

OREWA NORTH PRIMARY

SCHOOL CHARTER



LEARNING; THE LINK TO THE FUTURE



2017



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SCHOOL BACKGROUND

Orewa North Primary School opened on the 22nd May 1978 and is a primary school catering for children from Year one to six.

The school is experiencing significant roll growth and the Ministry of Education is monitoring our situation and will consider an appropriate strategy when and where needed. We begin 2017 with 320 children on the roll and could finish the year with upwards of 380 children.

The school provides a friendly and safe environment for the children to carry out their learning. We believe we provide students with a level of education that forms the foundation to build on in the years ahead. Class programmes continue to ensure students have a good grasp of the essential skills in literacy and numeracy, with the major focus being around student voice and developing the capabilities of our student learners.

There was also a considerable focus on the wider curriculum, most notably in terms of Physical Education, Cultural Performance and Understanding, and the Arts (Music, Drama and Dance). The highlight of the 2016 year was the whole school musical production, 'The Wizard of Oz', held over four nights at Centrestage Orewa.

Through the programme opportunities children receive both in and outside the classroom we aim to ensure children gain the self-confidence to progress and achieve at their individual level and fulfil their undoubted potential. We often receive very positive feedback from the staff at Orewa College about how well-rounded and mature so many of our students are, and how well they do academically and socially.

The last report from the Education Review Office (2015) praised not only the ethos of our school, but also the quality of the teaching programmes and the development in a number of important areas. The school received high praise for its progress in bicultural development and our programme was acknowledged as being interwoven, multi-layered and fabulous. This acknowledgment is a highlight for our school and has been enhanced further by the continuation of Te Reo Tuatahi, with a particular focus on Te Reo Maori.

Professional Learning Development for staff has been focused on effective pedagogy, with the aim of developing and enhancing teacher practice, and developing student-learning capability. As part of this development a very rich Orewa North Curriculum is in place for the 2017 school year.

It is important that a cooperative partnership between school and home is achieved to assist children to reach their potential. Aspects of school programmes do require the assistance of parents who regularly help out with school trips and sports teams.

The school over the years has had an active PTA and through its fund-raising efforts has provided the school with additional resources and an improved learning environment. Many people comment on how much they value the positive family-friendly ethos and community spirit that is such a trademark of our school.

The efforts of all staff, the Board and the PTA are acknowledged as a key contribution to the student's achievement and the ongoing development of the school.



CHARTER – Vision and Values

Learning; the link to the future

VISION

At Orewa North Primary School we will strive to develop ...

Confident students: who will be active participants, self-motivated, resourceful and adaptable, with a positive attitude;

Connected students: who use communication tools to interact effectively, as informed citizens with others in the wider community;

Actively Involved students; who will be motivated and enthusiastic contributors who participate in a range of school and extra-curricular activities;

Life Long Learners who will be literate, numerate, think critically and creatively, seeking new knowledge to enable them to be informed decision makers.

VALUES

At Orewa North Primary School ...

Excellence is striving to achieve personal best.

Innovation, inquiry and curiosity are achieved through our inquiry learning programme.

Diversity is valuing understanding and respecting various perspectives and cultural backgrounds, particularly our own bi-cultural heritage.

Equity is being fair.

Community and participation is belonging and working towards common goals.

Ecological sustainability is understanding our role as Kaitiaki (Guardians) of our environment.

Integrity is being honest and trustworthy to yourself and others.



CHARTER VISION FOR LEARNING 2017

Learning; The Link to the Future

Our Vision

Our vision, and as such our main priority, should always be about improving the educational outcomes and social opportunities for our children. Our vision is driven by the fact that we live in a world where there is increasingly rapid change and growth. As this change continues and as our technology and attitudes develop, then so our children's learning needs and the way they learn surely need to change and grow as well.

Our vision also embraces the diverse ethnicity we have at our school, with particular focus on and celebration of Maori and Pasifika cultures.

The Orewa North Primary School Board of Trustees, in partnership with staff, parents and students, strives to promote equity and high quality educational programmes within a safe and nurturing environment so that children become successful.

Strategic Plan

This Strategic Plan sets out the Board of Trustees key goals and direction over the next four years. Our Strategic Planning incorporates the new **ERO School Evaluation Indicators**, which have been designed to focus schools on the things that matter most in improving student outcomes.

The Orewa North Board of Trustees over the next four years is committed to the following broad goals:

1. Student Achievement

To challenge and inspire our students to be excited about their learning, resulting in enthusiastic, connected, actively involved and confident learners.

2. Maori Achievement

To foster procedures and practices that reflect New Zealand's cultural diversity and in consultation with the school's Maori community, develop plans and targets for improving the achievement of Maori students.

3. Our Students

To provide students with a wide range of experiences that enable them to develop qualities that are important for their future.

4. Teaching Practice

To further develop a collaborative, reflective professional learning community, enabling teachers to support each other as learners and refine teaching practice.

5. Community Involvement

To enhance positive community relationships, a sense of partnership and high levels of parent involvement, while maintaining our reputation as a family-friendly and welcoming school.

6. Activities of the Board

To ensure student learning, progress, achievement and well-being is at the centre of all decisions, actions and activities.



OUTCOME INDICATORS 2017

The **School Evaluation Indicator** framework includes two types of indicators: outcome and process indicators.

The **learner-focused outcome indicators** are derived from the valued outcomes identified in The New Zealand Curriculum and Te Marautanga o Aotearoa. They assume a holistic approach to learners' wellbeing, development and success, and are integral to achievement and progress.

Realising our vision will mean that children at Orewa North Primary School are:

- confident in their own identity, language and culture as citizens of Aotearoa New Zealand
- socially and emotionally competent, resilient and optimistic about the future
- a successful lifelong learner
- participating and contributing confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future.

Every student is a confident, connected, actively involved, lifelong learner ...

**Confident in their own identity, language and culture
citizens of Aotearoa New Zealand**

Students:

- are confident in their identity, language and culture
- value diversity and difference: cultural, linguistic, gender, special needs and abilities
- represent and advocate for self and others
- promote fairness and social justice and respect human rights
- use cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners
- show a clear sense of self in relation to cultural, local, national and global contexts.

**Socially and emotionally competent, resilient and
optimistic about the future**

Students:

- enjoy a sense of belonging and connection to school, whānau, friends and the community
- feel included, cared for, and safe and secure
- establish and maintain positive relationships, respect others' needs and show empathy
- are able to take a leadership role and make informed and responsible decisions
- are physically active and lead a healthy lifestyle
- self-manage and show self-efficacy
- are resilient and adaptable in new and changing contexts.

A successful lifelong learner

Students:

- demonstrate strong literacy and mathematics understanding and skills and achieve success across the learning areas of The New Zealand Curriculum and/or Te Marautanga o Aotearoa
- are curious and enjoy intellectual engagement
- draw on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings
- are technologically fluent and take a discerning approach to the use of technology
- are digitally fluent, using a range of e-learning tools to enhance learning
- who are Māori enjoy education success as Māori
- confidently tackle challenging tasks and are resilient and persevering in the face of difficulties
- use multiple strategies for learning and problem solving
- collaborate with, learn from, and facilitate the learning of others
- set personal goals and self-evaluate against required performance levels
- develop the ability to reflect on their own thinking and learning processes
- in primary education achieve success in relation to National Standards in mathematics, reading, and writing
- in post-primary education achieve success at levels 1, 2 and 3 of the National Certificate of Education Achievement (NCEA)
- determine and participate in coherent education pathways that connect to further education or employment.

Participates and contributes confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future.

Students:

- think critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts
- are energetic and enterprising, effectively navigating challenges and opportunities
- work collaboratively to respond to problems not previously encountered, developing new solutions and approaches
- understand, participate in, and contribute to cultural, local, national and global communities
- are critical, informed, active and responsible citizens
- can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices
- are ethical decision makers and guardians of the world of the future.



PROCESS INDICATORS 2017

The **process indicators** are organised in terms of six key domains found to influence school effectiveness and student outcomes. They describe school practices and processes that contribute to overall school effectiveness and improvement.

The six domains - and the interrelated Board of Trustees Goals and National Administration Goals (NAGs) - are as follows:

Domain 1 - Stewardship

(BOT GOALS 1 TO 6 / NAG 2, 3, 4, 5 and 6)

To have a highly effective Board of Trustees that will work strategically with the principal, staff and students to realise the school community's vision and values and achieve agreed goals and targets.

Domain 2 - Leadership for equity and excellence

(BOT GOALS 1 TO 6 / NAG 2 and 3)

To have highly effective leadership practices which have significant impact on the collective goal of achieving equity and excellence student outcomes.

Domain 3 – Educationally powerful connections and relationships

(BOT GOAL 5 / NAG 2 and 5)

To establish and develop educationally powerful connections with parents, whanau and the wider community in order to positively influence the development, learning and well-being of our students.

Domain 4 – Responsive curriculum, effective teaching and opportunities to learn

(BOT GOALS 1 TO 4 / NAG 5)

To provide high quality education outcomes for our students by enabling a breadth and depth of learning opportunities at school.

Domain 5 – Professional capability and collective capacity

(BOT GOAL 4 / NAG 1 and 2)

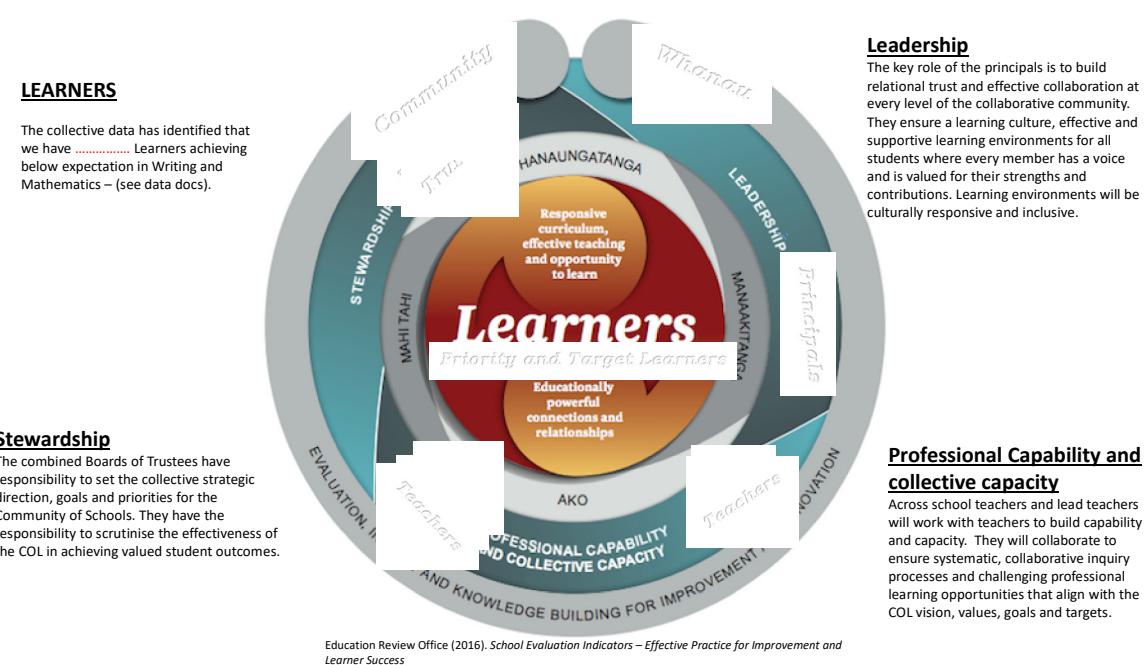
To ensure that teachers are continuously engaged in professional learning that increases their knowledge and develops their adaptive expertise.

Domain 6 – Evaluation, inquiry and knowledge building for improvement and innovation

(BOT GOAL 4 / NAG 1 and 2)

To ensure that evaluation, inquiry and knowledge building processes are purposeful and focus on specific areas of improvement.

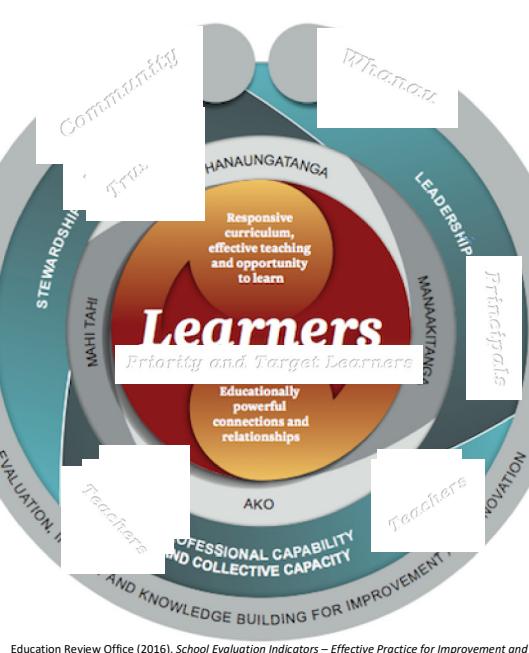
As is clearly demonstrated in the diagrams below the six domains are interdependent and success relies on all of them, not just one.



Whanaungatanga is the process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, or other relationships. Establishing whānau connections is kinship in its widest sense. The concept of whanaungatanga describes the centrality of extended family-like relationships and the "rights and responsibilities, commitments and obligations. In the learning context, whanaungatanga demands a focus on the quality of teaching-learning relationships and interactions, and the agency of the teacher in establishing a whānau-like context that supports engagement and learning.

Mahi tahi, or mahi ngātahi is a term used to describe the unity of people working towards a specific goal or the implementation of a task. It is the act of carrying out the task or activity for which you have come together in a common purpose. Working together as a group in a 'hands-on' fashion is referred to as mahi tahi. The solidarity that mahi tahi engenders in a group of people is powerful and this kind of relationship is known to sustain itself well after the goal has been fulfilled or the project has been completed (Berryman, 2014)

Manaakitanga describes the immediate responsibility and authority of the host to care for their visitor's emotional, spiritual, physical and mental wellbeing. In the learning context these understandings encompass the need to care for children and young people as culturally located human beings through providing safe, nurturing environments.



Ako is grounded in the principle of reciprocity and also recognises that students and their whānau cannot be separated. Ako describes a teaching and learning relationship "where the child is both teacher and learner" (Pere, 1982, cited in Berryman et al., 2002) and the educator is also learning from the student in a two-way process. It is the acquisition of knowledge as well as the imparting of knowledge... Ako as a process does not assume any power relationship between teacher and student but instead it serves to validate dual learning or reciprocal learning experience

National Curriculum Requirements: (NAG 1.)

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies. The NAGs were last reviewed on 19 May 2015.

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each Board through the principal is required to:

a.	Develop and implement teaching and learning programmes i) to provide students in Years 1-10 with opportunities to achieve for success in all areas of the National Curriculum ii) giving priority to student achievement in Literacy and Numeracy especially in Years 1-8. iii) giving priority to regular quality physical activity that develops movement skills for all students especially in Y1-6.
b.	Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to: i. student achievement in Literacy and Numeracy, especially in Years 1-8, and then to ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum (as expressed in the National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa).
c.	On the basis of good quality assessment information, identify students and groups of students; i. who are not achieving. ii. who are at risk of not achieving iii. who have special needs (including gifted and talented students), and iv. aspects of the curriculum, which require particular attention.
d.	Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above.
e.	In consultation with the school's Maori community , develop and make known to the school's community policies, plans and targets for improving the achievements of Maori students

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards*, assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

NAG 2A

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on National Standards under four headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement;
 - iii. planned actions for lifting achievement; and
 - iv. how students are progressing in relation to National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) National Standards information in the format prescribed by the Secretary for Education from time to time.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.



CURRICULUM STRUCTURE 2017

Charter vision for learning



New Zealand Curriculum

Principles Values Key Competencies Essential Learning Areas



Orewa North School Curriculum

(Based on Learning Power and an Integrated Concept model)

Learning Power Dimensions

Changing and Learning **Creativity** Critical Curiosity
Learning Relationships Making Meaning **Resilience**
Strategic Awareness

Core Curriculum Integrated Learning Area

Mathematics and Statistics

English

Science
Social Studies
Technology
The Arts
Health and PE
Language Learning

ON

Curriculum Overview / Term/Weekly/Daily Plans

High quality learning experiences, enriched by Inquiry,
ICT, and Taha Maori

Reflection, Assessment and Review of Learning
to
inform next planning steps

The New Zealand Curriculum

Principles

High expectations, Cultural diversity, Treaty of Waitangi, Future focus, Coherence, Inclusion, Community engagement, Learning to Learn

NZC p9

Values

Excellence by aiming high and persevering in the face of difficulties

Innovation, curiosity and inquiry by thinking critically, creatively and reflecting

Diversity as found in different cultures, languages and heritages

Equity through fairness and social justice

Community and participation for the common good

Ecological sustainability, which includes care for the environment

Integrity which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others and human rights

NZC p10

Key Competencies

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies five key competencies:

Thinking;

Relating to others;

Using language,

Symbols, and texts;

Managing Self;

and Participating and contributing

NZC p12-13

Essential Learning Areas

English, Mathematics, Science, Social Studies, Technology, Health and PE, The Arts and Learning

Languages

NZC p17-33

The New Zealand Curriculum Framework

The curriculum consists of 8 learning areas (NZC p.16-33). Each learning area is a foundation for later specialisation, valuable in itself, potentially interconnected with other areas and linked to the principles, values and key competencies.

Mathematics:

Number and Algebra

- Number Strategies
- Number Knowledge
- Equations and expressions
- Patterns and relationships

Geometry and Measurement

- Measurement
- Shape
- Position and orientation
- Transformation

Statistics

- Statistical investigation
- Statistical literacy
- Probability

English:

Two interconnecting strands

Listening, Reading, and Viewing

Speaking, Writing, and Presenting

- Using a set of underpinning processes and strategies, students develop knowledge, skills and understandings related to:
 - Text purposes and audiences
 - Ideas within language contexts
 - Language features that enhance texts
 - Structure and organisation of texts

Social Studies:

Identity, Culture and Organisation

- Group organisation, rules, rights and responsibilities
- Cultural similarities

Place and Environment

- Past/present/future interaction with the environment

Continuity and Change

- Past/present/future interaction with other people

Economic World

- Resource management and consumer awareness

Science:

The Nature of Science (core strand)

- Understanding about science
- Investigating in science
- Communicating in science
- Participating and contributing

The following strands provide contexts for learning

Living World

- Life processes
- Ecology
- Evolution

Planet Earth and Beyond

- Earth systems
- Interacting systems
- Astronomical systems

Physical World

- Physical inquiry and physics concepts

Material World

- Properties and changes of matter
- Chemistry and society

Technology:

Technological Practice

- Planning for practice
- Brief development
- Outcome development and evaluation

Technological Knowledge

- Modelling
- Products
- systems

Nature of technology

- Characteristics of technology
- Characteristics of technological outcomes

Health and Physical Education:

Personal Health and Physical development

- Personal growth, Regular activity, Safety management, Personal Identity

Movement Concepts and Motor Skills

- Movement skills, Positive attitudes, Science and Technology, Challenges and social/ cultural factors

Healthy Communities and Environments

- Societal values and attitudes, Community resources, Rights/responsibilities and law, people

The Arts:

*The Arts learning area comprises four disciplines: **dance, drama, music- sound art, and visual arts.***

Each discipline is structures around four interrelated strands:

Understanding the Art in Context

Developing Practical Knowledge

Developing Ideas

Communication and Interpreting

Learning Languages:

Communication (core strand)

Supporting strands

Language knowledge

Cultural Knowledge

The New Zealand Curriculum (NZC) sets the direction for teaching and learning in New Zealand schools. The Orewa North school curriculum is clearly aligned with the intent of the NZC document.

Building Learning Power (BLP) is an approach to helping young people to become better learners, both in school and out. Students who are more confident of their own learning ability learn faster and better. They concentrate more, think harder and find learning more enjoyable (Claxton, Chambers, Powell, & Lucas, 2011).

Learning Power is a form of awareness about oneself as a learner. It is about thinking, feeling, wanting, and doing. It can be recognised in seven dimensions. Learning power is relevant to human growth and development in any context, not just schools. Learning, adapting, changing and growing are central to successful enterprise and important for success in any profession (Crick, 2006).

There are 7 dimensions of 'learning power' that have emerged from research*. These identify the characteristics and dispositions of effective lifelong learners.



*The Effective Lifelong Learning Inventory (ELLI) research, initiated by Professors Broadfoot and Claxton and led by Dr Ruth Deakin Crick



TIKANGA MAORI AND TE REO MAORI

How does our school reflect this?

- Orewa North Primary School has fostered procedures and practices that reflect New Zealand's cultural diversity, and the unique position of the Maori culture.
- The values and concepts underlying the Treaty of Waitangi contribute to a school wide philosophy of Mannakitanga (character education -values). Integral to that philosophy is the recognition and celebration of our unique New Zealand bi-cultural heritage.
- We recognise that Maori are the Tangata Whenua of Aotearoa and their language and culture are a living part of our society. Integral to that is the recognition and celebration of our unique New Zealand bi-cultural heritage.
- Orewa North School will take all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for students.
- The values and concepts underlying the Treaty of Waitangi contribute to a school wide philosophy of **Whanonga Pono** (character education -values).

In 2016 we continued to demonstrate our appreciation of Māori Tikanga and the language through:

Kapa Haka:

Under the guidance of Whaea Lee Anne Wade the Kapa Haka was split into Junior and Senior groups, enabling more focused teaching of each group and the Kapa Haka has consequently gone from strength to strength. The two groups performed together and separately in many events and made us proud of our unique cultural heritage. A special performance group was selected and performed superbly at several important events and commemorations.

Classroom Curriculum

Teachers are integrating Māori much more, though increased knowledge and also teaching units from our progressive curriculum. They have been provided with resources to do this.

Through greater integration of Maori in a lesson students were highly engaged and motivated. In some classrooms children then chose to write in Maori in another curriculum area.

Wider Curriculum

Integration in assemblies by teachers and students

Whakatauki are incorporated as part of our Values programme. This is an area to further develop in 2017.

The Te Reo Tuatahi programme ran every Monday, which the students greatly enjoyed. Each class has half an hour and teachers reinforce the learning during the week. This is professional learning for the teachers as well.

Staff Development

As a staff, we reviewed our Māori curriculum statement and procedures, which was subsequently endorsed by the Board of Trustees.

We set up a Curriculum group for Māori to better use teacher strengths and ideas (Ngaire Burrell, Terry Gillooly, Michaela Hansen and Annie Keown). This group completed the initial review of the Māori curriculum statement.

Debbie Waller (Maori Leader) established a Māori student leadership group and they were consulted about ideas for Matariki, the Whanau Hui and ideas for including whanau.

Maori Community

Parents of Maori students were invited to a discussion of what is being achieved at school and for their ideas and input. There were 35 families represented at the Whanau Hui.

The feedback was very positive in terms of Maori students having the opportunity to be Maori and feel their culture is important. There was also positive feedback about the progress of their children in terms of national standards.

There was a request to improve the pronunciation of Maori words and phrases.

In 2017 we will continue to demonstrate our appreciation of Māori Tikanga and the language by:

- Finding further opportunities where Te Reo and English can work seamlessly together
- Integrating Te Reo into lessons and discussions more often, thereby increasing knowledge and confidence
- Finding further opportunities to scaffold students
- Integrating the Mihi either during the morning register or at other appropriate times
- Using older students as role models for younger students, so they can see the potential
- Providing students time to practise te reo daily, enabling them to become more confident
- Using the integration as a learning journey for both teacher and students
- Reworking the Te Reo Tuatahi lessons so that they relate directly to the learning currently taking place in the classroom
- Using technology as a tool for students and teachers to find/correct their pronunciation
- Continuing to have an active kapa haka group that represents the school and performs for significant events / assemblies. The Deputy Principal and the Teacher-in-charge of Te Reo Maori will both liaise to the kapa haka group and also be responsible for managing events.
- Staff involvement in regular professional development in Te Reo.
- Continuing to develop our Maori curriculum (Maori Curriculum leader)
- Continuing to seek support and advice from the 'Resource teacher of Maori', the local marae and parents with expertise or knowledge.

We can feel confident that as a school we appreciate Māori students and what they bring to our school community.



ASSESSMENT FOR LEARNING

The process of assessment can be seen as a way of describing or defining people – about telling a person's story in terms of what they can do and how they do it. Blatt (1987) warns there are stories that enhance life and others that degrade it and we have to be mindful that our assessment practices relevantly portray individual learning in meaningful and productive ways.

Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. Assessment for learning uses information to lead from what has been learned to what needs to be learned next.

Assessment, teaching and learning are intricately linked, as each informs the others.

For teachers, assessment for learning helps teachers gather information to:

- Plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole.
- Pinpoint students' strengths so that both teachers and students can build on them.
- Identify students' learning needs in a clear and constructive way so they can be addressed.
- Involve parents, families and whānau in their children's learning.

For students, assessment for learning provides students with information and guidance so they can plan and manage the next steps in their learning.

Assessment for learning uses a range of approaches. These may include:

- Day to day activities (such as learning conversations).
- Observations
- Anecdotal evidence
- Written Samples
- Student self and peer assessments
- Assessment tools. At Orewa North we use a range of assessment tools/tests including: PROBE, Running Records, P.A.T Comprehension, P.A.T Listening, Junior Oral Language Screening Test (JOST), Phonetically Awareness, P.A.T Mathematics, Ikan, GLOSS, Junior Assessment in Mathematics (JAM), Student Profiles (Numeracy), Marie Hirst's Basic Facts, 5Yr Literacy Assessment and 6Yr Net.

What matters most is not so much the form of assessment, but how the information gathered is used to improve teaching and learning.

Assessments of children with diverse needs, as with all children, should be of and for learning (Bourke et. al, 2010), establishing what is needed to support learning and what learning has taken place. As a practitioner, it is a way to gather information and identify the next learning steps and the teaching strategies necessary to support students with diverse needs. Ways this can be achieved are through using portfolios, self-assessment, peer assessment, examples of work, observations, anecdotal records and learning stories.



LEARNING SUPPORT PROGRAMMES

At Orewa North one of our goals is to create an environment where children can reach their potential. We promote working in a problem solving and collaborative model, where the goal is to remove barriers to learning and ensure an inclusive environment for all. Parent, child and teacher partnership is fostered and valued.

Learning Support Guidelines

1. Changing or adapting the environment and /or curriculum to suit the learning preference of the children. It will not be one size fits all. Where difference is celebrated and children are secure that they are in an inclusive environment.
2. Communication, collaboration and problem solving where goals are explicit and shared. Where a collaborative partnership is fostered between parent/whānau, child and teacher and trust forms a cornerstone of the partnership.
3. When required students may be identified as needing extra support using a qualified teacher or a teaching assistant (TA)* (these children may undergo additional assessment). Classroom teachers will be responsible for the programmes of learning for these identified students while learning with the TA; unless they take advantage of specialist programmes (see below) overseen by the SENCO within the school.
4. On-going Resources Scheme (ORS), High Learning Need (HLN), and High Health Need (HLN) students will have an Individual Education Plan (IEP) or Care Plan. These students will be given the opportunity (if appropriate) to be part of the process/meeting. The minimum requirement will be one IEP/Care Plan review per year but in many cases it will be bi-annually.
5. ESOL students are identified and teachers support a student's learning in order to help them achieve. Teachers along with the SENCO identify and decide what extra support programme and/or resources the student may require. The English Language Learning Progressions (ELLP) provides a nationally consistent set of progressions for teachers to use to identify stages and patterns of progress in the language development of English language learners.
6. In some instances the student may be referred to outside agencies for further assessment or assistance. This will always be done with appropriate parent/teacher consultation and there must be a very clear reason why this is required.
7. The SENCO will be the key staff member which oversees Learning Support. In the first instance a staff member will discuss their concerns with their Team Leader. Once the Team Leader has an understanding of the teachers concerns they may consider it necessary to follow up with the SENCO to establish next steps.

8. The SENCO (where possible) will offer advice and guidance to staff on practical strategies and classroom approaches when working with students who have diverse learning needs.

*Our Teaching Assistants are a key to helping support our children both in specifically targeted programmes (withdrawn from class if required in an identified programme) and classroom programmes. We have a team of highly competent and committed people.

The specific programmes we offer in our Learning Support area at Orewa North are:

- *Reading Recovery*
- *Quick 60 (Q 60) Prevention/Intervention Literacy Programme*

Outcomes may be learning explicit phonemic awareness, phonic and high-frequency word skills. As well as communicating in English, enhancing vocabulary, or using advanced comprehension strategies, such as, making inferences and applying knowledge.

- *Reading Eggs is an online reading games and activities (limited licences)*

Children who have already participated in Q 60 and/or Word Shark and need extra learning in reading are offered this programme. This learning programme is also offered to older children who need a varied way of learning.

- *Word Shark Intervention Literacy Programme*

The Word Shark Programme is predominately a computer programme focusing on word knowledge and spelling patterns. There will also be a writing component running alongside the computer component.

- *Talk to Learn Oral Language Programme*

Talk to Learn is a practical oral language programme for use in the Junior Classes. It was developed to provide an innovative tool to meet the needs of students beginning school with delayed oral language skills.

- *COSMDBRIC is a number knowledge programme*
- *Maths Whizz is an online maths tutoring programme (limited licences)*



STUDENT ACHIEVEMENT - READING ANNUAL PLAN 2017

FOCUS AREA:

To increase the number of students achieving at or above the National Standard for reading.

Baseline Data:

This is an area where the school students continue to perform well at with 84% achieving at or above the standard. The results are almost in line with that of last year.

Maori students are also achieving well overall at 82%, a slight increase from 81% last year.

Girls at 90% continue the pattern of achieving exceptionally well in reading, with boys at 78%.

As would be expected there is a steady increase from year to year as the students develop more advanced reading skills, to where students are leaving our school in 2016 with 96% (up from 93% in 2015) achieving at or above the standard.

Areas for Improvement:

Reading in year 1: We note, however, that children are entering school with a lack of experiences and are often taking longer to reach the standard within one year. This does tend to even out over two years.

Boys Reading – At 78% at or above, this is an area that needs further focus.

In 2017, our school will be part of a 'Community of Learning' and with other local schools including Orewa College we will be focusing on lifting student achievement in the core curriculum areas. The key areas of focus for the Orewa CoL are in writing and mathematics, although it has been noted that there is some under-achievement in reading, which needs to be looked at closely as well. We see an important aspect of lifting achievement is to increase the level of enjoyment in reading for children through more focused student-led investigations, along with developing more innovative teaching approaches and activities.

Refer to the 2017 Strategic Plan for further details of what will be occurring in these areas.

Most students when they begin school at aged 5 years are beginning the process of learning to read. Our Year 1 teachers do a superb job in enhancing the reading skills of their students so much in such a short period of time. The data tells us that a focus on those students going into Year 2 in 2017 who are achieving below the standard would be a recommended course of action, as it was in 2016. It is clear that the greater the focus on them now will mean an increase in the number of these students at standard further down the track.

Target: Students in Year 2 (Fantail Syndicate) below the standard will have made more than one year's progress and be achieving at or exceeding the reading standard by the end of 2017.

How To Achieve	Responsibility	Timeframe	Assessment
Students clearly identified by teachers	Class Teachers and Management	Early Term 1	Checked by Management and Principal
Using 2016 NS data and early 2017 observations and data, teachers to identify and make analysis of students in target groups.	Management and class teachers	Completed by end of week 4	Checked by team leader

<p>Folder of Reading ideas compiled in association with recent Language PD to be used to increase deeper reading features.</p>	<p>Management and class teachers</p>	<p>Ongoing</p>	<p>Evidence of use through discussion and observation.</p>
<p>Ideas gained from Sheena Cameron book to be key influence for programmes.</p>	<p>Class Teachers and Management</p>	<p>Ongoing</p>	<p>Monitor Term 1 & 3 testing and final OTJs</p>
<p>Reinforce key support programmes for students requiring further support (Reading Eggs, Panui Pukapuka, Play-based learning).</p>	<p>SENCO, Class Teachers, Teaching Assistants</p>	<p>Ongoing</p>	<p>Monitor Term 1 & 3 testing and final OTJs</p>
<p>Teachers to monitor identified students closely.</p>	<p>Class Teachers and Team Leader</p>	<p>Ongoing</p>	<p>Ongoing syndicate meeting focus area.</p>
<p>Syndicates to discuss and share ideas, examples and thoughts of effective teaching and learning.</p>	<p>Class Teachers and Team Leader</p>	<p>Ongoing</p>	<p>Ongoing syndicate meeting focus area.</p>
<p>Syndicate target to be conveyed to parents through Syndicate Newsletter each term. Sharing ideas and achievements at all meetings.</p>	<p>Team Leader</p>	<p>Beginning of each term.</p>	<p>Evident in copies of syndicate newsletters.</p>
<p>Include in syndicate newsletters with ideas for support at home plus through mid-year conferences.</p>	<p>Class Teachers and Management</p>	<p>Beginning of each term and conference time end of term 1 & start of term 3</p>	<p>In newsletters</p>
<p>Focus on relationship with prospective parents, and local kindergarten and pre-schools to co-ordinate pre-requisites for starting school</p>	<p>Associate Principal / New Entrants Teacher / Local kindergarten and pre-schools</p>	<p>Regular induction meetings and discussion with new parents Twice-Yearly meetings with local pre-schools</p>	
<p>Budget: Incorporated in the budgets for: English = \$3,500 Learning Support = \$97,000</p>			



STUDENT ACHIEVEMENT - WRITING ANNUAL PLAN 2017

FOCUS AREA:

To increase the number of students achieving at or above the National Standard for writing.

Baseline Data:

There has been further progress made in the area of writing, with improvement in several categories from the 2015 national standards. Overall 81% of students are achieving at or above the standard, which is level with than the end of last year. Most notably, Maori students are achieving at 84%, 3% above the overall result and level with Maori achievement in 2015.

Girls overall perform very well with 93% at or above standard and this is a further improvement on the 89% high of last year. Boys are at 71% and this continues to be a major achievement target.

Overall, 85% of students leaving our school in 2016 are achieving at or above the standard and this is similar to the percentage last year.

Areas for Improvement:

As boys are 22% behind the girls, compared to 15% in 2015, the target will be on boys who will be in Year 3, 4 and 5 in 2017 as they are over-represented in this statistic.

In 2017, our school will be part of a 'Community of Learning' and with other local schools including Orewa College we will be focusing on lifting student achievement in the core curriculum areas. One of our key targets for 2017 is boys writing which is also a central target across our six Orewa CoL schools. We have also pinpointed the need to focus on the key English curriculum strands of 'Presenting and Speaking' with the intention that this will also enable lift in writing achievement.

Refer to the 2017 Strategic Plan for further details of what will be occurring in these areas.

Target: Boys in Years 3, 4 and 5 (Tui and Weka Syndicates) below the standard will have made more than one year's progress and be achieving at or exceeding the writing standard by the end of 2017.

How To Achieve	Responsibility	Timeframe	Assessment
Students clearly identified in each class.	Management and class teachers.	Ongoing	Evidence in planning & on eTap SMS etc.
Regular daily focus in all classes	Management and class teachers	Ongoing	Evidence in timetables and teacher planning Checked by team leader
Using 2016 NS data and confirmed with a formal writing sample (by Term 2 Week 7) teachers to have identified, analysed and have a programme of support well in place for students in target group.	Management and class teachers	Completed and in eTap by end of term 2 week 7.	

Folder of Writing ideas compiled in association with recent Language PD. To be used to increase deeper reading features. Reference to the target to be shared with parents through both school and syndicate newsletters.	Management and class teachers Principal and Management	Ongoing Term 1 and revisit through the year	Evidence of use through discussion and observation. Evidence in newsletters
Term certificates to include recognition of achievement in all target areas.	Management	Ongoing	Presented at end of term assembly
Learning Support programme to be used to support students who need additional support. Particular focus for boys across the school.	SENCO and Management	Ongoing	Students on the programme
Syndicates to discuss and share ideas, examples and thoughts of effective teaching and learning. (Use Peter West's '10 things teachers should do with boys writing)	Class Teachers and Team Leader	Ongoing	Ongoing syndicate meeting focus area.
Regular monitoring and sharing a feature at both Management and staff meetings.	Principal and Management	Early each term	Meeting minutes
Include in syndicate newsletters with ideas for support at home plus through mid-year conferences.	Class Teachers and Management	Beginning of each term and conference time end of term 1 & start of term 3	In newsletters

Budget: Incorporated in the budgets for:
English = \$3,500 Learning Support = \$97,000



STUDENT ACHIEVEMENT - MATHEMATICS ANNUAL PLAN 2017

FOCUS AREA:

To increase the number of students achieving at or above the National Standard for mathematics.

Baseline Data:

Overall 86% of students are achieving at or above the standard, which is an increase of 4% from the 2015 data. Girls are achieving at 86% (84% in 2015) and boys at 86% (81% in 2015). Maori students are also achieving at 86% (compared to 79% in 2015), which is a significant achievement.

The increase in almost all mathematics results are very positive, especially in light of the considerable professional development for staff this year and the aligned focus on number knowledge (Basic facts and place value understanding) and a problem-solving approach.

Areas for Improvement:

While achievement in mathematics has certainly improved and there are excellent national standards results in most areas it is clear there is a lag in the Year 3 data, where only 66% of the students are at or above standard. This is a small cohort of only 32 students so the percentage levels are considerably affected by the results of any one student. Maori students in the year group are achieving well. However, when you analyse the data more closely the results are almost identical for Year 3 boys and girls, so this is a key area for focus in 2017.

We will also set an overall schoolwide target for all students below standard as our overall improvement is incentive to focus even more closely on those still below the standard.

In 2017, our school will be part of a 'Community of Learning' and with other local schools including Orewa College we will be focusing on lifting student achievement in the core curriculum areas. Mathematics achievement is one of the central targets across our six Orewa CoL schools and we should also benefit from this intensive focus.

Two of our staff members will continue to be part of the Hibiscus Coast Numeracy Lead Teacher Group, discussing student achievement and effective pedagogy. The Principal will also be involved in a Principal's Numeracy Group, with other North Shore and Hibiscus Coast principal's.

Key areas in mathematics on which to focus:

Basic facts

Developing knowledge and use of problem solving

Cross grouping

Refer to the 2017 Strategic Plan for further details of what will be occurring in these areas.

Target: Students in Years 4, 5 and 6 (Tui and Weka Syndicates) below the standard will have made more than one year's progress and be achieving at or exceeding the mathematics standard by the end of 2017.

How To Achieve	Responsibility	Timeframe	Assessment
Identify students identified as below standard in 2016.	Class Teacher & Management	Early Term 1	Checked by Management & Principal
To be a focus at syndicate meetings	Management	Ongoing	In minutes

<p>for planning, sharing of ideas and student achievement focus.</p> <p>Students to be considered and given priority for the Learning Support programme in mathematics (COSMDBRIC)</p> <p>Monitor through GLOSS and other class assessments and observation during the year.</p> <p>Syndicates to discuss and share ideas, examples and thoughts of effective teaching and learning. (Regular basic facts practice, continue problem-solving approach, flexible grouping).</p> <p>Include in syndicate newsletters with ideas for support at home plus through mid-year conferences.</p> <p>Include as focus for both weekly and term certificates.</p>	<p>SENCO / Class Teachers</p> <p>Class Teachers and Management</p> <p>Class Teachers and Team Leader</p> <p>Class Teachers and Management</p>	<p>Term 1 focus</p> <p>Each term as per school assessment programme.</p> <p>Ongoing</p> <p>Beginning of each term and conference time end of term 1 & start of term 3</p> <p>Ongoing</p>	<p>Data analysis completed through year</p> <p>Ongoing syndicate meeting focus area.</p> <p>In newsletters</p> <p>Certificates issued</p>
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Budget: Funding included within school Mathematics budget = \$2,500 and Learning Support = \$97,000



STUDENT ACHIEVEMENT – MAORI STUDENTS ANNUAL PLAN 2017

FOCUS AREA: To increase the number of Maori students achieving at or above the National Standard for reading, writing and mathematics (School-wide target)

Baseline Data:

In comparison to the overall student national standards Maori students have achieved particularly well. They are just below the overall percentage in reading (82% at or above), above in writing (86% at or above) and equal in mathematics (86% at or above).

As well as our sustained focus for Maori students in the core curriculum areas, we believe that our continued development in the areas of Te Reo and Tikanga Maori has allowed our Maori students to bring aspects of their own culture and upbringing into their way of learning, and this has only been beneficial for them and the school as a whole. Initiatives such as the considerable development of our Kapa Haka and its standing in the school and local community, the continuing of both the Te Reo Tuatahi programme, and the emphasis on Maori values such as Whanaungtanga and Mannakitanga in our class focus areas, have been highly successful and rewarding for everybody concerned.

Areas for Improvement:

While Reading for Maori students, especially at the younger year levels is a major focus, we believe it is essential to target all Maori students below in reading, writing, and mathematics.

As with all students the achievement levels for Maori students in the core curriculum areas are inextricably linked and as 82% are achieving at or above in reading we will target each of the core areas accordingly.

The achievement of Maori students is one of the central targets across our six Orewa CoL schools and our school has a key role to play in this area, given our continued and successful development of our own Maori students. The planned actions for Maori will be very similar to those already described for all students below the standard, but with the addition of giving them opportunities to bring their own Maori culture into their learning.

Target: Maori students below or well below the standard will have made more than one year's progress and will be achieving at or exceeding the National Standard in Reading, Writing and Mathematics by the end of 2017.

How To Achieve	Responsibility	Timeframe	Assessment
Students clearly identified in each class.	Management and class teachers.	On going	Evidence in planning & roll books etc.
Establish and reinforce a safe and culturally inclusive environment for our Maori students, including displays around the school	Head of Te Reo and Tikanga Maori, Class Teachers and Management	Term 1 focus and ongoing	
Using 2016 NS data and early year data gathered.	Management and class teachers	Completed by end of week 3.	

<p>Students to be considered and given priority for specific Learning Support programmes.</p>	<p>SENCO and class teachers On going</p>	<p>Term 1 focus in particular</p>	<p>Evidence in those students involved in the programme</p>
<p>Regular daily focus in all classes</p>	<p>Management and class teachers</p>	<p>On going</p>	<p>Evidence in timetables and teacher planning Checked by team leader</p>
<p>Syndicates to make a focus at meetings in terms of planning, ideas and organisation that leads to a Maori students' focus.</p>	<p>Management</p>	<p>On going</p>	<p>Minutes and see in action</p>
<p>Reference to the target to be shared with parents through both school and syndicate newsletters.</p>	<p>Principal and Management</p>	<p>Term 1 and revisit through the year</p>	<p>Evidence in newsletters</p>
<p>Term certificates to include recognition of achievement in target areas.</p>	<p>Management</p>	<p>Ongoing</p>	<p>Presented at end of term assembly</p>
<p>Syndicates to discuss and share ideas, examples and thoughts of effective teaching and learning.</p>	<p>Class Teachers and Team Leader</p>	<p>Ongoing</p>	<p>Ongoing syndicate meeting focus area.</p>
<p>Regular monitoring and sharing a feature at both Management and staff meetings.</p>	<p>Principal and Management</p>	<p>Early each term</p>	<p>Meeting minutes</p>
<p>Communicated to parents through separate newsletter and at regular Maori Whanau consultation.</p>	<p>Principal and teacher responsible for Maori programmes and liaison.</p>	<p>Term 1 & 3</p>	<p>Newsletter issued and meeting held.</p>
<p>Budget: Although there is no specific budget for the target of Maori students it is incorporated in the budgets for: English = \$3,500 Mathematics = \$2,500 and Learning Support = \$97,000</p>			



NATIONAL STANDARDS DESIGN AND REVIEW

At this school, National Standards will be used to:

- enable the school to improve student achievement by providing information about how students are progressing
- provide identification of students who are falling behind which will enable the school, teachers and parents to make informed decisions about how to improve the student's achievement and to provide additional support where appropriate
- the standards are designed so that a student who meets them is on track to succeed at NCEA Level 2

Teaching and Learning:

- use National Standards to identify students achieving well below, below and well above to ensure the appropriate programmes of learning are in place to support their needs.
- place emphasis on groups not achieving with particular focus on Maori and Pacific Island students and boys and girls
- the school Booster Programme to be a key focus of programmes to help raise the level of student achievement
- in making overall teacher judgments (OTJ) a range of assessment data and observation to be made in determining a student's achievement level in writing, reading and mathematics across the curriculum.
- school wide data collected to form the basis of making decisions of annual goals for student achievement

Reporting to Parents:

- a plain language report to be issued to parents at the end of the second and fourth term each year based on a student's progress towards a National Standard or achievement against the standard.
- conferences to involve students, parents and teachers to be held at the end of term 1 and the start of term 3. Term 1 conference to focus on how parents can support students learning at home. Conference at the start of Term 3 will focus on report issued at the end of term 2 and students sharing their learning with their parents.
- reports to include student's progress achieved the next learning steps required and ideas of how parents can support this learning at home with particular focus in writing, reading and mathematics.

Reporting to Board of Trustees:

- an indication and where data available information included at each meeting in the Principal's report in relation to the annual goals for student achievement.
- Overall school data for each year for National Standards including analysis to be presented to Board to guide decisions to be made in terms of the following years Annual Goals. This to be done in association with the school Management Team.

Annual Report:

- Report to include analysis of variance of student achievement in terms of the targets set for the year.
- This to be reported to school community and sent to the Ministry of Education.



NATIONAL STANDARDS DATA 2016

READING:

	Well Below		Below		At		Above		Total
	No.	Proport.	No.	Proport.	No.	Proport.	No.	Proport.	No.
All	1	0.3%	49	16.1%	172	56.6%	82	27%	<u>304</u>
Maori	0	0%	9	18%	24	48%	17	34%	50
Pasifika	0	0%	6	24%	15	60%	4	16%	25
Asian	0	0%	3	16.7%	11	61.1%	4	22.2%	18
Eur/Pakeha	1	0.5%	30	14.6%	118	57.3%	57	27.7%	206
Male	0	0%	35	21.9%	89	55.6%	36	22.5%	160
Female	1	0.7%	14	9.1%	83	57.6%	46	31.9%	144
Aft1yr	0	0%	20	39.2%	24	47.1%	7	13.7%	51
Aft 2yr	0	0%	11	18.3%	30	50%	19	31.7%	60
Aft 3yr	0	0%	5	16.1%	20	64.5%	6	19.4%	<u>31</u>
Year 4	1	1.7%	7	12.1%	38	65.5%	12	20.7%	<u>58</u>
Year 5	0	0%	4	8%	31	62%	15	30%	<u>50</u>
Year 6	0	0%	2	3.7%	29	53.7%	23	42.6%	<u>54</u>

WRITING:

	Well Below		Below		At		Above		Total
	No.	Proport.	No.	Proport.	No.	Proport.	No.	Proport.	No.
All	1	0.3%	56	18.4%	212	69.7%	35	11.5%	<u>304</u>
Maori	0	0%	8	16%	38	76%	4	8%	50
Pasifika	0	0%	6	24%	16	64%	3	12%	<u>25</u>
Asian	0	0%	3	16.7%	12	66.7%	3	16.7%	18
Eur / Pa	1	0.5%	36	17.5%	144	69.9%	25	12.1%	206
Male	1	0.6%	46	28.8%	103	64.4%	10	6.3%	160
Female	0	0%	10	6.9%	109	75.7%	25	17.4%	144
Aft1yr	0	0%	9	17.6%	39	76.5%	3	5.9%	51
Aft 2yr	0	0%	14	23.7%	38	64.4%	7	11.9%	59
Aft 3yr	0	0%	9	28.1%	20	62.5%	3	9.4%	<u>32</u>
Year 4	0	0%	6	10.3%	45	77.6%	7	12.1%	<u>58</u>
Year 5	1	2%	10	20%	31	62%	8	16%	<u>50</u>
Year 6	0	0%	8	14.8%	39	72.2%	7	13%	<u>54</u>

MATHEMATICS:

	Well Below		Below		At		Above		Total
	No.	Proport.	No.	Proport.	No.	Proport.	No.	Proport.	No.
All	0	0%	43	14.1%	186	61.2%	75	24.7%	304
Maori	0	0%	7	14%	23	46%	20	40%	50
Pasifika	0	0%	7	28%	16	64%	2	8%	25
Asian	0	0%	1	5.6%	15	83.3%	2	11.1%	18
Eur /Pa	0	0%	26	12.6%	129	62.6%	51	24.8%	206
Male	0	0%	23	14.4%	93	58.1%	44	27.5%	160
Female	0	0%	20	13.9%	93	64.6%	31	21.5%	144
Aft1yr	0	0%	1	2%	30	66%	16	32%	50
Aft 2yr	0	0%	9	15%	33	55%	18	30%	60
Aft 3yr	0	0%	11	34.4%	18	56.3%	3	9.4%	32
Year 4	0	0%	10	17.2%	36	62.1%	12	20.7%	58
Year 5	0	0%	8	16%	33	66%	9	18%	50
Year 6	0	0%	4	7.4%	33	61.1%	17	31.5%	54

Maori Students:

	Well Below		Below		At		Above		Total
	No.	Proport.	No.	Proport.	No.	Proport.	No.	Proport.	No.
Reading	0	0%	9	18%	24	48%	17	34%	50
Writing	0	0%	8	16%	38	76%	4	8%	50
Mathematics	0	0%	7	14%	23	46%	20	40%	50