



**PUNI SCHOOL**

Effort Brings Reward

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# Analysis of variance

Puni School

(1455)

Summative report for the BOT

February 2021

2020 Annual Goals

(Primarily based on goals linked to NZC  
Levels)

Additional goals have links to supporting evidence and outcomes

## **Goals 2020**

**Data based on students who were at school term 1 but updated for this report if they have left the school 2020. Some students who were not at school at this time or have moved into below are not counted in this data. The overall data is included in the tables later on in this report. The new target groups for 2021 will be formed based on reviewing all our data, so for now these are provisional.**

### **2021 initial thoughts on goals and next steps**

- Focus on improvement and acceleration within our goals across cohorts.
- Delve deeper into students moving within levels from well below to below to meeting etc.
- Likewise shifting students from meeting to above. These students will need their own targets or be included in our target groups.
- Look at students who are at risk of not progressing e.g just made it to the end of year level and adding them to target groups.
- Looking at year 0 students to focus on possible students at risk and or at the higher end of potential.
- Looking at goals for our students considered as above and tracking them.
- Ensure we can compare students across cohorts from year to year (based on students at school at data points)
- Continue to use Pact and the moderation process. This has seen significant shifts in writing.
- While our reading is what it has been for the last few years we have noticed a significant level of difference in the range of needs when students enter the school. This is seen with some of our year 1 data, but the increase by the end of year 2 is significant. This means we will need to maintain more focussed targets in our current year 2, so the gap does not increase over their time at school.
- Our Pasifika and in certain cohorts, Maori and in other cohorts gender will need to have specific targets.
- As a whole school our targeted action saw the most progress in maths acceleration, however this (overall) is a concern. Many of the students made great progress through targeted goals, but are playing catch up. Maths will feature larger in our targeted annual goal focus in 2020

## **GOALS 2021**

Data based on the end of year 2020 results. Children are classified according to NZC expected curriculum levels at the **END** of 2021. Syndicate Target groups for 2021 are based on this data.

### ***2021 Initial thoughts on Goals and Next Steps***

- Focus on improvement and acceleration of learning across cohorts
- Delve deeper into key transition points as children move from Well-below to meeting, etc. How does this shift occur? What are the deliberate acts of teaching? Where are the cohort gaps? Where do resources need to be focused? Essentially Reflective practice
- Look at students who are at risk of not progressing, both above and below
- Ensure we compare and track students across cohorts from year to year
- We have noticed a significant change in the entry level of our tamariki. Oral language, rhyme, repetition, patterning, routines, play based learning, PMP for the foundation of our New Entrant programme

## READING

### Baseline data: See appendix for breakdown of the data

**Goal:** 85% **2012:** 74.3% **2013:** 80% **2014:** 82% **2015:** 79% **2016:** 80% **2017:** 72% **2018:** 82% **2019:** 75%

We need to ensure that our target groups and priority learners are the forefront of our planning and deliberate acts of teaching.

We need to monitor that our gender imbalance is not as a result of the engagement, exposure and topics.

Our focus on target students and looking at students improvement has enabled us to see significant improvement back to levels we may have seen in the past. However this impact of COVID 19 is a factor to involve in our reflections.

[Time 2 data break down 2020](#)

### Reading (TIME 1-2 data based on teacher's OTJ's)

**Goal/Target: Reading**

**Target cohort goals (School wide)**

All students considered as well below / below in reading as of the start of 2020 (based on end of year expectations) will make accelerated progress.

This is based on the following:

#### **Te Awa\* -20 students**

-Of these 20 Students 11 are now at the expected level

-Of these 20 students 10 have made more than one years progress. 50% have made accelerated learning .This is an increase from 0% after time 1.

\*year 2 only

#### **Maunga - 22 students**

-Of these 22 Students 4 are now at the expected level

-Of these 22 students 7 have made more than one year's progress with a further 6 making 1 years progress.

-32% have made accelerated learning with a total of 60% making at least one years progress. This is an increase from 14% after time 1.

#### **Rangi - 45 students**

-Of these 45 Students 30 are now at the expected level

-Of these 45 students 33 have made more than one years progress which is 73% of students have made accelerated progress. This is an increase from 0% after time 1.

**In additional to the above we will track the following ethnicity cohorts for the goal above**

#### **Maori**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to:21 students in reading

**Actual 85% Variance -15%**

**Improvement from Time 9%-85%**

**Of the 11/21 are now meeting expectations**

#### **Pasifika**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to:12 students in reading

**Actual 42% Variance -58%**

**Improvement from Time 1 42 %-67%**

**Of the 5 are now meeting expectations**

#### **Te Awa Syndicate goals**

80% of the students in year 2 will be reading at or above orange by the end of the year

**Actual 64% Variance -16%**

**Improvement from Time 1: 14%-64% +50%**

#### **Maunga Syndicate Goals**

Reading - At least 83% of all children will be at or above by the end of the year

Year 3 65% Variance -18%

Year 4 62% Variance -21%

**Overall for Maunga Actual 63.5% Variance -19.5%**

**Improvement from Time 1: 14%-64% +50%**

#### **Rangi syndicate goals**

-71% of year 5 students at or above by the end of the year for reading.

**Actual 64% Variance -7%**

**Improvement from Time 1: 50%-64% (+14%)**

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?) Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
Historically Reading has been a strength in our school. We are mindful that in particular our Year One students make significant progress, but do not meet the curriculum standard by the end of one year of schooling.	This is lower than other years, but does reflect the increasingly different needs as students begin their time at Puni School. The impact of Covid 19 is also a factor to reflect upon.  We do need to ensure that the students foster and maintain their skills and use them across the curriculum to support ongoing learning.	Specific Oral language and reading tasks are included in our Distance Learning plans. Oral Language and pre-reading skills a focus for the New Entrant/ Year One programme. Outdoor classroom utilised for language experience in Te Awa Reflective teaching practice, always aware of what works well and how we can make progress with our reading goals across all levels at Puni School to Purchase of resources to support comprehension the senior syndicate
We continue to review our curriculum plans to ensure coverage, continuity and consistency across the school.	Specific Oral language and pre-reading tasks are included in our planning particularly for our Year Zero and Year one tamariki	Focus on the narrative behind the data Multiple sources of assessment to form the child's OTJ
Mahi kāinga (Homebooks) establish and reinforce home school relationships. The Reading Together Programme was disrupted due to COVID19.		Reading Together and additional Parent workshops will be offered in 2021 Hui utilised to communicate with whānau about ways we teach and the ways they can support their tamariki at home
Reading Recovery Teacher was on maternity leave 2020	Limited effectiveness of this programme in 2020 due to Lockdowns and Maternity Leave. Te Awa did make use of the funding to employ another teacher in Terms 3 and 4.	Reading Recovery reestablished February 2021 Small groups successful for focused learning relating to Oral language, alphabet, early words and maths language using Inquiry model of teaching
Our assessment practices are consistent and regular. The data is recorded and used to inform teaching and learning and to communicate with whānau	We have established a system and allow time for moderation to happen across syndicates	Using data to better inform teaching, establish Target Groups and valid next steps Continue to reflect on the content and format of our Term Two and Term Four report Target groups are established from our data Target groups are tracked at a syndicate level
We are making good use of online resources such as PM and Sunshine online ICT has been integrated through the programmes		The BOT has continues to provide adequate support and budget to resource ICT tools and other purchases Continue to integrate ICT and the new Digi Tech curriculum
		Levelled Reading tasks and links are included in our Distance Learning Plans

## Writing Goals 2020

### Target cohort goals (School wide)

All students considered as well below / below in writing at the start of 2020 (based on end of year expectations) will make accelerated progress.

This is based on the following:

#### **Te Awa\* -14 Students**

-Of these 14 Students 1 is now at the expected level

-Of these 14 students 9 have made more than one years progress with a further 6 making 1 years progress.

-64% have made accelerated learning. This is an increase from 0% after time 1.

\*Year 2 only

#### **Maunga -27 Students**

-Of these 27 Students 9 are now at the expected level

-Of these 27 students 10 have made at least 2 sub levels (more than one years progress) with a further 16 making one sub level of progress.

-37% have made accelerated learning. This is up from 16.5% who had made accelerated progress at the time 1 data collection.

#### **Rangi -42 Students**

-Of these 42 Students 28 are now at the expected level

-Of these 42 students 25 have made more than one years progress or more sub level) 57% have made accelerated progress.

***In additional to the above we will track the following ethnicity cohorts for the goal above***

#### **Maori**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to: 20 students in writing

Actual 35% Variance -65%

Improvement from Time 10%-35%

Of the 10/20 are now meeting expectations

#### **Pasifika**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to: 10 students in writing

Actual 60% Variance -40%

Improvement from Time 9%-60%

Of the 4 are now meeting expectations

#### **Te Awa Syndicate goals**

50% of year 2 students will be working at 1A and above

Actual 36% Variance -14%

Improvement from Time 1: 14%-36% (+22%)

80% will be working at level 1P and above

Actual 90% Variance +10%

Improvement from Time 1: 73%-90% (+17%)

#### **Maunga Syndicate Goals**

Writing - At least 80% of all children will be at or above by the end of the year.

Year 3 65% Variance -15%

Year 4 62% Variance - 18%

Overall for Maunga actual 63.5% Variance -16.5%

Improvement from Time 1: 49%-63.5% (+14.5%)

#### **Rangi Syndicate Goals**

-71% of year 5 students will be at or above by the end of the year in writing

Overall for Rangi actual 64% Variance -6%

Improvement from Time 1: 18%-64% (+46%)

**Baseline data: See appendix for breakdown of the data**

**2016: 67 % 2017: 59% 2018:67% 2019: 81%**

**Time 2 data break down 2020**

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?) Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
Target cards have been updated to align with PacT	Continued review of the curriculum plans have enabled us to focus on the way we teach writing	Reflect on and use updated Goal cards, particularly around the use of child speak
Target groups established based on data and communication across the syndicates	Focus on accelerated progress, what does this look like and what does it mean at each year level/ curriculum level	<p>We have target groups established in terms of the annual goals. We will also monitor our target students and cohorts that need support of or are of concern. Post COVID lockdown, writing has become a key area of focus. Tracking sheets are used across syndicates</p> <p>Progress being assessed against the relevant curriculum levels. This will mean a bigger focus on assessment and OTJs around writing progressions, PacT and school progressions. Focus on the narrative behind the data and the improvement of individuals, groups and cohorts</p>
Review of curriculum plans in writing	Continue our focused Professional Conversations around what is a quality writing programme. This was used at both syndicate and school level with success	Continue to provide the opportunity to share knowledge as a staff and ensure we have a continued consistent approach to writing within syndicates and school-wide
More effective use of ICT to engage our students including programs such as Talk to Text	Look at ways to ensure that all the students are engaged and motivated e.g. our planning, programmes. The experiences. This supported the way we teach.	<p>Making use of outside facilitators, schools and professional development (both internal and external)</p> <p>Continue to see what works well in writing and if that pedagogy can transfer to other areas</p> <p>Continue to integrate ICT</p>
PacT tool for moderation/ assessment of writing	Moderation is helping the process of moving students through writing levels across syndicates to gain consistency. PacT has supported students moving through levels and the understanding around this	To have specific goals related to areas identifies as gaps in learning through assessment
PacT Professional Development to support assessment in writing. All students in Years 3-6 assessed using PacT tool	Moderation is on-going and across the school Continues focus on moderation for our assessment to support OTJ's . This has enabled us to create benchmark levels that automatically require a 'second opinion' from the Senior Teacher in the syndicate above (or below if required)	Continue to use to support staff and moderation and induction of new staff at this level
	Our reporting format shows progress over time and the relevant tracking of curriculum areas Our focus of reporting to whānau is primarily to show progress over time, primarily against curriculum levels	Key aspect will be how we track and report to our whānau. Reports go home early term two with opportunities to meet with the teacher throughout the year. Additional feedback/ contact with whānau is expected if children are Target Students .
		Levelled writing tasks and links are included in our Distance Learning Plans

## Maths Goals 2020

### Target cohort goals (School wide)

All students considered as well below / below in maths as of the start of 2020 (based on end of year expectations) will make accelerated progress.

This is based on the following:

#### **Te Awa\* -10 students**

-Of these 10 Students 3 are now at the expected level

-Of these 10 students 7 have made more than ones years progress (2 sublevels or more)

-This means 70% have made accelerated progress. This is up from 55% in the time 1 data

\*Year 2 only

#### **Maunga - 25 students**

-Of these 25 Students 3 are now at the expected level

-Of these 25 students 18 have made at least 2 sub levels (more than one years progress)

-72% have made accelerated learning. This is up from the 22% who had made accelerated progress after the time 1 data collection.

#### **Rangi - 47 students**

-Of these 47 Students 30 are now at the expected level

-Of these 47 students, 27 have made more than one year's progress.

-This means 57% have made accelerated progress. This is up from 0% in the time 1 data

**In additional to the above we will track the following ethnicity cohorts for the goal above:**

#### **Maori**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to 18 students in maths

Actual 50% Variance -53%

Improvement from Time 1 47%-50%

Of the 10 are now meeting expectations

#### **Pasifika**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to: 12 students in maths

**Actual 75% Variance -25%**

**Improvement from Time 1 22% to 75%**

**Of the 6 are now meeting expectations**

#### **Te Awa Syndicate goals**

75% of all students in year 2 will be working at or above stage 4

**Actual 66% Variance -9%**

**Improvement from Time 1: 28.5%-66% (+37.5%)**

#### **Maunga Syndicate Goals**

Maths - At least 82% of all children will be at or above by the end of the year.

Year 3 53% Variance -29%

Year 4 62% Variance -20%

**Overall for Maunga Actual 57.5% Variance -46%**

**Improvement from Time 1: 36%-57.5% (+21.5%)**

#### **Rangi Syndicate Goals**

60% of year 5 students at or above by the end of the year in mathematics

**Rangi actual 72% Variance +12%**

**Improvement from Time 1: 47%-72% (+25%)**

**Baseline data: See appendix for a further break down of the data**

**2012: 69.6% 2013: 72% 2014: 72% 2015: 66% 2016 65% 2017: 69% 2018:71% 2019: 68% 2020:**

**Time 2 data break down 2020 2020 Data for Kahui Ako**

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?) Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Goal books students using these to gage their next steps- Maunga and Rangī syndicates Student profiles allow for tracking of progress across year levels</p>	<p>We feel we have the right assessment tools but need to keep ourselves up to date with any changes and how to use the assessment provided to its maximum potential and identify our target groups.</p>	<p>Continue this as good practice and induct new staff.  Expectation to track all students in target groups</p>
<p>Target groups linked to priority learners</p>	<p>-A bigger focus on using PAT's and esTTLe to support the tracking of students.</p>	<p>-We have target groups established in terms of the annual goals. We will also need to monitor our target students and cohorts that need support or are of concern. The expectation is to report back to whānau more for these target students. This worked well in 2019.</p>
<p>We continue to review our curriculum plans to ensure coverage, continuity and consistency across the school.</p>	<p>-Continued the curriculum review This will allow for a more consistent approach to what we are focusing on across our syndicates. Investigating and reviewing how we record this and present it was part of this process. This will continue to be a focus but our tracking process is addressing this with more rigour</p>	<p>-The BOT have continued to support and budget support through our resourcing and programmes</p>
<p>- We really feel that we are improving at moderation and assessing our students and where the actual transition points are. This has meant we are less likely to put a student in the stage/ standard above as we feel more confident in our assessment and moderation. The next step is making better use of the teachers of the year levels above to support the students who need support or extension.</p>	<p>-Our moderation for our assessment to support OTJ's is developing well especially with the talk between syndicates being a required aspect of any OTJ queries. It will need to be an ongoing focus. This has enabled us to create benchmark levels that automatically require a 'second opinion' from the senior teacher from the syndicate above.</p>	<p>Continue this as good practice and induct new staff.  Expectation to track all students in target groups</p>
<p>- Working alongside our Kahui Ako work stream on data and maths. The key aspects were better use of data sources, ARB's, PAT and the narrative behind the data. A big focus was how the unpacking and understanding of the Numeracy</p>	<p>-A bigger focus on using PAT's and esTTLe to support the tracking of students.</p>	<p>-The key shift will see progress being assessed against the relevant curriculum levels. This will support students on their two year journey through their respective curriculum levels. This will mean a bigger focus on assessment and OTJ around easTTle, PACT, PAT and the learning progressions. This will align us with the</p>

Progressions from years 0-10 can support teachers' pedagogical understanding.		curriculum focus aspect of our curriculum. We have been focusing on the narrative behind the data and focusing on the improvement of the child and relevant tracking.
-The work with the Teaching and Learning Research Initiative (TLRI) and data coaching process. This has seen us drill down into our data and look at key actions that will make an impact on our targeted students.	-Better understanding of maths vocabulary and in turn teacher knowledge and confidence to extend our students. We do need to focus on word problems and varied entry and exit points into the same problems. This was of particular relevance around the numeracy progressions as linked to the Kahui Ako workstream. The TLRI work around analysis, identifying groups and gaps has been very valuable.	-Our school alignment with the Kahui Ako Workstream around Data Coaching and understanding the narrative of data is a focus for 2019-2020 (TLRI)
-The biggest impact (as a tool moving forward) is our ability to automatically track and regularly monitor our student's growth at various checkpoints throughout the year. This will allow us to track key trends for students and cohorts. We will continue to use this as a summative and formative tool for our students and whanau	-A bigger focus on using PAT's and esTTLe to support the tracking of students.	Our reporting format will change to show progress over time and the relevant tracking.
This has been reinforced with our PAT tracking information via online reporting.	-A bigger focus on using PAT's and esTTLe to support the tracking of students.	-Key aspect will be how we track and report to our whanau. This will be our focus of how we report in term 2,3 and 4 and any other relevant ways. We will use See Saw to have regular interaction with our whanau.  -A key aspect of our reporting to whanau is reporting to them early term 2 and feedback in term 3. This will see additional feedback if they are a target student or a student who has some areas of concern. The usual reporting in term 4 (written) will stay.
Homework is used to reinforce in class learning, particularly for basic facts knowledge and recall	This was impacted in year 3-4 during our Covid lock down. Showed it value.	Levelled mathematical tasks and links are included in our Distance Learning Plans
	-Although we have made great progress with engaging with ICT we need to harness and direct this engagement to support ongoing progress. This has links to the Dig Tech curriculum as well.	-Continue to integrate use ICT and Dig Tech key elements.

## Other Goals

**(Not specifically related to Reading, writing or maths  
but will support their development)**

### **Te Reo Goal**

That all of our students know the meaning of and appropriate contextual use of at least 150 Te Reo words by the time they leave Puni School.

#### *Feedback from term 4*

*One of the main focus areas will be looking at way in which we can show progress over time. The PAT testing data is an option that we will be looking at using. This will allow for extension opportunities as well. The Intermediate are using this testing assessment as well. The NZCER are looking at expanding the reports they can use to show progress. This will be developed in time for 2021 which the whole Kahui Ako has been given access for free in 2021.*

### **Students considered as above (extension opportunities)**

All students considered as above at the start of 2020 within reading, writing or maths will be offered extension opportunities within each of these focus areas.

This relates to a specific area of the curriculum and students who at the start of the year are already above when compared to the end of year expectations

This relates to year 4 and above

Reading 22 students

Writing 15 students

Maths 11 students

All students are considered as above

### **In 2020 so far the following options have been provided**

***For each there is in class extension and planning to support their skill set. We do also cater for some extensions across syndicate level.***

-At year 5-6 we have the extension/ enrichment maths class focusing on problem solving and thinking behind answers to these types of questions. A focus on sharing and explaining their answers is also fostered. As an extension of this group of students is the Otago Maths problem solving challenge and for smaller groups the Mathex Competition.

-We will look at offering ICAS testing. This has moved to an online option so does not always suit our learners in this format.

-Students have entered external writing competitions (Franklin Writing Competition-Maunga)

-Senior school students working with the Green Screen to extend their skill set within ICT. This includes the opportunity to write scripts, plan, storyboard and be not only users but creators within the technology.

***Other talents across the curriculum will be catered for and opportunities will be provided e.g Production, Kapa Haka, Visual arts***

**In 2020 so far the following options have been provided**

-Kapa Haka: Performance and weekly sessions.Powhiri Leaders, speaking at assemblies.

-Production: All students are involved. Extension enrichment options including main cast actors (18 in total), dance and singing groups of up to 18 students.

-Sports: students exposed to a range of sports, with Franklin Sports now started again in term 3. Also opportunities at School, Group and then Franklin Level (if qualified)

-Leadership opportunities as monitors within class and at whole school level

-Students involved in the set design for the production.Concept planning and ideas. Some students are also involved in the art work.

-Oratory: School Speech finals then one student attended the Franklin event. Also school assemblies.

-Field reporters and presenters for our fortnightly updates.

-Horticulture, Rearing of Animals and Indoor Exhibits all offered at Country day to allow for all talents to be supported and the opportunity to explore a range of different extension activities within this.

-Camp was an amazing opportunity for students to showcase some different talents.

[Time 2 data break down 2020](#)

[Puni Data Collection 2020 updated with year 1 students V2](#)

[Data provided for Kahui Ako 2020](#)

## **Possible Goals 2021**

### **Te Awa**

#### **READING GOAL:**

80% of Year 2 tamariki will be working at or above level 17 (41)

70% of our Well Below tamariki will be reading at Level 15- Orange (7/10 students)

#### **WRITING GOAL:**

75% of Year 2 tamariki will be working at 1A (35 tamariki)

85% of our current below and well below children will be working at 1P

#### **MATHS GOAL:**

80% of our tamariki will be working within stage 4 of the curriculum

### **Te reo Maori**

Te Awa Year two tamariki to learn their own mihi (name, where your ancestors are from, where you live)

### **Maunga**

Reading

60% of Year 3 children will be working at or above Level 21 in Reading.  
(22/37 children)

#### **WRITING GOAL:**

62% of Year 3's will be working at level 2B or above (movement of 2 sublevels for most) 23/37 children

#### **MATHS GOAL:**

72% of all children will be working within stage 5.  
52/72 children

#### **ADDITIONAL GOAL:**

Te reo Maori

Maunga tamariki to learn their own mihi (name, where your ancestors are from, where you live)

### **Rangi**

#### **READING GOAL:**

80% of Year 5 tamariki will be working at or above level 27 (24)

#### **WRITING GOAL:**

77% of Year 5 tamariki will be working at 3B or above (23 tamariki)

75% of Year 6 tamariki will be working at 3P/3A (24 tamariki)

#### **ADDITIONAL GOALS:**

Te Reo Maori (To be decided after PAT assessment)

# Appendix

## Report on goals related to progress

## Data relating to target students Time 1 update 2020

### Curriculum Levels progress / tracking 2020

#### Basic Summary of all the cohorts Time 1 and 2

Overall Reading data Time 1 2020 (Years 2-6)														
Cohort	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total	
	-	=+	-	=+	-	=+	-	=+	-	=+	-	=+	-	=+
All Students			86%	14%	47%	53%	52%	48%	50%	50%	20%	80%	49%	51%
<b>Time 2</b>			14%	64%	35%	65%	38%	62%	36%	64%	17%	83%	32%	68%
All Male													52%	48%
<b>Time 2</b>													44%	56%
All Female													46%	54%
<b>Time 2</b>													25%	75%
All Maori													58%	42%
<b>Time 2</b>													43%	57%
All Pasifika													56%	44%
<b>Time 2</b>													44%	56%

Overall Writing data mid year 2020 (Years 2-6)														
Cohort	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total	
	-	=+	-	=+	-	=+	-	=+	-	=+	-	=+	-	=+
All Students			83%	17%	59%	41%	43%	57%	82%	18%	46%	54%	62%	38%
<b>Time 2</b>			64%	36%	35%	65%	38%	62%	36%	64%	29%	71%	40%	60%
All Male													70%	30%
<b>Time 2</b>													48%	52%
All Female													54%	46%
<b>Time 2</b>													21%	79%
All Maori													74%	26%
<b>Time 2</b>													51%	49%
All Pasifika													72%	28%
<b>Time 2</b>													50%	50%

Overall Maths data mid year 2020 (Years 2-6)														
Cohort	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total	
	-	=+	-	=+	-	=+	-	=+	-	=+	-	=+	-	=+
All Students			71%	29%	70%	30%	58%	42%	53%	47%	43%	57%	59%	41%
Time 2			33%	67%	47%	53%	38%	62%	28%	72%	23%	77%	34%	66%
All Male													57%	43%
Time 2													34%	66%
All Female													62%	38%
Time 2													35%	65%
All Maori													68%	32%
Time 2													41%	59%
All Pasifika													83%	17%
Time 2													33%	67%

### [Time 2 data break down 2020](#)

### Reading (TIME 1-2 data based on teacher's OTJ's)

#### Goal/Target: Reading

#### Target cohort goals (School wide)

All students considered as well below / below in reading as of the start of 2020 (based on end of year expectations) will make accelerated progress.

This is based on the following:

#### **Te Awa\* -20 students**

- Of these 20 Students 11 are now at the expected level
- Of these 20 students 10 have made more than one years progress. 50% have made accelerated learning .This is an increase from 0% after time 1.

\*year 2 only

#### **Maunga - 22 students**

- Of these 22 Students 4 are now at the expected level
- Of these 22 students 7 have made more than one year's progress with a further 6 making 1 years progress.
- 32% have made accelerated learning with a total of 60% making at least one years progress. This is an increase from 14% after time 1.

#### **Rangi - 45 students**

- Of these 45 Students 30 are now at the expected level
- Of these 45 students 33 have made more than one years progress which is 73% of students have made accelerated progress. This is an increase from 0% after time 1.

***In additional to the above we will track the following ethnicity cohorts for the goal above***

### **Maori**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to:21 students in reading

**Actual 85% Variance -15%**

**Improvement from Time 9%-85%**

**Of the 11/21 are now meeting expectations**

### **Pasifika**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to:12 students in reading

**Actual 42% Variance -58%**

**Improvement from Time 1 42 %-67%**

**Of the 5 are now meeting expectations**

### **Te Awa Syndicate goals**

80% of the students in year 2 will be reading at or above orange by the end of the year

**Actual 64% Variance -16%**

**Improvement from Time 1: 14%-64% +50%**

### **Maunga Syndicate Goals**

Reading - At least 83% of all children will be at or above by the end of the year

Year 3 65% Variance -18%

Year 4 62% Variance -21%

**Overall for Maunga Actual 63.5% Variance -19.5%**

**Improvement from Time 1: 14%-64% +50%**

### **Rangi syndicate goals**

-71% of year 5 students at or above by the end of the year for reading.

**Actual 64% Variance -7%**

**Improvement from Time 1: 50%-64% (+14%)**

## **Goal/Target: Writing**

### **Target cohort goals (School wide)**

All students considered as well below / below in writing at the start of 2020 (based on end of year expectations) will make accelerated progress.

This is based on the following:

#### ***Te Awa\* -14 Students***

- Of these 14 Students 1 are now at the expected level
- Of these 14 students 9 have made more than one years progress with a further 6 making 1 years progress.
- 64% have made accelerated learning. This is an increase from 0% after time 1.

\*Year 2 only

#### ***Maunga -27 Students***

- Of these 27 Students 9 are now at the expected level
- Of these 27 students 10 have made at least 2 sub levels (more than one years progress) with a further 16 making one sub level of progress.
- 37% have made accelerated learning. This is up from 16.5% who had made accelerated progress at the time 1 data collection.

#### ***Rangi -42 Students***

- Of these 42 Students 28 are now at the expected level
- Of these 42 students 25 have made more than ones years progress 92 or more sub level) 57% have made accelerated progress.

***In additional to the above we will track the following ethnicity cohorts for the goal above***

#### **Maori**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to:20 students in writing

Actual 35% Variance -65%

Improvement from Time 10%-35%

Of the 10/20 are now meeting expectations

#### **Pasifika**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to: 10 students in writing

Actual 60% Variance -40%

Improvement from Time 9%-60%  
Of the 4 are now meeting expectations

### **Te Awa Syndicate goals**

50% of year 2 students will be working at 1A and above  
Actual 36% Variance -14%  
Improvement from Time 1: 14%-36% (+22%)

80% will be working at level 1P and above  
Actual 90% Variance +10%  
Improvement from Time 1: 73%-90% (+17%)

### **Maunga Syndicate Goals**

Writing - At least 80% of all children will be at or above by the end of the year.  
Year 3 65% Variance -15%  
Year 4 62% Variance - 18%

Overall for Maunga actual 63.5% Variance -16.5%  
Improvement from Time 1: 49%-63.5% (+14.5%)

### **Rangi Syndicate Goals**

-71% of year 5 students will be at or above by the end of the year in writing

Overall for Rangi actual 64% Variance -6%  
Improvement from Time 1: 18%-64% (+46%)

### **Goal/Target: Maths**

#### **Target cohort goals (School wide)**

All students considered as well below / below in maths as of the start of 2020  
(based on end of year expectations) will make accelerated progress.  
This is based on the following:

#### ***Te Awa\* -10 students***

- Of these 10 Students 3 are now at the expected level
  - Of these 10 students 7 have made more than ones years progress (2 sub levels or more)
  - This means 70% have made accelerated progress. This is up from 55% in the time 1 data
- \*Year 2 only

#### ***Maunga - 25 students***

- Of these 25 Students 3 are now at the expected level

-Of these 25 students 18 have made at least 2 sub levels (more than one years progress)

-72% have made accelerated learning. This is up from the 22% who had made accelerated progress after the time 1 data collection.

### **Rangi - 47 students**

-Of these 47 Students 30 are now at the expected level

-Of these 47 students, 27 have made more than one year's progress.

-This means 57% have made accelerated progress. This is up from 0% in the time 1 data

***In additional to the above we will track the following ethnicity cohorts for the goal above:***

### **Maori**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to 18 students in maths

Actual 50% Variance -53%

Improvement from Time 1 47%-50%

Of the 10 are now meeting expectations

### **Pasifika**

All students considered as well below / below at the start of 2020 will make accelerated progress

This relates to: 12 students in maths

**Actual 75% Variance -25%**

**Improvement from Time 1 22% to 75%**

**Of the 6 are now meeting expectations**

### **Te Awa Syndicate goals**

75% of all students in year 2 will be working at or above stage 4

**Actual 66% Variance -9%**

**Improvement from Time 1: 28.5%-66% (+37.5%)**

### **Maunga Syndicate Goals**

Maths - At least 82% of all children will be at or above by the end of the year.

Year 3 53% Variance -29%

Year 4 62% Variance -20%

**Overall for Maunga Actual 57.5% Variance -46%**

**Improvement from Time 1: 36%-57.5% (+21.5%)**

### **Rangi Syndicate Goals**

60% of year 5 students at or above by the end of the year in mathematics

**Rangi actual 72% Variance +12%**

**Improvement from Time 1: 47%-72% (+25%)**

Curriculum Levels - Tracking over the year BOT reporting  
 This compares the current students against where they should be by the end of the year curriculum expectations, so initial data will vary from end of year 2019 achievements. The purpose is to show growth and progress over the year within the different cohorts meaning a more accurate picture for the current needs of the students.

Year 2 Reading (all) *This is now end of term 2 due to COVID 19 break														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE			
28	11	3	0	18	17	3	4		10	4	19	6		
			Good progress from WB to Below and a small shift from At to above. Reading was something that Whanau and students were able to continue with easily during the lockdown						Significant improvement across the board with a big shift from WB making a huge shift from the start of the year.					
At or above: 7%			3/42			At or above: 14%			6/42			At or above: 64% (+57) 26/39 (+22)		

Year 2 Writing (all)														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE			
7	28	7	0	7	28	6	1		4	21	13	1		
			This has been something that has had the biggest impact during the lockdown as writing is a daily exercise that was not maintained. Whanau also wrote with them but did the writing and correcting						The impact of the lockdown has been seen this as the biggest impact from our lock down. A bigger shift into the below and at. A bigger target area for 2021 year 3 cohort.					
At or above: 17%			7/42			At or above: 17%			7/42			At or above: 36% (+19) 14/39 (+7)		

Year 2 Maths (all)												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
16	21	5	0	10	20	10	2		5	8	23	3
			Good shifts across the board but the use of materials was limited and this is vital in these stages of development. This was not always an option in the lock down environment.						Significant shift across the board. Still an area that needs a focus.			
At or above: 12%			5/42			At or above: 28.5% 12/42			At or above: 67% (+55) 26/39 (+21)			

Curriculum Levels - Tracking over the year BOT reporting

All year 3 Reading "This is now end of term 2 due to COVID 19 break														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
13	12	4	12	4	8	10					1	11	3	19
<p>Significant shifts across the board, especially with the move from At to Above. Reading was something that was able to be easily maintained in lockdown</p>						<p>Significant shift across the board. Still an area that needs a focus. A particular shift from well below..</p>								
At or above: 26% 9/34			At or above: 53% 18/34			At or above: % n/a			At or above: 65% (+39) 22/34 (+13)					
All year 3 Writing														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
23	5	6	8	12	12	2				1	10	19	4	
<p>This continued to make progress and students were able to continue this with a level of independence during lock down.</p>						<p>Significant shift across the board. Still an area that needs a focus. A particular shift from well below..</p>								
At or above: 18% 6/34			At or above: 41% 14/34			At or above: % n/a			At or above: 65% (+47) 22/34 (+16)					
All year 3 Maths														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
24	7	0	13	11	5	5				10	6	12	6	
<p>This is an area that has not maintained its momentum during lock down. The loss of basic facts and number knowledge and this daily weekly routine has meant that although students did not go backwards they haven't made the progress required to be on track for this time of year. Lack of materials and some confusion with approaches to maths / strategies in lock down has also led to some confusion. However, progress is evident.</p>						<p>Significant shift across the board. Still an area that needs a focus. A particular shift from well below., however, still an area that will form targets for 2021.</p>								
At or above: 8% 3/34			At or above: 30% 10/34			At or above: % n/a			At or above: 53% (+45) 18/34 (+15)					

Curriculum Levels - Tracking over the year BOT reporting

All year 4 Reading "This is now end of term 2 due to COVID 19 break																	
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)								
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE		
15	9	0	6	8	9	4	12					6	7	2	19		
<p>Shifts across the board Reading was something that was able to be easily maintained in lockdown, however some in this cohort do need mileage and this was not able to be maintained meaning they have had some progress, but not enough to keep up with the expectations at this time of year.</p>																	
At or above: 20%			6/30			At or above: 48%			16/33			At or above: 62% (+42)			27/34 (+15)		

All year 4 Writing																	
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)								
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE		
9	11	8	2	7	7	15	4	1				2	11	11	10		
<p>This continued to make progress and students were able to continue this with a level of independence during lockdown. Great shifts into at</p>																	
At or above: 33%			10/30			At or above: 57%			19/33			At or above: 62% (+29)			27/34 (+11)		

All year 4 Maths																	
Start of year (Based on end of 2019 data)			Start of term 2 (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)								
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE		
12	12	6	0	11	8	9	5					4	9	11	10		
<p>This is an area that has not maintained its momentum during lockdown, especially for our students in well below. The loss of basic facts /number knowledge and this daily/weekly routine has meant that although students did not go backwards they haven't made the progress required to be on track for this time of year. Lack of materials and some confusion with approaches to maths / strategies in lockdown has also led to some confusion. Progress overall for others.</p>																	
At or above: 20%			6/30			At or above: 42%			14/33			At or above: 62% (+42)			27/34 (+15)		

Curriculum Levels - Tracking over the year BOT reporting

All year 5 Reading "This is now end of term 2 due to COVID 19 break												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	
15	10	2	7	10	7				3	9	5	16
<p>Shifts across the board. Reading was something that was able to be easily maintained in lockdown, however some in this cohort do need mileage and this was not able to be maintained meaning they have had some progress, but not enough to keep up with the expectations at this time of year.</p>												
At or above: 26% 9 / 34			At or above: 50% 17/34			At or above: % n/a			At or above: 64% (+38) 21/33 (+12)			

All year 5 Writing												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	
9	20	5	2	26	4	2			1	11	11	10
<p>Whilst the data is not showing it the shift within the WB and B has been significant with many students ready to be at very shortly. Students were able to be independent with their writing during lockdown.</p>												
At or above: 15% 5 / 34			At or above: 18% 6 / 34			At or above: % n/a			At or above: 64% (+49) 21/33 (+16)			

All year 5 Maths												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	
13	13	7	7	11	9	7			3	6	10	14
<p>Students were confident in their strategies and were independent enough to continue on with their weekly knowledge and number work. Steady shifts across the board. Students below are making good progress to be on track by the year end.</p>												
At or above: 23.5% 8 / 34			At or above: 47% 16/34			At or above: % n/a			At or above: 72% (+48.5) 24/33 (+16)			

Curriculum Levels - Tracking over the year BOT reporting

All year 6 Reading "This is now end of term 2 due to COVID 19 break												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WB	BELOW	AT	ABOVE	WB	BELOW	AT	ABOVE	WB	BELOW	AT	ABOVE	
8	11	8	7	7	0	13	15					
<p>Significant shifts across the board. Reading was something that was able to be easily maintained in lockdown, however some in this cohort do need mileage and this was not able to be maintained meaning they have had some progress, but not enough to keep up with the expectations at this time of year. However excellent data.</p>												
At or above: 44% 15/32			At or above: 80% 28/35			At or above: % n/a			At or above: 88% (+39) 29/35 (+14)			

All year 6 Writing												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WB	BELOW	AT	ABOVE	WB	BELOW	AT	ABOVE	WB	BELOW	AT	ABOVE	
5	17	7	5	4	12	11	8					
<p>Whilst the data is not showing it the shift within the WB and B has been significant with many students ready to be at very shortly. Students were able to be independent with their writing during lockdown.</p>												
At or above: 35% 12/ 34			At or above: 54% 19/35			At or above: % n/a			At or above: 71% (+36) 25/35 (+13)			

All year 6 Maths												
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)			
WB	BELOW	AT	ABOVE	WB	BELOW	AT	ABOVE	WB	BELOW	AT	ABOVE	
9	13	7	5	7	8	14	6					
<p>Students were confident in their strategies and were independent enough to continue on with their weekly knowledge and number work. Steady shifts across the board. Students below are making good progress to be on track by the year end. Shifts most evident from below to meeting.</p>												
At or above: 35% 12/34			At or above: 57% 20/35			At or above: % n/a			At or above: 77% (+42) 27/35 (+15)			

Maori -Reading (all) ~This is now end of term 2 due to COVID 19 break															
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)						
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
11	11	7	2	7	11	6	7					9	7	11	10
Continued improvement with students moving from WB to below. Significant improvement to Above.															
At or above: 27% 9/31															
At or above: 42% 14/31															
At or above: 57% (+30) 21/37 (+12)															
A shift has been seen across the board and big shifts into above. However, a tail continues. Huge shifts into above.															

Maori -Writing (all)															
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)						
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
5	20	5	1	5	20	4	2					4	15	13	5
Limited shift, but none have gone backwards. Many in just below ready to meet standard															
At or above: 79% 6/31															
At or above: 26% 8/31															
At or above: 49% (+30) 18/37 (+13)															
A shift has been seen across the board and big shifts into above. However, a tail continues. Shifts into meetings and above.															

Maori -Maths (all)															
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)						
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
11	11	9	0	11	10	10	0					10	5	17	5
Limited shift, but none have gone backwards. Many in just below ready to meet standard															
At or above: 26% 9/31															
At or above: 32% 10/31															
At or above: 59% (+33) 23/37 (+13)															
A shift has been seen across the board and big shifts into above. However, a tail continues.															

Pasifika -Reading (all) *This is now end of term 2 due to COVID 19 break															
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)						
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
9	7	2	0	4	6	5	3					3	5	6	4
Continued improvement with students moving from WB to below. Significant improvement to Above.															
Progress has been seen but small shifts across the board.. Percentage wise big shifts															
At or above: 11% 2/18			At or above: 44% 8/18			At or above: % n/a			At or above: 56% (45) 10/18 (+16)						

Pasifika -Writing (all)															
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)						
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
5	10	3	0	4	9	4	1					0	9	8	1
Limited shift, but none have gone backwards. Many are just below ready to meet the standard. One in above now															
Our biggest success is that there are no students below.															
At or above: 17% 3/18			At or above: 28% 5/18			At or above: % n/a			At or above: 50% (33) 9/18 (+6)						

Pasifika -Maths (all)															
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)						
WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
9	6	2	1	8	7	2	1					5	1	11	1
Limited shift, but none have gone backwards. Many in just below ready to meet standard															
A big shift to our meeting and above, but a tail still continues and will need to be a target for 2021.															
At or above: 17% 3/18			At or above: % n/a			At or above: 67% (50) 12/18 (+9)									

Male -Reading (all)													
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)				
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
30	33	10	20	22	17					17	18	18	30
Continued improvement with students moving from WB to below. Significant improvement to the above. But still a tail that will need to be a focus in 2021													
At or above: 22%			39/81			At or above: % n/a			At or above: 58% (+59) 48/83 (+30)				

Male -Writing (all)													
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)				
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
17	47	12	17	40	19					9	31	36	7
Progress has seen shift into below and increase at those considered at. Very happy with the shift into above. Most in below on track to meet													
At or above: 21%			24/81			At or above: % n/a			At or above: 52% (+31) 43/83 (+26)				

Male -Maths (all)													
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)				
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
25	32	13	23	23	13					14	14	33	22
Progress has seen shift into below and increase at those considered at. Very happy with the shift into above. Most in below on track to meet													
At or above: 30%			35/81			At or above: % n/a			At or above: 66% (+35) 55/83 (+30)				

Female -Reading (all)														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
27	24	21	16	27	20	31				8	15	18	51	
<p>Continued improvement with students moving from WB to below. Significant improvement to Above.</p> <p>Impressive shifts with the above cohort seeing ongoing shifts. Big shifts out of well below. Gap between girls and boys</p>														
At or above: 46% 43/94			At or above: 54% 51/94			At or above: % n/a			At or above: 75% (*29) 69/92 (*26)					

Female -Writing (all)														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
5	50	24	5	46	28	15				0	19	49	24	
<p>The shift has been positive through the different categories, with large increases in the above. A few students have not progressed as much and are not on track. Students have not gone backwards however.</p> <p>Impressive shifts with the above cohort seeing ongoing shifts. Big shifts out below to meeting Gap between girls and boys</p>														
At or above: 41% 39/94			At or above: 46% 43/94			At or above: % n/a			At or above: 79% (*38) 73/92 (*34)					

Female -Maths (all)														
Start of year (Based on end of 2019 data)			Start of term 2* (As per reports)			End of term 3 (As per parent interviews)			End of term 4 (As per reports)					
WELL BELOW	BELOW	AT	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	
30	36	18	26	32	24	12				13	19	38	22	
<p>The shift has been positive through the different categories, with large increases in the students in the AT cohort. A few students have not progressed as much and are not on track. Students have not gone backwards however.</p> <p>Impressive shifts with the above cohort seeing ongoing shifts. Big shifts out of well below. Boys and girls similar results.</p>														
At or above: 29% 28/94			At or above: 38% 36/94			At or above: % n/a			At or above: 65% (*35) 60/92 (*37)					

