

Analysis of Variance Reporting



School Name:	Cromwell Primary School	School Number:	3729								
Strategic Aim:	Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds National Standards in Literacy and Mathematics										
Annual Aim:	To maintain or increase our 2016 levels of achievement for all students achieving or exceeding the standards for Mathematics										
Target:	<ul style="list-style-type: none"> To increase the percentage of girls achieving or exceeding standards from 89% to 92% To increase the percentage of Maori students exceeding the standard from 6.3% to 15% To increase the percentage of Year 5 students exceeding the standard from 11.9% to 15% To increase the percentage of Year 6 students exceeding the standards from 11.8 to 15% 										
Baseline Data	<p>The NZ 2016 National Standards Results average for Mathematics is 75.5% achieving or exceeding the standards. The regional average for Central Otago is 86.2% achieving or exceeding the standards. At Cromwell Primary School 92.6% of students at the end of 2016 are achieving or exceeding the mathematics standards which is more than 15% above the national average and 6.4% above regional average. Closer analysis of school-wide data (OTJs in relation to National Standards) in December 2016 identified a greater proportion of females (11%) below or well-below the standards compared to the whole school (7.5%). 11/99 females compared to 6/129 males are currently not achieving the expected standards. We also identified that fewer students at Year 4, 11.9% (5/42) and at Year 5 11.7% (4/34) were achieving above the the expected standards compared to percentages above the standards at other year levels.</p> <table border="1"> <thead> <tr> <th>2013 Females Below</th> <th>2014 Females Below</th> <th>2015 Females Below</th> <th>2016 Females Below</th> </tr> </thead> <tbody> <tr> <td>13.2%</td> <td>12%</td> <td>14.3%</td> <td>11.1%</td> </tr> </tbody> </table>			2013 Females Below	2014 Females Below	2015 Females Below	2016 Females Below	13.2%	12%	14.3%	11.1%
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Leadership Team & Maths Lead Teachers reviewed assessment data to determine particular needs of students in target groups. GLOSS Testing in Term 1 for all students.</p> <p>GLOSS & JAM testing undertaken in Weeks 2 – 4 for all students with class teachers released to do this. Data used to support teacher knowledge of individual students, group placement, knowledge gaps and identification of individual learnings needs including those to be included in MST support initiative.</p> <p>GLOSS Testing carried out by MST to identify progress being made by target students & also new students entering school.</p> <p>PAT Testing to provide summative data used for reporting longitudinal</p>	<p>Target 1 To increase the percentage of girls achieving or exceeding the standards in Mathematics from 88.9% to 92%</p> <p>Outcome 89.6% females achieving or exceeding the expected standards.</p> <p>Target not yet achieved but progress towards target evident</p>	<p>Target 1 We have sustained the gains we made in 2016 with regards to female achievement in Mathematics. Of the 10.4% females(12) females not achieving the standards, 4 students are new to the school this year. Without these students featuring in our data, the percentage achieving or exceeding the standards would have been 93%, meaning we would have met the target. There are only 3 students well-below and all these students have serious learning difficulties and have been receiving intensive learning support ever since they started school. Two of the three families are receiving ongoing support from external agencies, one is receiving ongoing support from MOE Learning Support, 1 has High Health Needs.</p>	<p>We have sustained the excellent progress we have made as a school with the percentage of our students working at or above the standards in Mathematics 92.6% exceeding both regional and national percentages. The low numbers of students not achieving the standards means that we can provide all with support through MST ensuring accelerated progress in Maths – particularly those students who are new to the school and who have come in at low levels.</p> <p>We will continue to set appropriate targets and to monitor student progress closely, particularly for those students involved in MST Groups and priority learners – Maori, Pasifika, students with special education needs and those from low socio-economic “at risk” backgrounds. We will also continue</p>

<p>achievement trends and patterns to BOT.</p> <p>Regular monitoring of progress of target students at Team Meetings.</p> <p>In-class maths learning support provided with Teacher Aide based on “Count for Success” which is similar to the Reading Recovery Model.</p> <p>MST Programme operating with focus on our priority students & Years 5/6.</p> <p>Maths Lead Teacher tracking strand data - Geometry in 2017</p> <p>PLD – MST & Maths Lead Teachers taking workshops including moderation activities, new learning from MOE funded Maths Content Workshops, rich assessment tasks with discussion.</p> <p>Some teachers attended the Mathematics Symposium in Dunedin in Term 3 holidays.</p>	<p>Target 2 To increase the percentage of Maori students exceeding the National Standards in Mathematics from 6.3% to 15%</p> <p>Outcome 28.1% Maori students exceeding the National Standards for Mathematics. <u>Target exceeded</u></p>	<p>Target 2 Our Maori students continue to make excellent progress in Maths as a result of deliberate focus to raise achievement over a number of years. This year we have only 1 Maori student not achieving the expected standard in Mathematics which is an excellent result for this group and our school. Maori students will continue to be given the opportunity to be part of MST if they are not achieving the standard for Mathematics. Mixed ability grouping and using a problem-solving and more collaborative approach to teaching maths is also recognised in research as being an effective strategy. We also believe that our school-wide efforts to strengthen our cultural responsiveness has had a significant and positive impact on Maori students enjoying success as Maori.</p>	<p>to monitor and analyse data at school level, without new students included, as we know that any new students working below the standards have a significant impact on our data, due to the numbers we have in each cohort. With school-wide achievement at such high levels, any new students working below have an immediate impact on our data and also affect targets we have set without these students included.</p> <p>Our longitudinal data shows that our commitment to the MST Programme has had a significant positive impact on the achievement of students working below the standards in Maths. Despite the fact that it costs the school a considerable amount to keep the programme going, the outcomes make it a worthwhile investment. The BOT has again budgeted to fund 5 hours per week of MST intervention time in 2018.</p>
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MST supporting teachers by working in-class giving support for specific needs, providing feedback, modelling different teaching strategies, supporting teachers with their OTJs

Central Otago Regional Lead Teachers Programme – 1 x workshop each term. Set up Google Doc for teachers for all new material, resources etc

Implementing school CaAP (Curriculum & Achievement Plan).

Parent Engagement – working closely with parents of those students not achieving the standards and in MST Programme. This year we offered individual three-way interviews for parent, student & MST. Very well supported and great feedback provided. Maths Library operating with games designed to provide practise of key concepts and number knowledge. Maths ketes available on request that provide

Target 3

To increase the percentage of Year 5 students exceeding the National Standards in Mathematics from 11.9% to 15%

Outcome

46.5% exceeding the National Standard for Mathematics.
Target exceeded

Target 3

There are 20, Year 5 students exceeding the standard which was an excellent outcome. Mixed ability grouping, use of talk moves and a problem solving approach to teaching Maths have proved to be successful. Our MST teacher worked collaboratively with a teacher who identified a personal development need in the area of maths, this was highly effective as it supported both student progress and teacher practice. There has been a continued focus through

Judo Belts on the learning of basic facts which is a key to progress in Maths beyond Numeracy Stage 6. Other strategies identified by the Senior Teaching Team included small group instruction, targeted teaching, project based learning (using athletics as the context for learning and measuring progress in long jump), Geometry Workshops, high expectations, Post-Graduate Study undertaken by teaching team included issues

The greatest difference will be made through continued PLD and focus on effective teaching in Mathematics. MST expertise and exposure to the latest research in Mathematics is a significant part of this.

Community engagement continues to be a focus area and we have continued to offer mid-year interviews for MST students & parents with the MST. Providing resources such as the Maths ketes and the Maths Library games has been well-received by families of our MST students. Goals in student profiles, along with ways parents can help at home, having teachers' planning available online for parents at Years 5/6 level are all offering parents all the information and support required for them to help us make a difference.

The CaAP is working well, although we need to review and redo the long term plan in light of



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<p>key maths equipment to support learning and practice at home</p> <p>Tracking of Basic Facts with Judo Belts operating in several classes.</p> <p>Provision of basic facts practice time included in classroom timetables – has become a routine part of the school day.</p> <p>Extensive use of online resources – IXL Maths, TKI, Khan Academy, Sunshine Online, ICT Maths</p> <p>Analyse and reflect on 2017 end of year data to inform progress and planning for 2018.</p>	<p>Target 4 To increase the number of Year 6 students exceeding the Mathematics standard from 11.8% to 15%.</p> <p>Outcome 20% exceeding the National Standard for Mathematics <u>Target exceeded.</u></p>	<p>in Maths as part of a Certificate in Applied Learning (Digital & Collaborative)</p> <p>Target 4 As above (see Target 3) as Years 5/6 are combined in a senior learning hub with 3 teachers working together in a fully collaborative environment.</p>	<p>trailing and new knowledge we have gained. This will demand greater integration of strand in numeracy work and use of moderation tasks for strand maths. We have also seen a school-wide move towards mixed ability groupings and regular use of problem-solving approaches in teaching maths.</p> <p>We will continue to set new student achievement targets with a focus on those cohorts whose end of year data is not where we would like it to be, beyond the legislated reporting requirements associated with National Standards until the end of 2017.</p>
			<p>Lead Teachers of Maths - currently the funding for supporting this group has ceased. As Lead Principal of the Cromwell CoL, I have initiated the process of gathering individual school's data in Maths, in order to prepare an application for Centrally Funded PLD to support the ongoing</p>

development of Lead Teachers of Maths in our region. This will ensure that we are able to be kept up to date with latest research, MOE initiatives and focus areas etc.

Effective teaching is our Tier 1 support for student learning. Teachers will continue to track progress with basic facts, use teacher inquiry to meet identified needs in classes and continue to explore new ways of making maths learning and progress more visible to the students. Tiers 2 & 3 provide in-school and then beyond school expertise and intervention to support the learning of priority learners we have identified.

The new CoL may also be another way of accessing expertise and PLD across the schools involved. This will offer opportunities for moderation across the schools and also the sharing of best practice.

PaCT stages will continue to be explored as a way of making key indicators evident to the students within each stage.

Planning for next year.

We will review our Long Term Delivery Plan and analyse our 2017 student achievement data to ensure we set relevant and necessary targets for 2018 in areas we have not yet achieved our school goals.

- Setting student achievement targets in Mathematics for whole school and target groups identified from 2017 end of year National Standards data.
- Students achieving below the standards will be identified for MST groups or to be part of our learning support initiatives within classrooms.
- PLD planned to support effective teaching of Mathematics. We will continue to explore the use of PaCT to inform and support OTJs in the school with the Assessment Team developing a school-wide plan for introducing the use of PaCT.
- Parent Mathematics Evening – organised at Team Levels
- Development and use of SOLO Taxonomy and e-asTTle in Maths.
- PAT Maths will be used for longitudinal tracking of student progress and achievement over time.
- Strand maths will be delivered with a different focus being tracked and monitored each year. Student achievement in our strand area of focus will be reported to the BOT.
- Lead Teachers of Maths will attend regional development sessions & will follow-up with Google Docs every time and staff sessions as required
- Provision of opportunities for teachers to undertake observations both in and across schools.
- Student goal setting – focus goal for Maths for those working below the standard and attending MST
- On-going monitoring of student achievement against Mathematics standards including basic facts and those involved with MST previously.
- Comparative data provided through regional and national, mathematics standards percentages, will continue to provide us with a snapshot of how well our students are achieving and promote discussion of the reasons behind our school success. These need to be sustained and valued.

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Strategic Aim	Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds National Standards in Literacy and Mathematics.										
Annual Aim	To maintain or increase our 2016 levels of achievement for all students achieving or exceeding the standards for Writing										
Target:	<ul style="list-style-type: none"> to increase the percentage of boys achieving the standards from 77.5% to 83% to increase the percentage of Year 6 students achieving or exceeding the standards from 58.8% to 70% to increase the percentage of Year 4 students exceeding the standard from 2.9 to 12% 										
Baseline Data	<p>The NZ 2015 National Standards results average for writing is 71.4% achieving or exceeding the standards. The regional average for Central Otago in 2015 is 82% achieving or exceeding the standards. At Cromwell Primary School 82.9% of student sat the end of 2016 are achieving or exceeding the standards which is more than 10% above the national average and 0.9% above the regional average. Closer analysis of school-wide data (OTJs in relation to National Standards) in December 2016 identified a greater proportion of males (22.5%) below or well-below the standard compared to the whole school 17.1%. 29/129 males compared to 10/99 females are currently not achieving the expected standards. We also identified that at Year 3, only 2.9% (1/34) students was exceeding the standard.</p> <table border="1"> <tr> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>14.9%</td> <td>19.8%</td> <td>17.7%</td> <td>22.5%</td> </tr> </table> <p>Tracking Boys' Achievement in Writing - percentage below writing standard</p>			2013	2014	2015	2016	14.9%	19.8%	17.7%	22.5%
2013	2014	2015	2016								
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teaching Team reviewed assessment data to determine learning needs of students in target groups.</p> <p>Progress of target teaching groups monitored regularly at Team Meetings.</p> <p>All teachers implemented individualised spelling programmes based on Essential Spelling Word Lists & Commonly Misspelt Words. Full testing undertaken at the beginning of year – spelling test undertaken each term to determine how students were progressing and to determine words for individuals learning lists.</p> <p>All Years 3/4 students below or well-below the spelling expectation of Writing National Standard were included in Steps Spelling</p>	<p>Target 1: to increase the percentage of boys achieving or exceeding the National Standards in writing from 75.5% to 83%</p> <p>Outcome 77.9% boys are working at or above the standards. (Target not met)</p> <p>Target 2: to increase the percentage of Year 6 students working at or above National Standards from 58.8% to 70%.</p> <p>Outcome 67.5% students working at or above the standards.(Target not met)</p>	<p>Our continued school-wide focus on the teaching of writing (refer to actions section) has ensured we have maintained every effort to increase the percentage of students achieving or exceeding the writing standards. Despite the fact that we did not meet any of our writing targets set, progress is being made towards these. New teaching strategies, innovations and increased use of online resources have been introduced to support our continued writing focus.</p> <p><i>It is important to note that the school has experienced significant roll growth this year resulting in larger classes than initially set up, a class operating in a corridor and two classes operating in our school library that is not designed to be classrooms.</i></p>	<p>We will continue our focus on student achievement in writing, even though our current school percentages are above both regional and national percentages and our school target of 90% working at or above the standards is an aspirational target. We will develop a new action plan for 2018 and continue to build on successes of team writing impact cycles/inquiries and high quality PLD opportunities.</p> <p>The Cromwell CoL has appointed a Lead Principal so work will commence in 2018 to identify across school teachers in relation to challenges being identified - these will include a writing challenge.. This will provide another platform for focus and improvement in student writing.</p>

<p>Intervention (some were registered for an online version for home as well).</p> <p>Individual lists of unknown Essential Words were loaded onto Steps Programme on class computers.</p> <p>PLD linked to effective teaching of writing included Sheena Cameron & Louise Dempsey Workshop in Dunedin. All teachers have "The Writing Book"</p> <p>Team Impact/Inquiry Cycles based on writing:</p> <ul style="list-style-type: none"> • Y0-2 - use of PMP to enhance achievement in writing • Years 5-6 collaborative writing <p>Work with parents included sharing ways to support children at home in student profiles, information in the school newsletter, NE Parent Information Session, Student Led Conferences, Next Steps & How</p>	<p>Target 3: to increase the percentage of Year 4 students working above National Standards in Year 4 from 2.9% to 12%.</p> <p>Outcome 8.8% students working above the standards.(Target not met)</p>	<p><i>It is also important to note that whilst we did not meet the 2017 targets set in writing, school-wide achievement percentages in writing continue to be above both regional and national averages.</i></p> <p>Target 1 77.9% (120/154) males are achieving at or above the expected standard were new to the school this year. Of the 34 males not yet achieving the writing standards, 5 are new students to the school this year. Without these new students in our data, there were 80.5% students achieving at or above the standards which is only 2.5% off the target set. The school target we have set of 90% achieving at or above the standards is aspirational. It is important to note that our schoolwide achievement in writing continues to be above both regional and national averages.</p>	<p>We will continue to set achievement targets in writing in response to our student achievement data with specific focus on cohorts with lower numbers achieving or exceeding the standards. Boys will also continue to be a focus area.</p> <p>We will continue to explore the use of PaCT writing to support teaching and learning. This is a particularly useful tool for students as self-directed learners.</p> <p>Effective teacher practice is a key factor in raising student achievement. We are committed to the ongoing provision of high quality PLD to ensure our students have the best possible opportunities to reach their potential. This will happen through the CoL and across our Central Otago schools network. Pam Hook will continue to support our use of the SOLO Taxonomy specifically in writing. Teacher understanding of how to use PaCT will continue.</p>
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<p>You Can Help at Home section of reports</p> <p>Teachers have implemented a wide range of strategies to enhance writing programmes including:</p> <ul style="list-style-type: none"> • Teaching students about "learning pit" • Writing not always done in books, letterbox, home writing book for class, free-range writing <p>New tracking template based on PaCT for students to use to support their knowledge of progress in writing</p> <p>Use of apps – NZ Writing app Feedback & blog Trialing new online resources – Spelling City, Literacy Shed, TKI (especially for boys), Go-Pro – You be the Hero, Google Talk for Dyslexic students Proof reading detectives, badges. Writing Toolboxes</p>	<p>In 2015 there were 29 students (13.4%) not achieving the standards At the end of 2016 there were 29 students (22%) not achieving the standards – 8 of these students were new to the school this year. At the end of 2017 there were 34 students (22%) not achieving the standards which is the same % below as in 2016. The percentage below, without the new students included in the data, is (18.9%).</p> <p>Also included in the students below the standard are two severe behaviour children, 2 students with aspergers, 3 students whose families have been working intensively with external support agencies, 2 students with severe health issue, 3 students who have attended Health Camp</p> <p><i>Dyslexia issues are evident amongst our boys and we are currently exploring the use of an external expertise to support these students in 2018.</i></p>	<p>We are constantly seeking ways to engage our boys. We will continue to bring in high profile authors to work with students. Innovative practice is important and we need to continue to reach out to those students who are not making the expected progress.</p> <p>Digital leverage will continue to play an important part in what we do. 1:1 devices, online resources, blogs, Google Learning Folders, e-asTTle & PaCT will all contribute as students build their digital fluency and assessment capability.</p> <p>Teaching Team/Individual Impact/Inquiry cycles will be used each year, as part of any targeted plan we develop to improve achievement in writing. This year, Years 0-2 focussed on using PMP to support student readiness and capability to write , alongside offering workshops & a more play based environment. This was intended to remove the factors</p>
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Writing workshops focussing on teaching basic structure of any type of writing.

Analyse and reflect on end of year data to inform progress and planning for 2018

Collaborative writing has definitely enhanced boys' attitudes to writing as evidenced by feedback in end of year surveys (80% preferred writing this way). Students also liked choice in their writing and more time to develop and complete their work.

"Professional noticing" was also used by teachers to observe which students worked well together during writing times, before partners were identified. This has a significant impact on the outcomes writing partners achieved and commented on. Time spent finding "best fit books: for senior boys has also paid off in relation to their ideas for writing. Using a "Play based approach" in the Years 0/1 area has also enhanced boys' willingness to engage in writing.

The employment of a

leading to writing anxiety in our youngest students. These strategies will again be used to support writing achievement in 2018.

In the senior school collaborative writing was clearly enjoyed and preferred by the students, so this will be offered to students again in 2018.

The use of an expert teacher in the area of dyslexia will support classroom teachers who struggle to achieve significant progress with those most severely dyslexic students.

If staffing allows, we will employ an ALL-(Accelerated Learning in Literacy) teacher, part time to work with those students who are below the writing standard. Our small focus groups in 2017 showed a pleasing rate of progress and confidence to write so we are keen to gain leverage through this again in 2018.

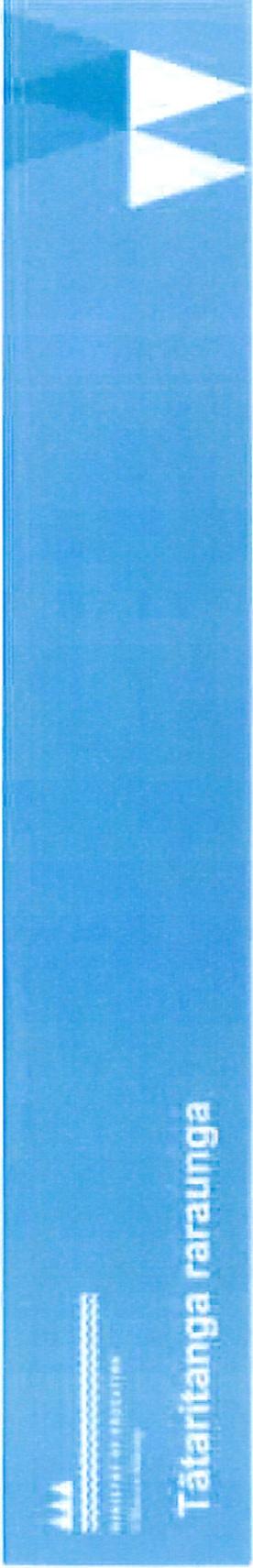


	<p>Supernumery Teacher for 30 weeks enabled us to provide small group support to our target students and there was evidence of progress during this time. However we noticed that some of this progress was not sustained once the teacher finisher her contract and the students were moved back into larger classes.</p> <p>Target 2 67.5% Year 6 students are achieving or exceeding the standard. This was progress from 58.8% and only 2.5% off the target set of 70%. In this Year 6 cohort are 3 new students who are below and also 2 severe behaviour students below who have both had MOE Ed Psychologist involvement during the year. Teaching focus has been on selection of "best fit books" and building up stamina for reading for pleasure. (Guy Claxton research). Daily Five Approach used for this. By developing a love of reading,</p>	<p>We will continue to watch out for any opportunities to access high quality PLD, and this may be done as in individual school or across our CoL.</p> <p>The BoT has supported a generous PLD budget and also Literacy Development Budget reflecting their ongoing commitment to addressing our areas of need in this area.</p>
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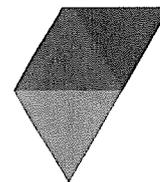
	<p>the aim is then for transference into writing and being motivated to write. Structured workshops have been delivered on structure & punctuation of writing. Giving children choice, collaborative writing and providing a longer time to write has also increased the motivation and satisfaction students are getting from their writing. It is hoped that a number of these students will reach the Year 6 standard next year, as all that is holding them back is the complexity of their ideas. Specific strategies used included using National Standards rubric for self/peer assessment, rotating students in workshops, targeted use of IXL Literacy through directing students to activities targeting their specific needs, use of TKI, more practice time, helping self-directed learners to find their own motivation. All innovations this year have been based on exposure to experts such as Guy Claxton, Sheena Cameron & Louise Dempsey</p>	
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	<p>Target 3 Target set was to increase the percentage of Year 4 students working above National Standards in Year 4 from 2.9% to 12%. 8.8% students working above the standards but progress has been made towards the target. Strategies used to develop and extend writers included</p> <ul style="list-style-type: none"> • workshops for writers - student feedback identified that they enjoyed this • students tracking their own progress more closely which kept them motivated to put in the effort to improve • Greater use of writing models & exemplars • TA 1:1 small group support • Use of targeted teaching by Supernumery Teacher (ALL trained Lead Teacher) <p>Feedback from the teachers of our Year 4 students commented that there are several students working "High Within" the standard - our</p>	
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		<p>expectation is that they must be working at least one full year above the standard to be judged as being above the standard.. Teachers also commented that writing is a complex area of the English Learning Area and maturity and exposure to good literature through reading (read to or through independent reading) at Year 4 starts to really impact on writing outcomes. There is just a greater complexity expected that some students just simply don't have the exposure and readiness for.</p>
<p>Planning for next year</p>		
<p>The Leadership Team and Literacy Lead Teachers will review progress over the last three years and use this to develop a further 3 year plan for raising student achievement in writing. This will include:</p> <ul style="list-style-type: none"> ● Setting student achievement targets in writing for whole school and target groups identified from our end of 2017 National Standards data. ● Developing a specific writing strategy designed to support our boys' target group. ● PLD to support teaching of writing – Pam Hook, Sheena Cameron & Louise Dempsey ● Teaching Teams (3) develop their own team teacher impact cycles based around writing. ● Extending the use of e-asTtle, PaCT as a tool for students to use to identify their own needs and for teachers to use as part of strengthening moderation processes. ● Cromwell CoL needs analysis, identifying priority areas, developing plans, PLD application, Across School Teacher appointment ● Visiting authors included in budget costs to ensure we are able to do this annually. ● On-going monitoring of student achievement against spelling expectations as part of the writing standards 		



- Parent Literacy Evening, explore and develop whanau engagement initiatives
- Student goal setting – focus goal in writing for those not yet achieving the expected standards.
- Identify and plan for ways to raise the profile of writing – interviews, newspapers, interesting speakers, jobs using writing etc.



National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	18/12/2017
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School Name:	Cromwell Primary School	School Number:	3729
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NAG2A (b)(i) Areas of Strength

National Standard area(s):

Reading:

- 92.6% achieving at or above the standards.
- 124/269 students exceeding the standards & 125/269 achieving at the standards.
- No significant gender disparity with 41.6 males and 52.2 females exceeding the standards.
- The school result of 92.6% achieving at or above the standards is higher than both the regional Central Otago (86.5%) and national (77.8%) averages

Mathematics:

- 92.6% achieving at or above the standards which is the same as 2016 percentages.
- 82/269 students achieving above the standards & 167/269 achieving at the standards.
- There is no significant gender disparity with 33.1% males and 27% females achieving above the standards.
- There has been a 10% improvement with females exceeding the standards from 17.2% in 2016 to 27% in 2017.
- The school result of 92.6% achieving at or above the standards is significantly higher than both the regional (84.6%) and national (75.4%) averages.
- Achievement in Maths has improved significantly over the past six years from 37/220 not achieving the standards in 2011 to 20/269 in 2017.

Maori:

- 96.9% (31/32) students achieving or exceeding the Maths Standards with only 1 student not achieving the standard.
- 92.6% (31/32) achieving at or exceeding the Reading Standards with only 1 student not achieving the standards.
- 93.8% (30/31) achieving at or exceeding the Writing standards with only 2 students not achieving the standards.
- Maori student achievement compares well to our overall school performance which was high: 96.9% Maori compared to 91.6% NZ European achieving or exceeding standards in



Maths; 93.8% Maori compared to 80.6% NZ European achieving or exceeding standards in writing & 96.9% Maori compared to 91.6% NZ European achieving or exceeding standards in Reading.

- The school's Maori results are significantly higher than both regional and national averages: Reading 92.6% compared to 83.2% regional & 68.8% nationally; Mathematics 96.9% compared to 84.6% regionally & 65.3% nationally; Writing 93.8% compared to 72.8% regionally & 61.6% nationally.

Pasifika:

- 100% Pasifika students are working at or above the standards in Reading & Mathematics

Discussion:

- Female achievement in Mathematics – involvement with ALiM initially since 2011 and subsequently MST (Maths Support Teacher) with the school totally funding this intensive Maths support initiative since 2015 has had a significant impact on our school-wide and female achievement in Maths. This accelerated learning support initiative has provided two sessions of Maths daily for students in small groups. Feedback from MST teacher has been that the biggest shift with females has been due to gender based grouping and a steadily developing confidence and self-efficacy of those involved. MST has provided 1:1 support for teachers, introduced "talk moves", mixed ability grouping, problem solving approach to teaching maths which have all supported achievement in Maths.
2014 – 25.5% (25/98) above standard
2015 14.5% (12/83) above standard
2016 17.2% (17/99) above the standard
2017 26.7% (31/116) above the standard
- Maori student achievement – we have seen a steady improvement in Māori student achievement over the past four years 2014-2017
Reading: 76.9%, 84.3%, 100%, 96.9% achieving at or above the standards
Writing: 76.9%, 84.2%, 87.6%, 93.8% achieving at or above the standards
Mathematics: 80.8%, 84.2%, 96.9%, 96.9% achieving at or above the standards
Literacy & Mathematics learning support programmes such as ALiM, MST, Literacy Bridge have supported those students at risk of not achieving the standards, our growing cultural responsiveness & competency has seen our school environment excel in this area. Examples of this include strategic appointments of Māori staff members, staff engaged with post-graduate study in Te Reo Māori, welcome powhiri every term for new families, Haka Haka Performance Group, involvement in Murihiku Polyfest annually, annual marae trip, school hangi, haka, waiata, karakia development have all combined to strengthen our whānau partnership and engagement with learning for the benefit of all Māori students.
- Use of Visible Learning Framework with high levels of student agency, students having access to all their achievement and assessment data, ongoing development of assessment capability, tracking and monitoring their own progress and directing their own learning has had a significant impact on overall achievement. New assessment tools introduced have included SOLO Taxonomy & PaCT.
- Teachers seeing learning through the eyes of the students and students seeing themselves as their own teachers has continued to support high levels of achievement particularly in Mathematics & Reading.



National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	18/12/2017
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School Name:	Cromwell Primary School	School Number:	3729
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NAG2A (b)(i) Areas of Strength

National Standard area(s):

Reading:

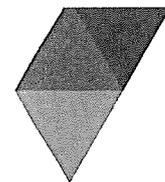
- 92.6% achieving at or above the standards.
- 124/269 students exceeding the standards & 125/269 achieving at the standards.
- No significant gender disparity with 41.6 males and 52.2 females exceeding the standards.
- The school result of 92.6% achieving at or above the standards is higher than both the regional Central Otago (86.5%) and national (77.8%) averages

Mathematics:

- 92.6% achieving at or above the standards which is the same as 2016 percentages.
- 82/269 students achieving above the standards & 167/269 achieving at the standards.
- There is no significant gender disparity with 33.1% males and 27% females achieving above the standards.
- There has been a 10% improvement with females exceeding the standards from 17.2% in 2016 to 27% in 2017.
- The school result of 92.6% achieving at or above the standards is significantly higher than both the regional (84.6%) and national (75.4%) averages.
- Achievement in Maths has improved significantly over the past six years from 37/220 not achieving the standards in 2011 to 20/269 in 2017.

Maori:

- 96.9% (31/32) students achieving or exceeding the Maths Standards with only 1 student not achieving the standard.
- 92.6% (31/32) achieving at or exceeding the Reading Standards with only 1 student not achieving the standards.
- 93.8% (30/31) achieving at or exceeding the Writing standards with only 2 students not achieving the standards.
- Maori student achievement compares well to our overall school performance which was high: 96.9% Maori compared to 91.6% NZ European achieving or exceeding standards in



NAG2A (b)(i) Areas for Improvement

National Standard area(s): Reading, Writing & Mathematics

Discussion: Writing

- 82.2% achieving at or above the standards. This is very slightly lower than in 2016 with 82.9% achieving the standards. There are less students exceeding the standards 12.3% compared to 18.4% in 2016.
- Males continue to be over represented in the cohort of students not achieving the standards - 34 boys (22%) compared to 14 girls (12.1%) which is very similar to the percentages in 2016. This is despite some excellent teacher inquiries around writing that included PMP and collaborative writing in the senior school.
- Year level tracking comparisons from same cohort over 2016-2017 show the following
Year 1 84.6% - Year 2 76%
Year 2 83% - Year 3 86.4%
Year 3 97% - Year 4 85.3%
Year 4 85.7% - Year 5 90.7%
Year 5 58.8% - Year 6 67.5%
Cohorts showing a decrease are at Year 2 & Year 4
- No Year 2 students exceeding the standard & lower number in Year 4 compared to other cohorts across the school too.
- Year 2 has the greatest number of students below the standards.

Discussion Mathematics:

- 7.4% students not achieving the Mathematics standards. Closer analysis of this data shows that the overall achievement of females (89.6% 103/115) is still slightly lower than the males (94.8% 146/154)
- Gender analysis shows that 10.4% females (12/115) compared to 5.2% males (8/154) not achieving the standards.
- Numbers of students exceeding the standards in Year 2 18% (9) is lower than other year level cohorts

Discussion Reading:

- Number of students not achieving the standards has increased from 5 (2.2%) in 2016 to 20 (7.4%) in 2017
- Year 1 had highest number of students below (5/58) and also the smallest number of students exceeding the standards 14/58).



NAG2A (b)(i) Areas for Improvement

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Discussion Reading:

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- Year 1 had highest number of students below (5/58) and also the smallest number of students exceeding the standards 14/58).



NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Discussion:

- 2017 National Standards data showed more males than females are below the standards for writing – 34 (22%) males compared to 14 (12.1% females)
- 2017 National Standards data showed more males than females exceeding the Maths standards – 51(33.1%) compared to 31(27%).
- 2017 National Standards School-wide achievement in writing (82.2%) is lower than in Reading (92.2%) and Mathematics (92.6%)
- BoT, Literacy & Mathematics Lead Teachers ongoing monitoring of gender performance in Writing and Mathematics over a number of years continues to place importance on reducing the disparity between the achievement of males to females in Writing and females to males in Mathematics.
- Concern that there has been a decrease in school-wide achievement in reading from 97.9% in 2016 to 2.6% in 2017. With such a big focus on writing over the past few years it is time to focus on reading to ensure effective teaching practice in reading is being sustained.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Annual Student Achievement Goals for 2018

- **To raise the rate of progress and achievement for all identified students in the writing national standards:**
- To increase the percentage of students working at or above the standards from 82.2% to 87%
- To increase the percentage of boys achieving the national standards for writing from 77.9% to 83%.
- To increase the percentage of Year 3 students achieving the standard from 76% to 83%
- To increase the percentage of Year 5 students achieving above the standard from 8.8% to 17%

- **To raise the rate of all students deemed to be at risk of not achieving at the level of National Standards for Mathematics:**
- To decrease the percentage of females not achieving the standards from 10.4% to 5%
- To increase the percentage of students exceeding the Year 3 standards from 18% to 24%.
- To increase the number of Maori students exceeding the standard from 6.3% to 12%

- **To raise the rate of progress and achievement for all identified students in the reading national standards:**
- To increase the number of students achieving at or above 92.6% to 95%
- To reduce the number of Year 2 students not achieving the standard from 8.6% to 5%
- To increase the number of Year 2 students exceeding the standards from 24.1% to 36%

Discussion:

- To target the achievement of students in the areas we have identified we need to determine what has worked well particularly in reading and mathematics, as our data has



been consistently high in these areas. Successful strategies for accelerated or improved achievement can be transferred into writing especially. Again this year the majority of teachers' inquiries has been on seeking improved achievement in writing – these inquiries have focussed specifically on using PMP skill development in the junior school and collaborative writing in the senior school. Although we have seen a positive shift, particularly in students' attitudes towards writing, there remains the need for continued school-wide focus and acceleration initiatives designed to support those identified most at risk students to make progress towards achieving the writing standards. Boys who are not achieving the writing expectations have been identified, along with Years 3 & 5 cohorts with the lowest percentage of students achieving the standards

- Teachers of students not yet achieving the writing standards will continue to use the Teacher Inquiry Model to explore different ways to achieve a positive impact on progress in writing.
- Professional Learning & Development – in 2018 we are planning to commence using the “New Pedagogies for Deep Learning” and “Play Based Learning” as ways to deepen learning and engagement and motivation for students. Digital leverage will also play a significant part linked to ICT tools we continue to explore and develop.
- Visible Learning Framework (Joh Hattie), SOLO Taxonomy and PaCT will continue to provide excellent frameworks for students to be self-directing learners – know where they are at, where they need to go and how they are going to get there.
- The BoT, Leadership and Teaching Teams will continue to monitor the effectiveness of the different interventions being used to accelerate student progress. Examples of these interventions include MST (Maths) & Literacy Bridge (school based version of Reading Recovery). Depending on our staffing entitlement, we may be able to employ an ALL (Accelerated Learning Literacy) trained lead teacher part-time, to work those students identified as being “below” the standards in Reading & Writing .
- The BoT has committed funding in the 2018 budget to enable us to retain the MST (Maths) and Literacy Bridge (Reading/Writing) positions in the school. These initiatives offer intensive support for students not achieving national standards and has resulted in accelerated progress to date for many student involved. MST – students work in small groups 3 times per week, on top of their daily maths sessions. This provides the platform for acceleration progress. The school has made significant progress improvements in Maths since the introduction of ALiM & MST positions (37/220 below the standard in 2011 to 20/269 in 2017). Ongoing monitoring of students who have been involved with MST will continue, to ensure that gains being made by the students are being sustained. MST also enables us to provide targeted support for newly enrolled students who are working below the standards and who can impact significantly on our national standards data (particularly as we are a growing school). Tracking of students also enables us to respond to student achievement data through provision of short term interventions designed for students who have a gap in a particular area. (e.g strand maths, fractions). We have used a Basic Facts Boot Camp designed to build the knowledge necessary for maths work particularly at Years 5/6 level, as lack of knowledge was identified as being a key factor for lack of progress for target students.
- External expertise - We are currently exploring the option of employing a specialist teacher in the area of dyslexia for 0.1FTTE to target those identified with severe needs in this area. We have already completed referrals to the Resource Teacher of Literacy for those students whose achievement is more than 2 years below their cohort.
- Digital Leverage – STEPs (spelling initiative for students with dyslexic issues), Spelling City, Sunshine on Line, IXL Literacy & Maths. Progress of targeted students using these programmes will be monitored to ensure these are being effective in supporting student progress. A lack of progress is used as a trigger for a more in-depth inquiry into possible



factors impacting on student progress and may also signal the need for a Tier 2 or 3 intervention.

- The BoT has set a goal of 90% of all students achieving or exceeding all three standards. This goal has been consistently met for reading and mathematics with writing continuing to be an area of focus. In relation to regional and national achievement levels our school has exceeded both of these. Once we have achieved this 90% target in any areas we broaden targets to include more challenging goals for cohorts such as GATE students, priority learners, increasing percentages of students exceeding the standards.
- The BoT and Teaching Teams will use ongoing data analysis to identify opportunities to increase numbers of students exceeding the standards.
- Ongoing monitoring of gender, priority groups' achievement percentages will continue—female achievement in Maths, male achievement in writing in particular.
- The Leadership & Assessment Teams will undertake a review of our processes relating to the reporting of National Standards in light of the recent change of government and the abolishing of national standards from the end of 2017. We will discuss and consider using the National Standards reporting template as a way of tracking progress over time beyond the end of 2017.
- The BoT is committed to the provision of a PLD budget that will ensure that high quality PLD opportunities are made available to teachers. This will ensure that they have exposure to experts using the latest research. The board regards teachers as their greatest resource in terms of raising student achievement, with research confirming that teachers' collective efficacy and high quality relationships with students has the greatest impact on student achievement outcomes.
- The ongoing development of the learning partnership between school and Whānau will continue to be a focus with commitment to initiatives such as “Reading Together” piloted in 2017, and other engagement initiatives. Student led conferences, celebrations of learning, senior students co-constructing their reports, consultations huis and curriculum workshops for parents all contribute towards enhanced student progress and achievement.
- Due to excessive roll growth, we are disappointed that we have to close our school library which has been home to 2 classes for the past 18 months. Concerns over book losses and damage have forced this decision, but we will reinstate the library once we have our new classroom block ready for the start of 2019. Classes will visit the public library in the interim.
- The school has just joined the new Cromwell Community of Learning which will bring exciting new opportunities for raising student achievement. An example of this is the inclusion of all six local prep-schools in the CoL, there has already been discussion about the transition to school process and sharing of student information linked to this process. We are keen to use the CAOS Tool for sharing of information across all the centre and to also explore “oral language development” as a key area of focus in pre-schools to support readiness for school.

Tools & Processes use to support areas identified for improvement:

- Analysis of school-wide data and year level student achievement broken down by cohort, ethnicity and gender for National Standards progress and achievement in Reading, Writing and Mathematics (see reporting template). Analysis is completed by both the Leadership Team & Teaching Teams which includes consultation with Literacy & Mathematics Lead Teachers. The data is used to set annual student achievement targets, to identify students requiring learning support and extension, to check mix of students in each class, allocation of Teacher Aide classroom support hours and to help set curriculum budgets. Progress and achievement data is reported regularly to the BOT



including mid-year and end of year National Standards Achievement Reports and progress towards targets set.

- Analysis of data from nationalised or normed tests, as part of school-wide annual assessment plan, is used to help inform OTJs for National Standards achievement – PAT, STAR, e-asTTle, PACT, GLOSS, JAM, NUMPA, IKAN, 6 Year Net, Probe/Benchmarks, Essential & Commonly Misspelt Words in Spelling & Schonell.
- Analysis of difference between targets we set for 2017 and what we actually achieved (Analysis of Variance Report).
- Priority learners – analysis of data linked to numbers of new students to the school who are below the standards and/or receiving learning support. Review and analysis of learning support programmes including student entry and exit data. This highlights which interventions have been most effective in terms of student outcomes in relation to National Standards. Examples of this include Literacy Bridge (Reading Recovery), MST Programme results & Steps Spelling Intervention.
- PLD undertaken by teachers has included MOE moderation workshops for literacy, in-school moderation sessions for Writing and Mathematics, PaCT training for PaCT Lead Teachers, MST teacher has worked with individual teachers moderating maths OTJs, Guy Caxton, Carol Dweck, Pam Hook (SOLO Taxonomy). All PLD has supported teachers to make valid and reliable OTJs and once summary data was collected, analysis processes identified areas for improvement and for annual student achievement goals and specific target groups.

NAG2A (b) (iv) Progress Statement

Discussion: Our student achievement data results for National Standards for Writing and Mathematics shows there are groups within the school we must continue to focus on. New in our data this year are 20 students not achieving the reading standards, an increase from 5 in 2016. This will be investigated as part of making plans for this particular group of students in 2018.

Writing

- Our end of year data shows that all 48 students working below the standards have made progress in writing. 43 are in the below category and with further focus on specific elements of their writing in 2018, some are expected to reach the standard. An example of this is where a student does not use any punctuation in writing which prevents them from being judged at the standard. There continues to be 5 students in the well-below category, all who have significant learning difficulties and whilst they are making progress against their individual goals in writing, they are not working towards year level targets at this stage of their learning.
- There are 7 students new to the school this year who are below the standard in writing.
- School-wide progress data over time has remained steady over time – 2012 79.9% at or above the standard, 2014 84.7% (29/189); 2015 86.6% (29/216), 2016 82.9% (39/228) & 2017 82.2% (48/269). Taking into account the roll growth the school is experiencing currently the writing data has remained similar over this period.
- Number of boys below the standard over time - 2012 (30), 2015 (21), 2016 (29) boys & 2017 (34) below in writing (including 5 male students new to our school)
- Our regional average in 2015 was 82%, so our school is sitting just above the average for our region on 82.9% and well above the national average of 71.4%. In 2016 the regional average was 80.2%, so our school is achieving slightly higher than the regional average on 82.2%. Nationally the 2016 average was 71.2% so our school is almost 10% above this



- The increased use of e-asTTle & PaCT as both teaching and learning tools will further highlight next learning steps and progress being made by our learners and will support targeted and effective teaching. Moderation workshops, a focus for our new CoL will also have an impact on student progress and achievement over time.

Maths

- Our student achievement in Maths has been steadily improving since 2011 with our involvement with ALiM & MST Projects. In 2015 (89.8%) at or above National Standards and in 2016 (92.6%). 37 students below in 2011, 22 in 2015, reducing to 17 students in 2016. In 2017 92.6% at or above the standards with 20 students below. Despite the good progress being made there still remains the need for a focus on the achievement of our females & increasing the percentage of Year 3 students exceeding the standards.
- Ongoing tracking and monitoring of MST students' progress shows that this is a high impact intervention. Our tracking data also shows that students who have been referred off MST are sustaining the gains they have made. Even though this intervention is no longer supported by MOE funding, the BOT is committed to retaining it as our main form of Maths support.
- Our end of 2017 year data shows the 20 students working below the standard have all made progress towards achieving the standard and with further focus on their mathematical challenge areas, including building and consolidating mathematical knowledge, they have the ability to advance towards the appropriate standards. Learning support programmes will differentiate between those below and well-below.