



2019 MCS Annual Student Targets

26.11.18 Teacher and Leadership consultation and target confirmation, BOT Dec 2018 and January 2019

ERO asked for words instead of numbers and % Ratified 29 January 2019

12.02.19 Leadership work and Ratified 19.02.19 by BOT

Discussion with leadership, the BOT and MOE & SAF will look at words to either replace numbers of students and percents or WORDS will be added to the target. The issue is we want something measurable ie numbers or percents to reach our target not just this year but longitudinally to look back at the results and see our progress.

ERO like the cohort specialist targets and ethnicities.

ERO felt we need to increase the expectations for Maori and Pasifika in our targets as these are low. However, it was discussed that the targets are an increase from previous years but not too aspirational otherwise we want achieve them ie. Writing Maori achieving at or above 35.4% in 2018. Target is 50% in 2019. ERO would like all Maori to attain this and why should their target be lower than other ethnicities. This was discussed as the targets were out of reach last year although 50% of our target group made accelerated progress.

Words to use suggested by ERO:

Most students ...

Some students ...

A large majority ...

A small majority ...

These words were also linked to percentages that the ERO spoke about 'Majority' (80%) which is somewhat ironic. Suggestion is at the Wednesday 13 Feb meeting with Judy (SAF) and Gina (MOE) to focus on this and get it right before presenting back to the BOT on Tuesday 19 Feb meeting.

[Original Targets 29.01.19](#)



2019 MCS Annual Student Targets

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.

2019 Reading Targets: Based on 255 roll (245 students as at 1.03.19 not including 10 ORS):

Majority (183 students: 75%) to be At or Above their reading learning progression.

2018: 151 (67.1%) achieving At or Above their reading learning progression

Majority (23 students: 75%) of all Maori students to be At or Above their reading learning progression.

2018: 18 (48.3%) achieving At or Above their reading learning progression

Majority (12 students: 75%) of all Pasifika students At or Above their reading learning progression.

2018: 10 (50%) achieving At or Above their reading learning progression

Majority (34 students: 80%) of all Year 6 cohort students to be At or Above their reading learning progression.

2018: 31 (77.5%) achieving At or Above their reading learning progression

Majority (26 students: 75%) of all Year 5 cohort students to be At or Above their reading learning progression.

2018: 21 (61.7%) achieving At or Above their reading learning progression

Reading Baseline data EOY 2018: 225 No ORS (10) or students under 25 weeks (20) included

Chart 1: 2016 - 2018 OTJ Reading Comparison (%)

	Reading						Well B %				
	All	Maori	Pasifika	Asian	NZ Euro		All	Maori	Pasifika	Asian	NZ Euro
2018	30.4	38.4	45	35	15.2	2018	7.9	12.8	20	4.2	4.2
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 data 17 New students and 22 Leavers*



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.

2019 Writing Targets: Based on 255 roll (245 students as at 1.03.19 not including 10 ORS):

Majority (184 students: 75%) to be At or Above for e-asTTLe writing year expectations.

2018 EOY: 135 (58.6%) achieving At or Above for e-asTTLe writing year expectations

Majority (23 students: 75%) of all Maori students At or Above for e-asTTLe writing year expectations.

2018 EOY: 14 (35.4%) achieving At or Above for e-asTTLe writing year expectations

Majority (12 students: 75%) of all Pasifika students At or Above for e-asTTLe writing year expectations.

2018 EOY: 7 (34.6%) achieving At or Above for e-asTTLe writing year expectations

Majority (32 students: 75%) of all Year 6 cohort students to be At or Above for e-asTTLe writing year expectations.

2018 EOY: 26 (65%) achieving At or Above for e-asTTLe writing year expectations

Majority (26 students: 75%) of all Year 5 cohort students to be At or Above for e-asTTLe writing year expectations.

2018 EOY: 17 (50%) achieving At or Above their reading learning progression

Writing Baseline data EOY 2018: 225 No ORS (10) or students under 25 weeks (20) included

Chart 2: 2016 - 2018 Writing OTJ Comparison

	Writing						Well B				
	All	Maori	Pasifika	Asian	NZ Euro		All	Maori	Pasifika	Asian	NZ Euro
2018	34.4	43.5	65	36.6	16.6	2018	9.6	12.8	20	5.6	8.3
8											
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	49.3	52.2	29.8	2016	11.6	29.6	17.1	8.7	8.5

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



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 Mathematics 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.

2019 Mathematics Targets: Based on 255 roll (245 students as at 1.03.19 not including 10ORS): Large majority (208 students: 85%) to be At or Above for mathematical year stage expectations.

2018 EOY: 177 (78.6%) achieving At or Above for mathematical year stage expectations)

Majority (24 students: 75%) of all Maori students At or Above for mathematical year stage expectations.

2018 EOY: 21 (54.8%) achieving At or Above for mathematical year stage expectations

Majority (12 students: 75%) of all Pasifika students At or Above for mathematical year stage expectations.

2018 EOY: 8 (42.3%) achieving At or Above for mathematical year stage expectations

Majority (34 students: 80%) of all Year 6 cohort students to be At or Above for mathematical year stage expectations.

2018 EOY: 30 (75%) achieving At or Above for mathematical year stage expectations

Majority (27 students: 80%) of all Year 5 cohort students to be At or Above for mathematical year stage expectations.

2018 EOY: 23 (67.7%) achieving At or Above for mathematical year stage expectations

Mathematics Baseline data EOY 2018: 225 students No ORS (10) or students under 25 weeks (20) included

Chart 3: 2016 - 2018 Maths OTJ Comparison (%)

	Maths						Well B				
	All	Maori	Pasifika	Asian	NZ Euro		All	Maori	Pasifika	Asian	NZ Euro
2018	23.7	30.7	50	25.3	8.3	2018	8.8	12.8	20	4.2	6.9
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 data 17 New students and 22 Leavers



2019 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. Reviewed at weekly admin meetings
- PAC built into appraisals and PLD during staff PLD on Wednesdays.
- 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 (2nd year) 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 mileage, inclusive interventions with TA support
- Development of a MAP (Maori Action Plan) & PEP (Pasifika Education Plan) during Terms 1-4 with BOT, 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, JAM, Learning Progression Framework, 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 2019 targets and progress to achieve them. Reporting these back to class teachers and completing internal evaluation
- Leadership team meeting termly with class teachers to moderate school data
- Use of TA's to support intervention programmes targeting student needs