

National Standards 2016.

Summary of Narrative and Analysis of Variance.

Reading National Standards- 70% at and above National Standards

	Well Below	Below	At	Above
After 1 ys at school	0%	20%	65%	15%
After 2 yrs at school	4.4%	19.1%	60.3%	16.2%
After 3 yrs at school	5.1%	40.7%	44.1%	10.2%
Year 4	6.6%	6.65	50.8%	36.1%
Year 5	4.1%	20.3%	52.7%	2%
Year 5	6.0%	34%	36%	24%
Year 7	9.7%	19.4%	45.2%	25.8%
Year 8	8.8%	33.3%	35.1%	22.8%
Total School	5.5%	23.6%	49.3%	21.6%

Reading

- School wide Reading for 'at and above' -70.9%,
- 85.5% of Asian/Indian students are 'at and above', 78.4 % of NZ European students 'at and above 65% of Maori 'at or above' in Reading, (an increase of 2% school wide since last year) and 48 % of Pacific Students are 'at or above'. This % level has increased since 2015 by 4%. A significant group of students who transfer from other schools are below N/S and after 2 years or more have made steady and sometimes accelerated progress students in 2016. An improvement has been made this year in Reading for Maori / Pasifika from 'well below' to 'below' and 'below' to 'at' areas. Interventions that were put in place to support Learners in Reading have been important for progress and will continue to assist learners.
- After being targeted in 2016 'After 2 years at school' students have made significant progress. In 2015 'After one year at school' students were 40% 'at or above', – this has increased to 62% in 2016-an excellent strength and improvement. This will be an area to continue to monitor and ensure continuous progress into 2017.
- Year Levels After 2 years at school, Year 5, and Year 8 made significant progress. Other year levels tracked at the same /similar as 2025 levels for that year group.
- Year 8 students left here for high school with 72% in Reading, 68% in Writing and 58% in Maths at the 'at or above' level. The Year 8 students in particular have made huge shifts across 2016 with an improvement in Reading of 13% more in 'at and above' areas.

Writing National Standards- 66.2% at and above National Standards

	Well Below	Below	At	Above
After 1 ys at school	0	20%	80%	0
After 2 yrs at school	7.4%	33.8%	55.9%	2.9%
After 3 yrs at school	1.7%	47.5%	45.8%	5.1%
Year 4	8.2%	19.7%	49.2%	23%
Year 5	4.1%	28.4%	44.6%	23%
Year 5	4%	30%	58%	8%
Year 7	8.1%	25.8%	46.8%	19.4%
Year 8	8.8%	22.8%	49.1%	19.3%
Total School	5.3%	28.5%	53.4%	12.8%



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Writing

- Writing has been an area for ongoing development and particularly in moderation areas. 66% of students school wide are 'at and above', 75% of NZ European students are 'at and above' N/S, 60% of Maori (an improvement of 6%), 50% Pacific students parallel to 2015. 75% of Indian/Asian students are 'at or above'
- Year levels that have made the most progress in writing are After 3 years, year 4/5, with a slight decline in Year 7. Year 3 students were identified as needing intervention and support and MOE funded ALLS program was implemented in 2016. Significant progress was made through this program.

Maths National Standards- 70.9% at and above National Standards

	Well Below	Below	At	Above
After 1 yrs at school	0	20%	65%	15%
After 2 yrs at school	4.4%	19.1%	60.3%	16.2%
After 3 yrs at school	5.1%	40.7%	44.1%	10.2%
Year 4	6.6%	6.6%	50.8%	36.1%
Year 5	4.1%	20.3%	52.7%	23%
Year 5	6%	34%	36%	24%
Year 7	9.7%	19.4%	45.2%	25.8%
Year 8	8.8%	33.3%	35.1%	22.8%
Total School	5.5%	23.6%	49.3%	21.6%

Maths

- School wide in Maths for 'at and above' - 71%, with 64 % of Maori 'at or above' in Maths, 85% Asian/Indian, 78.4% NZ European and 53% Pacific students 'at and above' - this data matches equally matches data from 2015. Progress for many of these students has been encouraging, and successful this year with some students moving 2-3 stanines making accelerated individual progress after being on ESOL programs.
- Year levels that made the most progress were After 2 Years, After 3 years and Year 5. The school had significant Maths development with funds spent on subsidising Mathletics for all Year 3/4/5/6/7 students.

All areas of National Standards. -Intervention continue for students in areas that are of concern and need accelerated support in place to make more rapid progress.

