

# 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



*Kia hikaka, kia māia, kia pono te ngakau*

## Our Vision, Mission and Values

<b>Vision</b>	<i>Kia hikaka, kia māia, kia pono te ngakau.</i> Be motivated   be brave   be sincere
<b>Mission</b>	Learning together to create a better tomorrow
<b>Values</b>	Respect, Kindness and Resilience

## Our Effective Learning Beliefs

We believe effective learning happens when

- Learners are engaged
- 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
- Individual student cultural identity is used to make connections with learning and foster understanding

## 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

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# 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

Introduce a Culture Group which will reflect all our school cultures while continuing Kapa Haka

## 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)
- Guidance from our *kaumatua*
- Teaching *Te Reo*
- Build *whanaungatanga* with older students from community (Rangitoto) through kapa haka

## 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 Kapa Haka 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 Maori philosophy/approach across the curriculum when appropriate
- Use of website Wai Ako to build understanding of and appreciation for Te Ao Maori across school
- Build our local curriculum to include local iwi history and beliefs
- Allocate funds to ensure our Te Reo specialist can assist as and when required, eg, Book Week, trips & visits

## 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 Te Reo instruction (November 2014)
- Use of website Wai Ako to build understanding of and appreciation for Te Reo across school

## 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

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- Consult formally by survey, telephone and/or meeting every three years. If possible, use the Maori community's own process.

# 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 Kahui Ako (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

# Annual Plan 2021

Priorities	Strategies
<b>1. Maintain high quality teaching and learning.</b> This includes:	
<ul style="list-style-type: none"> <li>ongoing improvement to high quality teaching practice and student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Establish single year level structure to move to a “one school ethos”, and support the year levels transition experience for our students.</li> </ul>
	<ul style="list-style-type: none"> <li>Strengthen our practice to be te Tiriti o Waitangi centric, moving from <a href="#">rakau to ngakau</a> and building te Reo and tikanga Māori through classroom teachers’ use of wai ako.</li> </ul>
	<ul style="list-style-type: none"> <li>Implement the Resilience Project curriculum to align with our school values and better equip our children for their uncertain futures.</li> </ul>
	<ul style="list-style-type: none"> <li>Continue the implementation of the Mairangi Bay Way (PB4L -Positive Behaviour for Learning) to strengthen our school values and develop school wide expectations for behaviour</li> </ul>
<ul style="list-style-type: none"> <li>high quality professional development and appraisal systems</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen, teaching as inquiry, student agency and the productive use of digital technologies by in-school sharing of informed practice.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop professional learning cycles for teachers which build on current appraisal practice including critical teacher reflection, aligned to the professional standards</li> </ul>
	<ul style="list-style-type: none"> <li>Involve all leaders in collaborative leadership inquiry through the introduction of the Northern Leadership Network (A partnership with other schools and Osprey Consulting)</li> </ul>
<ul style="list-style-type: none"> <li>the use of relevant technology to support learning</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher and student capacity for smart use of technologies to improve both student engagement and student achievement including the development of a digital curriculum and the effective use of HERO (our new Learning Management System) for planning and reporting.</li> </ul>

**2. Build strong community and stakeholder relationships.** This includes:

<ul style="list-style-type: none"> <li>● parents that are well informed, involved and see the school as the school of choice;</li> </ul>	<ul style="list-style-type: none"> <li>● Further improve communications to targeted parent groups by improving communications and reporting with the implementation of Hero.</li> </ul>
	<ul style="list-style-type: none"> <li>● Continue to survey parent opinion on school performance and use the feedback to improve practice. Eg sports management</li> </ul>
<ul style="list-style-type: none"> <li>● strong working relationships with personnel from the Ministry of Education and other agencies; and</li> </ul>	<ul style="list-style-type: none"> <li>● Assist the Ministry to be more responsive and productive by planning ahead, being proactive and collaborative whenever possible.</li> </ul>
<ul style="list-style-type: none"> <li>● productive relationships across our kahui Ako/Community of Learning and professional networks</li> </ul>	<ul style="list-style-type: none"> <li>● Commit to full participation in Kahui Ako initiatives and shared leadership at all levels.</li> </ul>

**3. Ensure strategic and sustainable decisions are made to manage resources.** This includes:

<ul style="list-style-type: none"> <li>● Make the new vision, mission and values our compass for decision making at all levels</li> </ul>	<ul style="list-style-type: none"> <li>● Use the new vision, mission and values at every opportunity to embed it in our thinking and actions.</li> </ul>
<ul style="list-style-type: none"> <li>● a leadership pipeline to ensure effective succession planning;</li> </ul>	<ul style="list-style-type: none"> <li>● Build leadership capacity at all levels and provide challenging opportunities with appropriate resourcing and guidance.</li> </ul>
<ul style="list-style-type: none"> <li>● strengthening the culture of safety</li> </ul>	<ul style="list-style-type: none"> <li>● Continue the review of school systems to comply with the Health and Safety in the Work Place Act 2015 and using the School docs advisory.</li> </ul>
<ul style="list-style-type: none"> <li>● measurement of staff engagement and endeavouring to be the employer of choice;</li> </ul>	<ul style="list-style-type: none"> <li>● Commit to exceptional pastoral care and make wellbeing a priority always.</li> </ul>
	<ul style="list-style-type: none"> <li>● Recruit and retain high calibre staff in challenging times when houses are more affordable elsewhere.</li> </ul>



<ul style="list-style-type: none"> <li>improved outdoor learning environments including shade areas and support for learning through play and;</li> </ul>	<ul style="list-style-type: none"> <li>Provide more shade protection. With the large shade canopy (SIP) and more trees. Continue to create outdoor art and relate it to school identity.</li> </ul>
<ul style="list-style-type: none"> <li>Explore modern learning environment/Innovative learning spaces possibilities;</li> </ul>	<ul style="list-style-type: none"> <li>Meet the milestones of the Ministry Five Year Agreement (5YA) viz.. modernization of Rooms 1-4,5-8 and then Rooms 9-12.</li> </ul>

## Mairangi Bay School Analysis of Variance 2020

(for 2021 Charter)

**Focus:** All our “awhina” learners (i.e. those who are achieving at working towards the NZ Curriculum Level and need most support and our Maori and Pasifika children), and moving a percentage of children working ‘within’ to ‘beyond’, 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 approximately 15% of children assessed as ‘working towards’ in writing. 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.

## Mairangi Bay School

### Student Achievement Analysis of Variance 2021

#### Reading

##### Reading EOY 2020

	Working towards		Working within		Working Beyond		Total
	No	%	No	%	No	%	
All Students Y3-6							

All	Male	21	15%	61	44%	58	41%	140
	Female	17	11%	74	48%	62	41%	153
	Total	38	13%	135	46%	120	41%	293

## 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

## Commentary

Comparing our reading results from 2019 to 2020, we see a slight increase in students working beyond the expected curriculum level (37% up to 41%, and up from 31% in 2018). This rise consequently affects our working within and working towards data. However, these two both also had a slight increase, or drop as the case is with the working towards which shows an improvement by 5%. A large proportion of our working towards students are students with English as a second language. (63%)

## Gender Comparative Statements

Our boys performed slightly better in reading in 2020 compared to 2019. There were fewer working towards and more working beyonds. Our 2020 cohort of girls performed 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 2020

All Students Y3-6		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	22	16%	97	69%	21	15%	140
	Female	21	14%	89	58%	43	28%	153
	Total	43	15%	186	63%	64	22%	293

## 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

### Commentary

Our writing data - historically our weakest area of the three core subject areas - shows very similar percentages working within the NZ Curriculum levels in 2020 as in 2019. However, there was a significant increase in the number of students working beyond (from 14% to 22%). Our working towards students showed improvement with a 6% decrease between 2019 and 2020. Again, considering our rising numbers of English Second Language learners, these results validate that we have effective teaching and learning.

### Gender Comparative Statements

Overall, both the boys' and the girls' writing improved from 2019 to 2020.

## Mathematics

### Maths EOY 2020

All Students Y3-6		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	13	9%	63	45%	64	46%	140
	Female	22	14%	74	48%	57	37%	153
	Total	35	12%	137	47%	121	41%	293

### Maths EOY 2019

All Students Y1-6		Working towards		Working within		Working Beyond		Total
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		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

### 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 three areas (12%). For our working beyond mathematicians, our percentage has increased from 32% in 2019 to 41% in 2020. Our working within mathematicians has fallen slightly (6%); however, this is offset by the increase of 9% more working beyond.

### Gender Comparative Statements

In maths, the number of boys and girls working towards improved approximately the same (boys - 2.5%, girls - 3%). It was again very similar in our working beyond students (boys - 9%, girls - 7%).

## Year by Year in Core Areas

Looking at Reading....

### Year 3 2020

All Students Y3		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	5	14%	25	69%	6	17%	36
	Female	3	7%	27	60%	15	33%	45
	Total	8	10%	52	64%	21	26%	81

### Year 3 2019

Y3 Students	Working towards	Working within	Working Beyond	Total
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		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 4 2020

		Working towards		Working within		Working Beyond		Total
All Students Y4		No	%	No	%	No	%	
All	Male	4	11%	20	56%	12	33%	36
	Female	2	6%	23	64%	11	31%	36
	Total	6	8%	43	60%	23	32%	72

#### 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 5 2020

		Working towards		Working within		Working Beyond		Total
All Students Y5		No	%	No	%	No	%	
All	Male	8	19%	12	28%	23	53%	43
	Female	3	9%	15	47%	14	44%	32

	Total	11	15%	27	36%	37	49%	75
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### 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 6 2020

All Students Y6		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	4	14%	6	21%	18	64%	28
	Female	9	23%	9	23%	22	55%	40
	Total	13	19%	15	22%	40	59%	68

### 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 2020

*Kia hikaka, kia māia, kia pono te ngakau*

All Students Y3		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	8	22%	27	75%	1	3%	36
	Female	6	13%	27	60%	12	27%	45
	Total	14	17%	54	67%	13	16%	81

### 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 4 2020

All Students Y4		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	1	3%	33	92%	2	6%	36
	Female	1	3%	27	75%	8	22%	36
	Total	2	3%	60	83%	10	14%	72

### 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
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### Year 5 2020

All Students Y5		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	9	21%	27	63%	7	16%	43
	Female	5	16%	21	66%	6	19%	32
	Total	14	19%	48	64%	13	17%	75

### 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 6 2020

All Students Y6		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	4	14%	13	46%	11	39%	28
	Female	9	23%	14	35%	17	43%	40
	Total	13	19%	27	40%	28	41%	68

### Year 6 2019

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

*Kia hikaka, kia māia, kia pono te ngakau*



	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 by Year in Core Areas

Looking at Maths....

### Year 3 2020

All Students Y3		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	3	8%	19	53%	14	39%	36
	Female	8	18%	24	53%	13	29%	45
	Total	11	14%	43	53%	27	33%	81

### 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 4 2020

All Students Y4		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	2	6%	20	56%	14	39%	36
	Female	5	14%	17	47%	14	39%	36

	Total	7	10%	37	51%	28	39%	72
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### 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 5 2020

All Students Y5		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	8	19%	19	44%	16	37%	43
	Female	2	6%	16	50%	14	44%	32
	Total	10	13%	35	47%	30	40%	75

### 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 6 2020

All Students Y6		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
All	Male	0	0%	8	29%	20	71%	28
	Female	7	18%	17	43%	16	40%	40
	Total	7	10%	25	37%	36	53%	68

## 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

## General Comments

In reading, there were 87% of our learners working within or above the NZ Curriculum level. This is a fantastic achievement. Of our 13% who are not meeting the demands of the NZC, a large proportion are English as a Second Language Learners.

In writing, there were 85% of our learners working within or above the NZ Curriculum level. We have more girls excelling in writing; however, the percentage of boys working within is usually higher. This year we have seven teachers signed up to attend a Boys in Literacy full-day workshop (postponed from last year).

In mathematics, there are 88% of our learners working within or above the NZ Curriculum level. Our boys usually achieve slightly better than our girls do (except in Year 5 of 2020).

At the end of 2020, 68.2% of our students had English as their first language, 20.4% were Mandarin speaking as their first language, 5.8% Korean and the other 5.6% speak Italian, Russian, Spanish, Hindu, Afrikaans, Japanese, Cantonese, Indian or Hebrew as their first

language. With 15% working towards in writing as our largest 'lower' group of kids, and 31.8% of our children not having English as their first language, we are doing a great job!

Even in a year with a pandemic (a very long lockdown and a shorter one later in the year), we continued to have strong academic performance. By having a supportive parent community, we worked well together to support each other and our childrens' learning.

## **Teacher Aides**

Last year, we had two teacher aides who trained to become fully qualified teachers. This meant that we did not have them at our school for significant chunks of time while they were on placements in other schools. In 2021, we are shorter staffed when it comes to teacher aide time. We have worked out a schedule granting each year level time, and we have highlighted to the team leaders which students need to be focussed on.

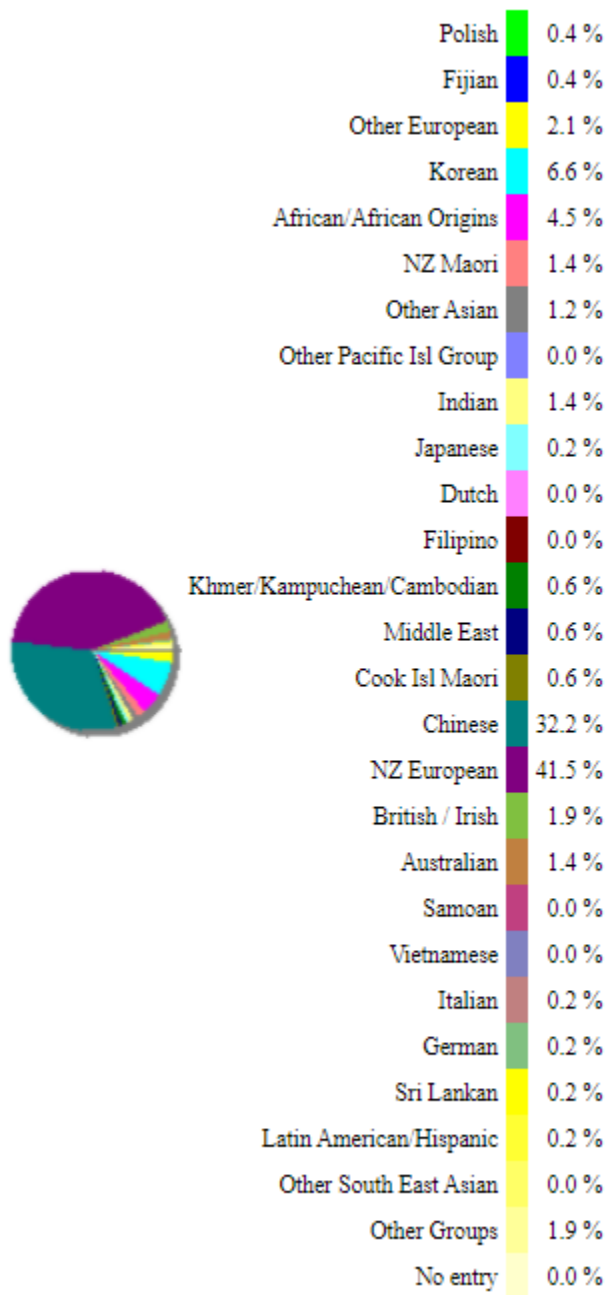
## **New programs for 2021**

- We are implementing a new program called Agility with Sound to help support those achieving lower in literacy. This program is for Years 4-6. There will be small groups working with a teacher aide. There is an app called Wordchain that the students will use independently, while the teacher aide works one-on-one with the students rotating through the small group.
- Tania Jenner is continuing her fantastic work with Reading Recovery. She is also starting a new initiative called 'The Climb Club' to help select Year 3 students gain more confidence with their reading skills. We realised we had a gap for support in Year 3 and this is our new program to help strengthen our Year 3 literacy skills.

## **Ethnic Diversity**

**This is our most up to date ethnic diversity data as of December 2020. We have 41.5% NZ/Pakeha students, 32.2% Chinese, 6.6% Korean, 4.5% African Origin.**

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 attended Mairangi Bay School in 2019 and in what proportions:



NZ European - **42%**  
 Maori - **1.1%**  
 European - **1.8%**  
 Other - **3.1%** (Australian, CI Maori, Filipino, German, Japanese, Italian, Cambodian, Middle Eastern, Polish) - **4.7%**  
 South African - **4.9%**  
 British/Irish - **2.2%**  
 Chinese - **32.6%**  
 Indian - **1.1%**  
 Korean - **6.5%**

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.**

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 2020

Total EOY 2019	Special Needs	ESoL	Total Students	Male/Female
Year 3	3	2	8	6M 2F
Year 4	1	4	6	4M 2F
Year 5	4	3	11	8M 3F
Year 6	2	10	13	5M 8F
Total	10	19	38	23M 15F

13% of our students were working towards the NZC in reading at the end of 2020 (an improvement from 18% the year before).

### Writing 2020

Total	Special Needs	ESOL	Total Students	Male/Female
Year 3	3	4	14	9M 5F
Year 4	1	1	2	1M 1F
Year 5	4	4	14	9M 5F
Year 6	3	9	13	5M 8F
Total	11	18	43	24M 19F

15% of our students were working towards the NZC in writing at the end of 2020 (an improvement from 21% the year before).

### Maths 2020

Total	Special Needs	ESOL	Total Students	Male/Female
Year 3	2	6	11	4M 7F
Year 4	1	2	7	2M 5F
Year 5	4	0	10	8M 2F
Year 6	4	3	7	1M 6F
Total	11	11	35	15M 20F

12% of our students were working towards the NZC in maths at the end of 2020 (an improvement from 14.4% the year before).

## Maori / Pasifika

### Maori / Pasifika Student Achievement in Reading

Y3-6 Students in 2020		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
Maori	Male	0	0%	4	57%	3	43%	7
	Female	1	17%	3	50%	2	33%	6
	Total	1	8%	7	54%	5	38%	13
Pasifika	Male	0	0%	2	100%	0	0%	2
	Female	0	0%	0	0%	2	100%	2
	Total	0	0%	2	50%	2	50%	4

With our 13 Maori students, we had 1 working towards, 7 working within and 5 working beyond curriculum expectations.

With our four Pasifika students, we had 2 working within curriculum expectations and 2 working beyond.

### Maori / Pasifika Student Achievement in Writing

Y3-6 Students in 2020		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
Maori	Male	1	14%	5	71%	1	14%	7
	Female	3	50%	2	33%	1	17%	6
	Total	4	31%	7	54%	2	15%	13
Pasifika	Male	0	0%	2	100%	0	0%	2

	Female	0	0%	2	100%	0	0%	2
	Total	0	0%	4	100%	0	0%	4

Our 13 Maori students achieved as follows: 4 working towards, 7 working within and 2 working beyond curriculum expectations.

All of our four Pasifika students were working within curriculum expectations.

### Maori / Pasifika Student Achievement in Maths

Y3-6 Students in 2020		Working towards		Working within		Working Beyond		Total
		No	%	No	%	No	%	
Maori	Male	1	14%	5	71%	1	14%	7
	Female	3	50%	2	33%	1	17%	6
	Total	4	31%	7	54%	2	15%	13
Pasifika	Male	0	0%	2	100%	0	0%	2
	Female	0	0%	2	100%	0	0%	2
	Total	0	0%	4	100%	0	0%	4

Our 13 Maori students were: 4 working towards, 7 working within and 2 working beyond curriculum expectations.

Our four Pasifika students were all working within the curriculum expectations.

### 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.
- We continue to strengthen collaborative teaching as inquiry practice across the school.
- Continue to closely monitor those working towards across all three curriculum areas and apply for additional funding to give support where able.

## Endorsement of this document

*Kia hikaka, kia māia, kia pono te ngakau*



Endorsed:  \_\_\_\_\_ Principal

  
Endorsed: \_\_\_\_\_ Chair (at first meeting of the 2021 year)