

2013 National Standards Reporting

Number:	2871
Name:	Kapanui

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	16	3.2%	51	10.1%	261	51.6%	178	35.2%	506
Māori	0		9	13.8%	44	67.7%	12	18.5%	65
Pasifika	0		2	16.7%	7	58.3%	3	25.0%	12
Asian	0		3	23.1%	4	30.8%	6	46.2%	13
European/Pākehā/ Other European	16	3.8%	37	8.9%	206	49.5%	157	37.7%	416
Male	12	5.0%	26	10.7%	127	52.5%	77	31.8%	242
Female	4	1.5%	25	9.5%	134	50.8%	101	38.3%	264

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	3	4.1%	10	13.7%	30	41.1%	30	41.1%	73
After 2 years at school	1	1.9%	2	3.8%	26	50.0%	23	44.2%	52
After 3 years at school	0		7	10.3%	44	64.7%	17	25.0%	68
End of Year 4	0		2	3.4%	35	60.3%	21	36.2%	58
End of Year 5	1	1.4%	8	11.1%	41	56.9%	22	30.6%	72
End of Year 6	1	1.6%	6	9.7%	36	58.1%	19	30.6%	62
End of Year 7	5	8.1%	7	11.3%	22	35.5%	28	45.2%	62
End of Year 8	5	8.5%	9	15.3%	27	45.8%	18	30.5%	59

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Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	26	5.1%	99	19.6%	304	60.1%	77	15.2%	506
Māori	1	1.5%	18	27.7%	40	61.5%	6	9.2%	65
Pasifika	0		2	16.7%	8	66.7%	2	16.7%	12
Asian	0		1	7.7%	12	92.3%	0	0.0%	13
European/Pākehā/ Other European	25	6.0%	78	18.8%	244	58.7%	69	16.6%	416
Male	21	8.7%	60	24.8%	140	57.9%	21	8.7%	242
Female	5	1.9%	39	14.8%	164	62.1%	56	21.2%	264

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	2	2.7%	13	17.3%	50	66.7%	10	13.3%	75
After 2 years at school	1	2.0%	11	22.0%	28	56.0%	10	20.0%	50
After 3 years at school	1	1.5%	13	19.1%	45	66.2%	9	13.2%	68
End of Year 4	1	1.7%	16	27.6%	36	62.1%	5	8.6%	58
End of Year 5	4	5.6%	12	16.7%	44	61.1%	12	16.7%	72
End of Year 6	1	1.6%	18	29.0%	32	51.6%	11	17.7%	62
End of Year 7	7	11.3%	7	11.3%	38	61.3%	10	16.1%	62
End of Year 8	9	15.3%	9	15.3%	31	52.5%	10	16.9%	59

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Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	20	4.0%	91	18.0%	293	57.9%	102	20.2%	506
Māori	4	6.2%	12	18.5%	46	70.8%	3	4.6%	65
Pasifika	1	8.3%	4	33.3%	6	50.0%	1	8.3%	12
Asian	0		1	7.7%	9	69.2%	3	23.1%	13
European/Pākehā/ Other European	15	3.6%	74	17.8%	232	55.8%	95	22.8%	416
Male	12	5.0%	34	14.0%	141	58.3%	55	22.7%	242
Female	8	3.0%	57	21.6%	152	57.6%	47	17.8%	264

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	2	2.6%	7	9.2%	60	78.9%	7	9.2%	76
After 2 years at school	2	4.2%	9	18.8%	26	54.2%	11	22.9%	48
After 3 years at school	1	1.4%	6	8.7%	53	76.8%	9	13.0%	69
End of Year 4	0		10	17.2%	41	70.7%	7	12.1%	58
End of Year 5	2	2.8%	11	15.3%	39	54.2%	20	27.8%	72
End of Year 6	1	1.6%	10	16.1%	34	54.8%	17	27.4%	62
End of Year 7	5	8.1%	22	35.5%	17	27.4%	18	29.0%	62
End of Year 8	7	11.9%	16	27.1%	23	39.0%	13	22.0%	59

National Standards Reporting - NAG2A (b)

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

NAG2A (b)(i) Areas of strength

National Standard subject: Reading

Discussion:

2013 Reading – National Standards

School Reading Total **At or Above 2013 86.8%** (2012, 84.1%, 2011, 83.9%)

Male Reading Total **At or Above 2013 84.3%** (2012, 81.2%, 2011, 79.7%)

Female Total Reading **At or Above 2013 89%** (2012, 86.7%, 2011, 87.5%)

Maori Reading Total **At or Above 2013 86.2%** (2012 77.3%, 2011, 76.8%)

Kapanui School has a high overall percentage of students achieving at or above national standard expectations (2013 - 86.8%) and has improved the percentage by 2.7% from 2012 to 2013.

86.2% (56/65) of Māori students at Kapanui School are progressing and achieving in line with the National Standard in reading, with 12 students achieving *above* and 44 achieving *at* the National Standard. This year we continued to work towards achieving the next steps adopted at the hui in 2012 (see below). We were successful in providing te reo across the school, provided kapa haka for all students, had an active performance kapa haka group and hosted the local kapa haka festival “Takiri O Te Ata” This assisted the school in developing positive relationships with the whanau of Maori students and allowing Maori students to gain success as Maori.

Previous results (2011) indicated that the percentage of students achieving at the At or Above dropped significantly at Y6 - 8. This trend was not so evident in the 2012 data and 2013 data indicates this trend continues to be less evident. The 2012 year 7 cohort improved from 68.5% At or Above to 76.3% as year 8, 2013. The 2012 year 5 cohort improved from 80% At or Above to 88.7% as year 6, 2013. Continued focus and support to targeted students appears to be having a positive effect across the school.

NAG2A (b)(i) Areas for improvement

National Standard subject: mathematics / achievement of Maori students writing / achievement of boys writing / achievement of girls mathematics

Discussion:

2013 national standard results for mathematics (78.1%) are lower than reading (86.8%). The difference between the Kapanui result (78.1%) and the 2012 NZ results (72.2%) are also less in mathematics than in reading. Therefore mathematics has been identified as an area of focus. Mathematics was also identified as an area for improvement as 2013 PAT data indicated we were not moving students into the top stanines.

43.6%, 27 of our Y7 students achieved well below (5) or below (22) and 39%, 23 of our Y8 students achieved well below (7) or below (16) 2013 national standards mathematics.

Girls (75.4%) results across the school indicate that they perform less well than boys (81%) in mathematics, particularly at the above level (22.7%, 55 boys), (17.8%, 47 girls).

2013 results for Maori in writing (70.8%) indicate this is an area needing improvement. This result is 4.5% lower than for all students. This is also the lowest national standard area for Maori students at Kapanui School.

Results in writing indicate that girls (83.3%) continue to score higher than boys (66.5%). Information from the 2013 student voice surveys 2012 / 13 Me and My School indicated girls continue to feel more positive about school.

NAG2A (b)(ii) Basis for identifying areas for improvement

The Board considered the national standard data, trends and results over the last 3 years. From this they noted the following areas.

2013 national standard results for mathematics (78.1) are lower than reading (86.8). The difference between the Kapanui result and the NZ results are also less in mathematics than in reading. Results for mathematics have remained similar over the last 3 years and the Board would like to see these rise to similar levels as reading. Therefore mathematics has been identified as an area of focus across the school.

Maori percentages achieving At or Above are less when compared to other groups. The Board has therefore set achievement targets to improve these results.

The Board is concerned that results indicate girls do not perform as well as boys in mathematics and boys do not perform as well as girls in writing. The Board is aware that results for Maori students in writing are a concern.

NAG2A (b)(iii) Planned actions for lifting achievement

To lift achievement the following targets and goals have been set by the Board in line with the Charter expectations of high levels of achievement in literacy and numeracy.

Annual Goals / Targets for Improvement of Student Achievement - To increase the number of students achieving at or above the National Standard for reading, writing and mathematics

- Kapanui Students will achieve at or above expected levels for their age – Writing / Reading / Spelling / Numeracy (Kapanui School Charter Page 14)
- All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards. (Kapanui School Annual Plan 2011 – 15 – Page 18)

Planned Actions to Achieve Targets

	<u>Led By</u>	<u>Budget</u>	<u>Timeframe</u>
A programme of professional develop focused on mathematics teaching in years 1 -8 will be developed and implemented including opportunities for peer observations – this will be involve a lead team and use of an outside expert to facilitate.	Principal / Advisors Plus / TEAM Leaders	\$32500	T1,2,3,4
Review assessment data with staff to identify target students in reading, writing and mathematics and determine their particular learning needs	Principal / Literacy Leader		T1
Work with parents, families and whānau around ways to support students' learning.	Literacy Leader		T1,3
Two per term monitoring meetings to discuss progress of target students – PLC's	Literacy Leader		Ongoing
The progress of identified students will be assessed and reviewed at the end of term 2 and 4 and reported to the principal.	Literacy Leader / SENCO		Each term
All Y1 and 2 students and selected Y3-4 students at risk (reading) will have their progress tracked using graphs.	Literacy Leader		Ongoing
All Y1 and selected Y2, Y3 and 4 students will take part in the perceptual motor programme.	SENCO	\$3000	Ongoing
6 places will be available in Reading Recovery	Principal / BOT	0.6 staffing	T1 - 4
Discontinued Reading Recovery students' achievement will be monitored and remedial actions taken where necessary	Reading Recovery Teacher		Ongoing
Maori – Continue to provide staff development as suggested in the Ministry document Ka Hikitia.	TEAM Leaders		T1,2,3

Identify and provide TA support to students and teachers	Principal / SENCO		T1 Ongoing
Moderation process developed and school based exemplars provided for students	Principal / TEAM Leaders		
Analyse and reflect on year-end data to inform progress and planning for the following year	Principal / TEAM Leaders		T4
Develop the professional skills and knowledge of the staff through active PLC's. That the PLC's continue to de-privatise classrooms and teacher practice by providing - 1. a supportive forum for professional conversation 2. opportunities to observe and be observed 3. support for teachers to be reflective of their own practices and that this is to include shared reflection 4. staff development to enhance teacher inquiry 5. the use of outside expertise to supplement current staff expertise	Principal / Team Leaders		T1-4
Establish a picture of and monitor student engagement and attitudes, gender attitudes through surveys	Principal		T1

Action to increase the percentage of Maori students achieving At or Above national standard expectations - Actions above are also relevant to improving Maori achievement levels. However in addition the Board has along with a Maori advisory group identified the following next steps for the 2013 annual plan. These next steps will continue to be a focus in 2014 annual plan.

- To strengthen the partnership between Māori whānau and the school by establishing an advisory group of kaumātua, parents and whānau to work with the school to raise the quality of curriculum delivery of te reo Māori and tikanga Māori for students at Kapanui School.
- To work with whānau to identify and challenge any deficient thinking or institutional racism that may exist at Kapanui School.
- To review our identified school values and include values identified by our Māori whānau.
- To involve kaumātua, parents and whānau in planning how local contexts, history and cultural traditions could be included in our curriculum.
- To increase the use and knowledge of all students of basic te reo Māori and tikanga and ensure a progression as students progress through the year levels.
- To provide staff development on teaching te reo Māori, making full use of available resources such as He Reo Tupu, He Reo Ora to ensure a progression across the school.
- To provide opportunity for all students to experience kapa haka.
- For teachers to understand and adapt their teaching styles to better suit the way Māori children prefer to learn.
- To develop a strategy for maintaining Māori participation in governance
- To develop specific goals / targets for Māori in consultation with whānau
- To develop strong, positive and visible Māori role models and leaders in our student community

NAG2A (b) (iv) Progress Statement
Discussion: National standard results averaged across the school show that Kapanui school continues to exceed the national averages in all three areas, reading, writing and mathematics. 2013 data across the year levels indicates that in reading 84% of students made the expected growth or greater, in writing 81% of students made the expected growth or greater and in mathematics 85% of students made the expected growth or greater. Results also show a rise in the percentage of students At or Above in reading and mathematics with writing increasing in 2012 but falling in 2013.
Additional information: