

Building the Best Learners

Waihangatia ngā Ākonga Tino Pai

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| **Domain 1: Stewardship** |
| **2017 Charter Goals** | **Planned actions - 2017** |
| School is effectively and strategically governed for the benefit of the school community | * Ongoing focus on improving student achievement of target learners.

Property* To work closely with Board of Trustees’ property consultant to pursue the long-term buildings strategy
* To complete minor maintenance work as required to ensure that the school remains a safe and attractive learning community.
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| **Key Outcomes** | **2018 Planned actions:** |
| Board of trustees have an explicit and relentless focus on student learning, wellbeing, achievement and progress. Board of trustees members seek and interrogate a range of high quality student data and evaluative information that supports student learning. Data shared with Board to increase understanding. Reporting format has been revamped to include 6 Domains from ERO’s School Evaluation Indicators and to integrate data and qualitative information. Teachers involved in setting appropriate targets for specific cohorts of childrenRegular updates in Principal report in relation to programmes and PD that are in place in relation to strengthening practice.Board members (2) attended NZSTA Finance workshopStrategic resourcing of strategies directed at improving student outcomesOutside appraiser engaged for principal apprasialBoard reviewing Hautū toolFund ESOL teacher aideFund released DP/SENCO to support Special Needs studentsFund teachers to attend Tātaiako courseFund Kapa Haka tutor for syndicate and performance groupPropertyWorked to develop plan for hall extensionMaintenance has been kept up to date | The Board of Trustees scrutinises the work of the school in achieving valued student outcomesLeadership team use data to evaluate the effectiveness of programmes and share with Board of TrusteesContinue to have teachers involved in setting appropriate targets for specific cohorts of childrenBoard of Trustees implement Hautū Review tool to develop culturally responsive relationship with the school communitycommitteeDevelop culturally responsive practices across the schoolEnsure a safe and secure environment for all learnersEnable resourcing to meet changing learning needsBoard members attend NZSTA workshops to ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship – develop shared understanding of the trustee role and responsibilitiesContinue to fund ESOL teacher aideContinue to fund DP/SENCODevelop procedure for Hui and FonoContinue to fund Kapa Haka tutor Property:To work closely with Board of Trustees’ property consultant to develop 10YPP and hall extension project |
| **Domain 2:  Leadership of conditions for equity and excellence** |
| **2017 Charter Goals** | **Planned actions - 2017** |
| An environment conducive to student learning and wellbeing is ensured.Effective planning, coordination and evaluation of the school's curriculum and teaching are in place.Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellenceLeadership builds relational trust and effective participation and collaboration at every level of the school community. | Whole School Professional Development in MathsTeachers will:* Develop greater understanding of mathematic pedagogy
* Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge
* Leaders will investigate Maths and develop understanding of effective practice suitable to LBS

The school will:* Provide Professional Development opportunities to assist staff with their understanding of Maths
* Provide resources as necessary making provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified

Professional Development in ICTTeachers will:* Become increasingly proficient at using E-Tap for input / accessing / analysing student achievement data.
* Develop pedagogical understanding of how to use eLearning to enhance classroom programmes

The school will:* Provide a range of Professional Development opportunities to assist staff with their understanding of “eLearning” if deemed necessary

Provide resources as necessary* Make provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified (uLearn)

 School curriculum* Continue working on school curriculum to ensure it is coherent, inclusive, culturally responsive and aligned to NZC

Relational Trust* Parent evenings focussed on learning
* Matariki breakfast
* Reporting conferences developed
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| **Key Outcomes** | **2018 Planned actions:** |
| All teachers used Maths as a base for Teaching as Inquiry, maths programmes developing so tamariki have the maximum opportunity to learn and achieve.Teacher pedagogical understanding of maths has developed.Effective teaching of maths developing.ICT: teachers that required support with working with eTap had relevant PDTeachers that had not attended uLearn offered opportunityContinued work with school curriculum as part of Teacher Only days. Will be completed term 1 2018Some parent evenings focussed on learning throughout the yearWhole school Matariki breakfastReporting conferences becoming a conversation about learning with parent, child and teacher; rather than reading the reportSchoolwide targets set as a school from 2016 dataSyndicate targets set within schoolwide targetsSyndicate action plans developedOngoing monitoring of target students Parent survey Student leadership developmentSchoolwide moderation  | Accelerate learning of students who are at risk of underachievement by:Whole School Professional Development in MathsTeachers will:* Continue to develop greater understanding of mathematic pedagogy
* Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge
* Leaders will continue to investigate Maths and develop understanding of effective practice suitable to LBS

The school will:* Provide Professional Development opportunities to assist staff with their understanding of Maths
* Provide resources as necessary making provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified

Ongoing Whole School Professional Development in ICTTeachers will:* Continue to develop pedagogical understanding of how to use eLearning to enhance classroom programmes

The school will:* Provide a range of Professional Development opportunities to assist staff with their understanding of “eLearning” if deemed necessary

Provide resources as necessary* Make provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified (uLearn)

Whole School Professional Development in Inquiry LearningTeachers will:* Develop greater pedagogical understanding of Inquiry Learning
* Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge
* Leaders will investigate Inquiry Learning and develop understanding of effective practice suitable to LBS

The school will:Provide a range of Professional Development opportunities to assist staff with their understanding of Inquiry Learning if deemed necessaryProvide resources as necessary* Make provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified
* Staff attend uLearn

Leadership promotes and participates in teacher learning and development:PD is focussed and deepTeam meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practiceOngoing PD in eTap as requiredPrincipal and DP continue to gather a range of evidence of strategies used to develop future focussed learning skills Develop e-Learning practices that enable technology to be supportive of effective future focussed teaching and learning e.g eportfoliosSupport teachers with innovative pedagogies through external PD and mentoringLeadership ensures effective planning, coordination and evaluation of the school’s curriculum and teaching:Leadership ensures schools teaching programme is structured so that all studnets have maximum opportunity to learn and achieve.Leadership team use data to evaluate the effectiveness of programmesSchoolwide targets set from 2017 dataTeachers involved in setting appropriate targets for specific cohorts of childrenProgrammes in place that accelerate learning, ongoing monitoring of programmes and target childrenPD Ka Hikitia andTātaiakoFurther develop student leadership programmeContinued schoolwide moderation of Literacy and Numeracy |

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| **Domain 3:  Educationally powerful connections and relationships** |
| **2017 Charter Goals** | **Planned actions - 2017** |
| Reciprocal learning-centred relationships are supported through appropriate communication.Learning-centred relationships effectively engage and involve the school communityCommunity collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners. | Bi annual survey to provide feedback from parents to identify areas for improvementConduct Information Sessions for the community to be kept informed of ongoing and updated school practices in mathsSchool picnic at year beginning to develop relationships Information Sessions with school picnic.Proactive identification of community resources to improve learning opportunities and capacity to improve student achievement and wellbeing. (Rita Angus, Marae visits, library connection, Radio station, parent skills).Use community support and resources to have an environment that reflects our school culture, to improve student wellbeing.Recognise ongoing support given by the Friends of the School group (including fundraising activities) |
| **Key Outcomes** | **2018 Planned actions:** |
| Survey had limited uptake, look at different format for 2019Information sessions were kept to informing parents through class and syndicate communication. Teachers did not feel comfortable sharing information at such an early stage, look at this for 2018.Information sessions for New Entrants to the school very well received. School picnic and school fair built connections for many familiesLearning Expo held which was attended by many of familiesPuberty taught by Life EducationContact made with Rita Angus but a change in personnel meant this was put on hold.Contact has been made with ECE, New Entrant teachers have visited and had extra visits from children.Lyall Bay kindy visited with some near five year olds for maths.Radio station has had redevelopment with students designing new programming and advertisingAll families that have children involved in support programmes have been kept aware and update about the programmesParents and students working together to design a mural for the main entrance to the school  | Use community support and resources to support Inquiry learning that reflects our school curriculum culture, to improve student wellbeing (e.g murals)Hold community information sessions around mathsContinue keeping families informed of programmes students are involved inDevelop protocols for ‘welcoming’ new studentsContinue to have close connection with ‘Dads Club’ and Friends Fundraising.Plan beginning of year picnic with information sessions for whānau to meet and connect with teachersDevelop student led conferences to engage in productive learning conversationsDiscuss further Hui as a board |

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** |
| **Learning Areas (NatStds) : Reading** |
| **2016 Charter**  | **Planned actions – 2017**  |
| 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 achieving at or above the National Standard for **Reading** | **Implications to literacy teaching practice**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 – Maori, Pasifika, Asian
5. Promote Ka Hikitia and Tataiko – strategies and cultural competencies
6. LBS Complete School Curriculum and Achievement Plan to be implemented into school system
7. Plan and promote moderation practices across and within syndicates
8. Support teacher knowledge and clarity of the Ministry of Educations descriptions of ‘National Standards at each level’
9. If required, seek external support or professional development to strengthen teacher practice and knowledge of National Standards
10. Establish school-wide data analysis meetings promoting and building internal evaluation effective practice to adapt teacher practice to the needs of target students/groups
11. Identify effective practice in reading programmes that promote student achievement in reading that can be transferred to other teaching other learning areas

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. Share LBS School Curriculum & Achievement Plan to syndicates to support needs of students
8. Moderation meetings are set termly
9. Promote ‘professional learning conversations’ to identify effective practices among teachers to share and learn from colleagues

English Curriculum Team1. Data interpretation and analysis – school-wide implications
2. Design staff PD in support and response to data if required
3. Promote approaches for teaching to the needs of Maori and Pasifika students
4. Promote resources to promote effective literacy practice
5. Promote moderation and offer PD in support

School Wide 1. Staff PD meeting – 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 Maori and Pasifika students
4. LBS Curriculum & Achievement Plan to be shared school-wide
5. Collaborate as professional learning communities promoting critical conversations to strengthen communities of practice

Syndicate Promoting PLC’s1. 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 Maori and Pasifika students
6. Share adaptive practice in response to student needs
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| **Mid Year Nat. Stds** | **End of Year Nat. Stds.** |
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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) |
| Maori | 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 | 6 | 2.9% | 48 | 23.2% | 114 | 55.1% | 39 | 18.8% | [207](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1227x1228x1232x1229x1274x1538x1616x1244x1513x1246x1876x1723x1268x1266x1264x1261x1817x1276x1277x1281x1282x1573x1343x1824x1685x1285x1287x1289x1290x1369x1291x1293x1292x1458x1303x1306x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1340x1341x1345x1346x1350x1352x1353x1476x1362x1361x1358x1368x1367x1366x1722x1639x1392x1397x1396x1539x1620x1412x1410x1408x1403x1414x1421x1425x1424x1427x1428x1433x1432x1431x1492x1644x1717x1446x1460x1471x1470x1473x1478x1479x1481x1484x1483x1488x1507x1506x1514x1520x1725x1825x1534x1839x1535x1871x1561x1559x1558x1822x1562x1572x1571x1567x1823x1652x1579x1576x1575x1582x1581x1584x1793x1591x1647x1598x1603x1889x1612x1608x1604x1625x1627x1629x1631x1632x1634x1642x1654x1656x1657x1660x1659x1662x1665x1672x1765x1718x1674x1679x1680x1682x1689x1693x1690x1694x1698x1699x1705x1873x1706x1712x1710x1709x1708x1726x1735x1740x1741x1787x1742x1745x1744x1754x1757x1759x1761x1764x1768x1772x1771x1775x1774x1777x1782x1781x1783x1790x1791x1892x1796x1799x1798x1810x1809x1812x1813x1815x1835x1834x1832x1827x1836x1880x1845&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Female | 9 | 5.0% | 32 | 17.9% | 80 | 44.7% | 58 | 32.4% | [179](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1778x1226x1230x1235x1234x1838x1238x1239x1243x1247x1250x1267x1263x1262x1258x1541x1354x1732x1286x1294x1295x1379x1297x1746x1298x1305x1307x1553x1818x1532x1313x1309x1319x1339x1325x1548x1716x1578x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1363x1360x1359x1357x1382x1375x1365x1364x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1416x1430x1729x1434x1438x1615x1747x1442x1444x1445x1456x1686x1462x1465x1467x1474x1480x1485x1505x1504x1490x1487x1486x1511x1518x1519x1521x1525x1530x1531x1529x1820x1544x1550x1719x1557x1556x1821x1564x1733x1569x1583x1588x1589x1590x1592x1593x1594x1885x1808x1601x1600x1599x1670x1610x1609x1605x1626x1630x1633x1637x1640x1648x1661x1713x1667x1666x1671x1673x1675x1677x1681x1683x1701x1702x1704x1730x1711x1816x1737x1739x1752x1751x1756x1755x1758x1763x1776x1779x1785x1784x1788x1789x1802x1801x1800x1795x1797x1804x1811x1902x1814x1830x1829x1828x1826x1837x1841x1843x1844&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Total | 15 | 3.9% | 80 | 20.7% | 194 | 50.3% | 97 | 25.1% | [386](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1778x1226x1227x1228x1232x1230x1229x1274x1538x1235x1234x1838x1238x1616x1239x1244x1243x1513x1246x1247x1876x1250x1723x1268x1267x1266x1264x1263x1262x1261x1258x1817x1276x1541x1277x1354x1732x1281x1282x1573x1343x1824x1685x1286x1285x1287x1289x1290x1369x1291x1293x1292x1458x1294x1295x1379x1297x1746x1298x1305x1303x1307x1306x1553x1818x1532x1645x1767x1872x1313x1309x1317x1314x1319x1321x1339x1325x1497x1621x1328x1329x1548x1716x1578x1786x1334x1337x1338x1340x1341x1342x1344x1345x1495x1347x1346x1351x1350x1352x1353x1356x1646x1476x1363x1362x1361x1360x1359x1358x1357x1382x1375x1368x1367x1366x1365x1364x1386x1387x1722x1388x1389x1639x1392x1397x1396x1399x1539x1477x1401x1792x1620x1412x1411x1410x1408x1407x1405x1403x1414x1416x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1492x1615x1644x1747x1442x1717x1444x1445x1446x1456x1460x1686x1462x1465x1467x1471x1470x1473x1474x1478x1479x1481x1480x1485x1484x1483x1505x1504x1490x1488x1487x1486x1507x1506x1511x1514x1518x1519x1520x1521x1725x1525x1825x1530x1531x1529x1534x1839x1820x1535x1544x1550x1871x1719x1557x1556x1561x1559x1558x1822x1821x1562x1564x1572x1733x1569x1571x1567x1823x1652x1579x1576x1575x1582x1581x1583x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1885x1808x1598x1601x1600x1599x1603x1889x1670x1612x1610x1609x1608x1605x1604x1625x1627x1626x1629x1631x1630x1632x1633x1634x1637x1640x1642x1648x1654x1656x1657x1660x1659x1662x1661x1713x1667x1666x1665x1671x1672x1765x1718x1673x1674x1675x1677x1679x1680x1681x1682x1683x1689x1693x1690x1694x1698x1699x1701x1702x1704x1705x1873x1730x1706x1712x1711x1710x1709x1708x1726x1816x1735x1737x1740x1739x1741x1787x1742x1745x1744x1754x1752x1751x1756x1755x1757x1758x1759x1763x1761x1764x1768x1772x1771x1775x1774x1776x1777x1782x1781x1779x1783x1785x1784x1788x1789x1790x1791x1892x1796x1802x1801x1800x1799x1795x1798x1797x1804x1810x1809x1811x1902x1812x1813x1814x1815x1835x1834x1832x1830x1829x1828x1827x1826x1837x1836x1841x1843x1880x1844x1845&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Maori | Male | 1 | 2.8% | 8 | 22.2% | 24 | 66.7% | 3 | 8.3% | [36](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1232x1229x1274x1276x1281x1282x1573x1343x1872x1476x1361x1620x1427x1479x1484x1514x1725x1871x1571x1823x1652x1575x1647x1603x1625x1642x1656x1672x1718x1706x1712x1735x1740x1781x1783x1827&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Female | 0 | 0% | 9 | 27.3% | 17 | 51.5% | 7 | 21.2% | [33](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1354x1286x1313x1548x1337x1342x1364x1388x1411x1434x1615x1445x1486x1511x1719x1556x1588x1599x1670x1610x1626x1630x1648x1816x1752x1758x1763x1779x1800x1811x1829x1841&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Total | 1 | 1.4% | 17 | 24.6% | 41 | 59.4% | 10 | 14.5% | [69](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1232x1229x1274x1276x1354x1281x1282x1573x1343x1286x1872x1313x1548x1337x1342x1476x1361x1364x1388x1620x1411x1427x1434x1615x1445x1479x1484x1486x1511x1514x1725x1871x1719x1556x1571x1823x1652x1575x1588x1647x1599x1603x1670x1610x1625x1626x1630x1642x1648x1656x1672x1718x1706x1712x1816x1735x1740x1752x1758x1763x1781x1779x1783x1800x1811x1829x1827x1841&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Pasifika | Male | 0 | 0% | 3 | 16.7% | 12 | 66.7% | 3 | 16.7% | [18](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1723x1268x1817x1287x1314x1497x1341x1350x1353x1717x1478x1520x1561x1584x1665x1682x1771x1815&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Female | 2 | 9.5% | 5 | 23.8% | 11 | 52.4% | 3 | 14.3% | [21](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1541x1295x1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1601x1600x1785x1789x1802x1814x1844&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Total | 2 | 5.1% | 8 | 20.5% | 23 | 59.0% | 6 | 15.4% | [39](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1723x1268x1817x1541x1287x1295x1746x1314x1319x1497x1716x1341x1350x1353x1359x1357x1717x1462x1467x1478x1480x1520x1530x1544x1561x1584x1808x1601x1600x1665x1682x1771x1785x1789x1802x1814x1815x1844&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Asian | Male | 2 | 4.0% | 10 | 20.0% | 33 | 66.0% | 5 | 10.0% | [50](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1246x1876x1685x1289x1293x1645x1317x1621x1329x1362x1639x1397x1412x1408x1424x1644x1446x1471x1481x1507x1534x1839x1822x1562x1567x1579x1576x1612x1627x1634x1654x1662x1765x1680x1698x1699x1873x1709x1787x1761x1768x1777x1790x1796x1809x1835x1834x1832x1880&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Female | 3 | 10.7% | 3 | 10.7% | 17 | 60.7% | 5 | 17.9% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1838x1247x1250x1379x1309x1339x1786x1495x1646x1399x1416x1456x1686x1474x1505x1504x1519x1557x1821x1569x1583x1592x1885x1633x1671x1677x1756x1755&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Total | 5 | 6.4% | 13 | 16.7% | 50 | 64.1% | 10 | 12.8% | [78](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1838x1246x1247x1876x1250x1685x1289x1293x1379x1645x1309x1317x1339x1621x1329x1786x1495x1646x1362x1639x1397x1399x1412x1408x1416x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1534x1839x1557x1822x1821x1562x1569x1567x1579x1576x1583x1592x1885x1612x1627x1633x1634x1654x1662x1671x1765x1677x1680x1698x1699x1873x1709x1787x1756x1755x1761x1768x1777x1790x1796x1809x1835x1834x1832x1880&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) |
| MELAA | Male | 0 | 0% | 2 | 15.4% | 5 | 38.5% | 6 | 46.2% | [13](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1228x1538x1513x1303x1767x1321x1346x1352x1539x1889x1693x1744x1791&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Female | 3 | 20.0% | 3 | 20.0% | 7 | 46.7% | 2 | 13.3% | [15](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1732x1347x1792x1490x1529x1564x1733x1589x1683x1704x1730x1711x1788x1828&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Total | 3 | 10.7% | 5 | 17.9% | 12 | 42.9% | 8 | 28.6% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1228x1538x1513x1732x1303x1767x1321x1347x1346x1352x1539x1792x1490x1529x1564x1733x1589x1889x1683x1693x1704x1730x1711x1744x1788x1791x1828&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) |
| NZ/European | Male | 3 | 3.3% | 25 | 27.8% | 40 | 44.4% | 22 | 24.4% | [90](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1616x1244x1266x1264x1261x1277x1824x1285x1290x1369x1291x1292x1458x1306x1328x1338x1340x1345x1358x1368x1367x1366x1722x1392x1396x1410x1403x1414x1421x1425x1428x1433x1432x1431x1492x1460x1470x1473x1483x1488x1506x1825x1535x1559x1558x1572x1582x1581x1793x1591x1598x1608x1604x1629x1631x1632x1657x1660x1659x1674x1679x1689x1690x1694x1705x1710x1708x1726x1741x1742x1745x1754x1757x1759x1764x1772x1775x1774x1782x1892x1799x1798x1810x1812x1813x1836x1845&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Female | 1 | 1.2% | 12 | 14.6% | 28 | 34.1% | 41 | 50.0% | [82](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1230x1235x1238x1239x1243x1267x1263x1262x1258x1294x1297x1298x1305x1307x1553x1818x1532x1325x1578x1334x1344x1351x1356x1363x1360x1382x1375x1365x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1747x1442x1444x1465x1485x1487x1518x1521x1525x1531x1820x1550x1590x1593x1594x1609x1605x1637x1640x1661x1713x1667x1666x1673x1675x1681x1701x1702x1737x1739x1751x1776x1784x1801x1795x1797x1804x1902x1830x1826x1837x1843&sid=0&title=Reading&title=Reading&tid=50&yl=&rt=&yr=2017) |
| Total | 4 | 2.3% | 37 | 21.5% | 68 | 39.5% | 63 | 36.6% | [172](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1230x1235x1238x1616x1239x1244x1243x1267x1266x1264x1263x1262x1261x1258x1277x1824x1285x1290x1369x1291x1292x1458x1294x1297x1298x1305x1307x1306x1553x1818x1532x1325x1328x1578x1334x1338x1340x1344x1345x1351x1356x1363x1360x1358x1382x1375x1368x1367x1366x1365x1386x1387x1722x1389x1392x1396x1477x1401x1410x1407x1405x1403x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1492x1747x1442x1444x1460x1465x1470x1473x1485x1483x1488x1487x1506x1518x1521x1525x1825x1531x1820x1535x1550x1559x1558x1572x1582x1581x1793x1591x1590x1593x1594x1598x1609x1608x1605x1604x1629x1631x1632x1637x1640x1657x1660x1659x1661x1713x1667x1666x1673x1674x1675x1679x1681x1689x1690x1694x1701x1702x1705x1710x1708x1726x1737x1739x1741x1742x1745x1754x1751x1757x1759x1764x1772x1775x1774x1776x1782x1784x1892x1801x1799x1795x1798x1797x1804x1810x1902x1812x1813x1830x1826x1837x1836x1843x1845&sid=0&title=Reading&tid=50&yl=&rt=&yr=2017) |

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| **Comparison 2016 with 2017 (students with achievement results in both years)**  |
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| --- | --- | --- | --- | --- |
| School level data 2016/2017 showing progress and achievement in relation to National Standards for **Reading** obtained from OTJ's in 2016/2017 | **Well Below** | **Below** | **At** | **Above** |
| **All Students** | [2017 (300)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8497x8672x8674x8676x8425&pids=1629x1634x1637x1654x1626x1630x1631x1640x1642x1648x1572x1632x1649x1627x1633x1535x1759x1662x1656x1562x1559x1657x1564x1719x1660x1661x1666x1667x1673x1713x1659x1556x1765x1665x1671x1672x1718x1558x1674x1675x1679x1581x1590x1591x1574x1576x1579x1582x1588x1589x1592x1793x1677x1680x1681x1682x1689x1693x1698x1583x1584x1652x1694x1569x1571x1575x1733x1683x1690x1428x1470x1480x1487x1529x1530x1567x1722x1747x1557x1561x1424x1433x1434x1438x1442x1478x1479x1485x1506x1511x1686x1601x1610x1431x1445x1460x1462x1473x1488x1507x1514x1518x1550x1603x1625x1521x1701x1705x1708x1710x1446x1456x1467x1481x1483x1490x1504x1505x1520x1525x1644x1594x1608x1612x1808x1414x1444x1465x1471x1474x1484x1486x1519x1531x1534x1615x1620x1717x1702x1704x1229x1243x1247x1262x1263x1268x1276x1285x1307x1347x1350x1353x1359x1362x1365x1403x1411x1427x1430x1432x1458x1476x1538x1548x1645x1716x1725x1699x1709x1711x1726x1599x1605x1609x1227x1238x1250x1264x1277x1281x1291x1294x1313x1339x1340x1341x1360x1364x1382x1389x1410x1421x1425x1539x1621x1732x1746x1593x1598x1600x1604x1647x1670x1218x1244x1261x1266x1267x1292x1297x1305x1321x1328x1329x1334x1351x1354x1357x1363x1392x1396x1553x1578x1685x1778x1216x1226x1228x1230x1235x1239x1274x1287x1306x1325x1337x1345x1352x1358x1361x1366x1368x1369x1375x1379x1386x1387x1405x1407x1767x1706x1730x1289x1314x1343x1388x1397x1401x1513x1541x1646x1723x1794x1232x1234x1246x1258x1282x1286x1293x1295x1298x1303x1309x1317x1319x1338x1342x1344x1346x1356x1367x1399x1408x1412x1416x1426x1477x1492x1495x1497x1532x1573x1616x1639x1729x1786x1217x1290x1544) | 3.7% | 12.3% | 54% | 30%  |
| [2016 (300)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8497x8672x8674x8676x8425&pids=1722x1639x1632x1640x1630x1633x1642x1649x1654x1535x1626x1627x1631x1648x1525x1531x1529x1530x1534x1519x1725x1518x1520x1544x1629x1634x1637x1414x1659x1661x1662x1671x1556x1719x1665x1667x1672x1674x1713x1561x1666x1558x1559x1562x1564x1505x1433x1428x1615x1550x1432x1434x1438x1656x1657x1660x1673x1557x1431x1644x1521x1367x1567x1456x1675x1682x1718x1765x1569x1575x1576x1579x1652x1733x1462x1747x1679x1581x1442x1445x1446x1686x1680x1693x1571x1582x1583x1683x1689x1694x1698x1699x1444x1460x1481x1514x1717x1677x1572x1574x1584x1588x1589x1681x1690x1701x1702x1705x1708x1594x1292x1341x1360x1361x1365x1368x1382x1387x1403x1408x1430x1553x1470x1473x1486x1716x1424x1427x1478x1479x1506x1234x1235x1247x1264x1268x1281x1287x1303x1305x1343x1492x1541x1794x1218x1227x1229x1239x1262x1276x1289x1291x1294x1297x1307x1328x1334x1340x1352x1354x1358x1366x1388x1396x1399x1401x1407x1426x1685x1723x1216x1232x1246x1250x1258x1274x1282x1329x1337x1338x1344x1357x1359x1362x1364x1375x1392x1410x1416x1458x1495x1513x1532x1538x1729x1778x1704x1309x1314x1319x1339x1345x1347x1397x1405x1421x1476x1477x1497x1539x1786x1710x1711x1726x1604x1480x1483x1485x1487x1504x1507x1511x1592x1593x1601x1605x1608x1612x1808x1261x1591x1599x1600x1609x1670x1706x1217x1226x1228x1230x1238x1243x1244x1263x1266x1267x1277x1285x1286x1290x1293x1295x1298x1306x1317x1321x1325x1346x1350x1351x1356x1369x1379x1386x1389x1411x1412x1425x1548x1573x1616x1621x1645x1646x1732x1746x1767x1474x1484x1490x1620x1342x1353x1363x1578x1709x1730x1759x1603x1465x1467x1471x1488x1590x1598x1610x1625x1647x1793x1313) | 4% | 21% | 50.7% | 24.3% |
| **Male students** | [2017 (157)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8497x8672x8674x8676x8425&pids=1629x1634x1654x1631x1642x1572x1632x1627x1535x1759x1662x1656x1562x1559x1657x1660x1659x1765x1665x1672x1718x1558x1674x1679x1581x1591x1576x1579x1582x1793x1680x1682x1689x1693x1698x1584x1652x1694x1571x1575x1690x1428x1470x1567x1722x1561x1424x1433x1478x1479x1506x1431x1460x1473x1488x1507x1514x1603x1625x1705x1708x1710x1446x1481x1483x1520x1644x1608x1612x1414x1471x1484x1534x1620x1717x1229x1268x1276x1285x1350x1353x1362x1403x1427x1432x1458x1476x1538x1645x1725x1699x1709x1726x1227x1264x1277x1281x1291x1340x1341x1410x1421x1425x1539x1621x1598x1604x1647x1218x1244x1261x1266x1292x1321x1328x1329x1392x1396x1685x1228x1274x1287x1306x1345x1352x1358x1361x1366x1368x1369x1767x1706x1289x1314x1343x1397x1513x1723x1794x1232x1246x1282x1293x1303x1317x1338x1346x1367x1408x1412x1492x1497x1573x1616x1639x1217x1290) | 1.9% | 15.9% | 59.2% | 22.9% |
| [2016 (157)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8497x8672x8674x8676x8425&pids=1722x1639x1632x1642x1654x1535x1627x1631x1534x1725x1520x1629x1634x1414x1659x1662x1665x1672x1674x1561x1558x1559x1562x1433x1428x1432x1656x1657x1660x1431x1644x1367x1567x1682x1718x1765x1575x1576x1579x1652x1679x1581x1446x1680x1693x1571x1582x1689x1694x1698x1699x1460x1481x1514x1717x1572x1584x1690x1705x1708x1292x1341x1361x1368x1403x1408x1470x1473x1424x1427x1478x1479x1506x1264x1268x1281x1287x1303x1343x1492x1794x1218x1227x1229x1276x1289x1291x1328x1340x1352x1358x1366x1396x1685x1723x1232x1246x1274x1282x1329x1338x1362x1392x1410x1458x1513x1538x1314x1345x1397x1421x1476x1497x1539x1710x1726x1604x1483x1507x1608x1612x1261x1591x1706x1217x1228x1244x1266x1277x1285x1290x1293x1306x1317x1321x1346x1350x1369x1412x1425x1573x1616x1621x1645x1767x1484x1620x1353x1709x1759x1603x1471x1488x1598x1625x1647x1793) | 3.8% | 23.6% | 53.5% | 19.1% |
| **Female students** | [2017 (143)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8497x8672x8674x8676x8425&pids=1637x1626x1630x1640x1648x1649x1633x1564x1719x1661x1666x1667x1673x1713x1556x1671x1675x1590x1574x1588x1589x1592x1677x1681x1583x1569x1733x1683x1480x1487x1529x1530x1747x1557x1434x1438x1442x1485x1511x1686x1601x1610x1445x1462x1518x1550x1521x1701x1456x1467x1490x1504x1505x1525x1594x1808x1444x1465x1474x1486x1519x1531x1615x1702x1704x1243x1247x1262x1263x1307x1347x1359x1365x1411x1430x1548x1716x1711x1599x1605x1609x1238x1250x1294x1313x1339x1360x1364x1382x1389x1732x1746x1593x1600x1670x1267x1297x1305x1334x1351x1354x1357x1363x1553x1578x1778x1216x1226x1230x1235x1239x1325x1337x1375x1379x1386x1387x1405x1407x1730x1388x1401x1541x1646x1234x1258x1286x1295x1298x1309x1319x1342x1344x1356x1399x1416x1426x1477x1495x1532x1729x1786x1544) | 5.6% | 8.4% | 48.3% | 37.8% |
| [2016 (143)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8497x8672x8674x8676x8425&pids=1640x1630x1633x1649x1626x1648x1525x1531x1529x1530x1519x1518x1544x1637x1661x1671x1556x1719x1667x1713x1666x1564x1505x1615x1550x1434x1438x1673x1557x1521x1456x1675x1569x1733x1462x1747x1442x1445x1686x1583x1683x1444x1677x1574x1588x1589x1681x1701x1702x1594x1360x1365x1382x1387x1430x1553x1486x1716x1234x1235x1247x1305x1541x1239x1262x1294x1297x1307x1334x1354x1388x1399x1401x1407x1426x1216x1250x1258x1337x1344x1357x1359x1364x1375x1416x1495x1532x1729x1778x1704x1309x1319x1339x1347x1405x1477x1786x1711x1480x1485x1487x1504x1511x1592x1593x1601x1605x1808x1599x1600x1609x1670x1226x1230x1238x1243x1263x1267x1286x1295x1298x1325x1351x1356x1379x1386x1389x1411x1548x1646x1732x1746x1474x1490x1342x1363x1578x1730x1465x1467x1590x1610x1313) | 4.2% | 18.2% | 47.6% | 30.1% |
| **Maori students** | [2017 (52)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8497x8672x8674x8676x8425&pids=1626x1630x1642x1648x1649x1656x1719x1556x1672x1718x1588x1652x1571x1575x1434x1479x1511x1610x1445x1514x1603x1625x1484x1486x1615x1620x1229x1276x1411x1427x1476x1548x1725x1599x1281x1313x1364x1647x1670x1354x1778x1274x1337x1361x1706x1343x1388x1232x1282x1286x1342x1573) | 1.9% | 15.4% | 65.4% | 17.3% |
| [2016 (52)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8497x8672x8674x8676x8425&pids=1630x1642x1649x1626x1648x1725x1556x1719x1672x1615x1434x1656x1718x1575x1652x1445x1571x1514x1588x1361x1486x1427x1479x1281x1343x1229x1276x1354x1388x1232x1274x1282x1337x1364x1778x1476x1511x1599x1670x1706x1286x1411x1548x1573x1484x1620x1342x1603x1610x1625x1647x1313) | 3.8% | 21.2% | 57.7% | 17.3% |
| **Pasifika students** | [2017 (31)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8497x8672x8674x8676x8425&pids=1665x1682x1584x1480x1530x1561x1478x1601x1462x1467x1520x1808x1717x1268x1350x1353x1359x1716x1341x1746x1600x1357x1287x1314x1541x1723x1234x1295x1319x1497x1544) | 6.5% | 12.9% | 64.5% | 16.1% |
| [2016 (31)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8497x8672x8674x8676x8425&pids=1530x1520x1544x1665x1561x1682x1462x1717x1584x1341x1716x1478x1234x1268x1287x1541x1723x1357x1359x1314x1319x1497x1480x1601x1808x1600x1295x1350x1746x1353x1467) | 6.5% | 19.4% | 71% | 3.2% |

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| **Junior Syndicate Action Plans 2017** | **Middle Syndicate Action Plans 2017** | **Senior Syndicate Action Plans 2017** |
| Target: To increase the number of students (3 Māori students and 15 boys) achieving at or above the National Standard in reading  | Target: To raise the achievement of the 22 Year 3 and 12 Year 4 students who are “Below” the National Standard to be achieving “AT” the National Standard in reading. | Target: To raise the achievement of the nine Year 5 students and 12 year 6 students underachieving in Reading from ‘below NS’ to ‘a NS’ |
| Student choice in texts to increase motivationBuild and foster parent engagement through:* Literacy info evening
* Invitations for parents to observe and participate in literacy sessions
* Newsletters/blogs/emails/face to face

Consistent monitoring and trackingCulturally responsive programmes developedText reflect cultural diversity of classTuakana – Teina for increased reading mileageIndividual learning goalsData analysis conversations to self review programmes (individual and small groups)Reading integrated with Inquiry LearningReview the transition for Yr 2 to Yr 3 | Data analysis conversations to self review programmes (individual and small groups)Consistent monitoring and trackingStudent voice evident in programmesUse PD to improve teacher practice Moderation and consistency of running recordsT.aide support (ESOL, word attack) | Review target student data to ensure needs are being metBuddy readingClose monitoring of target students at syndicate meetingsModeration of running records to ensure consistency |
| **Key Outcomes** | **2018 Planned actions**: |
| 75% of students ‘At’ and ‘Above’ in readingPositive shift of student achievement seen, with 110 students making a shift in OTJ’s* 63 students – moved one level in National Standards from ‘below’ standard to ‘at’ standard
* 47 students – ‘at’ standard to ‘above’ standard
* 10 students – ‘well below’ to ‘below’ standard
* 1 student – ‘below’ to ‘above’
* 3 students – ‘well below to ‘at’

The shifts can be interpreted to the strengthening of teacher clarity and knowledge building of indicators of progress and expectationsOf the children who are wb 9 are ELL, 6 are on our special needs role or receiving outside assistanceOur data aligns reading achievement with norms of national achievement.The comparison with children who have been at the school for at least two years shows a positive shift to the right across all aspects. | *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 – Maori, 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 achieving
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 Maori 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 Maori 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 Maori 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 |
| **Gender**: Male and female closely aligned. 73% Males ‘at’ and ‘above’ marks a decline in those ‘above’ from 2015 to 2017. Boys tracking along NS aggregate for 2016 ‘at’ and ‘above’ WB – 3% 2017WB - 3% 2016 (new students)WB - 1% 2015WB - 4% 201477% females ‘at’ and ‘above’ which is 2% lower than 2016Girls tracking below NS aggregate for 2016 ‘at’ and ‘above’ (by 5%)WB - 5% 2017 mostly ELLWB –4% 2016WB – 0% 2015 | **Māori**: (69)74% at and aboveTracking in alignment with whole school achievementAll Yr 5/6 tracking at and aboveMale wb 3% (new student) Female wb 0% At and Ab are spread across year groups80% of those b are Yr 1-2.Similar % of Māori represented in underachievement as % NZ EuropeanWB – 1.4% 2017 (new student)WB- 1.6% 2016 (new student)WB – 0% 2015WB – 3% 2014B – 24.6% 2017B – 18.8% 2016B – 17% 2015B – 19% 2014 | **Pasifika**: (39)74% ‘at’ and ‘above’, Similar % Pasifika represented in underachievement as whole school %Males ‘wb 0%Females ‘wb’ 1%Pasifika females have second highest % ‘at’ against other ethnicities (52%)In comparison with NZ Euro higher % ‘at’ but less ’above’.WB – 0.5% 2017WB- 4% 2016WB – 0% 2015WB – 3% 2014B – 23% 2017B – 17.8% 2016B – 17% 2015B – 19% 2014 | **Asian:** (78)77% ‘at’ and ‘above’ higher than other ethnicitiesHigher % represented in ‘wb’ than most other ethnicities. All are ELL Less working ‘b’ than any other ethnicity.Males ‘wb’ 4% Female ‘wb’ 10.7%In comparison with NZ Euro higher % ‘at’ but less’ab’New ELL programme developed to supportWB – 6.4% 2017WB – 8% 2016WB – 7% 2015WB – 8% 2014B – 16.7% 2017B – 22% 2016B – 18% 2015B – 23% 2014 |

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** |
| **Learning Areas (Nat Stds) : Writing** |
| **2016 -2018 Charter** | **Planned actions - 2017** |
| 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 achieving at or above the National Standard for **Writing** | **School-wide level:**Provide school-wide professional development of Ka Hikitia and Tātaiako – strategies and competencies to promote priority student achievement (Māori students underachieving in writing are also represented in reading underachievement)Teachers aware of cohort concern with Yrs 3Further PD on ‘What acceleration means and how to accelerate’ Use Writing Guidelines reviewed and developed in 2015 to support all learners and to guide target student programmesWriting PD as whole schoolContinue with e-asTTle to support assessment for learningTarget students regularly tracked and monitoredFocus on target students – collaborate to identify and discuss designing programmes to support student progress and achievementShare, feedback and build collective teacher efficacy Further develop understanding of using Teaching as Inquiry to improve teachingESOL teacher and teacher aide review programme**Senior Leaders:**Identify individual students achievement below and well belowStudents will be identified as school and classroom teachers ‘targets’ DP/team leaders to profile students learning needsDP will support classroom teachers through targeted programmes upon assessment DP, team leaders and classroom teachers will inquire into acceleration of student achievementTrack and monitor: student progress over time; priority students – Māori & Pasifika, Asian (ESOL implications)**Team (Syndicate) leaders:** To track and monitor student progress – update termly – syndicate meetingsOffer teacher support and resourcing as required- to support teachers/syndicates through modelling, co-teaching, co-planning, Build collaborative practice in and across syndicatesHold literacy monitoring meetings within syndicatesDesign teaching programme/strategies and approaches to support target studentsTeachers:Assessment for Learning practice – gather and use data to inform targeted teaching and learning programmes to cater to student needsProfile students’ learningSet realistic and achievement goals in collaboration with student and whanau aligned with National Standards * Monitor and track student’s learning using Literacy Learning Progressions
 |
| **Junior Syndicate Action Plans 2017** | **Middle Syndicate Action Plans 2017** | **Senior Syndicate Action Plans 2017** |
| Target: To increase the number of students achieving at or above the National Standard in writing:21 Year 2 (36%) students underachieving to achieving at the standard5 girls (from Year 2) (23%) underachievingof 16 boys (from year 2) (76%) underachieiving3 (14%) (Year 2) Maori students underachieving | Target: To raise the achievement of the five Asian students (Yr 4) and the fifteen boys (Yr 3 & 4) underachieving in writing from ‘below NS’ to achievement ‘at NS’ | Target: To raise the achievement of the 15 Year 5 students and seven Year 6 students underachieving in writing from ‘below’ to ‘at’. |
| Review target student data to ensure needs are being metMonitor target students at syndicate meetingsUse PD to improve teacher practice (easTTle, culturally responsive practices)Ensure programmes are responsive to changing needsIntegrate writing and inquiryStudent voice considered in writing choice, gender and bi cultural perspectivesUse of individual goalsData analysis meetingsParent information evenings | Review target student data to ensure needs are being metMonitor target students at syndicate meetingsModeration of dataUse PD to improve teacher practice (easTTle, culturally responsive practices)Student voice considered in writing choice – through partnership with other syndicates, whānau, community.Integrate writing and inquiry learningData analysis meetings | Review target student data to ensure needs are being metChn grouped according to needsRich learning real life activitesMonitor target students at syndicate meetingsImplement PD around (easTTle, culturally responsive practices)Student voice considered in writing choiceData analysis meetings |
| **Mid Year Nat. Stds 2017** | **End of Year Nat. Stds** |
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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) |
| Maori | 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 | 7 | 3.4% | 81 | 39.1% | 102 | 49.3% | 17 | 8.2% | [207](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1227x1228x1232x1229x1274x1538x1616x1244x1513x1246x1876x1723x1268x1266x1264x1261x1817x1276x1277x1281x1282x1573x1343x1824x1685x1285x1287x1289x1290x1369x1291x1293x1292x1458x1303x1306x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1340x1341x1345x1346x1350x1352x1353x1476x1362x1361x1358x1368x1367x1366x1722x1639x1392x1397x1396x1539x1620x1412x1410x1408x1403x1414x1421x1425x1424x1427x1428x1433x1432x1431x1492x1644x1717x1446x1460x1471x1470x1473x1478x1479x1481x1484x1483x1488x1507x1506x1514x1520x1725x1825x1534x1839x1535x1871x1561x1559x1558x1822x1562x1572x1571x1567x1823x1652x1579x1576x1575x1582x1581x1584x1793x1591x1647x1598x1603x1889x1612x1608x1604x1625x1627x1629x1631x1632x1634x1642x1654x1656x1657x1660x1659x1662x1665x1672x1765x1718x1674x1679x1680x1682x1689x1693x1690x1694x1698x1699x1705x1873x1706x1712x1710x1709x1708x1726x1735x1740x1741x1787x1742x1745x1744x1754x1757x1759x1761x1764x1768x1772x1771x1775x1774x1777x1782x1781x1783x1790x1791x1892x1796x1799x1798x1810x1809x1812x1813x1815x1835x1834x1832x1827x1836x1880x1845&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Female | 8 | 4.5% | 46 | 25.7% | 98 | 54.7% | 27 | 15.1% | [179](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1778x1226x1230x1235x1234x1838x1238x1239x1243x1247x1250x1267x1263x1262x1258x1541x1354x1732x1286x1294x1295x1379x1297x1746x1298x1305x1307x1553x1818x1532x1313x1309x1319x1339x1325x1548x1716x1578x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1363x1360x1359x1357x1382x1375x1365x1364x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1416x1430x1729x1434x1438x1615x1747x1442x1444x1445x1456x1686x1462x1465x1467x1474x1480x1485x1505x1504x1490x1487x1486x1511x1518x1519x1521x1525x1530x1531x1529x1820x1544x1550x1719x1557x1556x1821x1564x1733x1569x1583x1588x1589x1590x1592x1593x1594x1885x1808x1601x1600x1599x1670x1610x1609x1605x1626x1630x1633x1637x1640x1648x1661x1713x1667x1666x1671x1673x1675x1677x1681x1683x1701x1702x1704x1730x1711x1816x1737x1739x1752x1751x1756x1755x1758x1763x1776x1779x1785x1784x1788x1789x1802x1801x1800x1795x1797x1804x1811x1902x1814x1830x1829x1828x1826x1837x1841x1843x1844&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Total | 15 | 3.9% | 127 | 32.9% | 200 | 51.8% | 44 | 11.4% | [386](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1778x1226x1227x1228x1232x1230x1229x1274x1538x1235x1234x1838x1238x1616x1239x1244x1243x1513x1246x1247x1876x1250x1723x1268x1267x1266x1264x1263x1262x1261x1258x1817x1276x1541x1277x1354x1732x1281x1282x1573x1343x1824x1685x1286x1285x1287x1289x1290x1369x1291x1293x1292x1458x1294x1295x1379x1297x1746x1298x1305x1303x1307x1306x1553x1818x1532x1645x1767x1872x1313x1309x1317x1314x1319x1321x1339x1325x1497x1621x1328x1329x1548x1716x1578x1786x1334x1337x1338x1340x1341x1342x1344x1345x1495x1347x1346x1351x1350x1352x1353x1356x1646x1476x1363x1362x1361x1360x1359x1358x1357x1382x1375x1368x1367x1366x1365x1364x1386x1387x1722x1388x1389x1639x1392x1397x1396x1399x1539x1477x1401x1792x1620x1412x1411x1410x1408x1407x1405x1403x1414x1416x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1492x1615x1644x1747x1442x1717x1444x1445x1446x1456x1460x1686x1462x1465x1467x1471x1470x1473x1474x1478x1479x1481x1480x1485x1484x1483x1505x1504x1490x1488x1487x1486x1507x1506x1511x1514x1518x1519x1520x1521x1725x1525x1825x1530x1531x1529x1534x1839x1820x1535x1544x1550x1871x1719x1557x1556x1561x1559x1558x1822x1821x1562x1564x1572x1733x1569x1571x1567x1823x1652x1579x1576x1575x1582x1581x1583x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1885x1808x1598x1601x1600x1599x1603x1889x1670x1612x1610x1609x1608x1605x1604x1625x1627x1626x1629x1631x1630x1632x1633x1634x1637x1640x1642x1648x1654x1656x1657x1660x1659x1662x1661x1713x1667x1666x1665x1671x1672x1765x1718x1673x1674x1675x1677x1679x1680x1681x1682x1683x1689x1693x1690x1694x1698x1699x1701x1702x1704x1705x1873x1730x1706x1712x1711x1710x1709x1708x1726x1816x1735x1737x1740x1739x1741x1787x1742x1745x1744x1754x1752x1751x1756x1755x1757x1758x1759x1763x1761x1764x1768x1772x1771x1775x1774x1776x1777x1782x1781x1779x1783x1785x1784x1788x1789x1790x1791x1892x1796x1802x1801x1800x1795x1799x1798x1797x1804x1810x1809x1811x1902x1812x1813x1814x1815x1835x1834x1832x1830x1829x1828x1827x1826x1837x1836x1841x1843x1880x1844x1845&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Maori | Male | 0 | 0% | 15 | 41.7% | 19 | 52.8% | 2 | 5.6% | [36](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1232x1229x1274x1276x1281x1282x1573x1343x1872x1476x1361x1620x1427x1479x1484x1514x1725x1871x1571x1823x1652x1575x1647x1603x1625x1642x1656x1672x1718x1706x1712x1735x1740x1781x1783x1827&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Female | 0 | 0% | 11 | 33.3% | 20 | 60.6% | 2 | 6.1% | [33](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1354x1286x1313x1548x1337x1342x1364x1388x1411x1434x1615x1445x1486x1511x1719x1556x1588x1599x1670x1610x1626x1630x1648x1816x1752x1758x1763x1779x1800x1811x1829x1841&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Total | 0 | 0% | 26 | 37.7% | 39 | 56.5% | 4 | 5.8% | [69](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1232x1229x1274x1276x1354x1281x1282x1573x1343x1286x1872x1313x1548x1337x1342x1476x1361x1364x1388x1620x1411x1427x1434x1615x1445x1479x1484x1486x1511x1514x1725x1871x1719x1556x1571x1823x1652x1575x1588x1647x1599x1603x1670x1610x1625x1626x1630x1642x1648x1656x1672x1718x1706x1712x1816x1735x1740x1752x1758x1763x1781x1779x1783x1800x1811x1829x1827x1841&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Pasifika | Male | 0 | 0% | 6 | 33.3% | 11 | 61.1% | 1 | 5.6% | [18](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1723x1268x1817x1287x1314x1497x1341x1350x1353x1717x1478x1520x1561x1584x1665x1682x1771x1815&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Female | 2 | 9.5% | 6 | 28.6% | 13 | 61.9% | 0 | 0% | [21](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1541x1295x1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1601x1600x1785x1789x1802x1814x1844&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Total | 2 | 5.1% | 12 | 30.8% | 24 | 61.5% | 1 | 2.6% | [39](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1723x1268x1817x1541x1287x1295x1746x1314x1319x1497x1716x1341x1350x1353x1359x1357x1717x1462x1467x1478x1480x1520x1530x1544x1561x1584x1808x1601x1600x1665x1682x1771x1785x1789x1802x1814x1815x1844&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Asian | Male | 2 | 4.0% | 20 | 40.0% | 25 | 50.0% | 3 | 6.0% | [50](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1246x1876x1685x1289x1293x1645x1317x1621x1329x1362x1639x1397x1412x1408x1424x1644x1446x1471x1481x1507x1534x1839x1822x1562x1567x1579x1576x1612x1627x1634x1654x1662x1765x1680x1698x1699x1873x1709x1787x1761x1768x1777x1790x1796x1809x1835x1834x1832x1880&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Female | 3 | 10.7% | 8 | 28.6% | 13 | 46.4% | 4 | 14.3% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1838x1247x1250x1379x1309x1339x1786x1495x1646x1399x1416x1456x1686x1474x1505x1504x1519x1557x1821x1569x1583x1592x1885x1633x1671x1677x1756x1755&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Total | 5 | 6.4% | 28 | 35.9% | 38 | 48.7% | 7 | 9.0% | [78](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1838x1246x1247x1876x1250x1685x1289x1293x1379x1645x1309x1317x1339x1621x1329x1786x1495x1646x1362x1639x1397x1399x1412x1408x1416x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1534x1839x1557x1822x1821x1562x1569x1567x1579x1576x1583x1592x1885x1612x1627x1633x1634x1654x1662x1671x1765x1677x1680x1698x1699x1873x1709x1787x1756x1755x1761x1768x1777x1790x1796x1809x1835x1834x1832x1880&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) |
| MELAA | Male | 0 | 0% | 2 | 15.4% | 8 | 61.5% | 3 | 23.1% | [13](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1228x1538x1513x1303x1767x1321x1346x1352x1539x1889x1693x1744x1791&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Female | 1 | 6.7% | 8 | 53.3% | 5 | 33.3% | 1 | 6.7% | [15](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1732x1347x1792x1490x1529x1564x1733x1589x1683x1704x1730x1711x1788x1828&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Total | 1 | 3.6% | 10 | 35.7% | 13 | 46.4% | 4 | 14.3% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1228x1538x1513x1732x1303x1767x1321x1347x1346x1352x1539x1792x1490x1529x1564x1733x1589x1889x1683x1693x1704x1730x1711x1744x1788x1791x1828&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) |
| NZ/European | Male | 5 | 5.6% | 38 | 42.2% | 39 | 43.3% | 8 | 8.9% | [90](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1616x1244x1266x1264x1261x1277x1824x1285x1290x1369x1291x1292x1458x1306x1328x1338x1340x1345x1358x1368x1367x1366x1722x1392x1396x1410x1403x1414x1421x1425x1428x1433x1432x1431x1492x1460x1470x1473x1483x1488x1506x1825x1535x1559x1558x1572x1582x1581x1793x1591x1598x1608x1604x1629x1631x1632x1657x1660x1659x1674x1679x1689x1690x1694x1705x1710x1708x1726x1741x1742x1745x1754x1757x1759x1764x1772x1775x1774x1782x1892x1799x1798x1810x1812x1813x1836x1845&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Female | 2 | 2.4% | 13 | 15.9% | 47 | 57.3% | 20 | 24.4% | [82](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1230x1235x1238x1239x1243x1267x1263x1262x1258x1294x1297x1298x1305x1307x1553x1818x1532x1325x1578x1334x1344x1351x1356x1363x1360x1382x1375x1365x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1747x1442x1444x1465x1485x1487x1518x1521x1525x1531x1820x1550x1590x1593x1594x1609x1605x1637x1640x1661x1713x1667x1666x1673x1675x1681x1701x1702x1737x1739x1751x1776x1784x1801x1795x1797x1804x1902x1830x1826x1837x1843&sid=0&title=Writing&title=Writing&tid=50&yl=&rt=&yr=2017) |
| Total | 7 | 4.1% | 51 | 29.7% | 86 | 50.0% | 28 | 16.3% | [172](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1230x1235x1238x1616x1239x1244x1243x1267x1266x1264x1263x1262x1261x1258x1277x1824x1285x1290x1369x1291x1292x1458x1294x1297x1298x1305x1307x1306x1553x1818x1532x1325x1328x1578x1334x1338x1340x1344x1345x1351x1356x1363x1360x1358x1382x1375x1368x1367x1366x1365x1386x1387x1722x1389x1392x1396x1477x1401x1410x1407x1405x1403x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1492x1747x1442x1444x1460x1465x1470x1473x1485x1483x1488x1487x1506x1518x1521x1525x1825x1531x1820x1535x1550x1559x1558x1572x1582x1581x1793x1591x1590x1593x1594x1598x1609x1608x1605x1604x1629x1631x1632x1637x1640x1657x1660x1659x1661x1713x1667x1666x1673x1674x1675x1679x1681x1689x1690x1694x1701x1702x1705x1710x1708x1726x1737x1739x1741x1742x1745x1754x1751x1757x1759x1764x1772x1775x1774x1776x1782x1784x1892x1801x1795x1799x1798x1797x1804x1810x1902x1812x1813x1830x1826x1837x1836x1843x1845&sid=0&title=Writing&tid=50&yl=&rt=&yr=2017) |

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| **Comparison 2016 with 2017 (same students interim)** |
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|  |
| School level data 2016/2017 showing progress and achievement in relation to National Standards for **Writing** obtained from OTJ's in 2016/2017 | **Well Below** | **Below** | **At** | **Above** |
| **All Students** | [2017 (299)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1629x1634x1637x1654x1626x1630x1631x1640x1642x1648x1572x1632x1649x1627x1633x1535x1759x1656x1559x1657x1564x1719x1660x1661x1666x1667x1673x1713x1659x1662x1556x1765x1665x1671x1672x1718x1558x1674x1675x1679x1581x1590x1591x1574x1576x1579x1582x1588x1589x1592x1793x1677x1680x1681x1682x1689x1693x1698x1583x1584x1652x1694x1569x1571x1575x1733x1683x1690x1428x1470x1480x1487x1529x1530x1567x1722x1747x1557x1561x1562x1424x1433x1434x1438x1442x1478x1479x1485x1506x1686x1601x1610x1431x1445x1460x1462x1473x1488x1507x1514x1518x1550x1603x1625x1521x1701x1708x1710x1446x1456x1467x1481x1483x1490x1504x1505x1520x1525x1644x1594x1608x1612x1808x1414x1444x1465x1471x1474x1484x1486x1519x1531x1534x1615x1620x1717x1702x1704x1229x1243x1247x1262x1263x1268x1276x1285x1307x1347x1350x1353x1359x1362x1365x1403x1411x1427x1430x1432x1458x1476x1538x1548x1645x1716x1725x1699x1709x1711x1726x1599x1605x1609x1217x1227x1238x1250x1264x1277x1281x1290x1291x1294x1313x1339x1340x1341x1360x1364x1382x1389x1410x1421x1425x1539x1621x1732x1746x1593x1598x1600x1604x1647x1670x1218x1244x1261x1266x1267x1292x1297x1305x1321x1328x1329x1334x1351x1354x1357x1363x1392x1396x1553x1578x1685x1778x1705x1216x1226x1228x1230x1235x1239x1274x1287x1306x1325x1337x1352x1358x1361x1366x1368x1369x1375x1379x1386x1387x1405x1407x1767x1706x1730x1289x1314x1343x1388x1397x1401x1513x1541x1646x1723x1794x1232x1234x1246x1258x1282x1286x1293x1295x1298x1303x1309x1317x1319x1342x1344x1346x1356x1367x1399x1408x1412x1416x1426x1477x1492x1495x1497x1532x1573x1616x1639x1729x1786x1345x1511x1544) | 4% | [28.8%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1654x1631x1642x1648x1572x1632x1649x1633x1535x1759x1656x1660x1718x1558x1574x1576x1579x1582x1589x1592x1677x1681x1689x1584x1694x1575x1733x1683x1690x1722x1424x1601x1445x1462x1507x1514x1603x1710x1446x1481x1504x1505x1644x1608x1612x1519x1717x1243x1347x1353x1365x1645x1699x1709x1711x1726x1609x1217x1227x1339x1364x1421x1425x1621x1732x1746x1647x1670x1218x1244x1292x1328x1396x1778x1705x1706x1314x1794x1293x1295x1412x1426x1492x1497x1573x1345) | [53.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1629x1634x1637x1626x1630x1627x1559x1657x1564x1719x1666x1667x1659x1662x1556x1765x1665x1671x1672x1674x1675x1679x1581x1590x1588x1793x1680x1682x1693x1652x1569x1571x1428x1480x1487x1530x1567x1747x1557x1561x1433x1434x1438x1478x1479x1485x1506x1686x1610x1431x1460x1473x1488x1518x1550x1625x1521x1467x1483x1490x1520x1525x1594x1414x1465x1471x1474x1484x1486x1531x1534x1615x1620x1702x1704x1229x1262x1263x1268x1276x1285x1350x1359x1362x1411x1430x1458x1476x1548x1725x1599x1238x1264x1277x1281x1313x1340x1341x1360x1593x1598x1600x1261x1266x1267x1297x1305x1321x1329x1351x1357x1363x1553x1685x1226x1228x1239x1274x1287x1306x1325x1352x1358x1361x1366x1369x1379x1387x1405x1407x1767x1730x1289x1388x1397x1401x1513x1541x1646x1723x1232x1234x1282x1286x1303x1309x1317x1319x1342x1344x1356x1408x1416x1477x1495x1532x1639x1729x1511x1544) | [13.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1661x1673x1713x1470x1529x1562x1442x1701x1708x1456x1444x1247x1307x1403x1427x1538x1250x1290x1291x1294x1382x1389x1410x1539x1334x1354x1578x1216x1230x1235x1337x1368x1375x1386x1343x1246x1258x1298x1346x1399x1616) |
| [2016 (299)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1722x1639x1632x1640x1630x1633x1642x1649x1654x1535x1626x1627x1631x1648x1531x1620x1529x1530x1534x1519x1525x1725x1518x1520x1544x1629x1634x1637x1414x1659x1661x1662x1671x1556x1719x1665x1667x1672x1674x1713x1561x1666x1558x1559x1562x1564x1433x1428x1615x1550x1424x1432x1434x1438x1656x1657x1660x1673x1557x1431x1644x1521x1367x1505x1456x1675x1682x1718x1765x1569x1575x1576x1579x1652x1733x1462x1747x1679x1581x1442x1445x1446x1686x1680x1693x1571x1582x1583x1683x1689x1694x1698x1699x1444x1460x1481x1514x1717x1677x1572x1574x1584x1588x1589x1690x1681x1594x1292x1341x1360x1361x1365x1368x1382x1387x1403x1408x1430x1553x1470x1473x1486x1716x1427x1478x1479x1506x1234x1235x1247x1264x1268x1281x1287x1303x1305x1343x1492x1541x1794x1218x1227x1229x1239x1261x1276x1289x1291x1294x1297x1307x1328x1334x1340x1352x1354x1358x1366x1388x1396x1399x1401x1407x1216x1232x1246x1250x1258x1274x1282x1313x1329x1337x1344x1357x1359x1362x1364x1375x1392x1410x1416x1458x1495x1513x1532x1538x1729x1778x1309x1314x1319x1339x1345x1347x1397x1405x1421x1476x1477x1497x1539x1786x1710x1711x1726x1604x1480x1483x1485x1487x1504x1507x1511x1593x1601x1605x1608x1612x1808x1262x1426x1685x1723x1591x1599x1600x1609x1670x1701x1702x1705x1706x1708x1709x1730x1592x1217x1226x1228x1230x1238x1243x1244x1263x1266x1267x1277x1285x1286x1290x1293x1295x1298x1306x1317x1321x1325x1346x1350x1351x1356x1369x1379x1386x1389x1411x1412x1425x1548x1573x1616x1621x1645x1646x1732x1746x1767x1474x1484x1490x1342x1353x1363x1578x1704x1759x1603x1465x1467x1471x1488x1567x1590x1598x1610x1625x1647x1793) | [5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1722x1414x1428x1424x1432x1717x1365x1716x1427x1392x1778x1497x1786x1412x1732) | [33.1%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1632x1633x1642x1649x1654x1535x1631x1648x1620x1519x1725x1544x1667x1558x1433x1615x1660x1673x1431x1644x1367x1505x1682x1718x1765x1575x1733x1462x1679x1445x1446x1583x1683x1689x1694x1698x1699x1514x1572x1690x1681x1478x1281x1492x1794x1218x1227x1289x1328x1396x1282x1364x1416x1495x1513x1314x1339x1345x1347x1397x1710x1711x1726x1604x1507x1511x1601x1605x1808x1262x1426x1723x1591x1599x1609x1670x1706x1709x1217x1228x1238x1243x1244x1285x1286x1293x1295x1306x1350x1425x1573x1645x1746x1342x1353x1759x1603x1465x1647) | [55.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1639x1640x1630x1626x1627x1531x1530x1534x1525x1518x1520x1629x1634x1637x1659x1661x1662x1671x1556x1719x1665x1672x1674x1713x1561x1666x1559x1562x1564x1550x1434x1438x1656x1657x1557x1521x1456x1675x1569x1576x1579x1652x1747x1581x1686x1680x1693x1571x1582x1444x1460x1481x1677x1574x1584x1588x1589x1594x1292x1341x1360x1361x1368x1382x1387x1403x1408x1430x1553x1470x1473x1486x1479x1506x1234x1235x1247x1264x1268x1287x1303x1305x1343x1541x1239x1276x1340x1352x1358x1366x1388x1399x1401x1407x1232x1246x1258x1274x1313x1329x1344x1357x1359x1362x1375x1410x1458x1532x1538x1729x1309x1319x1405x1421x1476x1477x1539x1480x1483x1485x1487x1504x1608x1612x1685x1600x1701x1702x1705x1708x1730x1592x1226x1263x1266x1267x1277x1298x1317x1321x1325x1346x1351x1356x1369x1379x1411x1548x1616x1621x1646x1474x1484x1490x1363x1704x1467x1471x1488x1567x1590x1598x1610x1625x1793) | [6.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1529x1442x1229x1261x1291x1294x1297x1307x1334x1354x1216x1250x1337x1593x1230x1290x1386x1389x1767x1578) |
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| [2016 (156)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1722x1639x1632x1642x1654x1535x1627x1631x1620x1534x1725x1520x1629x1634x1414x1659x1662x1665x1672x1674x1561x1558x1559x1562x1433x1428x1424x1432x1656x1657x1660x1431x1644x1367x1682x1718x1765x1575x1576x1579x1652x1679x1581x1446x1680x1693x1571x1582x1689x1694x1698x1699x1460x1481x1514x1717x1572x1584x1690x1292x1341x1361x1368x1403x1408x1470x1473x1427x1478x1479x1506x1264x1268x1281x1287x1303x1343x1492x1794x1218x1227x1229x1261x1276x1289x1291x1328x1340x1352x1358x1366x1396x1232x1246x1274x1282x1329x1362x1392x1410x1458x1513x1538x1314x1345x1397x1421x1476x1497x1539x1710x1726x1604x1483x1507x1608x1612x1685x1723x1591x1705x1706x1708x1709x1217x1228x1244x1266x1277x1285x1290x1293x1306x1317x1321x1346x1350x1369x1412x1425x1573x1616x1621x1645x1767x1484x1353x1759x1603x1471x1488x1567x1598x1625x1647x1793) | [6.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1722x1414x1428x1424x1432x1717x1427x1392x1497x1412) | [39.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1632x1642x1654x1535x1631x1620x1725x1558x1433x1660x1431x1644x1367x1682x1718x1765x1575x1679x1446x1689x1694x1698x1699x1514x1572x1690x1478x1281x1492x1794x1218x1227x1289x1328x1396x1282x1513x1314x1345x1397x1710x1726x1604x1507x1723x1591x1706x1709x1217x1228x1244x1285x1293x1306x1350x1425x1573x1645x1353x1759x1603x1647) | [50.6%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1639x1627x1534x1520x1629x1634x1659x1662x1665x1672x1674x1561x1559x1562x1656x1657x1576x1579x1652x1581x1680x1693x1571x1582x1460x1481x1584x1292x1341x1361x1368x1403x1408x1470x1473x1479x1506x1264x1268x1287x1303x1343x1276x1340x1352x1358x1366x1232x1246x1274x1329x1362x1410x1458x1538x1421x1476x1539x1483x1608x1612x1685x1705x1708x1266x1277x1317x1321x1346x1369x1616x1621x1484x1471x1488x1567x1598x1625x1793) | [3.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1229x1261x1291x1290x1767) |
| **Female students** | [2017 (143)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1637x1626x1630x1640x1648x1649x1633x1564x1719x1661x1666x1667x1673x1713x1556x1671x1675x1590x1574x1588x1589x1592x1677x1681x1583x1569x1733x1683x1480x1487x1529x1530x1747x1557x1434x1438x1442x1485x1686x1601x1610x1445x1462x1518x1550x1521x1701x1456x1467x1490x1504x1505x1525x1594x1808x1444x1465x1474x1486x1519x1531x1615x1702x1704x1243x1247x1262x1263x1307x1347x1359x1365x1411x1430x1548x1716x1711x1599x1605x1609x1238x1250x1294x1313x1339x1360x1364x1382x1389x1732x1746x1593x1600x1670x1267x1297x1305x1334x1351x1354x1357x1363x1553x1578x1778x1216x1226x1230x1235x1239x1325x1337x1375x1379x1386x1387x1405x1407x1730x1388x1401x1541x1646x1234x1258x1286x1295x1298x1309x1319x1342x1344x1356x1399x1416x1426x1477x1495x1532x1729x1786x1511x1544) | [4.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1640x1583x1808x1716x1605x1786) | [20.3%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1648x1649x1633x1574x1589x1592x1677x1681x1733x1683x1601x1445x1462x1504x1505x1519x1243x1347x1365x1711x1609x1339x1364x1732x1746x1670x1778x1295x1426) | [57.3%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1637x1626x1630x1564x1719x1666x1667x1556x1671x1675x1590x1588x1569x1480x1487x1530x1747x1557x1434x1438x1485x1686x1610x1518x1550x1521x1467x1490x1525x1594x1465x1474x1486x1531x1615x1702x1704x1262x1263x1359x1411x1430x1548x1599x1238x1313x1360x1593x1600x1267x1297x1305x1351x1357x1363x1553x1226x1239x1325x1379x1387x1405x1407x1730x1388x1401x1541x1646x1234x1286x1309x1319x1342x1344x1356x1416x1477x1495x1532x1729x1511x1544) | [18.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1661x1673x1713x1529x1442x1701x1456x1444x1247x1307x1250x1294x1382x1389x1334x1354x1578x1216x1230x1235x1337x1375x1386x1258x1298x1399) |
| [2016 (143)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1640x1630x1633x1649x1626x1648x1531x1529x1530x1519x1525x1518x1544x1637x1661x1671x1556x1719x1667x1713x1666x1564x1615x1550x1434x1438x1673x1557x1521x1505x1456x1675x1569x1733x1462x1747x1442x1445x1686x1583x1683x1444x1677x1574x1588x1589x1681x1594x1360x1365x1382x1387x1430x1553x1486x1716x1234x1235x1247x1305x1541x1239x1294x1297x1307x1334x1354x1388x1399x1401x1407x1216x1250x1258x1313x1337x1344x1357x1359x1364x1375x1416x1495x1532x1729x1778x1309x1319x1339x1347x1405x1477x1786x1711x1480x1485x1487x1504x1511x1593x1601x1605x1808x1262x1426x1599x1600x1609x1670x1701x1702x1730x1592x1226x1230x1238x1243x1263x1267x1286x1295x1298x1325x1351x1356x1379x1386x1389x1411x1548x1646x1732x1746x1474x1490x1342x1363x1578x1704x1465x1467x1590x1610) | [3.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1365x1716x1778x1786x1732) | [25.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1633x1649x1648x1519x1544x1667x1615x1673x1505x1733x1462x1445x1583x1683x1681x1364x1416x1495x1339x1347x1711x1511x1601x1605x1808x1262x1426x1599x1609x1670x1238x1243x1286x1295x1746x1342x1465) | [60.1%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1640x1630x1626x1531x1530x1525x1518x1637x1661x1671x1556x1719x1713x1666x1564x1550x1434x1438x1557x1521x1456x1675x1569x1747x1686x1444x1677x1574x1588x1589x1594x1360x1382x1387x1430x1553x1486x1234x1235x1247x1305x1541x1239x1388x1399x1401x1407x1258x1313x1344x1357x1359x1375x1532x1729x1309x1319x1405x1477x1480x1485x1487x1504x1600x1701x1702x1730x1592x1226x1263x1267x1298x1325x1351x1356x1379x1411x1548x1646x1474x1490x1363x1704x1467x1590x1610) | [10.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1529x1442x1294x1297x1307x1334x1354x1216x1250x1337x1593x1230x1386x1389x1578) |
| **Maori students** | [2017 (52)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1626x1630x1642x1648x1649x1656x1719x1556x1672x1718x1588x1652x1571x1575x1434x1479x1610x1445x1514x1603x1625x1484x1486x1615x1620x1229x1276x1411x1427x1476x1548x1725x1599x1281x1313x1364x1647x1670x1354x1778x1274x1337x1361x1706x1343x1388x1232x1282x1286x1342x1573x1511) |  | [28.8%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1642x1648x1649x1656x1718x1575x1445x1514x1603x1364x1647x1670x1778x1706x1573) | [63.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1626x1630x1719x1556x1672x1588x1652x1571x1434x1479x1610x1625x1484x1486x1615x1620x1229x1276x1411x1476x1548x1725x1599x1281x1313x1274x1361x1388x1232x1282x1286x1342x1511) | [7.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1427x1354x1337x1343) |
| [2016 (52)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1630x1642x1649x1626x1648x1620x1725x1556x1719x1672x1615x1434x1656x1718x1575x1652x1445x1571x1514x1588x1361x1486x1427x1479x1281x1343x1229x1276x1354x1388x1232x1274x1282x1313x1337x1364x1778x1476x1511x1599x1670x1706x1286x1411x1548x1573x1484x1342x1603x1610x1625x1647) | [2 (3.8%)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1427x1778) | [22 (42.3%)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1642x1649x1648x1620x1725x1615x1718x1575x1445x1514x1281x1282x1364x1511x1599x1670x1706x1286x1573x1342x1603x1647) | [25 (48.1%)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1630x1626x1556x1719x1672x1434x1656x1652x1571x1588x1361x1486x1479x1343x1276x1388x1232x1274x1313x1476x1411x1548x1484x1610x1625) | [3 (5.8%)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1229x1354x1337) |
| **Pasifika students** | [2017 (31)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1665x1682x1584x1480x1530x1561x1478x1601x1462x1467x1520x1808x1717x1268x1350x1353x1359x1716x1341x1746x1600x1357x1287x1314x1541x1723x1234x1295x1319x1497x1544) | [6.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1808x1716) | [29%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1584x1601x1462x1717x1353x1746x1314x1295x1497) | [64.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8498x8682x8684x8686x8457&pids=1665x1682x1480x1530x1561x1478x1467x1520x1268x1350x1359x1341x1600x1357x1287x1541x1723x1234x1319x1544) |  |
| [2016 (31)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1530x1520x1544x1665x1561x1682x1462x1717x1584x1341x1716x1478x1234x1268x1287x1541x1357x1359x1314x1319x1497x1480x1601x1808x1723x1600x1295x1350x1746x1353x1467) | [9.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1717x1716x1497) | [38.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8498x8682x8684x8686x8457&pids=1544x1682x1462x1478x1314x1601x1808x1723x1295x1350x1746x1353) | 51.6% |  |

 |
| **Key Outcomes** | **2018 Planned actions:** |
| 69.8% achieving ‘at’ and ‘ab’ higher than 2016 by 6.8%Positive shifts with those who have been at Lyall Bay school for at least two years. The students working above has doubled with those working ‘wb’ and ‘b’ lessening. There are less males ‘wb’ and ‘b’ and triple the number of boys working ‘ab’ than 2016. Programmes for females have not had the same impact with slightly more working ‘wb’ but less ‘b’. There has been movement for girls from ‘at’ to ‘ab’ from 2016 to 2017.From Yr 4 there is a significant increase in those achieving ‘at’ and ‘above’ Yr 4: 75.8%Yr 5: 70.1% (first year at level 3)Yr 6: 81.7%In contrastYr 1: 42% (first year at level 1)Yr 2: 52.8%Yr 3: 50% (first year at level 2)Of the children who are wb 7 are ELL, 6 are on our special needs roleFurther analysis of syndicate data shows that…Juniors - Children have ideas but use simple sentences with little elaboration. Spelling – they are using their phonological awareness strategies to spell tricky words.Punctuation is minimal – maybe because stories are shorter.What made an Impact?Phonological Awareness Programme - Yolanda Sorryl. More interesting motivationsFree Choice (Ownership over writing)Oral language links (planning with a partner, talk/pair/share)Sharing learning intentions Using text as a model for writing (shared book) Making clearer links between reading and writing. More emphasis on oral language through other curriculum areas (maths, learning through play)Middles – Spelling, punctuation and organisation are areas of concern.There is a lack of chn using planning to write across the board.Concern with the number of Yr 4’s who are working at curriculum level 1There are 9 children working at curriculum level 3Similar amounts working at or above level 2 as there are working at level 1More males are working at curriculum level 1 than femalesThe majority have already been flagged as targets or are ESOLNo ethnicity has a higher concern than any otherWhat made an impact?Encouraging more ownership of their work – and awareness of their part in determining their own next stepsRange of different aspects from individual classesSeniors - A difference between Yr 5 and Yr 6Overall areas of concern are Spelling and organisation. Yr 5 Pacifica students are considerably lower than other ethnicities. Yr 5 Boys are lower than femalesYear 6- Our average is higher than the national average for females. Yr 6 The ‘other’ ethnicity group is considerably lower than the other ethnic groups. Yr 6 Pacifica, European and Maori average are all above the national average. What made an impact?More focussed from data. Shared individual pathways with some students for Goal Setting.More explicit teaching of text types.More formal writing – various genre, making writing more interesting.Flipped the classroom i.e. videos of teaching into OneNote for students to call up. Screen Cast. Specific targeted teaching with groups/individuals.Target group using “Steps to Literacy”ESOL group increased vocabulary. ELL learners are a cohort of concern. A specialised ELL programme is in place that links with class/syndicate Inquiry to develop oral language. The two graphs below show the improvement from data in Term 1 using a summative assessment to Term 4. PD focus for 2017 continued in writing which strengthened teacher clarity and knowledge building of indicators which means results are more robust. | *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 – Maori, 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 achieving
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 Maori 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 Maori 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 Maori 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
5. Monitor and track student’s learning according to school expectations
 |
| **Gender:** 69% female working ‘at’ and ‘ab’ in comparison to 57% Males ‘at’ and ‘ab’More males at’ and ‘above’ than 2016 and less ‘wb’Of the students who have been at Lyall Bay for two or more years there are more males and females ‘above’ although female is double that of males.WB – boys 3.4% 2017WB – boys 6% 2016WB – boys 1% 2015WB – boys 7% 2014B – boys 39.1% 2017B – boys 38% 2016B – boys 26% 2015B – boys 23% 2014WB – girls 4.5% 2017WB – girls 3% 2016WB – girls 3% 2015WB – girls 2% 2014B – girls 25.7% 2017B – girls 24% 2016B – girls 16% 2015B – girls 9% 2014 | **Māori**: (69) 62.3% achieving ‘at’ and ‘ab’Maori girls achieving higher than Maori boysNo boys or girls ‘wb’All those ‘below’ are Yr 4 or below (except for two). All those ‘ab’ are Yr 5/6Increased success for those who have been at Lyall Bay for two or more years.In comparison with NZ Euro Māori are achieving better except for the percentage achieving ‘above’WB – 0% 2017WB – 1% 2016WB – 1% 2015WB – 3% 2014B – 37.7% 2017B – 43% 2016B – 26% 2015B – 23% 2014 | **Pasifika**: (39)64.1% achieving ‘at’ and ‘ab’.0% males working ‘wbMajority are working ‘at’In comparison to NZ Euro Pasifika are tracking below with lower % ab and at and higher % b and wb.WB – 6.7% 2016WB – 0% 2015WB – 0% 2014B – 33.3% 2016B – 23% 2015B – 23% 2014. | **Asian:** (78)57.7% achieving at and abAll ‘wb’ and ‘b’ are ELLAll ELL are involved in specialised ELL programme. In comparison to NZ Euro Asian students are tracking below with similar % ‘at’ WB – 6.4% 2017WB – 7% 2016WB – 5% 2015WB – 12% 2014B – 35.9% 2017B – 35% 2016B – 29% 2015B – 17% 2014 |



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| --- |
| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** |
| **Learning Areas (NatStds): Maths** |
| **2016-2018 Charter**  | **Schoolwide Planned actions - 2017** |
| 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 achieving at or above the National Standard for **Maths** | School professional development focus is on Mathematics for the first time in many yearsLeadershipSenior leaders:* Seek and offer professional development opportunities – needs based
* 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
* Acting as lead teachers - to support teachers/syndicates through modelling, co-teaching, co-planning as required
* Track and monitor: student progress over time; priority students – Maori, Pasifika, Asian
* Promote Ka Hikitia and Taitiako – strategies and cultural competencies
* Plan and promote moderation practices across and within syndicates
* Support teacher knowledge and clarity of the Ministry of Educations descriptions of ‘National Standards at each level’
* If required, seek external support or professional development to strengthen teacher practice and knowledge of National Standards
* Establish school-wide data anlaysis meetings promoting and building internal evaluation effective practice to adapt teacher practice to the needs of target students/groups

Team leaders: * To promote, support and help conduct ‘data analysis meetings’ using effective internal evaluation practice
* Support teachers to adapt practice, build pedagogical knowledge
* To track and monitor student progress – update termly – syndicate targets
* Offer teacher support and resourcing as required- To support teachers/syndicates through modelling, co-teaching, co-planning,
* Feedback progress/teacher inquiry/monitoring discussions to senior leadership
* Plan for monitoring and moderating practices in syndicates to build collaborative approach, practice, knowledge and skills in and across syndicates
* Moderation meetings are set termly
* Promote ‘professional learning conversations’ to identify effective practices among teachers to share and learn from colleagues

Mathematics Curriculum Team: * Offer expertise and support with data interpretation and analysis to identify school-wide implication
* Design staff professional development in support and response to data if required
* Promote approaches for teaching to the needs of Maori and Pasifika students
* Promote resources to promote effective mathematics’ practice
* Promote moderation and offer PD in support
* Alert to new resources, apps, MOE initiatives,

Syndicate level/Teacher Level - Professional Learning Communities* Teachers/syndicates identify implications at syndicate level
* Keep updated monitoring and tracking system of target students
* Design teaching programme/strategies and approaches to support target students
* Record teacher actions in response to meeting needs of students through internal evaluation
* Build, share and promote strategies to support Maori and Pasifika students
* Share adaptive practice in response to student needs
* Focus for teaching as inquiry – team approach
* Conduct internal evaluation of effective practice
* Identify areas of strengths and weaknesses to support colleagues
* Plan and schedule maths focus meetings – areas of focus identified from data, informal and formal observations.
* Maths Curriculum leader: Discuss ways to develop professional development, resources, apps
* Review and evaluate mathematics teaching and learning programmes
* Seek student voice for engagement and motivation
* Refer to effective practice guidelines in mathematics

Students:* Students know learning pathways
* Students set goals with teachers identified from student work/data
* Students can self assess using success criteria and exemplars
* Students can monitor and track progress

Whānau:* Learning goals are shared with whanau
* Goals can be collaborated between teacher/student/whanau
* Informed of student learning pathways and progressions
* Access class blogs for support materials, strategies, resources, apps
 |
| **Junior Syndicate Actions Plan 2017** | **Middle Syndicate Action Plan 2017** | **Senior Syndicate Action Plan 2017** |
| Target: To raise the achievement of the 22 Year 2 (27% girls, 73% boys) students underachieving in Mathematics from ‘below NS’ achievement to ‘at NS” | Target: To raise the achievement of the 26 students (Year 3) and 32 students (Year 4) underachieving in Mathematics from  ‘below NS’ achievement to ‘at NS. | Target: To raise the achievement of the 24 Y5 students and 18 Y6 students underachieving in Mathematics from ‘below NS’ achievement to ‘at NS”  |
| Teaching as Inquiry to explore effective teaching of mathsReview target student data to ensure needs are being metMonitor target students at syndicate meetingsUse PD to improve teacher practiceStudent voice considered, gender and bi cultural perspectivesIntegrate maths into Inquiry learningBuddy classes create opportunities for mathematical activitiesData analysis meetings to identify adaptions in practiceParent information evenings. Planned for Term 3Transition for Yr 2 to Yr 3 planned | Review target student data to ensure needs are being metMonitor target students at syndicate meetingsUse PD to improve teacher practiceTeaching as Inquiry to explore effective teaching of maths Student voice considered, gender and bi cultural perspectivesIntegrate maths into Inquiry learningData analysis meetingsModeration of GloSs assessmentExtra support form Teacher Aide | Review target student data to ensure needs are being metImplementation of rich learning tasksImplementation of range of ICT supportsMonitor target students at syndicate meetings every 3 weeksData analysis meetingsModeration of GloSs assessment |
| **Mid Year Nat. Stds 2017** | **End of Year Nat. Stds** |
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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) |
| Maori | 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 | 4 | 1.9% | 57 | 27.5% | 105 | 50.7% | 41 | 19.8% | [207](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1227x1228x1232x1229x1274x1538x1616x1244x1513x1246x1876x1723x1268x1266x1264x1261x1817x1276x1277x1281x1282x1573x1343x1824x1685x1285x1287x1289x1290x1369x1291x1293x1292x1458x1303x1306x1645x1767x1872x1317x1314x1321x1497x1621x1328x1329x1338x1340x1341x1345x1346x1350x1352x1353x1476x1362x1361x1358x1368x1367x1366x1722x1639x1392x1397x1396x1539x1620x1412x1410x1408x1403x1414x1421x1425x1424x1427x1428x1433x1432x1431x1492x1644x1717x1446x1460x1471x1470x1473x1478x1479x1481x1484x1483x1488x1507x1506x1514x1520x1725x1825x1534x1839x1535x1871x1561x1559x1558x1822x1562x1572x1571x1567x1823x1652x1579x1576x1575x1582x1581x1584x1793x1591x1647x1598x1603x1889x1612x1608x1604x1625x1627x1629x1631x1632x1634x1642x1654x1656x1657x1660x1659x1662x1665x1672x1765x1718x1674x1679x1680x1682x1689x1693x1690x1694x1698x1699x1705x1873x1706x1712x1710x1709x1708x1726x1735x1740x1741x1787x1742x1745x1744x1754x1757x1759x1761x1764x1768x1772x1771x1775x1774x1777x1782x1781x1783x1790x1791x1892x1796x1799x1798x1810x1809x1812x1813x1815x1835x1834x1832x1827x1836x1880x1845&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Female | 8 | 4.5% | 58 | 32.4% | 94 | 52.5% | 19 | 10.6% | [179](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1778x1226x1230x1235x1234x1838x1238x1239x1243x1247x1250x1267x1263x1262x1258x1541x1354x1732x1286x1294x1295x1379x1297x1746x1298x1305x1307x1553x1818x1532x1313x1309x1319x1339x1325x1548x1716x1578x1786x1334x1337x1342x1344x1495x1347x1351x1356x1646x1363x1360x1359x1357x1382x1375x1365x1364x1386x1387x1388x1389x1399x1477x1401x1792x1411x1407x1405x1416x1430x1729x1434x1438x1615x1747x1442x1444x1445x1456x1686x1462x1465x1467x1474x1480x1485x1505x1504x1490x1487x1486x1511x1518x1519x1521x1525x1530x1531x1529x1820x1544x1550x1719x1557x1556x1821x1564x1733x1569x1583x1588x1589x1590x1592x1593x1594x1885x1808x1601x1600x1599x1670x1610x1609x1605x1626x1630x1633x1637x1640x1648x1661x1713x1667x1666x1671x1673x1675x1677x1681x1683x1701x1702x1704x1730x1711x1816x1737x1739x1752x1751x1756x1755x1758x1763x1776x1779x1785x1784x1788x1789x1802x1801x1800x1795x1797x1804x1811x1902x1814x1830x1829x1828x1826x1837x1841x1843x1844&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Total | 12 | 3.1% | 115 | 29.8% | 199 | 51.6% | 60 | 15.5% | [386](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1778x1226x1227x1228x1232x1230x1229x1274x1538x1235x1234x1838x1238x1616x1239x1244x1243x1513x1246x1247x1876x1250x1723x1268x1267x1266x1264x1263x1262x1261x1258x1817x1276x1541x1277x1354x1732x1281x1282x1573x1343x1824x1685x1286x1285x1287x1289x1290x1369x1291x1293x1292x1458x1294x1295x1379x1297x1746x1298x1305x1303x1307x1306x1553x1818x1532x1645x1767x1872x1313x1309x1317x1314x1319x1321x1339x1325x1497x1621x1328x1329x1548x1716x1578x1786x1334x1337x1338x1340x1341x1342x1344x1345x1495x1347x1346x1351x1350x1352x1353x1356x1646x1476x1363x1362x1361x1360x1359x1358x1357x1382x1375x1368x1367x1366x1365x1364x1386x1387x1722x1388x1389x1639x1392x1397x1396x1399x1539x1477x1401x1792x1620x1412x1411x1410x1408x1407x1405x1403x1414x1416x1421x1425x1424x1427x1428x1430x1729x1433x1432x1431x1434x1438x1492x1615x1644x1747x1442x1717x1444x1445x1446x1456x1460x1686x1462x1465x1467x1471x1470x1473x1474x1478x1479x1481x1480x1485x1484x1483x1505x1504x1490x1488x1487x1486x1507x1506x1511x1514x1518x1519x1520x1521x1725x1525x1825x1530x1531x1529x1534x1839x1820x1535x1544x1550x1871x1719x1557x1556x1561x1559x1558x1822x1821x1562x1564x1572x1733x1569x1571x1567x1823x1652x1579x1576x1575x1582x1581x1583x1584x1588x1589x1793x1591x1590x1592x1593x1594x1647x1885x1808x1598x1601x1600x1599x1603x1889x1670x1612x1610x1609x1608x1605x1604x1625x1627x1626x1629x1631x1630x1632x1633x1634x1637x1640x1642x1648x1654x1656x1657x1660x1659x1662x1661x1713x1667x1666x1665x1671x1672x1765x1718x1673x1674x1675x1677x1679x1680x1681x1682x1683x1689x1693x1690x1694x1698x1699x1701x1702x1704x1705x1873x1730x1706x1712x1711x1710x1709x1708x1726x1816x1735x1737x1740x1739x1741x1787x1742x1745x1744x1754x1752x1751x1756x1755x1757x1758x1759x1763x1761x1764x1768x1772x1771x1775x1774x1776x1777x1782x1781x1779x1783x1785x1784x1788x1789x1790x1791x1892x1796x1802x1801x1800x1795x1799x1798x1797x1804x1810x1809x1811x1902x1812x1813x1814x1815x1835x1834x1832x1830x1829x1828x1827x1826x1837x1836x1841x1843x1880x1844x1845&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Maori | Male | 1 | 2.8% | 15 | 41.7% | 17 | 47.2% | 3 | 8.3% | [36](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1232x1229x1274x1276x1281x1282x1573x1343x1872x1476x1361x1620x1427x1479x1484x1514x1725x1871x1571x1823x1652x1575x1647x1603x1625x1642x1656x1672x1718x1706x1712x1735x1740x1781x1783x1827&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Female | 2 | 6.1% | 12 | 36.4% | 17 | 51.5% | 2 | 6.1% | [33](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1354x1286x1313x1548x1337x1342x1364x1388x1411x1434x1615x1445x1486x1511x1719x1556x1588x1599x1670x1610x1626x1630x1648x1816x1752x1758x1763x1779x1800x1811x1829x1841&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Total | 3 | 4.3% | 27 | 39.1% | 34 | 49.3% | 5 | 7.2% | [69](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1778x1232x1229x1274x1276x1354x1281x1282x1573x1343x1286x1872x1313x1548x1337x1342x1476x1361x1364x1388x1620x1411x1427x1434x1615x1445x1479x1484x1486x1511x1514x1725x1871x1719x1556x1571x1823x1652x1575x1588x1647x1599x1603x1670x1610x1625x1626x1630x1642x1648x1656x1672x1718x1706x1712x1816x1735x1740x1752x1758x1763x1781x1779x1783x1800x1811x1829x1827x1841&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Pasifika | Male | 0 | 0% | 9 | 50.0% | 6 | 33.3% | 3 | 16.7% | [18](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1723x1268x1817x1287x1314x1497x1341x1350x1353x1717x1478x1520x1561x1584x1665x1682x1771x1815&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Female | 1 | 4.8% | 9 | 42.9% | 10 | 47.6% | 1 | 4.8% | [21](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1541x1295x1746x1319x1716x1359x1357x1462x1467x1480x1530x1544x1808x1601x1600x1785x1789x1802x1814x1844&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Total | 1 | 2.6% | 18 | 46.2% | 16 | 41.0% | 4 | 10.3% | [39](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1234x1723x1268x1817x1541x1287x1295x1746x1314x1319x1497x1716x1341x1350x1353x1359x1357x1717x1462x1467x1478x1480x1520x1530x1544x1561x1584x1808x1601x1600x1665x1682x1771x1785x1789x1802x1814x1815x1844&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Asian | Male | 1 | 2.0% | 13 | 26.0% | 25 | 50.0% | 11 | 22.0% | [50](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1246x1876x1685x1289x1293x1645x1317x1621x1329x1362x1639x1397x1412x1408x1424x1644x1446x1471x1481x1507x1534x1839x1822x1562x1567x1579x1576x1612x1627x1634x1654x1662x1765x1680x1698x1699x1873x1709x1787x1761x1768x1777x1790x1796x1809x1835x1834x1832x1880&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Female | 3 | 10.7% | 9 | 32.1% | 14 | 50.0% | 2 | 7.1% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1838x1247x1250x1379x1309x1339x1786x1495x1646x1399x1416x1456x1686x1474x1505x1504x1519x1557x1821x1569x1583x1592x1885x1633x1671x1677x1756x1755&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Total | 4 | 5.1% | 22 | 28.2% | 39 | 50.0% | 13 | 16.7% | [78](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1227x1838x1246x1247x1876x1250x1685x1289x1293x1379x1645x1309x1317x1339x1621x1329x1786x1495x1646x1362x1639x1397x1399x1412x1408x1416x1424x1644x1446x1456x1686x1471x1474x1481x1505x1504x1507x1519x1534x1839x1557x1822x1821x1562x1569x1567x1579x1576x1583x1592x1885x1612x1627x1633x1634x1654x1662x1671x1765x1677x1680x1698x1699x1873x1709x1787x1756x1755x1761x1768x1777x1790x1796x1809x1835x1834x1832x1880&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| MELAA | Male | 0 | 0% | 1 | 7.7% | 6 | 46.2% | 6 | 46.2% | [13](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1228x1538x1513x1303x1767x1321x1346x1352x1539x1889x1693x1744x1791&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Female | 2 | 13.3% | 5 | 33.3% | 5 | 33.3% | 3 | 20.0% | [15](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1732x1347x1792x1490x1529x1564x1733x1589x1683x1704x1730x1711x1788x1828&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Total | 2 | 7.1% | 6 | 21.4% | 11 | 39.3% | 9 | 32.1% | [28](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1226x1228x1538x1513x1732x1303x1767x1321x1347x1346x1352x1539x1792x1490x1529x1564x1733x1589x1889x1683x1693x1704x1730x1711x1744x1788x1791x1828&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| NZ/European | Male | 2 | 2.2% | 19 | 21.1% | 51 | 56.7% | 18 | 20.0% | [90](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1218x1217x1794x1616x1244x1266x1264x1261x1277x1824x1285x1290x1369x1291x1292x1458x1306x1328x1338x1340x1345x1358x1368x1367x1366x1722x1392x1396x1410x1403x1414x1421x1425x1428x1433x1432x1431x1492x1460x1470x1473x1483x1488x1506x1825x1535x1559x1558x1572x1582x1581x1793x1591x1598x1608x1604x1629x1631x1632x1657x1660x1659x1674x1679x1689x1690x1694x1705x1710x1708x1726x1741x1742x1745x1754x1757x1759x1764x1772x1775x1774x1782x1892x1799x1798x1810x1812x1813x1836x1845&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Female | 0 | 0% | 23 | 28.0% | 48 | 58.5% | 11 | 13.4% | [82](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1426x1230x1235x1238x1239x1243x1267x1263x1262x1258x1294x1297x1298x1305x1307x1553x1818x1532x1325x1578x1334x1344x1351x1356x1363x1360x1382x1375x1365x1386x1387x1389x1477x1401x1407x1405x1430x1729x1438x1747x1442x1444x1465x1485x1487x1518x1521x1525x1531x1820x1550x1590x1593x1594x1609x1605x1637x1640x1661x1713x1667x1666x1673x1675x1681x1701x1702x1737x1739x1751x1776x1784x1801x1795x1797x1804x1902x1830x1826x1837x1843&sid=0&title=Mathematics&title=Mathematics&tid=50&yl=&rt=&yr=2017) |
| Total | 2 | 1.2% | 42 | 24.4% | 99 | 57.6% | 29 | 16.9% | [172](https://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1216x1218x1217x1426x1794x1230x1235x1238x1616x1239x1244x1243x1267x1266x1264x1263x1262x1261x1258x1277x1824x1285x1290x1369x1291x1292x1458x1294x1297x1298x1305x1307x1306x1553x1818x1532x1325x1328x1578x1334x1338x1340x1344x1345x1351x1356x1363x1360x1358x1382x1375x1368x1367x1366x1365x1386x1387x1722x1389x1392x1396x1477x1401x1410x1407x1405x1403x1414x1421x1425x1428x1430x1729x1433x1432x1431x1438x1492x1747x1442x1444x1460x1465x1470x1473x1485x1483x1488x1487x1506x1518x1521x1525x1825x1531x1820x1535x1550x1559x1558x1572x1582x1581x1793x1591x1590x1593x1594x1598x1609x1608x1605x1604x1629x1631x1632x1637x1640x1657x1660x1659x1661x1713x1667x1666x1673x1674x1675x1679x1681x1689x1690x1694x1701x1702x1705x1710x1708x1726x1737x1739x1741x1742x1745x1754x1751x1757x1759x1764x1772x1775x1774x1776x1782x1784x1892x1801x1795x1799x1798x1797x1804x1810x1902x1812x1813x1830x1826x1837x1836x1843x1845&sid=0&title=Mathematics&tid=50&yl=&rt=&yr=2017) |

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| **Comparison 2016 with 2017 (same students interim)** |  |
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| --- | --- | --- | --- | --- |
| School level data 2016/2017 showing progress and achievement in relation to National Standards for **Mathematics** obtained from OTJ's in 2016/2017 | **Well Below** | **Below** | **At** | **Above** |
| **All Students** | [2017 (295)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1629x1634x1637x1654x1626x1630x1631x1640x1642x1648x1572x1632x1649x1627x1633x1535x1759x1662x1656x1557x1561x1559x1657x1564x1719x1660x1661x1666x1667x1673x1713x1659x1556x1765x1665x1671x1672x1718x1558x1674x1675x1679x1581x1590x1591x1574x1576x1579x1582x1588x1589x1592x1793x1677x1680x1681x1682x1689x1693x1698x1583x1584x1652x1694x1569x1571x1575x1733x1683x1690x1428x1470x1480x1487x1529x1530x1567x1722x1747x1562x1424x1434x1438x1442x1479x1485x1506x1511x1686x1601x1610x1431x1445x1460x1462x1473x1488x1507x1514x1518x1550x1603x1625x1521x1701x1705x1708x1710x1446x1456x1467x1481x1483x1490x1504x1505x1520x1525x1644x1594x1608x1612x1808x1414x1444x1465x1471x1474x1484x1486x1519x1531x1534x1615x1620x1717x1702x1704x1229x1243x1247x1262x1263x1268x1276x1285x1307x1347x1350x1353x1359x1362x1365x1403x1411x1427x1430x1432x1458x1476x1538x1548x1645x1716x1725x1699x1709x1711x1726x1599x1605x1609x1227x1238x1250x1264x1277x1281x1290x1291x1294x1313x1339x1340x1341x1360x1364x1382x1410x1421x1425x1539x1621x1732x1746x1593x1598x1600x1604x1647x1670x1218x1244x1261x1266x1267x1292x1297x1305x1321x1328x1329x1334x1351x1354x1357x1363x1392x1396x1553x1578x1685x1778x1216x1226x1228x1230x1235x1239x1274x1287x1306x1325x1337x1345x1352x1358x1361x1366x1368x1369x1375x1379x1386x1387x1405x1407x1767x1706x1730x1289x1314x1343x1397x1401x1513x1541x1646x1723x1232x1234x1246x1258x1282x1286x1293x1295x1298x1303x1317x1319x1338x1342x1344x1346x1356x1367x1399x1408x1412x1416x1426x1477x1492x1495x1497x1532x1573x1616x1639x1786x1433x1478x1217x1544) | [3.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1718x1591x1583x1683x1511x1432x1716x1732x1778x1786) | [26.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1640x1648x1632x1649x1656x1557x1561x1657x1719x1660x1556x1665x1558x1589x1592x1677x1681x1698x1584x1733x1487x1424x1485x1686x1601x1445x1462x1514x1550x1603x1521x1481x1504x1520x1644x1808x1465x1519x1717x1262x1353x1365x1411x1476x1645x1725x1709x1711x1605x1609x1238x1277x1281x1339x1364x1421x1746x1598x1604x1647x1670x1267x1357x1363x1392x1553x1706x1723x1293x1295x1367x1412x1426x1477x1492x1495x1573x1478) | [51.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1629x1634x1637x1654x1630x1631x1642x1627x1633x1535x1759x1662x1559x1661x1666x1667x1673x1713x1659x1765x1671x1672x1674x1675x1679x1581x1590x1574x1576x1582x1588x1793x1680x1689x1693x1652x1569x1571x1690x1428x1530x1567x1722x1747x1434x1442x1479x1506x1610x1431x1507x1705x1446x1456x1467x1483x1490x1505x1525x1594x1608x1612x1414x1444x1471x1474x1484x1486x1531x1534x1615x1620x1702x1704x1229x1243x1247x1263x1268x1276x1285x1307x1347x1359x1427x1430x1458x1548x1699x1726x1599x1227x1264x1291x1294x1313x1340x1341x1360x1410x1425x1600x1218x1244x1266x1305x1321x1334x1351x1396x1685x1216x1228x1235x1239x1274x1287x1306x1325x1337x1361x1366x1369x1375x1379x1387x1405x1407x1730x1289x1314x1397x1401x1513x1541x1646x1232x1234x1282x1286x1298x1319x1338x1342x1344x1356x1399x1408x1416x1497x1433x1544) | [18.6%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1626x1572x1564x1579x1682x1694x1575x1470x1480x1529x1562x1438x1460x1473x1488x1518x1625x1701x1708x1710x1350x1362x1403x1538x1250x1290x1382x1539x1621x1593x1261x1292x1297x1328x1329x1354x1578x1226x1230x1345x1352x1358x1368x1386x1767x1343x1246x1258x1303x1317x1346x1532x1616x1639x1217) |
| [2016 (295)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1722x1639x1632x1640x1630x1633x1642x1649x1654x1535x1626x1627x1631x1648x1531x1529x1530x1534x1519x1525x1725x1518x1520x1544x1629x1634x1637x1414x1659x1661x1662x1671x1556x1719x1665x1667x1672x1674x1713x1561x1666x1558x1559x1562x1564x1474x1433x1428x1615x1550x1424x1432x1438x1656x1660x1673x1557x1644x1521x1367x1657x1456x1675x1682x1718x1765x1569x1576x1579x1652x1733x1462x1747x1679x1575x1581x1442x1445x1446x1686x1680x1693x1571x1582x1583x1683x1689x1694x1698x1699x1444x1460x1481x1514x1717x1677x1572x1574x1584x1588x1589x1681x1690x1594x1292x1341x1360x1361x1365x1368x1382x1387x1403x1408x1430x1553x1470x1473x1486x1716x1427x1434x1478x1479x1506x1234x1235x1247x1264x1268x1281x1287x1303x1305x1343x1492x1541x1218x1229x1239x1261x1262x1276x1289x1291x1294x1297x1307x1328x1334x1340x1352x1354x1358x1366x1399x1401x1407x1426x1685x1216x1232x1246x1250x1258x1274x1282x1313x1329x1337x1338x1344x1357x1359x1362x1364x1375x1392x1410x1416x1458x1495x1513x1532x1538x1778x1704x1314x1319x1339x1345x1347x1397x1405x1421x1476x1477x1497x1539x1786x1710x1711x1726x1604x1431x1480x1483x1485x1487x1504x1507x1511x1592x1593x1601x1605x1608x1612x1808x1227x1723x1591x1599x1600x1609x1670x1396x1701x1702x1705x1706x1708x1709x1730x1217x1226x1228x1230x1238x1243x1244x1263x1266x1267x1277x1285x1286x1290x1293x1295x1298x1306x1317x1321x1325x1346x1350x1351x1356x1369x1379x1386x1411x1412x1425x1548x1573x1616x1621x1645x1646x1732x1746x1767x1484x1490x1505x1620x1342x1353x1363x1578x1759x1603x1465x1467x1471x1488x1567x1590x1598x1610x1625x1647x1793) | [3.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1725x1716x1427x1416x1778x1786x1511x1412x1645x1732) | [32.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1722x1632x1640x1535x1648x1519x1665x1667x1674x1561x1474x1433x1428x1424x1432x1660x1673x1644x1521x1367x1682x1718x1765x1733x1462x1679x1445x1686x1583x1683x1689x1694x1698x1699x1514x1717x1677x1584x1589x1681x1690x1360x1365x1430x1553x1478x1281x1492x1262x1289x1328x1401x1407x1426x1232x1274x1282x1313x1344x1357x1364x1495x1319x1339x1476x1711x1726x1604x1485x1487x1504x1507x1601x1605x1723x1591x1609x1670x1396x1706x1709x1238x1243x1277x1293x1295x1356x1411x1425x1573x1746x1353x1603x1465x1467x1647) | [52.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1639x1633x1642x1649x1654x1626x1627x1631x1531x1530x1534x1525x1518x1520x1544x1629x1634x1637x1414x1659x1661x1662x1671x1556x1719x1672x1713x1666x1558x1559x1562x1564x1615x1550x1438x1656x1557x1657x1456x1675x1569x1576x1579x1652x1747x1575x1581x1446x1680x1693x1571x1582x1444x1481x1572x1574x1588x1594x1292x1341x1361x1368x1387x1403x1470x1473x1486x1434x1479x1506x1234x1235x1247x1264x1268x1287x1303x1305x1343x1541x1218x1229x1239x1261x1276x1291x1294x1297x1307x1334x1340x1399x1685x1216x1246x1258x1337x1338x1359x1362x1375x1392x1410x1458x1513x1532x1704x1314x1347x1397x1405x1421x1477x1497x1710x1592x1608x1612x1808x1227x1599x1600x1701x1702x1705x1708x1730x1217x1228x1244x1263x1266x1267x1286x1298x1306x1321x1325x1346x1350x1351x1379x1548x1646x1505x1620x1342x1363x1759x1567x1590x1598x1610x1625x1793) | [11.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1630x1529x1442x1460x1382x1408x1352x1354x1358x1366x1250x1329x1538x1345x1539x1431x1480x1483x1593x1226x1230x1285x1290x1317x1369x1386x1616x1621x1767x1484x1490x1578x1471x1488) |
| **Male students** | [2017 (156)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1629x1634x1654x1631x1642x1572x1632x1627x1535x1759x1662x1656x1561x1559x1657x1660x1659x1765x1665x1672x1718x1558x1674x1679x1581x1591x1576x1579x1582x1793x1680x1682x1689x1693x1698x1584x1652x1694x1571x1575x1690x1428x1470x1567x1722x1562x1424x1479x1506x1431x1460x1473x1488x1507x1514x1603x1625x1705x1708x1710x1446x1481x1483x1520x1644x1608x1612x1414x1471x1484x1534x1620x1717x1229x1268x1276x1285x1350x1353x1362x1403x1427x1432x1458x1476x1538x1645x1725x1699x1709x1726x1227x1264x1277x1281x1290x1291x1340x1341x1410x1421x1425x1539x1621x1598x1604x1647x1218x1244x1261x1266x1292x1321x1328x1329x1392x1396x1685x1228x1274x1287x1306x1345x1352x1358x1361x1366x1368x1369x1767x1706x1289x1314x1343x1397x1513x1723x1232x1246x1282x1293x1303x1317x1338x1346x1367x1408x1412x1492x1497x1573x1616x1639x1433x1478x1217) | [1.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1718x1591x1432) | [23.1%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1632x1656x1561x1657x1660x1665x1558x1698x1584x1424x1514x1603x1481x1520x1644x1717x1353x1476x1645x1725x1709x1277x1281x1421x1598x1604x1647x1392x1706x1723x1293x1367x1412x1492x1573x1478) | [51.3%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1629x1634x1654x1631x1642x1627x1535x1759x1662x1559x1659x1765x1672x1674x1679x1581x1576x1582x1793x1680x1689x1693x1652x1571x1690x1428x1567x1722x1479x1506x1431x1507x1705x1446x1483x1608x1612x1414x1471x1484x1534x1620x1229x1268x1276x1285x1427x1458x1699x1726x1227x1264x1291x1340x1341x1410x1425x1218x1244x1266x1321x1396x1685x1228x1274x1287x1306x1361x1366x1369x1289x1314x1397x1513x1232x1282x1338x1408x1497x1433) | 23.7% |
| [2016 (156)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1722x1639x1632x1642x1654x1535x1627x1631x1534x1725x1520x1629x1634x1414x1659x1662x1665x1672x1674x1561x1558x1559x1562x1433x1428x1424x1432x1656x1660x1644x1367x1657x1682x1718x1765x1576x1579x1652x1679x1575x1581x1446x1680x1693x1571x1582x1689x1694x1698x1699x1460x1481x1514x1717x1572x1584x1690x1292x1341x1361x1368x1403x1408x1470x1473x1427x1478x1479x1506x1264x1268x1281x1287x1303x1343x1492x1218x1229x1261x1276x1289x1291x1328x1340x1352x1358x1366x1685x1232x1246x1274x1282x1329x1338x1362x1392x1410x1458x1513x1538x1314x1345x1397x1421x1476x1497x1539x1710x1726x1604x1431x1483x1507x1608x1612x1227x1723x1591x1396x1705x1706x1708x1709x1217x1228x1244x1266x1277x1285x1290x1293x1306x1317x1321x1346x1350x1369x1412x1425x1573x1616x1621x1645x1767x1484x1620x1353x1759x1603x1471x1488x1567x1598x1625x1647x1793) | [2.6%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1725x1427x1412x1645) | [31.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1722x1632x1535x1665x1674x1561x1433x1428x1424x1432x1660x1644x1367x1682x1718x1765x1679x1689x1694x1698x1699x1514x1717x1584x1690x1478x1281x1492x1289x1328x1232x1274x1282x1476x1726x1604x1507x1723x1591x1396x1706x1709x1277x1293x1425x1573x1353x1603x1647) | [52.6%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1639x1642x1654x1627x1631x1534x1520x1629x1634x1414x1659x1662x1672x1558x1559x1562x1656x1657x1576x1579x1652x1575x1581x1446x1680x1693x1571x1582x1481x1572x1292x1341x1361x1368x1403x1470x1473x1479x1506x1264x1268x1287x1303x1343x1218x1229x1261x1276x1291x1340x1685x1246x1338x1362x1392x1410x1458x1513x1314x1397x1421x1497x1710x1608x1612x1227x1705x1708x1217x1228x1244x1266x1306x1321x1346x1350x1620x1759x1567x1598x1625x1793) | [13.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1460x1408x1352x1358x1366x1329x1538x1345x1539x1431x1483x1285x1290x1317x1369x1616x1621x1767x1484x1471x1488) |
| **Female students** | [2017 (139)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1637x1626x1630x1640x1648x1649x1633x1557x1564x1719x1661x1666x1667x1673x1713x1556x1671x1675x1590x1574x1588x1589x1592x1677x1681x1583x1569x1733x1683x1480x1487x1529x1530x1747x1434x1438x1442x1485x1511x1686x1601x1610x1445x1462x1518x1550x1521x1701x1456x1467x1490x1504x1505x1525x1594x1808x1444x1465x1474x1486x1519x1531x1615x1702x1704x1243x1247x1262x1263x1307x1347x1359x1365x1411x1430x1548x1716x1711x1599x1605x1609x1238x1250x1294x1313x1339x1360x1364x1382x1732x1746x1593x1600x1670x1267x1297x1305x1334x1351x1354x1357x1363x1553x1578x1778x1216x1226x1230x1235x1239x1325x1337x1375x1379x1386x1387x1405x1407x1730x1401x1541x1646x1234x1258x1286x1295x1298x1319x1342x1344x1356x1399x1416x1426x1477x1495x1532x1786x1544) | [5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1583x1683x1511x1716x1732x1778x1786) | [30.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1640x1648x1649x1557x1719x1556x1589x1592x1677x1681x1733x1487x1485x1686x1601x1445x1462x1550x1521x1504x1808x1465x1519x1262x1365x1411x1711x1605x1609x1238x1339x1364x1746x1670x1267x1357x1363x1553x1295x1426x1477x1495) | [51.8%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1637x1630x1633x1661x1666x1667x1673x1713x1671x1675x1590x1574x1588x1569x1530x1747x1434x1442x1610x1456x1467x1490x1505x1525x1594x1444x1474x1486x1531x1615x1702x1704x1243x1247x1263x1307x1347x1359x1430x1548x1599x1294x1313x1360x1600x1305x1334x1351x1216x1235x1239x1325x1337x1375x1379x1387x1405x1407x1730x1401x1541x1646x1234x1286x1298x1319x1342x1344x1356x1399x1416x1544) | [12.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1626x1564x1480x1529x1438x1518x1701x1250x1382x1593x1297x1354x1578x1226x1230x1386x1258x1532) |
| [2016 (139)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1640x1630x1633x1649x1626x1648x1531x1529x1530x1519x1525x1518x1544x1637x1661x1671x1556x1719x1667x1713x1666x1564x1474x1615x1550x1438x1673x1557x1521x1456x1675x1569x1733x1462x1747x1442x1445x1686x1583x1683x1444x1677x1574x1588x1589x1681x1594x1360x1365x1382x1387x1430x1553x1486x1716x1434x1234x1235x1247x1305x1541x1239x1262x1294x1297x1307x1334x1354x1399x1401x1407x1426x1216x1250x1258x1313x1337x1344x1357x1359x1364x1375x1416x1495x1532x1778x1704x1319x1339x1347x1405x1477x1786x1711x1480x1485x1487x1504x1511x1592x1593x1601x1605x1808x1599x1600x1609x1670x1701x1702x1730x1226x1230x1238x1243x1263x1267x1286x1295x1298x1325x1351x1356x1379x1386x1411x1548x1646x1732x1746x1490x1505x1342x1363x1578x1465x1467x1590x1610) | [4.3%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1716x1416x1778x1786x1511x1732) | [33.8%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1640x1648x1519x1667x1474x1673x1521x1733x1462x1445x1686x1583x1683x1677x1589x1681x1360x1365x1430x1553x1262x1401x1407x1426x1313x1344x1357x1364x1495x1319x1339x1711x1485x1487x1504x1601x1605x1609x1670x1238x1243x1295x1356x1411x1746x1465x1467) | [52.5%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1633x1649x1626x1531x1530x1525x1518x1544x1637x1661x1671x1556x1719x1713x1666x1564x1615x1550x1438x1557x1456x1675x1569x1747x1444x1574x1588x1594x1387x1486x1434x1234x1235x1247x1305x1541x1239x1294x1297x1307x1334x1399x1216x1258x1337x1359x1375x1532x1704x1347x1405x1477x1592x1808x1599x1600x1701x1702x1730x1263x1267x1286x1298x1325x1351x1379x1548x1646x1505x1342x1363x1590x1610) | [9.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1630x1529x1442x1382x1354x1250x1480x1593x1226x1230x1386x1490x1578) |
| **Maori students** | [2017 (51)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1626x1630x1642x1648x1649x1656x1719x1556x1672x1718x1588x1652x1571x1575x1434x1479x1511x1610x1445x1514x1603x1625x1484x1486x1615x1620x1229x1276x1411x1427x1476x1548x1725x1599x1281x1313x1364x1647x1670x1354x1778x1274x1337x1361x1706x1343x1232x1282x1286x1342x1573) | [5.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1718x1511x1778) | 33.3% | [51%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1630x1642x1672x1588x1652x1571x1434x1479x1610x1484x1486x1615x1620x1229x1276x1427x1548x1599x1313x1274x1337x1361x1232x1282x1286x1342) | [9.8%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1626x1575x1625x1354x1343) |
| [2016 (51)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1630x1642x1649x1626x1648x1725x1556x1719x1672x1615x1656x1718x1652x1575x1445x1571x1514x1588x1361x1486x1427x1434x1479x1281x1343x1229x1276x1354x1232x1274x1282x1313x1337x1364x1778x1476x1511x1599x1670x1706x1286x1411x1548x1573x1484x1620x1342x1603x1610x1625x1647) | [7.8%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1725x1427x1778x1511) | [33.3%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1648x1718x1445x1514x1281x1232x1274x1282x1313x1364x1476x1670x1706x1411x1573x1603x1647) | [52.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1642x1649x1626x1556x1719x1672x1615x1656x1652x1575x1571x1588x1361x1486x1434x1479x1343x1229x1276x1337x1599x1286x1548x1620x1342x1610x1625) | [5.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1630x1354x1484) |
| **Pasifika students** | [2017 (31)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1561x1665x1682x1584x1480x1530x1601x1462x1467x1520x1808x1717x1268x1350x1353x1359x1716x1341x1746x1600x1357x1287x1314x1541x1723x1234x1295x1319x1497x1478x1544) | [3.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1716) | [45.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1561x1665x1584x1601x1462x1520x1808x1717x1353x1746x1357x1723x1295x1478) | [41.9%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1530x1467x1268x1359x1341x1600x1287x1314x1541x1234x1319x1497x1544) | [9.7%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2017&skills=8499x8692x8694x8696x8489&pids=1682x1480x1350) |
| [2016 (31)](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1530x1520x1544x1665x1561x1682x1462x1717x1584x1341x1716x1478x1234x1268x1287x1541x1357x1359x1314x1319x1497x1480x1601x1808x1723x1600x1295x1350x1746x1353x1467) | [3.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1716) | [48.4%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1665x1561x1682x1462x1717x1584x1478x1357x1319x1601x1723x1295x1746x1353x1467) | [45.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1530x1520x1544x1341x1234x1268x1287x1541x1359x1314x1497x1808x1600x1350) | [3.2%](https://etap.co.nz/report/schoolwide/standalone/graphing/graphs/yearlist/generate_alt.php?years=2016&skills=8499x8692x8694x8696x8489&pids=1480) |

 |
| **Key Outcomes** | **2017-2018 Planned actions:** |
| 67.1% of students achieved ‘at’ and ‘above’ the standardYear 3 & 4 continue to have highest level of underachievement. This does not align with other learning areas.Of those tracking ‘wb’ eight are ELL, four receive special assistance from outside agencies, three have other learning needsComparison with 2016 results (for those who have been at Lyall Bay for two or more years) shows less students ‘wb’ and ‘b’ and more ‘at’ and ‘above’.Accelerated movement for * 31 students – moved one level in National Standards from ‘below’ standard to ‘at’ standard
* 25 students – ‘at’ standard to ‘above’ standard
* 5 students – ‘well below’ to ‘below’ standard
* 1 student – ‘below’ to ‘above’
* 1 students – ‘well below to ‘at’

There has been slight movement for those who have been at Lyall Bay school for two or more years with a slightly more now working ‘above’. There has been no movement with ‘wb’ students.Teachers have inquired deeply into teaching of maths and have made major changes due to Professional Development, research, trialling, measuring impacts. This has led to greater understanding not only student needs but also more robust assessment. Of note is the change to ‘rich learning tasks and use of talk moves to improve communication. Continued Professional Development in maths ill continue in 2018 and outcomes measured. | *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 – Maori, 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 Maori 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 Maori 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 Maori 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
4. Access class blogs for support materials, strategies, resources, apps
 |
| **Gender**: Male and female closely aligned. 70% Males ‘at’ and ‘above’ 63.1% of femalesWB males are Yr 2-4 all are involved in special programmesWB – 1.9% 2017WB - 3% 2016 (new students)WB - 1% 2015WB - 4% 201463.1% females ‘at’ and ‘above’ WB girls are spread across all year groups, all but two are ELLWB – 4.5% 2017WB - 4% 2016 (new students)WB – 2% 2015WB – 1% 2014 | **Māori**:(69) 56.5% at and aboveTracking below whole school achievementImprovement in Māori males from 2016 when 50% were ‘wb’ and ‘b’. now 44.5%Less Māori ‘ab’ than other groups.‘B’ are spread across year groups although the majority of ‘b’ are Yr 3Male wb – 3% (one student) Māori female wb, 6% (one new student) Similar % of Māori males represented in underachievement as % NZ European malesIn comparison NZ Euro are achieving higher than Māori across the boardWB – 4.3% 2017WB – 4% 2016WB – 1% 2015WB – 2% 2014B – 39% 2017B –36% 2016B – 23% 2015B – 24% 2014 | **Pasifika:** (39)51.3% ‘at’ and ‘above’, No males ‘wb’ but large % Pasifika represented in ‘b’50% of Pasifika males are ‘b’44% ‘b’ are in Yr 3-4In comparison NZ Euro are achieving higher than Pasifika across the boardWB – 2.6% 2017WB – 2% 2016WB – 0% 2015WB – 0% 2014B – 46.2% 2017B – 38% 2016B – 10% 2015B – 24% 2014 | **Asian:** (78)66.7% ‘at’ and ‘ab’, higher than previous yearsAll ‘wb’ and 86% ‘b’ are ELL and work closely with ELL teacher.Spread across year groups in all aspects.More females are working wb than malesHigher % of males achieving ‘ab’ than whole schoolIn comparison with NZ Euro there is a similar % ‘ab’ but less % ‘at’’ and higher % ‘wb’ and ‘b’ which is the same trend as 2016WB – 5.1% 2017WB – 10% 2016WB – 3% 2015WB – 4% 2014B – 28.1% 2017B – 30% 2016B – 17% 2015B – 18% 2014 |

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| **Domain 5:   Professional capability and collective capacity** |
| **2017 Charter Goals** | **Planned actions - 2017** |
| A strategic and coherent approach to human resource management builds professional capability and collective capacity. | Professional learning is responsive to needs and aligned with strategic goals* Curriculum Review PLD (internal)
* Teaching as Inquiry (internal)
* Analysing data (internal)
* Leadership (external and internal)
* Modern Learning Pedagogy in Maths (internal and external)
* Ka Hikitia, Tātaiako, Te reo (internal and external from Term 3)
* School culture
 |
| **Key Outcomes** | **2018 Planned actions:** |
| Curriculum review on Teacher Only Days has led to a platform for completion of curriculum start or 2018All teachers developed Teaching as Inquiry, reflective professional learning took placeSyndicates analysed data effectively with relevant assessment knowledgeLeadership took part in a range of PD to ensure professional and collective capability is realised.All staff took part in Maths PLD with outside facilitator to develop collective capacity, as well as PLD with Tātaiako.  | Induction of new teachers is systematic and focussed on the development of adaptive expertiseCoherent performance management processes (through appraisal):* Enable identification of teachers’ professional learning and development needs
* Use multiple sources of feedback on teacher effectiveness
* Provide professional learning opportunities that are responsive to identified needs and align with schools strategic goals

(ineffective performance is identified and addressed) |
| **Domain 6:   Evaluation, inquiry and knowledge building for improvement and innovation** |
| **2017 Charter Goals** | **Planned actions - 2017** |
| N/A | N/A |
| **Key Outcomes** | **2018 Planned actions:** |
| N/A | Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community* As part of Kāhui Ako leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities that include a range of educators from other school/contexts
 |