



## 2018 MCS Annual Student Targets

BOT approved 20.02.18

### Reading - Strategic Aim:

**SA2. Provide opportunities for students to be confident in using words and numbers**

**SA3. Recognise and celebrate diversity**

#### **Annual Plan Goal:**

2.1 To accurately use OTJ's to inform student curriculum levels. These will be used effectively to support the improvement in student outcomes.

2.4 To use targeted Learning Support to provide for students who have identified learning needs i.e. ELL, Special Education (ORS), G&T and remedial students.

3.3 To cater for the needs of Gifted and Talented students.

#### **2018 Reading Targets (226 students as at 9.02.18):**

1. **80% of ALL students to be At or Above their reading learning progression.**  
(Currently 60.8% achieving At or Above their reading learning progression)
2. **75% of all Maori students to be At or Above their reading learning progression.**  
(Currently 40.7% achieving At or Above their reading learning progression)
3. **75% of all Pasifika students At or Above their reading learning progression.**  
(Currently 48.1% achieving At or Above their reading learning progression)
4. **80% of all Year 6 cohort students to be At or Above their reading learning progression.**  
(Currently 60.5% achieving At or Above their reading learning progression)

#### **Reading Baseline data EOY 2017: 209 students**

**All Years:** 60.8% of students are achieving AT or ABOVE the expected Reading standard.

**Maori students:** 40.7% of students are achieving AT or ABOVE the expected Reading standard.

**Pasifika:** 48.1% of students are achieving AT or ABOVE the expected Reading standard.

**Chart 1: 2016 and 2017 OTJ Reading Comparison**

	Reading					Well Below					
	All	Maori	Pasifika	Asian	NZ Euro		All	Maori	Pasifika	Asian	NZ Euro
2017	25.20%	29.60%	44.40%	26.50%	17.1	2017	14.00%	29.60%	7.40%	13.20%	7.90%
2016	34%	44.4%	37.1%	46.4%	20.2%	2016	10.8%	18.5%	11.4%	10.1%	10.6%

Key: **Improved** **Maintained** **Regressed** *Included in data 17 New students and 22 Leavers*

- Accelerate the students 66/209 (31.5%) who were achieving Below the NS in 2016 to At the Standard by the end of 2017. Reduced to 25.2% **(13 students)**
- Accelerate the Maori Students 9/24 (37.5%) who were achieving Below the NS in 2016 to At the Standard by the end of 2017. Reduced to 29.6% **(2 students)**

### Writing - Strategic Aim:

**SA2. Provide opportunities for students to be confident in using words and numbers**

### SA3. Recognise and celebrate diversity

#### Annual Plan Goal:

- 2.1 To accurately use OTJ's to inform student curriculum levels. These will be used effectively to support the improvement in student outcomes.
- 2.4 To use targeted Learning Support to provide for students who have identified learning needs i.e. ELL, Special Education (ORS), G&T and remedial students.
- 3.3 To cater for the needs of Gifted and Talented students.

#### 2018 Writing Targets (226 students as at 9.02.18):

1. **75% of ALL students to be At or Above for e-asTTLe writing year expectations.**  
(Currently 36.4% achieving At or Above for e-asTTLe writing year expectations)
2. **75% of all Maori students At or Above for e-asTTLe writing year expectations.**  
(Currently 11.1% achieving At or Above for e-asTTLe writing year expectations)
3. **75% of all Pasifika students At or Above for e-asTTLe writing year expectations.**  
(Currently 22.2% achieving At or Above for e-asTTLe writing year expectations)
4. **75% of all Year 6 cohort students to be At or Above for e-asTTLe writing year expectations.**  
(Currently 26.3% achieving At or Above for e-asTTLe writing year expectations)

#### Writing Baseline data EOY 2017: 209 Students

**All Years:** 36.4% of students are achieving AT or ABOVE the expected writing progression standard.

**Maori students:** 11.1% of students are achieving AT or ABOVE the expected writing progression standard.

**Pasifika:** 22.2% of students are achieving AT or ABOVE the expected writing progression standard.

#### **Chart 2: 2016 and 2017 Writing OTJ Comparison**

	Writing						Writing					Well Below	
	All	Maori	Pasifika	Asian	NZ Euro		All	Maori	Pasifika	Asian	NZ Euro		
2017	48.10%	55.60%	66.70%	55.9%	34.2%		2017	15.40%	33.30%	11.10%	13.2%	9.2%	
2016	39.8%	44.4%	56.8%	52.2%	29.8%		2016	11.6%	29.6%	17.1%	8.7%	8.5%	

Key: **Improved** **Maintained** **Regressed** *Included in data 17 New students and 22 Leavers*

- Accelerate the students 80/209 (38.2%) who were achieving Below the NS in 2016 to At the Standard by the end of 2017.
- Accelerate the Maori students 6/25 (24%) who were achieving Well Below the NS in 2016 to Below the NS by the end of 2017.
- Accelerate the students who were achieving Below the NS for Writing in Year 5 20/32 (62.5%) to At the Standard by the end of 2017. Reduced from 62.4% to 46.7% (5 students)

#### Mathematics - Strategic Aim:

**SA2. Provide opportunities for students to be confident in using words and numbers**

**SA3. Recognise and celebrate diversity**

### Annual Plan Goal:

- 2.1 To accurately use OTJ's to inform student curriculum levels. These will be used effectively to support the improvement in student outcomes.
- 2.4 To use targeted Learning Support to provide for students who have identified learning needs i.e. ELL, Special Education (ORS), G&T and remedial students.
- 2.5 To embed Mathletics to improve student mathematical skills and understanding and allow for greater student directed learning for years 1-6.
- 3.3 To cater for the needs of Gifted and Talented students.

### 2018 Mathematics Targets (226 students as at 9.02.18):

1. **80% of ALL students to be At or Above for mathematical year stage expectations.**  
(Currently 58.9% achieving At or Above for mathematical year stage expectations)
2. **75% of all Maori students At or Above for mathematical year stage expectations.**  
(Currently 48.1% achieving At or Above for mathematical year stage expectations)
3. **75% of all Pasifika students At or Above for mathematical year stage expectations.**  
(Currently 29.6% achieving At or Above for mathematical year stage expectations)
4. **80% of all Year 6 cohort students to be At or Above for mathematical year stage expectations.**  
(Currently 52.7% achieving At or Above for mathematical year stage expectations)

### Mathematics Baseline data EOY 2017: 209 students

**All Years:** 58.9% of students are achieving AT or ABOVE the expected maths standard.

**Maori students:** 48.1% of students are achieving AT or ABOVE the expected maths standard.

**Pasifika:** 29.6% of students are achieving AT or ABOVE the expected maths standard.

**Chart 3: 2016 and 2017 Maths OTJ Comparison**

	Maths						Maths					Well Below	
	All	Maori	Pasifika	Asian	NZ Euro		All	Maori	Pasifika	Asian	NZ Euro		
2017	25.70%	18.50%	51.90%	27.9%	13.2%	2017	15.40%	33.30%	18.50%	11.8%	9.2%		
2016	36.5%	55.6%	51.4%	30.4%	28.7%	2016	8.3%	18.5%	11.4%	4.3%	8.5%		

Key: **Improved** **Maintained** **Regressed** *Included in data 17 New students and 22 Leavers*

- Accelerate the students 57/209 (27%) who were achieving Below the NS in 2016 to At the Standard by the end of 2017. Reduced to 25.7% (3 students).
- Accelerate the Maori students 9/21 (42.8%) who were achieving Below the NS in 2016 to At the Standard by the end of 2017. Reduced to 18.5% (5 students).

### 2018 MCS Strategic and Implementation Measures to Raise Student Achievement

- All measures centred from the **School Charter, Annual Plan and Action Plan**
- Early identification of students with learning needs and interventions for learning support by the class teacher
- Regular contact with parents, teachers and students to assist student learning (Meet the Teacher, 3 way conferences, Goal setting, parent interviews of assessment)

results - strengths, weaknesses and NLS)

- Student interest (Soft data) and strengths and weaknesses - Involvement of parents, teacher and student to set goals and identify learning needs and how these will be met
- Greater awareness of learners - sharing a document for all staff, so that all staff know our priority learners, who is supporting them and what learning programmes the students are involved in
- Termly teacher observation of teaching and learning programmes, weekly team meetings around student progress and best practice, teachers sitting with team leaders once a term to discuss student progress and interventions
- Better communication with all staff across the school and explicit conversations around student learning in PLD: what is working well, good practice and how to improve teaching and learning programmes
- Tracking of target students 3-4 per class in maths
- Tracking by class teacher target student groups in reading and writing
- Learning Support team assigning learning support to assist student learning. Meetings regularly and discussing students
- Standardised assessments used to improve teaching and learning programmes
- Student buy-in and development of a student led curriculum
- Teacher inquiry and PAC observations to improve teaching and learning programme
- Teacher inquiry is linked to a robust appraisal process
- Maths Centralised PLD and looking at teacher inquiry and target students
- Soft data - Student interests Involvement of parents and the teacher
- Robust Assessment programme and using student data to inform practice. Time schedule for the year of formal, informal and teacher observation, portfolios & conversations
- Intervention programmes: ESOL, STEPS, Rainbow Reading, Reading Recovery, inclusive interventions with TA support
- Development of a MAP (Maori Action Plan) & PEP (Pasifika Education Plan) during Term 2, 3 and 4 with staff and parent collaboration events. This is linked into the Charter, Annual Plan and Action Plan
- Staff School-wide PLD in reading, writing and mathematics and moderation in assessments: GLOSS, Ikan, JAMS, Running Records, and e-asTTLe Writing
- Development of accurate OTJ's for students against curriculum levels through moderation, termly discussion with teachers - pupil progress meeting.
- Early identification of Gifted and Talented students. Extension programmes to support and extend student learning.
- Termly data review by school leadership and principal reports to the BOT tracking on 2018 targets and progress to achieve them
- Leadership team meeting termly with class teachers to moderate school data