


Mokoia Intermediate School

Analysis of Variance

Achievement Data End 2020





School Name:	Mokoia Intermediate	School Number	1832
Strategic Aim:	1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy. 1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.		
Annual Aim:	1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy. 1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.		
Target:	90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ. 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.		
Baseline Data:	See below.		

Analysis of Variance - Achievement Data End 2020

Mokoia Intermediate School

Students with Assessments in Both.

Mathematics Curric Level OTJ (1) Beg 2020

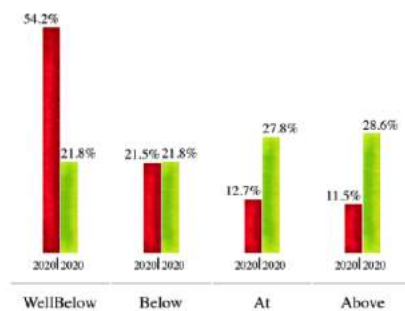
Annemarie Hyde - DP Whole School 2020

10375	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	2% (4)	22% (37)	20% (34)	10% (17)	25% (42)	7% (12)	7% (11)	4% (7)	1% (2)			55% (92)	25% (42)	7% (12)	12% (20)	166
Y8			7% (12)	21% (35)	23% (38)	15% (25)	22% (36)	4% (7)	6% (10)			52% (85)	15% (25)	22% (36)	11% (18)	94
Totals	1.5% 4	14.2% 37	15.8% 41	14.2% 37	24.6% 64	10% 26	12.3% 32	4.2% 11	3.1% 8			54.2% 141	21.5% 56	12.7% 33	11.5% 30	260

Mathematics Curric Level OTJ (3) End 2020

Annemarie Hyde - DP Whole School 2020

10372	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	3% (4)	5% (8)	13% (20)	26% (41)	24% (38)	12% (19)	8% (12)	9% (14)			22% (34)	26% (41)	24% (38)	28% (45)	158
Y8			3% (5)	5% (8)	14% (22)	15% (23)	34% (53)	11% (17)	17% (27)	1% (2)		22% (34)	15% (23)	34% (53)	29% (45)	94
Totals	0.8% 2	1.6% 4	4.4% 11	9.9% 25	21.4% 54	20.6% 52	20.2% 51	8.7% 22	11.9% 30	0.4% 1		21.8% 55	21.8% 55	27.8% 70	28.6% 72	252



Key:
■ Mathematics Curric Level OTJ (1) Beg 2020
■ Mathematics Curric Level OTJ (3) End 2020

Focus:
 Targets:
 Outcomes: Target - 90% of all students will make at least 1 year's progress in Literacy and Numeracy.
 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.
 77% of students made at least one year's progress in Mathematics.

Update @ Risk

Mokoia Intermediate School

Students with Assessments in Both.

Mathematics Curric Level OTJ (1)Beg2020

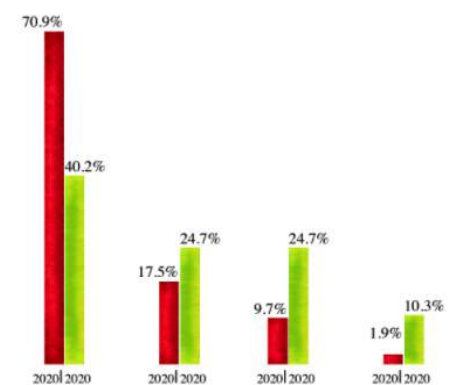
Admin NZ Maori (ethnic 1) 2020

10375	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	4% (3)	29% (20)	24% (17)	10% (7)	23% (16)	7% (5)	1% (1)	1% (1)				67% (47)	23% (16)	7% (5)	3% (2)	70
Y8			15% (5)	33% (11)	30% (10)	6% (2)	15% (5)					79% (26)	6% (2)	15% (5)		33
Totals	2.9% 3	19.4% 20	21.4% 22	17.5% 18	25.2% 26	6.8% 7	5.8% 6	1% 1				70.9% 73	17.5% 18	9.7% 10	1.9% 2	103

Mathematics Curric Level OTJ (3)End2020

Admin NZ Maori (ethnic 1) 2020

10372	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	3% (2)	6% (4)	23% (15)	30% (19)	22% (14)	8% (5)	2% (1)	3% (2)			36% (23)	30% (19)	22% (14)	13% (8)	64
Y8			9% (3)	12% (4)	27% (9)	15% (5)	30% (10)	3% (1)	3% (1)			48% (16)	15% (5)	30% (10)	6% (2)	33
Totals	2.1% 2	2.1% 2	7.2% 7	19.6% 19	28.9% 28	19.6% 19	15.5% 15	2.1% 2	3.1% 3			40.2% 39	24.7% 24	24.7% 24	10.3% 10	97



WellBelow Below At Above

Key:

- Mathematics Curric Level OTJ (1)Beg 2020
- Mathematics Curric Level OTJ (3)End 2020

Focus:

Targets:

Outcomes:

Target -

90% of all students will make at least 1 year's progress in Literacy and Numeracy.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.

77% of students made at least one year's progress in Mathematics.

76% of Māori students made at least one year's progress in Mathematics.

Update @ Risk

(1)Beg Mathematics Curric Level OTJ & (3)End Mathematics Curric Level OTJ 2020
For: Annemarie Hyde - DP Whole School

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Year	Boy 55 (45%)	Girl 57 (46%)	Maori 40 (41%)	Pasifika 7 (70%)	NZ European 54 (47%)	Other 11 (38%)	Boy 35 (28%)	Girl 48 (39%)	Maori 35 (36%)	Pasifika 1 (10%)	NZ European 36 (31%)	Other 11 (38%)	Boy 33 (27%)	Girl 24 (20%)	Maori 23 (23%)	Pasifika 2 (20%)	NZ European 25 (22%)	Other 7 (24%)	
7	40 (25%)	41 (26%)	32 (33%)	4 (40%)	40 (35%)	5 (4%)	21 (13%)	29 (18%)	22 (22%)		21 (18%)	7 (6%)	14 (9%)	13 (8%)	11 (11%)	1 (10%)	13 (11%)	2 (2%)	158
8	15 (16%)	16 (17%)	8 (8%)	3 (30%)	14 (12%)	6 (5%)	14 (15%)	19 (20%)	13 (13%)	1 (10%)	15 (13%)	4 (3%)	19 (20%)	11 (12%)	12 (12%)	1 (10%)	12 (10%)	5 (4%)	94
	112 (44%)						83 (33%)						57 (23%)						252

(1)Beg Mathematics Curric Level OTJ & (3)End Mathematics Curric Level OTJ 2020
For: Admin NZ Maori (ethnic 1)

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Year	Boy 22 (42%)	Girl 17 (32%)	Maori 39 (40%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 19 (36%)	Girl 16 (30%)	Maori 35 (36%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 12 (23%)	Girl 11 (21%)	Maori 23 (24%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	
7	18 (28%)	13 (20%)	31 (32%)				10 (16%)	12 (19%)	22 (23%)				5 (8%)	6 (9%)	11 (11%)				64
8	4 (12%)	4 (12%)	8 (8%)				2 (27%)	4 (12%)	13 (13%)				7 (21%)	5 (15%)	12 (12%)				33
	39 (40%)						35 (36%)						23 (24%)						97

Target/BoI Reports

Shift Summary Report | Shift Table Report | Shift List Report

(1)Beg Reading Curric Level OTJ & (3)End Reading Curric Level OTJ 2020
 Group: Annemarie Hyde - DP Whole School
 MoE Ethnicity:
 Gender:

Evidence

Skill: 10373 10373 (1)Beg Reading Curric Level OTJ [EDIT Below/At/Above](#)
 Skill: 10370 10370 (3)End Reading Curric Level OTJ [EDIT Below/At/Above](#)

[Compare](#)

Mokoia Intermediate School

Students with Assessments in Both.

Reading Curric Level OTJ (1)Beg2020

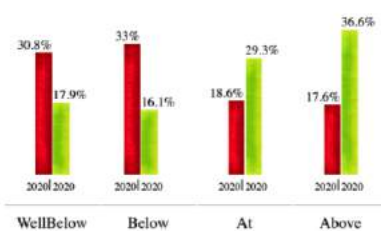
Annemarie Hyde - DP Whole School 2020

10373	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7			14% (22)	14% (22)	35% (55)	11% (17)	19% (30)	6% (9)	1% (1)			28% (44)	35% (55)	11% (17)	26% (40)	156
Y8	1% (1)	2% (3)	4% (6)	27% (33)	30% (37)	28% (35)	5% (6)	2% (3)				34% (42)	30% (37)	28% (35)	7% (9)	123
Totals	0.4% 1	9% 25	9.7% 27	31.5% 88	19.4% 54	23.3% 65	5.4% 15	1.4% 4				30.8% 86	33% 92	18.6% 52	17.6% 49	279

Reading Curric Level OTJ (3)End2020

Annemarie Hyde - DP Whole School 2020

10370	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	2% (3)	3% (4)	10% (16)	22% (34)	22% (34)	22% (34)	11% (17)	8% (12)			16% (25)	22% (34)	22% (34)	40% (63)	156
Y8		2% (2)		3% (4)	15% (18)	9% (10)	39% (46)	14% (16)	16% (19)	1% (1)	1% (1)	21% (24)	9% (10)	39% (46)	32% (37)	117
Totals	0.7% 2	1.8% 5	1.5% 4	7.3% 20	19% 52	16.1% 44	29.3% 80	12.1% 33	11.4% 31	0.4% 1	0.4% 1	17.9% 49	16.1% 44	29.3% 80	36.6% 100	273



Key:

- Reading Curric Level OTJ (1)Beg 2020
- Reading Curric Level OTJ (3)End 2020

Focus:
 Targets:
 Outcomes:

Target -
 90% of all students will make at least 1 year's progress in Literacy and Numeracy.
 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.
 61% of students made at least one year's progress in Reading.

[Update @ Risk](#)

Target/BoT Reports

Shift Summary Report Shift Table Report Shift List Report

(1)Beg Reading Curric Level OTJ & (3)End Reading Curric Level OTJ 2020
 Group: Admin NZ Maori (ethnic 1)
 MoE Ethnicity:
 Gender:

Evidence

Skill: 10373 10373 (1)Beg Reading Curric Level OTJ 2020 2020 [EDIT Below](#) [At](#) [Above](#)
 Skill: 10370 10370 (3)End Reading Curric Level OTJ 2020 2020 [EDIT Below](#) [At](#) [Above](#)
[Compare](#)

Mokoia Intermediate School

Students with Assessments in Both.

Reading Curric Level OTJ (1)Beg2020

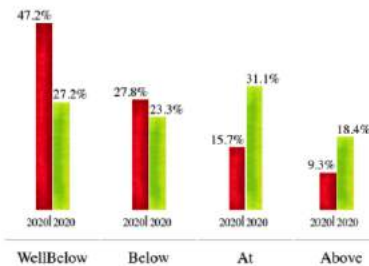
Admin NZ Maori (ethnic 1) 2020

10373	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7		25% (16)	22% (14)	29% (18)	8% (5)	11% (7)	5% (3)					48% (30)	29% (18)	8% (5)	16% (10)	63
Y8			7% (3)	40% (18)	27% (12)	27% (12)						47% (21)	27% (12)	27% (12)		45
Totals		14.8% 16	15.7% 17	33.3% 36	15.7% 17	17.6% 19	2.8% 3					47.2% 51	27.8% 30	15.7% 17	9.3% 10	108

Reading Curric Level OTJ (3)End2020

Admin NZ Maori (ethnic 1) 2020

10370	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	3% (2)	2% (1)	16% (10)	29% (18)	25% (16)	13% (8)	5% (3)	5% (3)			24% (15)	29% (18)	25% (16)	22% (14)	63
Y8		3% (1)		3% (1)	28% (11)	15% (6)	40% (16)	5% (2)	8% (3)			33% (13)	15% (6)	40% (16)	13% (5)	40
Totals	1.9% 2	2.9% 3	1% 1	10.7% 11	28.2% 29	21.4% 22	23.3% 24	4.9% 5	5.8% 6			27.2% 28	23.3% 24	31.1% 32	18.4% 19	103



Key:

- Reading Curric Level OTJ (1)Beg 2020
- Reading Curric Level OTJ (3)End 2020

Focus:

Targets:

Outcomes:

Target - 90% of all students will make at least 1 year's progress in Literacy and Numeracy.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.

61% of students made at least one year's progress in Reading.

55% of Māori students made at least one year's progress in Reading.

[Update @ Risk](#)

(1) Beg Reading Curric Level OTJ & (3) End Reading Curric Level OTJ 2020
For: Annemarie Hyde - DP Whole School

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 40 (30%)	Girl 37 (28%)	Maori 26 (25%)	Pasifika 6 (55%)	NZ European 31 (25%)	Other 14 (45%)	Boy 40 (30%)	Girl 49 (37%)	Maori 32 (30%)	Pasifika 4 (36%)	NZ European 43 (34%)	Other 10 (32%)	Boy 53 (40%)	Girl 54 (41%)	Maori 47 (45%)	Pasifika 1 (9%)	NZ European 52 (41%)	Other 7 (23%)	
7	19 (12%)	21 (13%)	16 (15%)	2 (18%)	16 (13%)	6 (5%)	20 (13%)	31 (20%)	22 (21%)	2 (18%)	24 (19%)	3 (2%)	34 (22%)	31 (20%)	26 (25%)	1 (9%)	34 (27%)	4 (3%)	156
8	21 (18%)	16 (14%)	10 (10%)	4 (36%)	15 (12%)	8 (6%)	20 (17%)	18 (15%)	10 (10%)	2 (18%)	19 (15%)	2 (6%)	19 (16%)	23 (20%)	21 (20%)		18 (14%)	3 (2%)	117
	77 (28%)						89 (33%)						107 (39%)						273

(1) Beg Reading Curric Level OTJ & (3) End Reading Curric Level OTJ 2020
For: Admin NZ Maori (ethnic 1)

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 18 (33%)	Girl 7 (13%)	Maori 25 (24%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 12 (22%)	Girl 20 (36%)	Maori 32 (31%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 25 (45%)	Girl 21 (38%)	Maori 46 (45%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	
7	12 (19%)	4 (6%)	16 (16%)				7 (11%)	15 (24%)	22 (21%)				13 (21%)	12 (19%)	25 (24%)				63
8	6 (15%)	3 (8%)	9 (9%)				5 (13%)	5 (13%)	10 (10%)				12 (30%)	9 (23%)	21 (20%)				40
	25 (24%)						32 (31%)						46 (45%)						103

Target/BoT Reports

Shift Summary Report | Shift Table Report | Shift List Report

(1)Beg Writing Curric Level OTJ & (3)End Writing Curric Level OTJ 2020
 Group: Annemarie Hyde - DP Whole School
 MoE Ethnicity:
 Gender:

Evidence

Skill: 10374 10374 (1)Beg Writing Curric Level OTJ [2020](#) [EDIT](#) [Below](#) [At](#) [Above](#)
 Skill: 10371 10371 (3)End Writing Curric Level OTJ [2020](#) [EDIT](#) [Below](#) [At](#) [Above](#)

[Compare](#)

Mokoia Intermediate School

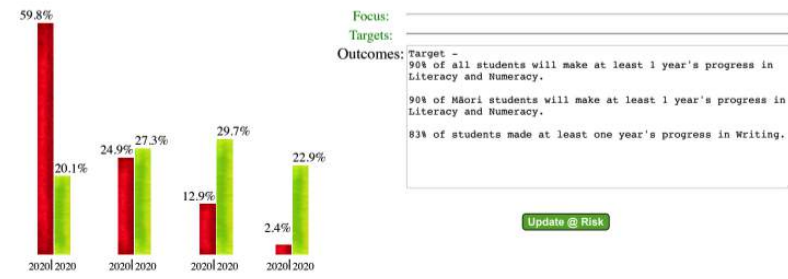
Students with Assessments in Both.

Writing Curric Level OTJ (1)Beg2020 Annemarie Hyde - DP Whole School 2020

10374	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	18% (28)	24% (37)	22% (35)	27% (42)	4% (7)	2% (3)	1% (1)	1% (1)			65% (102)	27% (42)	4% (7)	3% (5)	156
Y8		2% (2)	12% (11)	18% (17)	18% (17)	22% (20)	27% (25)	1% (1)				51% (47)	22% (20)	27% (25)	1% (1)	93
Totals	0.8% 2	12% 30	19.3% 48	20.9% 52	23.7% 59	10.8% 27	11.2% 28	0.8% 2	0.4% 1			59.8% 149	24.9% 62	12.9% 32	2.4% 6	249

Writing Curric Level OTJ (3)End2020 Annemarie Hyde - DP Whole School 2020

10371	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	7% (11)	11% (17)	32% (50)	22% (34)	17% (27)	4% (7)	4% (7)	1% (1)			19% (30)	32% (50)	22% (34)	27% (42)	156
Y8			5% (5)	16% (15)	19% (18)	43% (40)	15% (14)	1% (1)				22% (20)	19% (18)	43% (40)	16% (15)	93
Totals	0.8% 2	4.4% 11	8.8% 22	26.1% 65	20.9% 52	26.9% 67	8.4% 21	3.2% 8	0.4% 1			20.1% 50	27.3% 68	29.7% 74	22.9% 57	249



Target/BoT Reports

Shift Summary Report | Shift Table Report | Shift List Report

(1)Beg Writing Curric Level OTJ & (3)End Writing Curric Level OTJ 2020
 Group: Admin NZ Maori (ethnic 1)
 MoE Ethnicity:
 Gender:

Evidence

Skill: 10374 10374 (1)Beg Writing Curric Level OTJ ▼ 2020 ▼ [EDIT](#) [Below](#) [At](#) [Above](#)
 Skill: 10371 10371 (3)End Writing Curric Level OTJ ▼ 2020 ▼ [EDIT](#) [Below](#) [At](#) [Above](#)
[Compare](#)

Mokoia Intermediate School

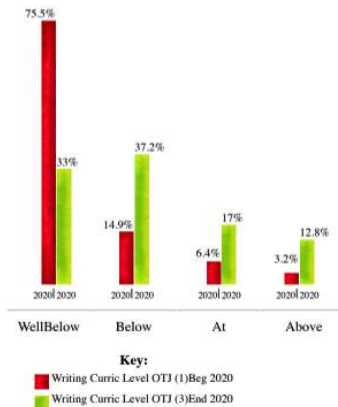
Students with Assessments in Both.

Writing Curric Level OTJ (1)Beg2020 Admin NZ Maori (ethnic 1) 2020

10374	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	27% (17)	31% (19)	21% (13)	13% (8)	2% (1)	2% (1)		2% (1)			82% (51)	13% (8)	2% (1)	3% (2)	62
Y8		3% (1)	13% (4)	28% (9)	19% (6)	19% (6)	16% (5)	3% (1)				63% (20)	19% (6)	16% (5)	3% (1)	32
Totals	2.1% 2	19.1% 18	24.5% 23	23.4% 22	14.9% 14	7.4% 7	6.4% 6	1.1% 1	1.1% 1			75.5% 71	14.9% 14	6.4% 6	3.2% 3	94

Writing Curric Level OTJ (3)End2020 Admin NZ Maori (ethnic 1) 2020

10371	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	5% (3)	21% (13)	47% (29)	10% (6)	13% (8)		2% (1)				29% (18)	47% (29)	10% (6)	15% (9)	62
Y8			16% (5)	25% (8)	19% (6)	31% (10)	9% (3)					41% (13)	19% (6)	31% (10)	9% (3)	32
Totals	2.1% 2	3.2% 3	19.1% 18	39.4% 37	12.8% 12	19.1% 18	3.2% 3	1.1% 1				33% 31	37.2% 35	17% 16	12.8% 12	94



Focus:

Targets:

Outcomes:

- Target - 90% of all students will make at least 1 year's progress in Literacy and Numeracy.
- 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.
- 83% of students made at least one year's progress in Writing.
- 80% of Māori students made at least one year's progress in Writing.

[Update @ Risk](#)

(1) Beg Writing Curric Level OTJ & (3) End Writing Curric Level OTJ 2020

For: Annemarie Hyde - DP Whole School

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 59 (49%)	Girl 69 (57%)	Maori 46 (48%)	Pasifika 7 (70%)	NZ European 59 (51%)	Other 16 (55%)	Boy 41 (34%)	Girl 38 (31%)	Maori 30 (32%)	Pasifika 3 (30%)	NZ European 35 (30%)	Other 11 (38%)	Boy 21 (17%)	Girl 21 (17%)	Maori 19 (20%)	Pasifika 0 (0%)	NZ European 21 (18%)	Other 2 (7%)	
7	43 (28%)	52 (33%)	37 (39%)	4 (40%)	42 (37%)	12 (10%)	20 (13%)	22 (14%)	17 (18%)	1 (10%)	22 (19%)	2 (2%)	11 (7%)	8 (5%)	9 (9%)		10 (9%)		156
8	16 (17%)	17 (18%)	9 (9%)	3 (30%)	17 (15%)	4 (3%)	21 (23%)	16 (17%)	13 (14%)	2 (20%)	13 (11%)	9 (8%)	10 (11%)	13 (14%)	10 (11%)		11 (10%)	2 (2%)	93
	128 (51%)						79 (32%)						42 (17%)						249


(1) Beg Writing Curric Level OTJ & (3) End Writing Curric Level OTJ 2020

For: Admin NZ Maori (ethnic 1)

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 28 (55%)	Girl 18 (35%)	Maori 46 (49%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 16 (31%)	Girl 13 (25%)	Maori 29 (31%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 7 (14%)	Girl 12 (24%)	Maori 19 (20%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	
7	21 (34%)	16 (26%)	37 (39%)				8 (13%)	8 (13%)	16 (17%)				3 (5%)	6 (10%)	9 (10%)				62
8	2 (22%)	2 (6%)	9 (10%)				8 (25%)	5 (16%)	13 (14%)				4 (13%)	6 (19%)	10 (11%)				32
	46 (49%)						29 (31%)						19 (20%)						94

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>Our 2020 annual plan included most of the points listed below under “<i>Planning for Next Year</i>”.</p> <p>We began three contracts from Programmes for Schools: two for Accelerating Learning in Literacy and one for Accelerating Learning for Maths.</p> <p>We changed from using PaCT to the Progressive Assessment Tests from NZCER. Our teachers needed to develop more in-depth knowledge of the Learning Progression Framework, and we decided that we needed to use a tool that gave them specific gaps and misunderstandings in learning, in order to base their PfS inquiries.</p>	<p>See end of year graphs above.</p> <p>In Mathematics,</p> <ul style="list-style-type: none"> - 77% of all students (195) made one or more year’s progress. - 76% of Māori students (74) made one or more year’s progress. <p>In Reading,</p> <ul style="list-style-type: none"> - 61% of all students (176) made one or more year’s progress. - 55% of Māori students (57) made one or more year’s progress. <p>In Writing,</p> <ul style="list-style-type: none"> - 83% of all students (207) made one or more year’s progress. 	<p>During the lockdown and in the period following, we needed to be mindful of personal circumstances of both teachers and students: home connectivity, digital capability, family support, and family responsibilities.</p> <p>Some teachers were able to continue an individualised, group based programme; others were not.</p> <p>We were only able to complete one cycle in our Programmes for Schools.</p> <p>The change to a new assessment tool showed the gaps in relying on assumed teacher knowledge of the curriculum to make overall</p>	<p>While mindful of the effects of the Covid pandemic and lockdown, further observation of teacher planning and classroom practice made it obvious that teachers did not know how to plan or address student needs from standardised assessment or samples of work. Hence the need to scaffold this for staff. We have started by going through how a planning document looks.</p> <p>Student voice collected on a Google form Term 1 2021, shows little understanding of learning needs or next steps.</p> <p>In 2021 we will apply for centrally funded professional development in Reading. We will pick up our Programmes for</p>

<p>We used the education advisor from NZCER, Cathie Johnson, to hold virtual workshops on using the PAT tool and data effectively.</p> <p>We created release time for teams to meet to share data expertise and best practice.</p>	<ul style="list-style-type: none"> - 80% of Māori students (75) made one or more year's progress. <p>Shared data analysis from PATs and OTJs at the end of 2020 indicates lack of progress for nearly 23% of students in Reading, and for only one group across the school in the Accelerated Literacy Learning initiative. Results for Māori and more so, Māori boys were lower than this "all student" result.</p> <p>Reporting content to parents did not deal consistently with individual learning needs; the result from testing or an OTJ was given, but not how to address next step needs.</p> <p>In 2020, all students were involved in Programmes for Schools, either in ALiM or ALL, and some in both. One Maths</p>	<p>teacher judgements.</p>	<p>Schools work and scaffold what teachers need to address. We will work with team leaders to ensure that they are leading learning rather than just completing administrative tasks.</p>
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	group made progress, and only one ALL group.		
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Planning for next year:

The Board recognised that the COVID pandemic had effects on teaching and learning in and outside of the period of lockdown.

For 2021 the targets needed to be more specific to how we would measure achievement:

90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

While recognising that this target was well above the 2020 achievement, the Board agreed that it was still important to be aspirational about student achievement and not have “deficit thinking”.

The 2021 Strategic Plan includes this breakdown:

- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.
- Teachers using accelerated learning practices as part of ALiM/ALL contracts..
- Teachers using Teaching As Inquiry methods to support all learning needs.
- Teachers making students aware of their own achievement data.
- Teachers use inquiry into practice to meet individual needs of learners. Teachers using target groups based on data. Teachers to work intensively with smaller target groups for 5 weeks to accelerate learning.
- Learning support assistants allow teachers to work with target groups.
- Tier 3 learners have IEPs
- Tiers listed on etap
- Teachers develop understanding of culturally responsive practice.

