptive practiceReview spelling programmeClicker7 for specific needsFocussed ELL supportStudent voice evident in programmesIndividual learning goalsData 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** |
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| --- | --- | --- | --- | --- | --- |
| Writing All studentsYears 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) |

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| --- | --- | --- | --- | --- | --- |
| Writing All studentsYears 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) |

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| **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 agenciesThere 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 writingTeachers share adaptive practice that has had impact.Collaborative planningMale 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 2017Yr 5-6 there are no ‘WB’90% of those ‘B” are Yr 1-3In 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 201746.7% 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 yearsMajority 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 % |

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| **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**LeadershipSenior 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 Team1. 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 Communities1. 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 girlsNo Well Below **Year 2:** Total below: 20 (29%) Māori = 9/13  Pasifika = 2/7  Asian = 3/11 Other = 7/26 Gender = 6 boys, 14 girlsNo 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 girlsTotal 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 girlsTotal 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 girlsTotal 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 girlsTotal well below = 2 (3%) Pasifika = 1/9 Asian = 1/15 Gender = 0 boys, 2 girls  |
| Review target student data to ensure needs are being metMonitor target students at syndicate meetingsUse target learner release to analyse data and set up programmesUse PD to improve teacher practiceTeaching as Inquiry to inform effective practice (use term 1 scoping)Data analysis meetings to identify adaptions in practiceParent information evenings. Planned for Term 3Talk Moves introducedJ4-6 collaborative teachingCoaching model to support target learnersUse of Gap analysis to focus directionModeration of assessment | Review target student data to ensure needs are being metMonitor target students at syndicate meetingsUse target learner release to analyse data and set up programmesUse PD to improve teacher practiceTeaching as Inquiry to inform effective practice (use term 1 scoping)Data analysis meetings to identify adaptions in practiceCulturally responsive teachingParent information evenings. Planned for Term 3Moderation of assessment | Review target student data to ensure needs are being metMonitor target students at syndicate meetingsUse target learner release to analyse data and set up programmesUse PD to improve teacher practiceTeaching as Inquiry to inform effective practice (use term 1 scoping)Data analysis meetings to identify adaptions in practiceCulturally responsive teachingParent information evenings. Planned for Term 3Moderation of assessment |
| **Mid Year Nat. Stds 2017** | **Mid Year Curriculum Level OTJ 2018** |
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| --- | --- | --- | --- | --- | --- |
| Mathematics All studentsYears 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) |

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| --- | --- | --- | --- | --- | --- |
| Mathematics All studentsYears 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) |

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|  |  |
| **Key Outcomes** | **2018 Implications:** |
| Professional Development is having an impact on teaching on teaching and learning -especially with attitudes towards maths60.8% of students achieved ‘At’ and ‘Above’ which is 16.8% higher than 2017This 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 mathsDevelopment of coaching model to support adaptive practice impactMāori 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 malesMore 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% |