

# AWHITU

DISTRICT SCHOOL

Analysis of Variance 2018



## 2018 Awhitu District School End of Year Achievement Data Writing

### 2018 EOY School Data for Writing

Date: 1/12/2018  
 Number: 1214  
 Name: Awhitu District School

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	11	9%	39	32.5%	47	39%	23	19%	120
Māori	4	14.2%	10	35.7%	10	35.7%	4	14.2%	28
Pasifika	0		1	25%	2	50%	1	25%	4
Asian	0		0		0		0		0
European/Pākehā/ Other European	7	7.0%	27	30%	37	42%	17	19%	88
Male	6	9.9%	31	46%	24	36.3%	18	27.2%	66
Female	5	9%	9	16.6%	23	42.5%	18	33%	54
Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		2	22.0%	7	77%	0		9
After 2 years at school	1	6%	4	25%	7	43.7%	4	25%	16
After 3 years at school	1	12%	5	62.5%	0		2	25%	8
End of Year 4	4	25%	5	31.2%	6	37.5%	1	6.2%	16
End of Year 5	0		8	66.6%	2	16.6%	2	16.6%	12
End of Year 6	2	11.7%	2	11.7%	6	35.2%	7	41.1%	17
End of Year 7	1	5.0%	7	35%	9	45%	3	15%	20
End of Year 8	2	9.0%	6	27.2%	10	45.4%	4	18.1%	22



# **AWHITU** District School

## Student Achievement Targets 2019



### **2018 WRITING ACHIEVEMENT TARGET:**

65% (79/120) of all students will achieve at or above the expected curriculum level in Writing.

### **REVIEW OF 2018 WRITING TARGET:**

58% (70/120) of all students achieved at or above the expected curriculum level in Writing. This is an increase of 2% from 2017 (56%), and still below the 2016 result of 63%.

### **ETHNICITY STRENGTHS:**

75% (3/4) of all Pasifika students achieved at or above the expected curriculum level in Writing.

61% (54/88) of all NZ European/Pakeha students achieved at or above the expected curriculum level, a decrease from 66% in 2017, but an increase from 55% in 2016.

50% (14/28) of all NZ Maori students achieved at or above the expected curriculum level, a decrease from 59% in 2017, but an increase from 34% in 2016.

### **GENDER STRENGTHS:**

75% (41/54) of all female students achieved at or above the expected curriculum level.

43% (29/66) of all male students achieved at or above the expected curriculum level.

### **YEAR LEVEL STRENGTHS:**

77% (7/9) of all Year 1 students achieved at or above the expected curriculum level.

68% (11/16) of all Year 2 students achieved at or above the expected curriculum level.

76% (13/17) of all Year 6 students achieved at or above the expected curriculum level.

81% (13/16) of all Year 8 students achieved at or above the expected curriculum level.

### **WHAT WE DID IN 2018:**

- Moderation of whole school writing samples took place, comparing them to exemplars.
- Teachers took part in professional development opportunities with an expert.
- Balanced Curriculum Plan ensures full coverage of each writing genre and all processes and strategies.
- Assessment for learning practices utilised and identification of students Next Steps occurring school wide.
- Student's Reports identified how parents can help at home, to help improve student achievement.
- Data from testing was analysed to inform future teaching and learning.
- Use of weekly planning formats ensured students are ability grouped, which catered for individual learning needs and goals.
- Exemplars utilised in classrooms lessons in a range of genres.
- Teacher modelling evident in classrooms, to varying degrees.
- STEPS spelling and language programme utilised school wide.



2019 WRITING TARGET:	2019 WRITING GOALS:
<p>65% of all students will achieve at, above or well above their expected level within Writing.</p>	<p>In 2019 we will focus on accelerating the achievement of the following students within Writing: 42/98 students: 31 Males, 8 Maori and 23 NZ European/ 11 Females, 3 Maori and 8 NZ European. 2 Yr 2 students, 5 Yr 3 students, 6 Yr 4 students, 9 Yr 5 students, 8 Yr 6 students, 4 Yr 7 students, 8 Yr 8 students. We will monitor the Yr 4, 5, 6, 7 and 8 year groups.</p>
<p><b>REASON FOR TARGET:</b></p>	<p><b>WHAT WE WILL DO IN 2019:</b></p>
<p>(We will keep the same target)</p> <p>41% (50/120) of all students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>50% (14/28) of all Maori students achieved below or well below the expected curriculum level in 2018, however this was 66% in 2016, but above the 41% in 2017.</p> <p>38% (34/89) of all NZ/European students achieved below or well below the expected curriculum level in 2018.</p> <p>56% (37/66) of all Male students achieved below or well below the expected curriculum level in 2018.</p> <p>75% (6/8) of our Year 3 students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>56% (9/16) of all Year 4 students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>66% (8/12) of all Year 5 students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>40% (8/20) of all Year 7 students achieved below or well below the expected curriculum level in Writing in 2018.</p>	<p>Quality actions required in teaching, learning and assessment within Writing, using leadership capabilities within the school (Note – This is our main area of focus for 2019):</p> <ul style="list-style-type: none"> <li>• Ensure that teachers utilise the STEPS spelling and language programme for target and priority students.</li> <li>• Use data from testing and eAsTtle to inform planning and learning.</li> <li>• Utilise eAsTtle so that teachers, parents and the students understand their next learning steps.</li> <li>• Embed and sustain current good teaching practice and ensure use of teacher modelling books.</li> <li>• Ensure class timetables include daily writing times and planning is ability grouped, differentiated, covers all strategies and genres.</li> <li>• Continue to celebrate students' success within Writing during Assemblies and in Newsletters.</li> <li>• Ensure that students at all levels are constantly shown examples of good writing.</li> <li>• Teachers will be involved in the Waiuku Community of Learning with the focus being on improving student achievement within Writing through wellbeing initiatives.</li> <li>• Within School Lead Teacher and English Curriculum Leader will identify teachers next learning steps, and work alongside the Principal to plan and implement specific PLD. They will then monitor the progress of staff, giving feedback.</li> <li>• Develop a coaching / mentoring buddy system within the staff, where staff learn from each other, to assist the professional learning within this area.</li> <li>• New Entrant teacher to liaise with pre-enrolled parents and early education providers in regards to school readiness skills.</li> <li>• New Entrant teacher to ensure the local Pre School has at least 1 visit per term where pre-schoolers and their parents spend time in the NE room.</li> <li>• New Entrant teacher (with support of the Junior Team) to create a school readiness pack which includes skills required for successful literacy learning, and activities parents can do with their pre-schoolers.</li> <li>• Teachers to use Assessment for Learning and Visible Learning practices school wide.</li> <li>• Continue to use the school wide spelling programme and essential lists for home learning.</li> <li>• Teachers to identify a target and priority learning group within writing for the purpose of Teaching as Inquiry.</li> <li>• Work to strengthen the teacher's knowledge and skills of teaching of writing and moderation processes.</li> <li>• Further develop the modelling of writing, use of exemplars, lesson motivation school wide.</li> <li>• Seek new resources that will assist class programmes and learning.</li> <li>• Continue to apply for In Class Support for those students who demonstrate low literacy skills and are achieving well below expectation.</li> <li>• Utilise ICS funding to provide teacher aide support for those learners, and ensure class teachers provide the teacher aides with specific activities and learning goals for each student, and for each session.</li> </ul>



<p><b>2019 WRITING TARGET:</b></p> <p>65% of all students will achieve at, above or well above their expected level within Writing.</p>	<p><b>2019 WRITING GOALS:</b></p> <p>In 2019 we will focus on accelerating the achievement of the following students within Writing: 42/98 students: 31 Males, 8 Maori and 23 NZ European/11 Females, 3 Maori and 8 NZ European. 2 Yr 2 students, 5 Yr 3 students, 6 Yr 4 students, 9 Yr 5 students, 8 Yr 6 students, 4 Yr 7 students, 8 Yr 8 students. We will monitor the Yr 4, 5, 6, 7 and 8 year groups.</p>
<p><b>REASON FOR TARGET:</b></p> <p>(We will keep the same target)</p> <p>41% (50/120) of all students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>50% (14/28) of all Maori students achieved below or well below the expected curriculum level in 2018, however this was 66% in 2016, but above the 41% in 2017.</p> <p>38% (34/89) of all NZ/European students achieved below or well below the expected curriculum level in 2018.</p> <p>56% (37/66) of all Male students achieved below or well below the expected curriculum level in 2018.</p> <p>75% (6/8) of our Year 3 students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>56% (9/16) of all Year 4 students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>66% (8/12) of all Year 5 students achieved below or well below the expected curriculum level in Writing in 2018.</p> <p>40% (8/20) of all Year 7 students achieved below or well below the expected curriculum level in Writing in 2018.</p>	<p><b>WHAT WE WILL DO IN 2019:</b></p> <p>Quality actions required in teaching, learning and assessment within Writing, using leadership capabilities within the school (Note – This is our main area of focus for 2019):</p> <ul style="list-style-type: none"> <li>• Ensure that teachers utilise the STEPS spelling and language programme for target and priority students.</li> <li>• Use data from testing and eAsstle to inform planning and learning.</li> <li>• Utilise eAsstle so that teachers, parents and the students understand their next learning steps.</li> <li>• Embed and sustain current good teaching practice and ensure use of teacher modelling books.</li> <li>• Ensure class timetables include daily writing times and planning is ability grouped, differentiated, covers all strategies and genres.</li> <li>• Continue to celebrate students' success within Writing during Assemblies and in Newsletters.</li> <li>• Ensure that students at all levels are constantly shown examples of good writing.</li> <li>• Teachers will be involved in the Waikuku Community of Learning with the focus being on improving student achievement within Writing through wellbeing initiatives.</li> <li>• Within School Lead Teacher and English Curriculum Leader will identify teachers next learning steps, and work alongside the Principal to plan and implement specific PLD. They will then monitor the progress of staff, giving feedback.</li> <li>• Develop a coaching / mentoring buddy system within the staff, where staff learn from each other, to assist the professional learning within this area.</li> <li>• New Entrant teacher to liaise with pre-enrolled parents and early education providers in regards to school readiness skills.</li> <li>• New Entrant teacher to ensure the local Pre School has at least 1 visit per term where pre-schoolers and their parents spend time in the NE room.</li> <li>• New Entrant teacher (with support of the Junior Team) to create a school readiness pack which includes skills required for successful literacy learning, and activities parents can do with their pre-schoolers.</li> <li>• Teachers to use Assessment for Learning and Visible Learning practices school wide.</li> <li>• Continue to use the school wide spelling programme and essential lists for home learning.</li> <li>• Teachers to identify a target and priority learning group within writing for the purpose of Teaching as Inquiry.</li> <li>• Work to strengthen the teacher's knowledge and skills of teaching of writing and moderation processes.</li> <li>• Further develop the modelling of writing, use of exemplars, lesson motivation school wide.</li> <li>• Seek new resources that will assist class programmes and learning.</li> <li>• Continue to apply for In Class Support for those students who demonstrate low literacy skills and are achieving well below expectation.</li> <li>• Utilise ICS funding to provide teacher aide support for those learners, and ensure class teachers provide the teacher aides with specific activities and learning goals for each student, and for each session.</li> </ul>



## 2018 Awhitu District School End of Year Achievement Data Reading

### 2018 EOY School Data for Reading

Date: 1/12/2018  
 Number: 1214  
 Name: Awhitu District School

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	9	7.4%	20	16.6%	56	47%	43	29%	120
Māori	3	10%	4	14%	18	64%	3	10%	28
Pasifika	0		0		2	50%	2	50%	4
Asian	0		0		0		0		0
European/Pākehā/ Other European	6	6.8%	16	18.1%	36	40.0%	30	34.0%	88
Male	5	7%	14	21%	34	51%	13	19%	66
Female	4	7%	6	11%	22	40%	22	40%	54
Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0	12.5%	2	75.0%	3		4	12.5%	9
After 2 years at school	1		3	33.3%	8		4	66.7%	16
After 3 years at school	1	12.5%	3	37.5%	2	25%	2	25%	8
End of Year 4	3	18.7%	3	18.7%	9	56%	1	16%	16
End of Year 5	0		2	16.6%	5	41.6%	5	41.6%	12
End of Year 6	2	11.7%	1	5%	6	35.2%	8	47%	17
End of Year 7	2		3	15%	11	55%	4	20%	20
End of Year 8	0		3	13.6%	12	54.5%	7	31.8%	22



### **2018 READING ACHIEVEMENT TARGET:**

75%(90/120) of all students will achieve at or above the expected curriculum level in Reading by the end of 2018.

### **REVIEW OF 2018 READING TARGET:**

75% (91/120) of students achieved at or above the expected curriculum level, an increase of 3% to the result in 2017.

### **ETHNICITY STRENGTHS:**

75% (21/28) of all Maori students achieved at or above the expected curriculum level, a notable increase from 2016, but 7% less than 2017.

100% (4/4) of all Pasifika students achieved at or above the expected curriculum level, well above the 71% of 2017

75% (66/88) of all NZ/European students achieved at or above the expected curriculum level, 5% above the 69% in 2017..

### **GENDER STRENGTHS:**

81% (44/54) of all female students are achieving at or above the expected curriculum level, 6% above the 75% in 2017.

71% (47/66) of all male students are achieving at or above the expected curriculum level, 2% above the 69% in 2017.

### **YEAR LEVEL STRENGTHS**

77% (7/9) of Year 1 students achieved at or above the expected curriculum level.

75% (12/16) of Year 2 students achieved at or above the expected curriculum level.

83% (10/12) of Year 5 students achieved at or above the expected curriculum level.

82% (14/17) of Year 6 students achieved at or above the expected curriculum level.

75% (15/20) of Year 7 students achieved at or above the expected curriculum level.

86% (19/22) of Year 8 students achieved at or above the expected curriculum level.

### **WHAT WE DID IN 2018:**

- Literacy Progressions are utilised in most classrooms and Reading Pathways are visible in all classrooms.
- A range of age/level appropriate testing was carried out school wide.
- Teachers used a range of assessment tools to identify students' strengths and areas for development.
- Teachers continuously seek new resources for follow up activities.
- Home reading is encouraged at all levels to increase reading mileage.
- Reading books cover a wide range of interests, cultures, and genres.
- Class reading programmes are differentiated, ability grouped and meet student's individual needs.
- Cross grouping across classrooms happens if necessary to meet student's individual learning needs.
- Assessment for learning practices utilised and identification of students Next Steps occurring school wide.
- Student's Reports identified how parents can help at home, in order to help improve student achievement
- Goal setting evening and Goal setting sheets utilised school wide.
- Data from testing was analysed to inform future teaching and learning. It is also used by the students to set, understand and evaluate reading goals.





<p><b>2019 READING TARGET:</b></p> <p>75% of all students will achieve at, above or well above their chronological age in reading.</p> <p><b>REASON FOR TARGET:</b></p> <p>(we will keep the same target)</p>	<p><b>2019 READING GOALS:</b></p> <p>In 2019 we will focus on accelerating the achievement of the following students within Reading: 26/98 students: 17 Males, 2 Maori and 15 NZ European/ 9 Females, 3 Maori and 6 NZ European 2 Yr 2 students, 4 Yr 3 students, 4 Yr 4 students, 6 Yr 5 students, 2 Yr 6 students, 3 Yr 7 students, 5 Yr 8 students</p> <p><b>WHAT WE WILL DO IN 2019:</b></p> <p>Quality actions required in teaching, learning and assessment within Reading, using leadership capabilities within the school:</p> <ul style="list-style-type: none"> <li>• Continue Assessment for Learning and Visible Learning Practices into classrooms school wide.</li> <li>• Continue to use assessment data to inform teacher planning and teaching direction, and evaluate the assessment tools used to ensure they are able to provide such information.</li> <li>• Implement the use of NZCER, where data is evaluated for the use of the teacher, student and parent.</li> <li>• Utilise the STEPS online language programme school wide.</li> <li>• Use comparative data to ensure the planning and programmes are affecting learning through improved student achievement.</li> <li>• Continue to invest in new and motivational reading material for younger students and male students.</li> <li>• Support the development of teaching within the Junior School with professional development for the teachers, and ensure examples of good practice are observed, within and outside of school.</li> <li>• Ensure that Reading is taught on a regular basis within every classroom for the required time each day.</li> <li>• Ensure that all teacher planning is differentiated and students are ability grouped, cross grouping through classes where necessary.</li> <li>• Ensure that the teachers display and utilise the literacy progressions within their planning and teaching, and plan lessons with follow up activities that develop students next learning steps from those progressions.</li> </ul>
<p>28% (19/66) of Male students achieved below or well below the expected curriculum level in 2018.</p> <p>50% (4/8) of Year 3 students achieved below or well below the expected curriculum level in 2018.</p> <p>37% (6/16) of Year 4 students achieved below or well below the expected curriculum level in 2018.</p> <p>25% (3/12) of Year 8 students achieved below or well below the expected curriculum level in 2018.</p>	



<p><b>2019 READING TARGET:</b></p>	<p><b>2019 READING GOALS:</b></p>
<p>75% of all students will achieve at, above or well above their chronological age in reading.</p> <p><b>REASON FOR TARGET:</b></p> <p>(we will keep the same target)</p>	<p>In 2019 we will focus on accelerating the achievement of the following students within Reading: 26/98 students: 17 Males, 2 Maori and 15 NZ European/ 9 Females, 3 Maori and 6 NZ European 2 Yr 2 students, 4 Yr 3 students, 4 Yr 4 students, 6 Yr 5 students, 2 Yr 6 students, 3 Yr 7 students, 5 Yr 8 students</p> <p><b>WHAT WE WILL DO IN 2019:</b></p>
<p>28% (19/66) of Male students achieved below or well below the expected curriculum level in 2018.</p>	<p>Quality actions required in teaching, learning and assessment within Reading, using leadership capabilities within the school:</p> <ul style="list-style-type: none"> <li>• Continue Assessment for Learning and Visible Learning Practices into classrooms school wide.</li> <li>• Continue to use assessment data to inform teacher planning and teaching direction, and evaluate the assessment tools used to ensure they are able to provide such information.</li> <li>• Implement the use of NZCER, where data is evaluated for the use of the teacher, student and parent.</li> <li>• Utilise the STEPS online language programme school wide.</li> <li>• Use comparative data to ensure the planning and programmes are affecting learning through improved student achievement.</li> <li>• Continue to invest in new and motivational reading material for younger students and male students.</li> <li>• Support the development of teaching of reading within the Junior School with professional development for the teachers, and ensure examples of good practice are observed, within and outside of school.</li> <li>• Ensure that Reading is taught on a regular basis within every classroom for the required time each day.</li> <li>• Ensure that all teacher planning is differentiated and students are ability grouped, cross grouping through classes where necessary.</li> <li>• Ensure that the teachers display and utilise the literacy progressions within their planning and teaching, and plan lessons with follow up activities that develop students next learning steps from those progressions.</li> </ul>
<p>50% (4/8) of Year 3 students achieved below or well below the expected curriculum level in 2018.</p>	
<p>37% (6/16) of Year 4 students achieved below or well below the expected curriculum level in 2018.</p>	
<p>25% (3/22) of Year 8 students achieved below or well below the expected curriculum level in 2018.</p>	



## 2018 Awhitu District School End of Year Achievement Data Maths

### 2018 EOY School Data for Maths

Date: 1/12/2018  
 Number: 1214  
 Name: Awhitu District School

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	10	8.3%	31	25.8%	64	53.3%	15	12.5%	120
Māori	3	10.7%	9	32.1%	13	46.4%	3	10.7%	28
Pasifika	0		0		3	75%	1	25%	4
Asian	0		0		0		0		0
European/Pākehā/ Other European	7	7.9%	22	25%	48	54.5%	11	12.5%	88
Male	5	7.5%	18	27.2%	35	53.0%	8	12.1%	66
Female	5	5.8%	13	30.8%	29	48.1%	7	15.4%	54
Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		1	11.1%	8	88.9%	0		9
After 2 years at school	1	6.2%	1	6.2%	13	81.2%	1	6.2%	16
After 3 years at school	0		3	37.5%	4	50.0%	1	12.5%	8
End of Year 4	6	37.5%	3	18.7%	5	31.2%	2	12.5%	16
End of Year 5	1	8.3%	4	33.3%	6	50%	1	8.3%	12
End of Year 6	0		5	29.4%	9	52.9%	3	17.6%	17
End of Year 7	0		10	50.0%	6	30.0%	4	20.0%	20
End of Year 8	2	9.0%	4	18.1%	13	59.0%	3	13.6%	22



### 2018 MATHEMATICS ACHIEVEMENT TARGET:

65% (79/120) of all students will achieve at or above the expected curriculum level in Mathematics

### REVIEW OF 2018 MATHEMATICS TARGET:

53% (64/120) of students achieved at or above the expected curriculum level, significantly lower than the 64% in 2017.

### ETHNICITY STRENGTHS:

100% (4/4) of Pasifika students achieved at or above the expected curriculum level, an increase of 29% from 2017.

57% (16/28) of all Maori students achieved at or above the expected curriculum level, an increase from 53% in 2016.

67% (59/88) of all NZ Pakeha/European are achieving at or above the expected curriculum level, an increase from 64% in 2017.

### GENDER STRENGTHS:

65% (43/66) of all male students achieved at or above the expected curriculum level in Mathematics, similar to 2017.

66% (36/54) of all female students achieved at or above the c in Mathematics, similar to 2017.

### YEAR LEVEL STRENGTHS:

89% (8/9) of Year 1 students achieved at or above the expected curriculum level in Mathematics.

87% (14/16) of Year 2 students achieved at or above the expected curriculum level in Mathematics.

71% (12/17) of Year 6 students achieved at or above the expected curriculum level in Mathematics.

72% (16/22) of Year 8 students achieved at or above the expected curriculum level in Mathematics.


### WHAT WE DID IN 2018:

- Use of Mathematics (Online Math Programme) school wide, with awards presented for effort and achievement at EOY Prize Giving.
- Use of a Balanced Curriculum Plan to ensure coverage of Mathematics topics school wide – planned collaboratively.
- Use of weekly planning formats that ensure students are ability grouped, with relative appropriate intentions, catering for individual needs
- Implementation of Assessment and Evaluation Overview school wide, identifying a range of testing that was undertaken at each Year level.
- Data from testing was analysed to inform future teaching and learning.
- Utilisation of specific testing for each Year level within Mathematics, that informs teaching and learning
- Assessment for learning practices utilised, including identification of students Next Steps, shared with parents.
- Visible Learning strategies used in some classrooms.
- Student's Reports identified how parents can help at home, to help improve student achievement.
- A range of mathematical equipment available for teachers and students.





<p><b>2019 MATHEMATICS TARGET:</b></p> <p>65% of all students will achieve at, above or well above their expected level in Mathematics.</p>	<p><b>2019 GOALS:</b></p> <p>In 2019 we will focus on accelerating the achievement of the following students within Mathematics: 35/98 students: 20 Males, 5 Maori and 15 NZ European/15 Female, 5 Maori and 10 NZ European. 1 Yr 2 student, 2 Yr 3 students, 3 Yr 4 students, 9 Yr 5 students, 5 Yr 6 students, 5 Yr 7 students and 10 Yr 8 students. We will monitor the Yr 5,6,7 and 8 year groups.</p>
<p><b>REASON FOR TARGET:</b></p> <p>(we will keep the same target)</p> <p>37% (3/8) of Year 3 students achieved below or well below the expected curriculum level in Mathematics in 2018.</p> <p>56% (9/16) of Year 4 students achieved below or well below the expected curriculum level in Mathematics in 2018.</p> <p>42% (5/12) of Year 5 students achieved below or well below the expected curriculum level in Mathematics in 2018.</p> <p>50% (10/20) of Year 7 students achieved below or well below the expected curriculum level in Mathematics in 2017.</p>	<p><b>WHAT WE WILL DO IN 2019:</b></p> <p>Quality actions required in teaching, learning and assessment within Mathematics, using leadership capabilities within the school:</p> <ul style="list-style-type: none"> <li>• Use data from a range of level appropriate testing, to inform planning and teaching.</li> <li>• Use GLOSS and JAM to inform teaching practice.</li> <li>• Embed and sustain current good teaching practice.</li> <li>• Provide Professional Learning and Development for Staff, especially to assist programmes within the Junior School.</li> <li>• Develop an outline of what a quality Mathematics lesson looks like at Awhitu School.</li> <li>• Ensure there are regular and structured Mathematics lessons within class timetables. This must be daily in the Junior School.</li> <li>• Continue to ensure planning shows allowances for differentiated learning and students will be ability grouped within Math.</li> <li>• Cross Group with other classes if necessary/appropriate, to meet the individual needs of the students.</li> <li>• Investigate the use of Maths Buddy in place of Mathematics.</li> <li>• Develop a coaching / mentoring buddy system within the staff, where staff learn from each other, to assist the professional learning within this area.</li> <li>• New Entrant teacher to liaise with pre-enrolled parents and early education providers in regards to school readiness skills.</li> <li>• New Entrant teacher to ensure the local Pre School has at least 1 visit per term where pre-schoolers and their parents spend time in the NE room</li> <li>• New Entrant teacher (with support of the Junior Team) to create a school readiness pack which includes skills required for successful numeracy learning, and activities parents can do with their pre-schoolers.</li> <li>• Ensure the use of Assessment for learning and Visible Learning practices school wide.</li> <li>• Continue to celebrate students' success within Mathematics during assemblies through school reward systems.</li> <li>• Continue to apply for In Class Support for those students who demonstrate low numeracy skills and are achieving well below expectation.</li> <li>• Utilise ICS funding to provide teacher aide support for those learners, and ensure class teachers provide the teacher aides with specific activities and learning goals for each student, and for each session.</li> <li>• Seek new resources that will assist class programmes and learning.</li> </ul>

Goal/Task	Who	Time	Resourcing	Expected Outcome/ SMART Goal	Self-Review/Actual Outcome
					



**2019 MATHEMATICS TARGET:**

55% of all students will achieve at, above or well above their expected level in Mathematics.

**REASON FOR TARGET:**

(we will keep the same target)

37% (3/8) of Year 3 students achieved below or well below the expected curriculum level in Mathematics in 2018.

56% (9/16) of Year 4 students achieved below or well below the expected curriculum level in Mathematics in 2018.

42% (5/12) of Year 5 students achieved below or well below the expected curriculum level in Mathematics in 2018.

50% (10/20) of Year 7 students achieved below or well below the expected curriculum level in Mathematics in 2017.

**2019 GOALS:**

In 2019 we will focus on accelerating the achievement of the following students within Mathematics: 35/98 students: 20 Males, 5 Maori and 15 NZ European/15 Female, 5 Maori and 10 NZ European.

1 Yr 2 student, 2 Yr 3 students, 3 Yr 4 students, 9 Yr 5 students, 5 Yr 6 students, 5 Yr 7 students and 10 Yr 8 students. We will monitor the Yr 5,6,7 and 8 year groups.

**WHAT WE WILL DO IN 2019:**

Quality actions required in teaching, learning and assessment within Mathematics, using leadership capabilities within the school:

- Use data from a range of level appropriate testing, to inform planning and teaching.
- Use Gloss and JAM to inform teaching practice.
- Embed and sustain current good teaching practice.
- Provide Professional Learning and Development for Staff, especially to assist programmes within the Junior School.
- Develop an outline of what a quality Mathematics lesson looks like at Awahitu School.
- Ensure there are regular and structured Mathematics lessons within class timetables. This must be daily in the Junior School.
- Continue to ensure planning shows allowances for differentiated learning and students will be ability grouped within Math.
- Cross Group with other classes if necessary/appropriate, to meet the individual needs of the students.
- Investigate the use of Maths Buddy in place of Mathematics.
- Develop a coaching / mentoring buddy system within the staff, where staff learn from each other, to assist the professional learning within this area.
- New Entrant teacher to liaise with pre-enrolled parents and early education providers in regards to school readiness skills.
- New Entrant teacher to ensure the local Pre School has at least 1 visit per term where pre-schoolers and their parents spend time in the NE room.
- New Entrant teacher (with support of the Junior Team) to create a school readiness pack which includes skills required for successful numeracy learning, and activities parents can do with their pre-schoolers.
- Ensure the use of Assessment for learning and Visible Learning practices school wide.
- Continue to celebrate students' success within Mathematics during assemblies through school reward systems.
- Continue to apply for In Class Support for those students who demonstrate low numeracy skills and are achieving well below expectation.
- Utilise ICS funding to provide teacher aide support for those learners, and ensure class teachers provide the teacher aides with specific activities and learning goals for each student, and for each session.
- Seek new resources that will assist class programmes and learning.

Goal/Task	Who	Time	Resourcing	Expected Outcome/ SMART Goal	Self-Review/Actual Outcome
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