

4.0 ANALYSIS OF VARIANCE – FOR THE YEAR ENDING 31 DECEMBER 2014

STUDENT ACHIEVEMENT GOALS 2014

Strategic Goals - Charter

- Develop and lift student achievement in core curriculum areas, focussing on improving performance, both individually and school-wide, against National Standards. 3.3.1
- 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 – 13 – Page 18)
- Students Goals - Using languages, symbols and text (Kapanui School Charter Page 8) - When students leave from Kapanui School we would like them to
 - Have developed basic understandings, knowledge and skills across the essential learning areas.
 - Communicate competently and confidently by listening, speaking, writing and reading

Annual Aim - To increase the number of students achieving at or above the National Standard for reading, writing and mathematics

In November each year students in Y4-8 will be assessed against the National Standards. Students at Y1-3 will be assessed against the national Standard at the end of 1 year, 2 years and 3 years at school related to them. Teachers will assess against the standards using an overall teacher judgement. An OTJ involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgement about a student's progress and achievement.

Annual Goals	Position T4, 2010, 11,12 ,13,14 - Reading																									
	Y	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14
1.1 – To increase the number of students achieving	AB					At					B					WB					At +					
1	48	67	41	41	29	33	19	35	41	41	17	0	13	14	26	2	0	11	4	4	81	86	76	82	70	
2	66	62	46	42	51	28	36	51	50	46	3	14	3	4	2	3	2	0	2	2	94	98	97	94	97	

at or above the National Standard for reading

3	25	44	49	25	29	70	44	44	65	59	3	8	7	10	11	2	4	0	0	2	95	88	93	90	88
4	31	35	46	36	24	58	49	44	60	69	10	11	7	3	6	2	5	3	0	2	89	84	90	97	93
5	31	29	22	31	37	35	53	59	57	50	32	13	17	11	13	12	5	3	1	0	65	82	80	88	87
6	27	42	38	31	32	48	35	45	58	50	22	16	17	10	14	3	7	0	2	4	75	76	83	89	82
7	42	25	40	45	34	31	45	28	36	41	21	19	26	11	19	6	10	5	8	6	73	70	69	81	75
8	22	28	25	31	33	49	59	57	46	46	18	14	12	15	15	12	0	6	9	7	71	86	82	76	79
	36	42	39	35	34	44	43	45	52	50	16	12	13	10	13	5	4	4	3	3	80	84	84	87	84

Kapanui School Achievement Reading Target Nov 2014 - Overall teacher judgements based of available assessment information will show **90% Y1- 8** students reading at or above the expected MOE National Standard

Of the 8 year groups two achieved the target of 90+%. 3 others were 80+ and 3 were 70+%. Of note is the 70% at the end of year 1 this is significantly less than previous years. Of note also is the gain from the end of year 1 to the end of Y2.

Student target groups 2014 – Identified target students at risk of not achieving in reading - to accelerate the progress of identified students by 1 NS level.

- R1. Y1 – 13 students identified as below or well below in 2013.
- R2. Y2 – 3 students identified as below or well below in 2013.
- R3. Y3 – 7 students identified as below or well below in 2013.
- R4. Y7 12 - students identified as below or well below in 2013. – see below for report

1.2 – To increase the number of students achieving at or above the

	Writing %																								
Y	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	13	12	14	10	11	12	13	14
	Ab					At					B					WB					At +				
1	17	3	20	13	10	65	81	59	67	61	19	12	9	17	25	0	3	3	13	4	81	84	78	80	71
2	13	16	18	20	8	74	65	61	56	63	12	19	19	22	25	1	0	2	2	3	87	81	79	76	71
3	5	9	26	13	15	81	74	63	66	45	12	14	11	19	35	2	4	2	0	5	87	83	90	79	60

National Standard for writing

1.3 - To increase the number of Maori students achieving at or above the National Standard for writing

4	27	29	17	9	18	66	49	71	62	57	7	19	7	28	24	0	3	2	4	2	94	78	88	71	75
5	32	21	17	17	17	42	66	63	61	58	26	13	20	17	22	0	0	6	0	3	74	87	80	78	75
6	17	22	25	18	17	48	44	66	52	57	27	26	8	29	19	8	9	2	2	7	66	65	91	69	74
7	10	12	25	16	23	52	36	47	61	39	31	37	16	11	28	8	15	11	12	9	62	64	72	77	62
8	6	14	27	17	20	49	59	49	53	54	29	22	16	15	16	16	6	15	8	10	55	73	76	69	74
	16	16	22	15	16	60	59	60	60	54	20	20	13	20	24	4	5	5	5	5.4	76	77	82	75	70

Kapanui School Achievement Writing Targets Nov 2014 - Overall teacher judgements based of available assessment information will show **80% Y1- 8** students writing at or above the expected MOE National Standard

No year groups reached the 80% target.6 were 70%+. In comparison to previous years 2014 represents the lowest overall result.

Student target groups 2014 – Identified target students at risk of not achieving in writing – to accelerate the progress of identified students by 1 NS level.

- W1. Y4 17 students identified as below or well below in 2013.
- W2. Y6 19 students identified as below or well below in 2013.
- W3. Y7 7 students identified well below in 2013. – see below for report

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

	Maths %																								
Y	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14
	Ab					At					B					WB						At +			
1	13	0	11	9	12	73	86	72	79	75	15	12	11	9	12	0	0	7	3	1	85	86	83	88	87
2	24	19	24	23	15	59	69	54	54	57	14	14	21	19	27	3	0	2	4	2	83	88	78	77	72
3	9	7	7	13	23	81	75	77	77	48	9	14	16	9	26	2	3.5	0	1	3	90	82	84	90	71
4	11	24	26	12	27	76	64	58	71	57	13	11	13	17	15	0	1.6	3	0	2	87	87	84	83	84
5	12	23	6	28	20	54	53	74	54	57	35	23	19	15	22	0	1.6	2	3	2	65	76	80	82	77
6	17	19	25	27	31	52	56	59	55	46	20	26	16	16	19	11	0	0	2	4	69	74	84	82	77
7	33	28	28	29	30	17	43	30	27	36	40	18	30	36	28	10	10	12	8	6	50	72	58	56	66
8	18	22	22	22	23	31	37	48	39	36	41	29	21	27	31	10	12	9	12	10	49	59	70	61	59
	17	18	19	20	23	55	60	59	57	52	23	18	18	18	23	4	3.6	4	4	3.8	72	78	78	77	74

1.5 - To increase the number of Maori students achieving at or above the National Standard for mathematics

Kapanui School Achievement Maths Targets Nov 2014 - Overall teacher judgements based of available assessment information will show **85% Y1- 7 and 75% of Y8** students at or above the expected MOE National Standard for mathematics.

Actions - The Board engaged expertise from Avisors Plus to provide a whole school 2 year long programme of staff development. A Lead team was established to oversee the development. Staff identified target students to monitor and carried out teacher inquiry based around meeting the needs of these students.

Outcomes –2014 74.3% of students achieved at or above at the appropriate levels for National Standards. **75.9% Y1- 7 and 59.1% of Y8** students at or above 2014 Maori – **69.8%** - target not achieved

1 class level reached 85+%. 1 was at 84% and 4 were 70+%. Overall the average was 74% which was down 3% from 2013. 6 out of 7 year level cohorts dropped from 2013 to 2014. The largest drop for a cohort was the 2013 Y6 (82%) to Y7 (66%). As mathematics is the focus of staff development in 2013, 14 this may be a result of staff raising their expectations. A similar trend happened when writing was the focus. NB – Year cohorts are not matched results.

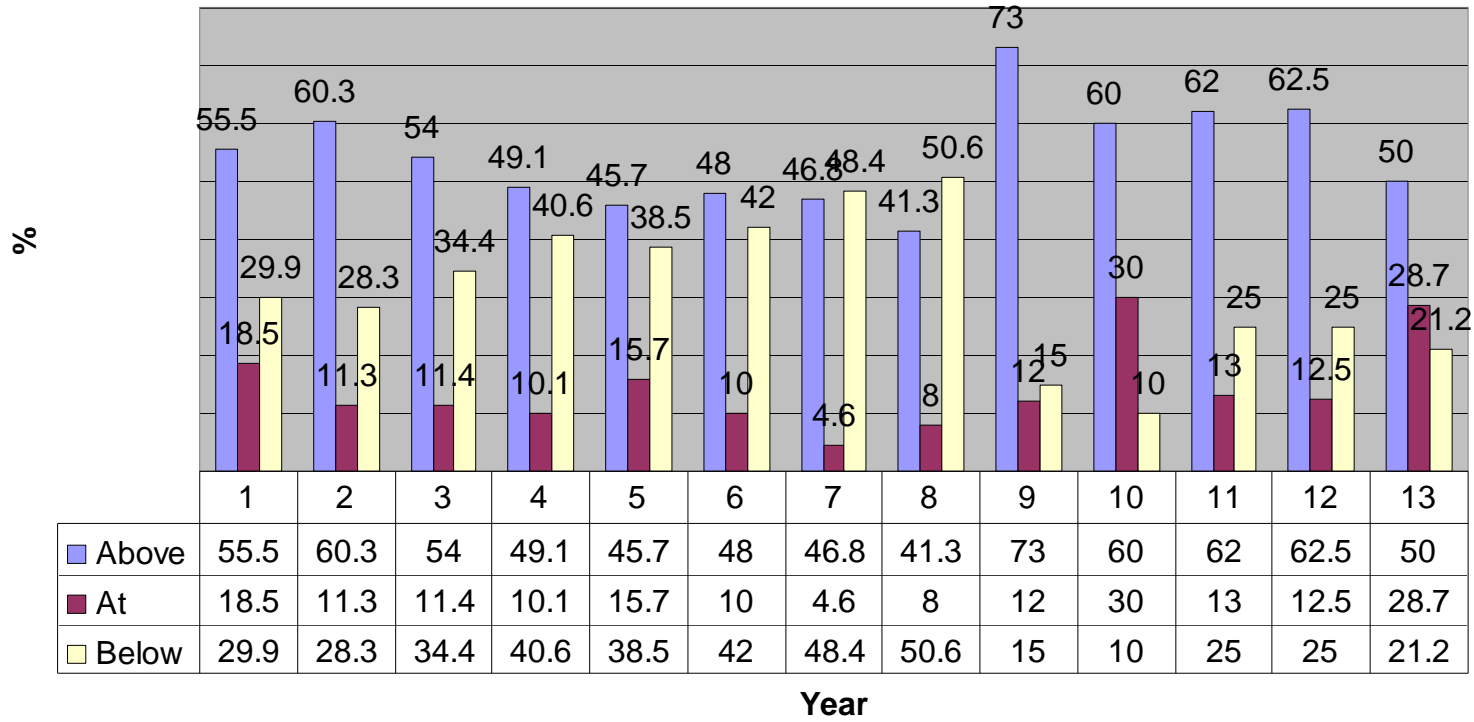
Student target groups 2014 – Identified target students at risk of not achieving in mathematics – to accelerate the progress of identified students by 1 NS level.

- M1. Y5 13 students identified as below or well below in 2013. – see below for report
- M2. Y6 11 students identified as below or well below in 2013.
- M3. Y7 27 students identified as below or well below in 2013

Specific Target Groups – 2014

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment - Kapanui vision statements clearly highlight the foundation skills of literacy and numeracy as vital for our students to develop – “That all students not only need to achieve high levels of competency in literacy and numeracy but to take advantage of this they need to develop the “key competencies’. That each underpins the other and together these are the ‘foundations’ of learning.” Kapanui School also states that it will operate an early identification / intervention policy for children at risk of not achieving.				
Target Groups R1- R4 – Identified target students at risk of not achieving in reading				
Focus Area – Reading		Gender - both	Ethnicity - all	Target students Y1-8
Historical Position	Achievement Target 2013	Position Dec 2013	Position Dec 2014	Recommendations 2015
Over a period of several years Kapanui data indicated a rise in students at or above expectation as measured by the six year reading level. (Green – L12 +). However in 2012/13 this trend was reversed. - See chart below Kapanui School has high levels of achievement in reading but identifies a percentage of students who without support would continue to be at risk of not achieving.	To achieve 90% of children turning 6 in 2014 at or above expectation as measured by the six year reading level. (Green – L12 +) To accelerate the progress of the 4 groups of identified students by 1 NS level.	2013 – 75% At or Above see chart below R1. Y1 – 13 students identified as below or well below in 2013. R2. Y2 – 3 students identified as below or well below in 2013. R3. Y3 – 7 students identified as below or well below in 2013. R4. Y7 12 - students identified as below or well below in 2013.	2014 – 79% At or Above (11% below target) see chart below R1 – 7 students At, 2 below, 1 well below, 3 students left. R2 - 4 students below or well below - (1 extra student added to group) R3 – 3 students At, 4 below or well below R4 - 1 student At, 5 below, 6 well below	Accelerated progress one level or more - Y1 70% 7/10, Y2 0% 4/4, Y3 43% 4/7 and Y7 8% 1/12 Data suggests it is easier to accelerate students in the early years. The school should continue to identify early and provide intervention and support in the early years. Support to other levels should be targeted to individuals.

Six Year Net Reading Levels 2002 -06 / 2008 / 2010 - 14



Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment – National Standard information indicates that written language is statistically lower than maths or reading.				
Target Groups W1 – W3 – Identified target students at risk of not achieving in writing				
Focus Area – Written Language		Gender - both	Ethnicity - all	Year Groups – Year 1-8
Historical Position	Achievement Target 2014	Current Position - Dec 2013	Position Dec 2014	Recommendations 2015
<p>Percentages of students at or above have historically sat around 75%</p> <p>2010 75.5 %, 2011 76.7%, 2012 81.7% and 2013 75.3% of students achieved at or above at the appropriate levels for National Standards. Therefore in 2013 24.7% were below or well below</p> <p>Maori students in 2013 achieved 70.8% at or above at the appropriate levels for National Standards. Therefore in 2013 29.2% were below or well below 19 Maori students were below or well below 2013 national standards</p>	<p>Overall teacher judgements based on a range of available assessment information will show 80% Y1- 8 students writing at or above the expected MOE National Standard</p> <p>To accelerate the progress of identified groups of students at risk of not achieving in writing students by 1 NS level.</p> <p>To accelerate the progress of identified Maori students at risk of not achieving in writing students by 1 NS level.</p> <p>To increase the number of Maori students achieving at or above the National Standard for writing by 5%</p>	<p>2013 75.3% at +</p> <p>W1. Y4 17 students identified as below or well below in 2013.</p> <p>W2. Y6 19 students identified as below or well below in 2013.</p> <p>W3. Y7 7 students identified well below in 2013.</p> <p>Maori students 2014 – 70.8% at or above target not achieved</p>	<p>2014 70.4% at +</p> <p>W1 – 6 students At, 10 Below, 1 Well below</p> <p>W2 - 2 students At, 8 Below, 4 Well below</p> <p>W3 – 1 student At, 12 Below, 5 Well Below</p> <p>Maori students 2014 – 65% at or above target not achieved</p>	<p>Students making accelerated progress</p> <p>W1 - 35%, 6/17</p> <p>W2 – 15%, 2/13</p> <p>W3 – 6%, 1/18</p> <p>The school inquire into research on accelerating progress in writing.</p> <p>The school should continue to focus staff development of developing effective strategies for the teaching of Maori and Pacifica students</p>

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment – National Standard information indicates that written language is statistically lower than maths or reading.				
Target Groups M1- M4 – Identified target students at risk of not achieving in mathematics				
Focus Area – mathematics		Gender - both	Ethnicity - all	Year Groups – Year 1-8
Historical Position	Achievement Target 2014	Current Position - Dec 2013	Position Dec 2014	Recommendations 2015
<p>Percentages of students at or above have historically sat around 77%</p> <p>2012 77.6% and 2013 78.1% of students achieved at or above at the appropriate levels for National Standards.</p> <p>Priority group - Maori students in 2013 achieved 75.4% at or above at the appropriate levels for National Standards. Therefore in 2013 24.6% were below or well below</p> <p>16 Maori students were below or well below 2013 national standards</p>	<p>Overall teacher judgements based of available assessment information will show 85% Y1- 7 and 75% of Y8 students at or above the expected MOE National Standard for mathematics.</p> <p>To accelerate the progress of identified groups of students at risk of not achieving in mathematics students by 1 NS level.</p> <p>Priority Group - To increase the number of Maori students achieving at or above the National Standard for mathematics by 5%</p> <p>To accelerate the progress of identified Maori students at risk of not achieving in mathematics students by 1 NS level.</p>	<p>2013 78.1% of students achieved at or above at the appropriate levels for National Standards.</p> <p>2013 Maori - 75.4% at or above</p> <p>M1. Y5 13 students identified as below or well below in 2013.</p> <p>M2. Y6 11 students identified as below or well below in 2013.</p> <p>M3. Y7 27 students identified as below or well below in 2013</p>	<p>2014 74.3% of students achieved at or above at the appropriate levels for National Standards.</p> <p>75.9% Y1- 7 and 59.1% of Y8 students at or above</p> <p>2014 Maori – 69.8% - target not achieved</p> <p>M1 – 1 student At, 8 Below, 1 Well Below</p> <p>1/10 made accelerated progress</p> <p>M2 – 1 student At, 9 Below, 3 Well below</p> <p>1/13 made accelerated progress</p> <p>M3 – 8 students below, 2 Well Below</p> <p>0/10 made accelerated progress</p>	<p>The school continue in 2015 to focus of raising student achievement by developing the effectiveness of staff to teach mathematics – engage an outside advisor to lead this development.</p> <p>The school continue to develop the capability of staff to teach Maori students effectively. Develop a lead team and use Kahikitia and Tataiako as support documents.</p>

Action to achieve targets

“The only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction.”

	<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	P
Review assessment data with staff to identify target students in reading, writing and mathematics and determine their particular learning needs	Principal / Literacy Leader		T1	P
Work with parents, families and whanau around ways to support students’ learning.	Literacy Leader		T1,3	P
Two per term monitoring meetings to discuss progress of target students – PLC’s	Literacy Leader		Ongoing	P
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	X
All Y1 and 2 students and selected Y3-4 students at risk (reading) will have their progress tracked using graphs.	Literacy Leader		Ongoing	P
All Y1 and selected Y2, Y3 and 4 students will take part in the perceptual motor programme.	SENCO	\$3000	Ongoing	P
6 places will be available in Reading Recovery	Principal / BOT	0.6 staffing	T1 - 4	P

Discontinued Reading Recovery students' achievement will be monitored and remedial actions taken where necessary	Reading Recovery Teacher	Ongoing	P
Maori - Continue provide staff development as suggested in the Ministry document Ka Hikatia.	TEAM Leaders	T1,2,3	P
Identify and provide TA support to students and teachers - 1-1 literacy/writing /mathematics support programmes	Principal / SENCO	T1 Ongoing	P
Moderation process developed and school based exemplars provided for students in writing	Principal / TEAM Leaders		X
Analyse and reflect on year-end data to inform progress and planning for the following year	Principal / TEAM Leaders	T4	P
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 - a supportive forum for professional conversation opportunities to observe and be observed support for teachers to be reflective of their own practices and that this is to include shared reflection staff development to enhance teacher inquiry the use of outside expertise to supplement current staff expertise	Principal / Team Leaders	T1-4	P
Establish a picture of and monitor student engagement and attitudes, gender attitudes through surveys	Principal	T1	P

National Standards – NAG2A (a) - attached

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:

2014 Reading – National Standards At or Above – 2014 83.3%

(2013, 86.8%, 2012, 84.1%, 2011, 83.9%)

Male Reading Total At or Above **2014, 80.2%**, 2013 84.3% (2012, 81.2%, 2011, 79.7%)

Female Total Reading At or Above **2014, 86.2%**, 2013 89% (2012, 86.7%, 2011, 87.5%)

Maori Reading Total **At or Above 2014, 80.8%, 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 (2014 – 83.3%).

80.8% (67/83) of Maori students at Kapanui School are progressing and achieving in line with the National Standard in reading, with 14 students achieving *above* and 53 achieving

at the National Standard. Again this year we continued to work towards achieving the next steps adopted at the hui in 2012 (see below). We continued in successfull in providing te reo across the school, provided kapa haka for all students, had an active performance kapa haka group and paricipated in 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. All staff also were hosted by the local iwi at Whakarogotai Marae, learning about local history and marae tikanaga.

Results (2014) indicated that the percentage of students achieving at the At or Above drops at Y7 - 8. This is also a trend in previous years. This will be addressed in 2015 with targeted groups at these levels. Also evident is the low result after 1 year 2014 69.7%. This rises after 2 years to 96% and is a good indication of the success of our early identification and intervention focus.

NAG2A (b)(i) Areas for improvement

National Standard subject: Mathematics / achievement of Maori students writing / achievement of boys writing

Discussion:

Mathematics was identified as an area of focus for 2013 / 14. Particularly the area for improvement as PAT data indicates is a need to move more students into the top stanines. This continues to be a school wide focus in 2015. This is particularly of note for Maori with only 9.6%, 8/83 students Above. A targeted group will be a focus in 2015.

2013 and 2014 results for Maori in writing (70.8%, 65%) indicate this is continues to be an area needing improvement. This result is 9.3% lower than for European students. This is also the lowest national standard area for Maori students at Kapanui School.

Results in writing indicate that girls (79.9%) continue to score higher than boys (60.3%). Information from the 2013/14 student voice surveys 2013 / 14 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.

2014 national standard results for mathematics (74.3) are lower than reading (83.3). The difference between the Kapanui result and the NZ results are also less in mathematics than in reading. Results for mathematics and writing have remained similar or dropped slightly over the last 3 years and the Board would like to see this rise to similar levels as reading. Therefore mathematics has been identified as an area of focus across the school 2013 / 14 and writing will also have targeted student groups.

Maori percentages achieving At or Above are less when compared to other groups. The Board has therefore set targets groups to improve these results. The Board has also set Success for Maori as a school wide staff development focus in 2015.

The Board is concerned that results indicate 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
- All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.

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 / Team Leaders		T1
Work with parents, families and whanau 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
4 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	Principal / TEAM Leaders		T4

year			
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 - 4

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 2015 annual plan.

- To strengthen the partnership between Maori whanau and the school by establishing an advisory group of kaumatua, parents and whanau to work with the school to raise the quality of curriculum delivery of te reo Maori and tikanga Maori for students at Kapanui School.
- To work with whanau 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 Maori whanau.
- To involve kaumatua, parents and whanau 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 Maori and tikanga and ensure a progression as students progress through the year levels.
- To provide staff development on teaching te reo Maori, 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 Maori children prefer to learn.
- To develop a strategy for maintaining Maori participation in governance
- To develop specific goals / targets for Maori in consultation with whanau
- To develop strong, positive and visible Maori role models and leaders in our student community

NAG2A (b) (iv) Progress Statement

Discussion:

2014 data across the year levels indicates that in reading 83.3% of students made the expected growth or greater, in writing 70.4% of students made the expected growth or

greater and in mathematics 74.3% of students made the expected growth or greater.

Additional information: