



Learning together to create a better tomorrow.

Charter, Strategic & Annual Plan 2018-21



Abstract

We are ambitious for each member of our school community and committed to building learning capacity for all. We have taken our bearings and set our sails. This document explains the why, the what and the how

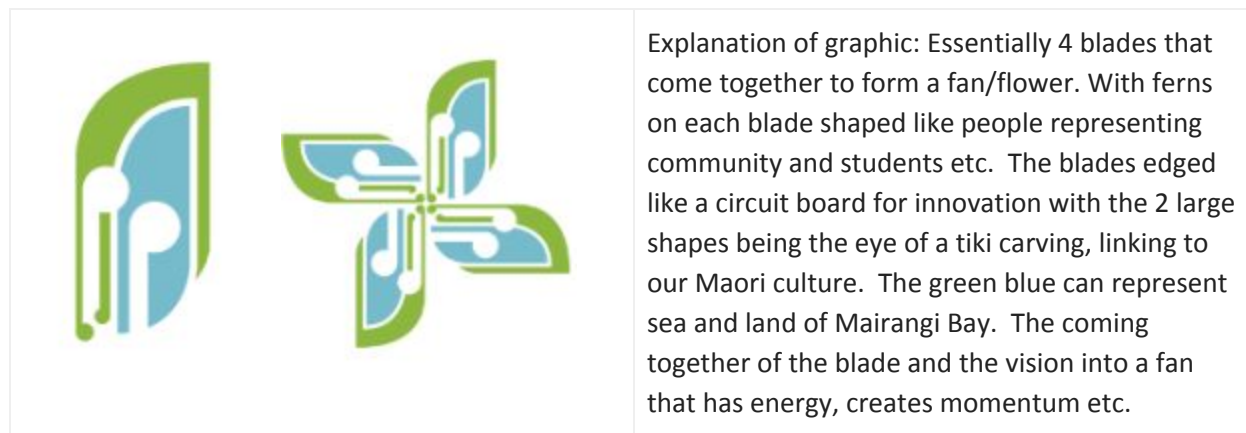
Contents

Vision Mission and Values, Beliefs and Learning keys/Cultural diversity and the unique position of Maori Culture/Strategic Plan/Annual Plan/Analysis of Variance



Our Vision, Mission and Values

| | |
|---------------------|--|
| Vision | <p><i>Kia hikaka, kia māia, kia pono te ngakau.</i> Be motivated be brave be sincere</p> |
| Mission | <p>Learning together to create a better tomorrow</p> |
| Values ¹ | <p>Effort: By setting high standards, having a ‘better than before’ attitude and practising perseverance to achieve personal excellence and build resilience.</p> <p>Community: By being respectful, inclusive, and compassionate and being active participants and leaders in the communities to which we belong.</p> <p>Innovation: By being curious and courageous and using what is learned to make a difference.</p> <p>Hauora: By having a strong sense of identity and caring for our physical, mental, spiritual and social well-being</p> |



Explanation of graphic: Essentially 4 blades that come together to form a fan/flower. With ferns on each blade shaped like people representing community and students etc. The blades edged like a circuit board for innovation with the 2 large shapes being the eye of a tiki carving, linking to our Maori culture. The green blue can represent sea and land of Mairangi Bay. The coming together of the blade and the vision into a fan that has energy, creates momentum etc.

¹ After further consultation with iwi we see the need to review our values to strengthen respect and kindness, **manaakitanga**. This will be included in the review process for School Wide Positive Behaviour for Learning

Our Effective Learning Beliefs

We believe effective learning happens when

- Learners are challenged
- Learning is relevant, personalised and collaborative
- There is a learning focused classroom culture
- There is opportunity for practice and application of learning
- Parents are pivotal partners in student learning

Our Learning Keys (Key Competencies)

Think Be critical/Be creative/Be reflective/Be a problem solver

Communicate Process information/Express ideas

Contribute Work in a team/Get involved/Improve our environment/Take responsibility

Manage myself Be organised/Persevere/Be confident/Do my personal best

Relate to others Respect others/Show empathy/Listen actively/Celebrate diversity

Our Key Approaches

Scaffolding and deliberate acts of teaching

Thinking & Inquiry and use of SOLO taxonomy

Differentiation

Assessment for learning

Interactive and hands on practice

Co-construction & collaborative inquiry

Cultural Diversity and Maori Dimension

How will our school reflect New Zealand's cultural diversity?

Further develop programmes that provide opportunities for children to better respect our country's bi cultural heritage and multicultural society

Establish a sister school relationship with a multicultural school for shared visits, in person and e- learning

Find ways to include our own cultural groups in school activities eg International Day, translation of newsletters

How will our school reflect the unique position of the Maori culture?

Ensure that Maori culture is celebrated by our school by

- The regular consultation with Maori as a prime stakeholder about strategic direction and programmes
- Fostering *manaakitanga* (concern for others) and *whanaungatanga* (positive and meaningful relationships)
- ²Guidance from our *kaumatua*
- Teaching *Te Reo*

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- Use of Maori language in programmes, signs, greetings etc
- Feature *kapa haka* and *waiata* at the school leaving ceremony and significant events
- Continue to value the expert advice of our *kaumatua*
- Focus on Maori *waiata* in the Culture Group repertoire
- Include the Treaty of Waitangi as an aspect of New Zealand history in inquiry topics. The Maori dimension is also a focus area in one other inquiry topic each year.
- Incorporate the Maori dimension across the curriculum when appropriate

What will our school do to provide instruction in te reo Maori for full time students whose parents ask for it?

- 70% of our community indicated support for some to Te Reo instruction (November 2014)
- Specialist teacher teaches one day per week for classes and classroom teachers in the middles and senior teams. A website programme is used in the junior classes..

What steps will be taken to discover the views and concerns of the school's Maori community

- Ensure that the Maori community is fully informed on the Charter highlights and relevant changes
- Consult formally by survey, telephone and/or meeting every three years. If possible, use the Maori community's own process.

² *Manaakitanga* and *whanaungatanga* are likely to be included in our revised school values (work in progress)

Strategic Plan 2018-21

Priorities

There are 3 key priorities By 2021 we will -

1. Maintain high quality teaching and learning

This includes

- a. ongoing improvement to the high quality teaching practice and student achievement
- b. high quality professional development and appraisal systems
- c. the use of relevant technology to support learning

2. Build strong community and stakeholder relationships

This includes

- d. parents that are well informed, involved and see the school as the school of choice
- e. strong working relationships with personnel from the Ministry of Education and other agencies
- f. productive relationships across our Community of Learning and professional networks

3. Ensure strategic and sustainable decisions are made to manage resources

This includes

- g. a leadership pipeline to ensure effective succession planning
- h. measurement of staff engagement and endeavouring to be the employer of choice
- i. strengthening the culture of safety
- j. improved outdoor learning environments including shade areas and support for learning through play
- k. exploration of the modern learning environment/Innovative learning spaces possibilities

Annual Plan 2020

| Priorities | Strategies |
|--|--|
| 1. Maintain high quality teaching and learning. This includes: | |
| <ul style="list-style-type: none"> ongoing improvement to high quality teaching practice and student achievement | <ul style="list-style-type: none"> Build a stronger collaborative school culture implementing new deep learning pedagogies by defining goals for collaboration and acting on them. |
| | <ul style="list-style-type: none"> Strengthen our commitment to te Tiriti o Waitangi moving from rakau to ngakau |
| | <ul style="list-style-type: none"> Develop collaborative inquiry practices across the community of learning by implementing the CoL action plan |
| | <ul style="list-style-type: none"> Begin the implementation of the PB4L (Positive Behaviour for Learning) to strengthen our school values and develop school wide expectations for behaviour. |
| <ul style="list-style-type: none"> high quality professional development and appraisal systems | <ul style="list-style-type: none"> Strengthen teaching as inquiry, student agency and the productive use of digital technologies by in-school sharing of informed practice. |
| | <ul style="list-style-type: none"> Embed a robust appraisal system (using “appraisal connector”), with critical teacher reflection, closely aligned to the professional standards and one that supports our coaching culture. |
| <ul style="list-style-type: none"> the use of relevant technology to support learning | <ul style="list-style-type: none"> Build teacher and student capacity for smart use of technologies to improve both student engagement and student achievement including the introduction of a digital curriculum. |
| 2. Build strong community and stakeholder relationships. This includes: | |
| <ul style="list-style-type: none"> parents that are well informed, involved and see the school as the school of choice; | <ul style="list-style-type: none"> Further improve communications to targeted parent groups by improving communications and reporting with the implementation of Hero and improving the school website. |
| | <ul style="list-style-type: none"> Continue to survey parent opinion on school performance and use the feedback to improve |

| | |
|---|--|
| | practice. |
| <ul style="list-style-type: none"> strong working relationships with personnel from the Ministry of Education and other agencies; and | <ul style="list-style-type: none"> Assist the Ministry to be more responsive and productive by planning ahead, being proactive and collaborative whenever possible. |
| <ul style="list-style-type: none"> productive relationships across our kahui Ako/Community of Learning and professional networks | <ul style="list-style-type: none"> Commit to full participation in Kahui Ako initiatives and shared leadership at all levels. |
| 3. Ensure strategic and sustainable decisions are made to manage resources. This includes: | |
| <ul style="list-style-type: none"> Make the new vision, mission and values our compass for decision making at all levels | <ul style="list-style-type: none"> Use the new vision, mission and values at every opportunity to embed it in our thinking and actions. |
| <ul style="list-style-type: none"> a leadership pipeline to ensure effective succession planning; | <ul style="list-style-type: none"> Build leadership capacity at all levels and provide challenging opportunities with appropriate resourcing and guidance. |
| <ul style="list-style-type: none"> strengthening the culture of safety | <ul style="list-style-type: none"> Continue the review of school systems to comply with the Health and Safety in the Work Place Act 2015 using the School docs advisory. |
| <ul style="list-style-type: none"> measurement of staff engagement and endeavouring to be the employer of choice; | <ul style="list-style-type: none"> Survey staff and enlist their support to build a culture that values innovation, hauora, effort, and community.. as well as fun! |
| | <ul style="list-style-type: none"> Recruit and retain high calibre staff in challenging times when houses are more affordable elsewhere. |
| <ul style="list-style-type: none"> improved outdoor learning environments including shade areas and support for learning through play and; | <ul style="list-style-type: none"> Create an outdoor classroom to support learning through play and more shade protection. |
| | <ul style="list-style-type: none"> Make the new vision visible in the school grounds by establishing an identity garden with flagpole and murals with inspirational quotes from New Zealanders (English and te reo) |
| <ul style="list-style-type: none"> Exploration of the modern learning environment/Innovative learning spaces possibilities; | <ul style="list-style-type: none"> Complete the 1st stage of the (MLE) now flexible learning spaces plan from Ministry Five Year Agreement (5YA) funding viz..upgrade of Rooms 14-15, modernization of Rooms 1-4,5-8 and then Rooms 9-12. |

Mairangi Bay School Analysis of Variance 2019

(for 2020 Charter)

Focus: All our “at risk” learners (i.e. those who are achieving at below the National Standard and our Maori and Pasifika children), and moving a percentage of children working at the ‘upper end of at’ to ‘above’, in Writing.

Strategic Aim: High levels of engagement and success

Annual Aim: Teaching and learning programme development and/or focus

A prime focus is always priority learners and progress and achievement for the 5% -9% of children assessed a ‘working towards.’ This is an on-going and daily commitment. Assessment data indicate almost all of our students are ‘working within’ New Zealand Curriculum level for writing and teachers are determined to help more children achieve at higher levels in writing.

Goals:

- Identify and target groups and individuals, across the school, for writing, reading and maths.
- Set goals for improving student achievement for these students.
- Build a shared understanding of effective pedagogy and assessment, and implement this consistently through coaching and attestation, visiting other teachers, team meetings and staff meetings.
- Develop the home school partnership and greater clarity about next steps in learning.
- Develop and access across our community of learning next practice through collegial collaboration.

Reading

Reading EOY 2019

| All Students Y3-6 | | Working towards | | Working within | | Working Beyond | | Total |
|-------------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| All | Male | 23 | 17% | 63 | 48% | 46 | 35% | 132 |
| | Female | 29 | 20% | 59 | 41% | 57 | 39% | 145 |
| | Total | 52 | 18% | 122 | 44% | 103 | 37% | 277 |

Reading EOY 2018

| All Students Y3-6 | | Working towards | | Working within | | Working Beyond | | Total |
|-------------------|--------|-----------------|-------|----------------|-------|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| All | Male | 20 | 15% | 73 | 56% | 37 | 28% | 130 |
| | Female | 18 | 14% | 69 | 53% | 43 | 33% | 130 |
| | Total | 38 | 14.5% | 142 | 54.5% | 80 | 31% | 260 |

Commentary

Comparing our reading results from 2018 to 2019, we see a slight increase in students working beyond the expected curriculum level (31% up to 37%). This rise consequently affects our working within and working towards data. Working within students declined slightly from 54% to 44%. Working towards students rise slightly from 14.5% to 18%. A large proportion of our working towards students are students with English as a second language. (59%)

Gender Comparative Statements

Our boys perform slightly better in reading in 2019 compared to 2018. Fewer working towards and more working beyonds. Our 2018 cohort girls perform slightly better compared to the 2019 cohort. Overall, the differences in the data reflect the slight differences in cohort and do not suggest any major trends.

Writing

Writing EOY 2019

| All Students Y3-6 | | Working towards | | Working within | | Working Beyond | | Total |
|-------------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| All | Male | 32 | 22% | 101 | 70% | 11 | 8% | 144 |
| | Female | 27 | 20% | 76 | 58% | 29 | 22% | 132 |
| | Total | 59 | 21% | 177 | 64% | 40 | 14% | 276 |

Writing EOY 2018

| All Students Y1-6 | | Working towards | | Working within | | Working Beyond | | Total |
|-------------------|--------|-----------------|-------|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| All | Male | 20 | 16.5% | 85 | 70% | 16 | 13% | 121 |
| | Female | 21 | 14.5% | 85 | 59% | 37 | 26% | 143 |
| | Total | 41 | 15.5% | 170 | 64% | 53 | 20% | 264 |

Commentary

Our writing data - historically our weakest area of the three core subject areas - shows an increase in the number of students working towards the New Zealand Curriculum levels. An increase of 5.5% between 2018 and 2019. Our working beyond students show a 6% decrease between 2018 and 2019. Our working within writers stay exactly the same. We had a particularly large cohort of struggling writers who left in 2019. It will be interesting to see how our data tracks in 2020. Again, considering our rising number of English Second Language learners, these results validate that we have effective teaching and learning.

Mathematics

Maths EOY 2019

| All Students Y1-6 | | Working towards | | Working within | | Working Beyond | | Total |
|-------------------|--------|-----------------|-------|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| All | Male | 15 | 11.5% | 69 | 53% | 45 | 35% | 129 |
| | Female | 25 | 17% | 78 | 53% | 44 | 30% | 147 |
| | Total | 40 | 14.4% | 147 | 53% | 89 | 32% | 276 |

Maths EOY 2018

| All Students Y1-6 | | Working towards | | Working within | | Working Beyond | | Total |
|-------------------|--------|-----------------|-------|----------------|-------|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| All | Male | 12 | 9% | 62 | 49.5% | 51 | 41% | 125 |
| | Female | 18 | 12.5% | 76 | 53% | 49 | 34% | 143 |
| | Total | 30 | 11% | 138 | 51% | 100 | 37% | 268 |

Commentary

Maths is historically our strongest area of the three core curriculum areas. This is again reflected in our Maths data where we have the lowest working towards percentage of the 3 areas (14.4%). For our working beyond mathematicians, our percentage has changed from 37% in 2018 to 32% in 2019. Our working within mathematicians has risen slightly (2%).

Again with the exit of a high performing 2018 Year 6 cohort and the increasing number of English second language learners these results indicate that programmes are effective.

Year by Year in Core Areas

Looking at Reading....

Year 3 2019

| All Students Y3 | | Working towards | | Working within | | Working Beyond | | Total |
|-----------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 9 | 27% | 22 | 66% | 2 | 6% | 33 |
| | Female | 7 | 19% | 24 | 66% | 5 | 13% | 36 |
| | Total | 16 | 23% | 46 | 66% | 7 | 10% | 69 |

Year 3 2018

| All Students Y3 | | Working towards | | Working within | | Working Beyond | | Total |
|-----------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 4 | 13% | 24 | 77% | 3 | 10% | 31 |
| | Female | 2 | 6% | 25 | 80% | 4 | 13% | 31 |
| | Total | 6 | 9% | 49 | 79% | 7 | 11% | 62 |

Year 4 2019

| Y4 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 9 | 21% | 23 | 54% | 10 | 23% | 42 |
| | Female | 6 | 19% | 17 | 54% | 8 | 25% | 31 |
| | Total | 15 | 20% | 40 | 54% | 18 | 24% | 73 |

Year 4 2018

| Y4 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 9 | 23% | 24 | 62% | 6 | 15% | 39 |
| | Female | 7 | 25% | 18 | 66% | 2 | 7% | 27 |
| | Total | 16 | 24% | 42 | 64% | 8 | 12% | 66 |

Year 5 2019

| Y5 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 2 | 7% | 8 | 29% | 17 | 63% | 27 |
| | Female | 8 | 21% | 12 | 32% | 17 | 45% | 37 |
| | Total | 10 | 15% | 20 | 31% | 34 | 53% | 64 |

Year 5 2018

| Y5 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 3 | 11% | 13 | 50% | 10 | 38% | 26 |
| | Female | 8 | 25% | 13 | 42% | 10 | 32% | 31 |
| | Total | 11 | 19% | 26 | 46% | 20 | 35% | 57 |

Year 6 2019

| Y6 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-------|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 3 | 10% | 10 | 33% | 17 | 56% | 30 |
| | Female | 8 | 19% | 6 | 14% | 27 | 65% | 41 |
| | Total | 11 | 15% | 16 | 22.5% | 44 | 62% | 71 |

Year by Year in Core Areas

Looking at Writing....

Year 3 2019

| Y3 Students 2019 | | Working towards | | Working within | | Working Beyond | | Total |
|------------------|--------|-----------------|-----|----------------|-------|----------------|----|-------|
| | | No | % | No | % | No | % | |
| | Male | 12 | 36% | 20 | 61% | 1 | 3% | 33 |
| | Female | 6 | 16% | 29 | 78% | 2 | 5% | 37 |
| | Total | 18 | 26% | 48 | 68.5% | 3 | 4% | 70 |

Year 3 2018

| Y3 Students 2018 | | Working towards | | Working within | | Working Beyond | | Total |
|------------------|--------|-----------------|-----|----------------|-----|----------------|----|-------|
| | | No | % | No | % | No | % | |
| | Male | 7 | 18% | 32 | 82% | 0 | 0% | 39 |
| | Female | 6 | 22% | 19 | 70% | 2 | 7% | 27 |
| | Total | 13 | 20% | 51 | 77% | 2 | 3% | 66 |

Year 4 2019

| Y4 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-------|----------------|-----|----------------|----|-------|
| | | No | % | No | % | No | % | |
| | Male | 7 | 17.5% | 32 | 80% | 1 | 2% | 40 |
| | Female | 3 | 9% | 27 | 84% | 2 | 6% | 32 |
| | Total | 10 | 14% | 59 | 82% | 3 | 4% | 72 |

Year 4 2018

| Y4 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-------|----------------|-----|----------------|-------|-------|
| | | No | % | No | % | No | % | |
| | Male | 3 | 12.5% | 17 | 71% | 4 | 17% | 24 |
| | Female | 6 | 18% | 21 | 64% | 6 | 18% | 33 |
| | Total | 9 | 16% | 38 | 66% | 10 | 17.5% | 57 |

Year 5 2019

| Y5 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 4 | 15% | 20 | 74% | 3 | 11% | 27 |
| | Female | 9 | 24% | 21 | 57% | 7 | 19% | 37 |
| | Total | 13 | 20% | 41 | 64% | 10 | 16% | 64 |

Year 5 2018

| Y5 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 9 | 32% | 17 | 61% | 2 | 7% | 28 |
| | Female | 8 | 21% | 22 | 58% | 8 | 21% | 38 |
| | Total | 17 | 26% | 39 | 59% | 10 | 15% | 66 |

Year 6 2019

| Y6 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--|-----------------|---|----------------|---|----------------|---|-------|
| | | No | % | No | % | No | % | |

| | | | | | | | | |
|--|--------|----|-----|----|-----|----|-----|----|
| | Male | 9 | 30% | 15 | 50% | 6 | 20% | 30 |
| | Female | 9 | 22% | 14 | 34% | 18 | 44% | 41 |
| | Total | 18 | 25% | 29 | 41% | 24 | 34% | 71 |

Year 6 2018

| Y6 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 1 | 3% | 19 | 63% | 10 | 33% | 30 |
| | Female | 1 | 2% | 23 | 51% | 21 | 47% | 45 |
| | Total | 2 | 3% | 42 | 56% | 31 | 42% | 75 |

Year by Year in Core Areas

Looking at Maths....

Year 3 2019

| Y3 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-------|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 7 | 22% | 20 | 62.5% | 5 | 16% | 32 |
| | Female | 10 | 27% | 19 | 51% | 8 | 21% | 37 |
| | Total | 17 | 25% | 39 | 57% | 13 | 19% | 69 |

Year 3 2018

| Y3 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 7 | 18% | 25 | 64% | 7 | 18% | 39 |
| | Female | 6 | 22% | 16 | 29% | 5 | 18% | 27 |
| | Total | 13 | | 41 | 62% | 12 | 18% | 66 |

Year 4 2019

| Y4 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--|-----------------|---|----------------|---|----------------|---|-------|
| | | No | % | No | % | No | % | |

| | | | | | | | | |
|--|--------|---|-----|----|-----|----|-----|----|
| | Male | 4 | 10% | 29 | 71% | 8 | 20% | 41 |
| | Female | 2 | 6% | 22 | 71% | 7 | 23% | 31 |
| | Total | 6 | 8% | 51 | 71% | 15 | 21% | 72 |

Year 4 2018

| Y4 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-------|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 10 | 29% | 19 | 56% | 5 | 15% | 34 |
| | Female | 4 | 12.5% | 22 | 69% | 6 | 19% | 32 |
| | Total | 14 | 21% | 41 | 62% | 11 | 17% | 66 |

Year 5 2019

| Y5 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-------|-------|
| | | No | % | No | % | No | % | |
| | Male | 0 | 0% | 12 | 46% | 14 | 54% | 26 |
| | Female | 8 | 18% | 16 | 36% | 20 | 45% | 44 |
| | Total | 8 | 11% | 28 | 40% | 34 | 48.5% | 70 |

Year 5 2018

| Y5 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-------|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 4 | 13% | 12 | 40% | 14 | 46% | 30 |
| | Female | 5 | 12% | 18 | 39% | 20 | 48% | 43 |
| | Total | 9 | 12.5% | 30 | 39% | 34 | 48% | 73 |

Year 6 2019

| Y6 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|-----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 4 | 13% | 12 | 40% | 14 | 47% | 30 |
| | Female | 5 | 12% | 16 | 39% | 20 | 49% | 41 |
| | Total | 9 | 13% | 28 | 39% | 34 | 48% | 71 |

Year 6 2018

| Y6 Students | | Working towards | | Working within | | Working Beyond | | Total |
|-------------|--------|-----------------|----|----------------|-----|----------------|-----|-------|
| | | No | % | No | % | No | % | |
| | Male | 1 | 3% | 6 | 19% | 25 | 78% | 32 |
| | Female | 3 | 7% | 22 | 51% | 18 | 42% | 43 |
| | Total | 4 | 5% | 28 | 37% | 43 | 75% | 76 |

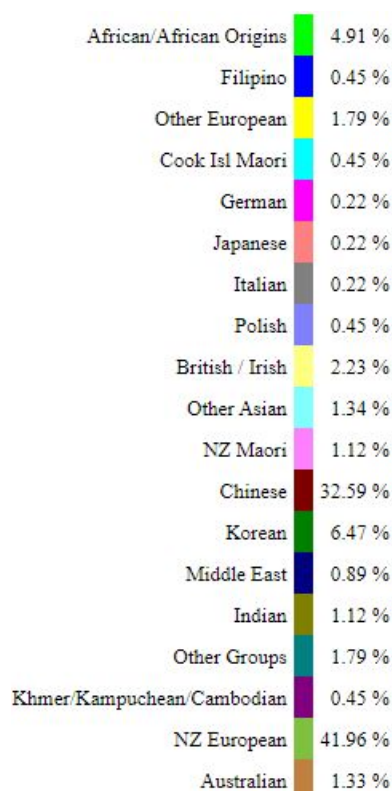
General Comments

Our students achieve in reading at similar levels across the three grades with 81% of our students achieving within or beyond the NZC levels. This is a fantastic achievement. Of our 19% who are not meeting the demands of the NZC, a large proportion are English as a Second Language Learners. This ranges from as low as 40% (in Year 4 2019) to as high as 80% (in Year 5 2019). As of Feb 2020, including our 2019 Year 6 leavers, we have 83 students listed on eTAP as speakers of either Mandarin or Korean (our two biggest ethnic grouping) in Years 4, 5, 6 (and 7).

Our girls perform better in writing compared to our boys and this trend is continuing. 78% of our writers are working within or beyond expectations of the NZC in writing. Our working within statistics remain remarkably similar to 2018. However there is a growth in working towards writers and a shrinking in our working beyond writers. An application has been made to the Te Whare Rama RTLB programme in 2020 in order to boost our boys writers. Two teachers attended Cracking the Code (a boys' writing initiative in 2019) and another teacher is attending the same course in Term 1 2020.

Our boys achieve slightly better in Maths than our girls do. 85% of our students are working within or beyond the expected NZC levels in 2019.

Ethnic Diversity



This is our most up to date ethnic diversity data. We have 42% NZ/Pakeha students, 32.5% Chinese, 6% Korean, 5% African Origin.

Compare 2019 data with 2018 data below

What must be taken into consideration when looking at our student achievement data now is how ethnically diverse our student population is. Here is a breakdown of which ethnicities attend Mairangi Bay School and in what proportions:

- NZ European - **46%**
- Maori - **1.2%**
- European - **1%**
- Other - **3.1%** (Australian, CI Maori, Filipino, German, Japanese, Italian, Cambodian, Middle Eastern, South American, Polish, Vietnamese).
- South African - **3.9%**
- British/Irish - **2.4%**
- Chinese - **29%**
- Indian - **1.9%**
- Korean - **6.5%**

So when a child enters our school they may not be classified as having English as a second language, but they may live in a household where English is not the first language of their parents, or where English is not predominantly spoken at home.

Students who are working towards the NZ Curriculum levels.

10 % of our students are working towards the NZC in Literacy at the end of 2017. It is important, when creating a programme to cater for the learning needs of these students, that we understand who they are and what their needs are. Below is a table that shows the types of children who appear in this data:

Reading 2019

| Total EOY 2019 | Special Needs | ESoL | Total Students | Male/Female | |
|----------------|---------------|------|----------------|-------------|--|
| Year 3 | 0 | 9 | 15 | 8M 7F | |
| Year 4 | 4 | 6 | 14 | 8M 6F | |
| Year 5 | 2 | 8 | 10 | 2M 8F | |
| Year 6 | 2 | 8 | 11 | 3M 8F | |
| Total | 8 | 30 | 50 | 21M 29F | |

Writing 2019

| Total | Special Needs | ESOL | Total Students | Male/Female | |
|--------|---------------|------|----------------|-------------|--|
| Year 3 | 1 | 9 | 18 | 12M 6F | |
| Year 4 | 4 | 3 | 10 | 7M 3F | |
| Year 5 | 1 | 9 | 12 | 4M 8F | |
| Year 6 | 3 | 10 | 18 | 10M 8F | |
| Total | 9 | 31 | 58 | 33M 25F | |

Maths 2019

| Total | Special Needs | ESOL | Total Students | Male/Female | |
|--------|---------------|------|----------------|-------------|--|
| Year 3 | 0 | 4 | 17 | 7M 10F | |
| Year 4 | 4 | 0 | 6 | 4M 2F | |
| Year 5 | 2 | 2 | 8 | 0M 8F | |
| Year 6 | 2 | 1 | 9 | 4M 5F | |
| Total | 8 | 7 | 40 | 15M 25F | |

Maori / Pasifika

Maori / Pasifika Student Achievement in Maths

| Y3-5 and Y6 Students in Maths 2019 | Working towards | | Working within | | Working Beyond | | Total |
|------------------------------------|-----------------|-------|----------------|-------|----------------|-------|-------|
| | No | % | No | % | No | % | |
| Maori | 0 | 0% | 5 | 83.3% | 1 | 16.7% | 6 |
| Pasifika | 1 | 50.0% | 1 | 50.0% | 0 | 0% | 2 |
| Total | 2 | 20.0% | 6 | 60.0% | 2 | 20.0% | 10 |

| | | | | | | | | |
|----------|--------|---|-------|---|-------|---|-------|----|
| Maori | Male | 0 | 0% | 5 | 83.3% | 1 | 16.7% | 6 |
| | Female | 2 | 50.0% | 1 | 25.0% | 1 | 25.0% | 4 |
| | Total | 2 | 20.0% | 6 | 60.0% | 2 | 20.0% | 10 |
| Pasifika | Male | 1 | 50.0% | 1 | 50.0% | 0 | 0% | 2 |
| | Female | 1 | 50.0% | 1 | 50.0% | 0 | 0% | 2 |
| | Total | 2 | 50.0% | 2 | 50.0% | 0 | 0% | 4 |

| | | | | | | | | |
|----------|--------|---|--------|---|----|---|--------|---|
| Maori | Male | 0 | 0% | 0 | 0% | 1 | 100.0% | 1 |
| | Female | 1 | 33.3% | 0 | 0% | 2 | 66.7% | 3 |
| | Total | 1 | 25.0% | 0 | 0% | 3 | 75.0% | 4 |
| Pasifika | Male | 1 | 100.0% | 0 | 0% | 0 | 0% | 1 |
| | Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| | Total | 1 | 100.0% | 0 | 0% | 0 | 0% | 1 |

In Maths, our Maori students (14), we have 3 working towards, 6 working within and 2 working beyond curriculum expectations.

In Maths, our Pasifika students (5), we have 3 working towards (one of whom is new to our school in 2019) and 2 working within curriculum expectations.

Maori / Pasifika Student Achievement in Reading

| Y3-5 and Y6 Students in s 2019 | Working towards | | Working within | | Working Beyond | | Total | |
|--------------------------------|-----------------|---|----------------|---|----------------|---|--------|----|
| | No | % | No | % | No | % | | |
| Maori | Male | 0 | 0% | 5 | 83.3% | 1 | 16.7% | 6 |
| | Female | 2 | 50.0% | 1 | 25.0% | 1 | 25.0% | 4 |
| | Total | 2 | 20.0% | 6 | 60.0% | 2 | 20.0% | 10 |
| Pasifika | Male | 1 | 50.0% | 1 | 50.0% | 0 | 0% | 2 |
| | Female | 1 | 50.0% | 1 | 50.0% | 0 | 0% | 2 |
| | Total | 2 | 50.0% | 2 | 50.0% | 0 | 0% | 4 |
| Maori | Male | 0 | 0% | 0 | 0% | 1 | 100.0% | 1 |
| | Female | 1 | 33.3% | 0 | 0% | 2 | 66.7% | 3 |
| | Total | 1 | 25.0% | 0 | 0% | 3 | 75.0% | 4 |
| Pasifika | Male | 1 | 100.0% | 0 | 0% | 0 | 0% | 1 |
| | Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| | Total | 1 | 100.0% | 0 | 0% | 0 | 0% | 1 |

In Reading our 14 Maori students we have 3 working towards, 6 working within, and 2 working beyond curriculum expectations.

In reading, our Pasifika students (5) we have 3 working towards, 2 working within curriculum expectations.

Maori / Pasifika Student Achievement in Writing

| Y3-5 and Y6 Students in s 2019 | Working towards | | Working within | | Working Beyond | | Total |
|--------------------------------|-----------------|---|----------------|---|----------------|---|-------|
| | No | % | No | % | No | % | |

| | | | | | | | | |
|----------|--------|---|--------|---|--------|---|-------|-----------|
| Maori | Male | 1 | 16.7% | 5 | 83.3% | 0 | 0% | <u>6</u> |
| | Female | 1 | 25.0% | 3 | 75.0% | 0 | 0% | <u>4</u> |
| | Total | 2 | 20.0% | 8 | 80.0% | 0 | 0% | <u>10</u> |
| Pasifika | Male | 0 | 0% | 2 | 100.0% | 0 | 0% | <u>2</u> |
| | Female | 0 | 0% | 2 | 100.0% | 0 | 0% | <u>2</u> |
| | Total | 0 | 0% | 4 | 100.0% | 0 | 0% | <u>4</u> |
| Maori | Male | 0 | 0% | 1 | 100.0% | 0 | 0% | <u>1</u> |
| | Female | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | <u>3</u> |
| | Total | 1 | 25.0% | 2 | 50.0% | 1 | 25.0% | <u>4</u> |
| Pasifika | Male | 1 | 100.0% | 0 | 0% | 0 | 0% | <u>1</u> |
| | Female | 0 | 0% | 0 | 0% | 0 | 0% | <u>0</u> |
| | Total | 1 | 100.0% | 0 | 0% | 0 | 0% | <u>1</u> |

In writing, our 14 Maori students achieve as follows: 3 working towards, 10 working within and one working beyond curriculum expectations.

In writing, our Pasifika students (5) we have 4 working within curriculum expectations and 1 working towards.

Recommendations:

- That the comprehensive support we provide for English Language learners continues.
- That the best interventions for those with learning difficulties continue to be provided at the highest level.
- That we apply for an RTLB Funded Te Whare Rama Boys Writing Initiative in 2020 - this application with 2 teachers willing to participate - has been sent to the RTLB service.
- Further PLD is provided for teachers in regards to Boys' Writing. A teacher is attending a PD course called Cracking the Code in March.
- We continue to strengthen collaborative teaching as inquiry practice across the school.

Endorsement of this document

Endorsed: *Bruce Warren* Principal

Endorsed: *Scott Walker* Chair (at first meeting of the 2020 year)