

National Standards – NAG2A (a)

Ministry Of Education Reporting Requirements for National Standards NAG2A (c) and NAG2A (b)

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
Maori	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/Pakeha/ 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

2013 National Standards Reporting

Number:	2871
Name:	Kapanui

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
Maori	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/Pakeha/ 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

2013 National Standards Reporting

Number:	2871
Name:	Kapanui

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
Maori	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/Pakeha/ 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:

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 successful in providing te reo across the school, provided kapa haka for all students, had an active performance kapa haka group and participated 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 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 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 - <ol style="list-style-type: none"> 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: