



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Charters, Analysis of Variance and Reporting

Guidance for schools using
National Standards

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MINISTRY OF EDUCATION

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1. Introduction

As boards of trustees you are accountable for the performance of your school or kura. The key focus of your role is raising student achievement and this is particularly important when we look at the success of Māori, Pasifika and students with special education needs within our education system.

School planning and reporting is a collaborative process. It provides your teachers, school leaders and board with an opportunity to work with parents, families and whānau to develop shared aims and targets for what they want their students to achieve.

As a board, you play a vital role in deciding and leading the future direction and performance of your school. ▲




2. Purpose

This document is for schools with students in years 1 to 8. It provides some practical advice and examples for how your board can incorporate National Standards in school charters and analysis of variance reports.

This document builds on existing planning and reporting information and complements other information about using the curriculum and National Standards that you will have received from us. It provides suggestions and examples about how your board can:

- develop the strategic and annual planning sections of your charter;
- use student achievement and progress information (including information in relation to National Standards) to design target teaching programmes; and
- report student progress and achievement against National Standards and in your analysis of variance. ▲



Further information about school planning processes are available on our website:
<http://www.education.govt.nz/reporting>

3. Roles and Responsibilities

The role of your board

Being a board member is an important and vital role. You have a governance responsibility to provide strong strategic leadership to lift the educational achievement of the students in your school or kura.

Your board has overall responsibility for charter development and review. It is your board's plan for the year and your board must sign it off. Charters provide a clear focus for change and improvement, particularly in teaching and learning. This does not mean that other aspects important to your board do not feature in the charter. However a focus on teaching and learning demonstrates that your board is showing leadership around the priorities that evidence suggests will make the biggest change for the students at your school.

It is important that your charter is in place by the start of the school year so that it can inform teaching and learning for the first day of term one.

Your school or kura is required to submit your charter, and analysis of variance reporting to us by 1 March each year under National Administration Guidelines (NAG) 7 and 8. You are also required to submit your school or kura achievement data and commentary by 1 March under NAG 2(a) and (b).

Focus on student achievement

Your board's role is to ensure that the information contained in the charter describes for students, parents, families and whānau what it wants to achieve for your students during the coming year. Your Charter will also provide a clear focus for improvement, particularly in teaching and learning.

Since 2010, schools with students in years 1 to 8 have been using National Standards as a benchmark for the literacy and mathematical skills needed to access *The New Zealand Curriculum*. Your board reports progress and achievement of your students in relation to National Standards annually. This means your charter will need to include targets in relation to the National Standards to provide a basis for your reporting.

Schools and kura using *Te Marautanga o Aotearoa* will set their targets in relation to Ngā Whanaketanga Rumaki Māori in their charters and report student progress and achievement in relation to Ngā Whanaketanga Rumaki Māori annually.

Your board should ensure that:

- its vision and values, strategic and annual sections, aims and targets will make a difference for all students;
- all of its aims, targets and planned actions are informed by information about student achievement, retention, engagement and transitions;
- the strategic section clearly outlines the strategic intent of the school for the next 3 to 5 years and reflects the aspirations and needs of the community;
- the annual section is aligned to the strategic section so that the goals and targets in the annual section represent steps towards achieving the longer term goals in the strategic section;
- the targets set for improving student achievement meet the specific needs of students at the school and are aligned with the national priorities;
- the charter reflects how resources, programmes, and investments will be prioritised to bring about the change and improvement being sought;
- your planned actions and programmes are appropriate for the targets set and are likely to result in progress being made in achieving the target;
- the programmes to support targets are coherent and complementary and not competing.

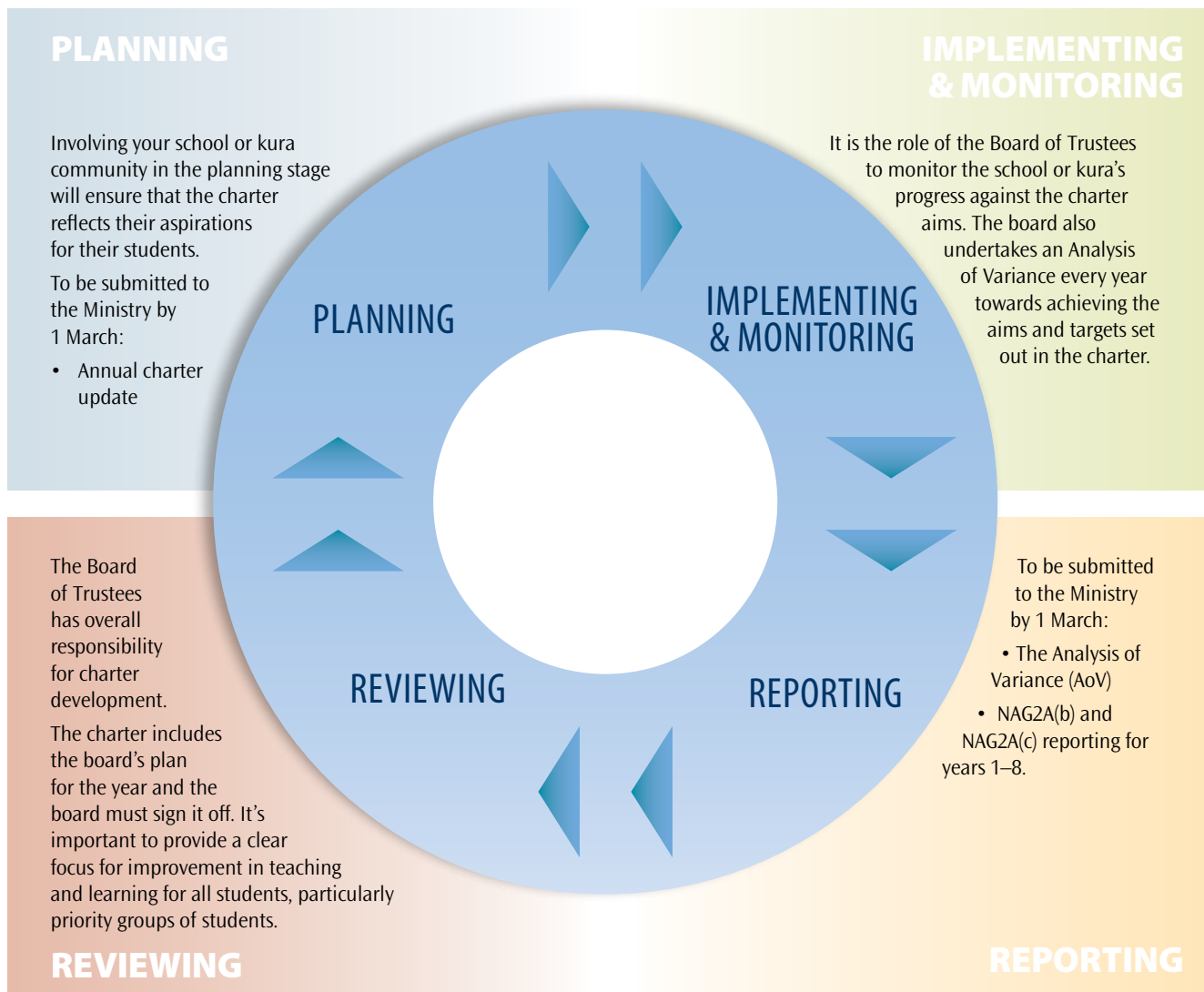
School self-review

Self-review and planning processes are important tools in helping to raise student achievement, particularly for students who require additional support. It is essential that your school or kura identify these students and the supports they need so that these students can achieve educational success.

Through self-review, including the analysis of student achievement data, your school or kura is able to establish a shared vision and can set its aims and targets for improving student achievement. These aims and targets will align with *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* and reflect community and whānau aspirations. Self-review also enables your school or kura to develop appropriate planned actions in order to achieve your aims and targets.

Self-review is a continuous process throughout the year. Regular monitoring of the achievement and progress of your students allows your board to adjust the support and resources required to meet your targets.

This diagram shows the phases of a board's self-review cycle.



The following questions can help guide self-review

- what aspirations, strategic aims and annual objectives has your board set in place to improve the progress and raise the achievement of your students, run the school, and manage your resources?
- what actions has your board undertaken towards achieving its aspirations and aims?
- what has your board achieved and how does it know this? What is its evidence?
- how is your board using this information for continuous improvement?
- if aspirations and aims have not been achieved, what future actions are required?
- how are targets contributing to achieving your school's strategic aims and annual objectives?

Further information on school self-review is available from the Education Review Office (ERO) website: <http://www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews>

Māori, Pasifika and students with special education needs

All school boards and leaders have an important role in helping to raise achievement for Māori students, Pasifika students and students with special education needs.

We have three key strategies in place to focus schools on Māori, Pasifika and students with special education needs and schools are expected to take these into account when planning for improvement. The strategies focus on ways to accelerate progress and achievement for the national priority groups of Māori, Pasifika, and students with special education needs.

The following documents can provide your board with useful guidance and insights for its monitoring role.

Māori students

Ka Hikitia – Accelerating Success 2013-2017 is our strategy to rapidly change how the education system performs so that all Māori students gain the skills, qualifications and knowledge they need to enjoy and achieve education success as Māori.

Ka Hikitia means to “step up” or to “lengthen one’s stride”. The aim of *Ka Hikitia* is to step up the performance of the education system to ensure Māori are achieving education success as Māori.

Ka Hikitia stresses that identity, language, and culture count and are the essential foundation for transforming the education system into one that is high in quality and equity and where all students succeed and achieve.

Consultation with your school’s Māori community is an important part of your board’s commitment to your Māori students’ success as Māori.

Where to go for help:

Ka Hikitia – Accelerating Success 2013-2017 is available at: <http://education.govt.nz/the-maori-education-strategy-ka-hikitia-accelerating-success-2013-2017>

Tau Mai Te Reo is the Ministry and education sector agencies’ Māori Language in Education Strategy and is available here: <http://www.education.govt.nz/tau-mai-te-reo-the-maori-language-in-education-strategy-2013-2017>

A companion resource in this series, *Effective Governance – Supporting education success as Māori*, is also available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/supporting-education-success-as-maori>

For Māori-medium settings, *Tū Rangatira* outlines the *kaikōtuitui* leadership role of nurturing diversity, brokering relationships, and weaving people together to achieve your goals for student success. A copy of *Tū Rangatira* is available here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-English>

Pasifika students

The *Pasifika Education Plan 2013-2017* is a vision for an education system that works for Pasifika students so that they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region, and the world. The plan encourages the education workforce to focus on becoming “Pasifika competent” and to develop systems and processes that build on identities, languages, and cultures.

Where to go for help:

A copy of the *Pasifika Education Plan 2013-2017* is here: <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017/>

A companion resource in this series, *Effective governance – Supporting Pasifika success*, is also available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/supporting-pasifika-success>

Students with special education needs

Success for All – Every School, Every Child is the Government’s vision for a fully inclusive education system for all students with special education needs. Success for All includes everyone – boards of trustees, principals, teachers, students, and their families and whānau.

Success for All promotes presence, participation and achievement of children with special education needs in every state and state-integrated school. Boards have a responsibility to help achieve this goal. The strategy includes a programme of activities to support schools to become more inclusive and to improve special education systems and support for students.

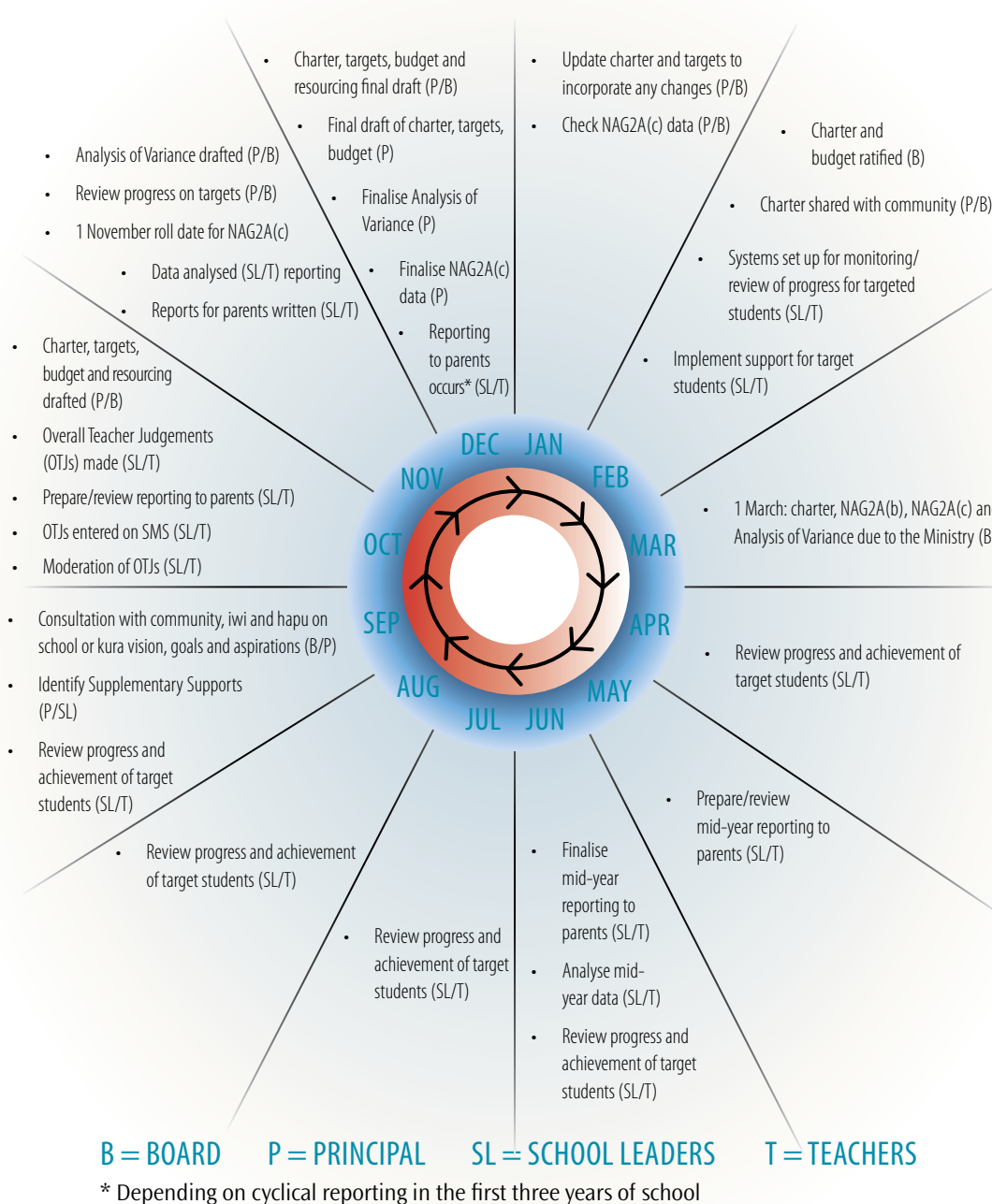
Where to go for help:

Success for All – every school every student: Inclusive practice in secondary schools: ideas for school leaders can be found on our website: <http://www.education.govt.nz/inclusive-education/>

In June 2010, the Education Review Office published the report *Including Students with High Needs*, which includes a special education self-review chart and indicators that provide suggestions for inclusive practice. You can find this here: <http://www.ero.govt.nz/National-Reports/Including-Students-with-High-Needs-June-2010>

A companion resource in this series, *Effective governance – Building an inclusive school*, a resource providing boards with information and advice about how to make schools more inclusive, is available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/building-inclusive-schools>

4. Planning and Reporting Cycle



The diagram above shows the annual roles and responsibilities of the board, principal, school leaders, and teachers in the school planning and reporting cycle.

Your charter is the key planning document for your school. It reflects your community's goals and aspirations for your school and your students. In the charter your board outlines how it intends to improve the progress and achievement for all of your students, in particular for your Māori and Pasifika students and students with special education needs. Your charter also reflects how your school is implementing the Government's priorities as set out in the National Education Guidelines and the National Administration Guidelines.

By reviewing progress made towards planned actions throughout the year your board can evaluate the effectiveness of its actions and adjust support and

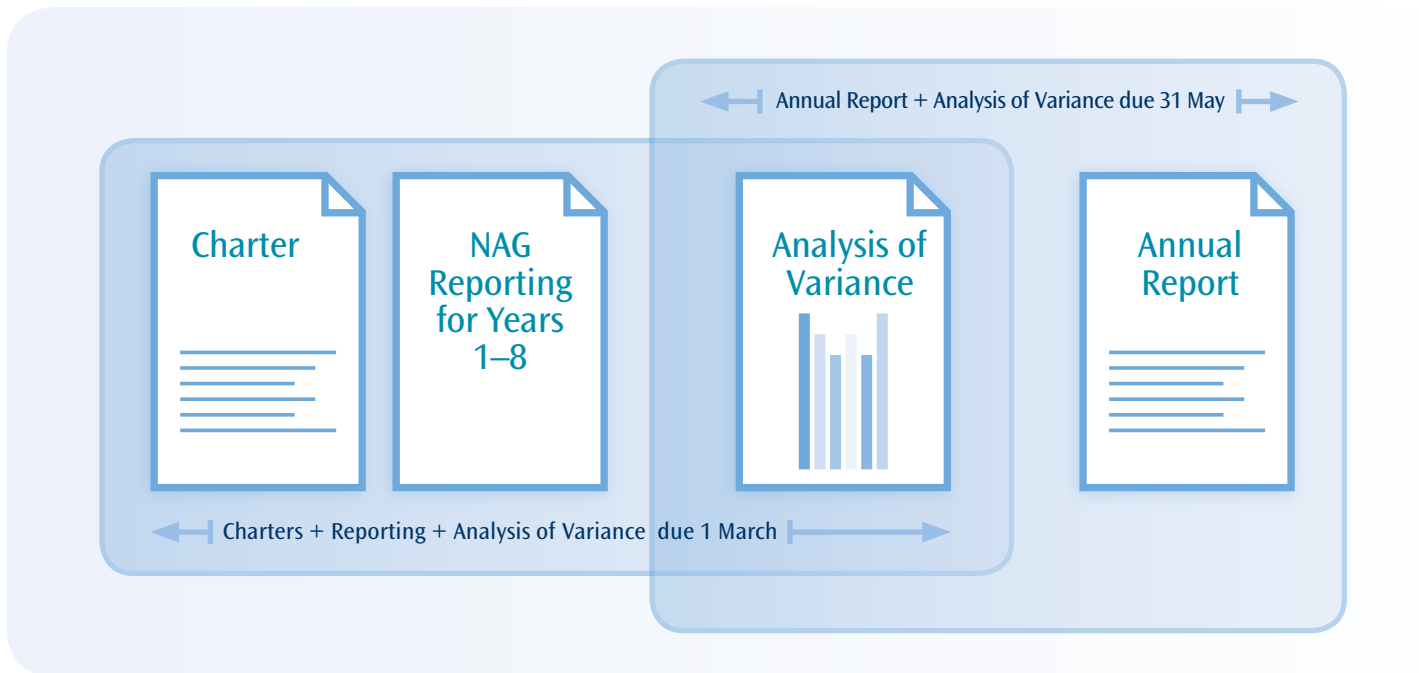
resources to where they are most needed. Ongoing review of your charter will help ensure your board is on track to meet its aims and targets.

Your analysis of variance highlights for your community the progress your board has made in achieving the aims and targets set out in your school charter.

It provides your board and school leaders with a valuable learning opportunity to reflect on the success of improvement strategies for the past year. It enables your board to evaluate results against the aims and targets in your school charter, with a focus on your board's aims and targets for improving student progress and achievement.

Having robust, quality National Standards and Ngā Whanaketanga Rumaki Māori data helps parents, families, whānau, teachers and the Ministry to understand and support students' learning, which is essential in order to lift achievement and target support to students who need it most. It provides a richer and more consistent set of progress and achievement data for your school and your community. ▲

The diagram below shows the annual requirements and components of school planning and reporting



Due to the Ministry by 1 March:

Charter

NAG2A(b) and NAG2A(c) reporting for years 1-8

Analysis of Variance

Due to the Ministry by 31 May:

Annual Report

Analysis of Variance

5. Your Charter

Your charter does not need to be a long and detailed document. The purpose of a charter is to outline the key areas your board will focus on, both in the long-term and the coming year, in plain language that is easy to read and understand, while incorporating the priorities identified by parents, whānau, and your community. The aims and targets included in your charter are based on evidence and outcomes of your board's self-review.

Charters include three main sections:

- the introductory section (including mission, vision and values)
- the strategic section
- the annual section (including targets and planned actions).

The purpose of each section is briefly outlined below along with suggestions for how your board can build government priorities into these sections.

Where to go for help:

A copy of a charter template to help you develop or update your charter is available here: <http://www.education.govt.nz/charter-template/>

The introductory section (mission, vision and values)

The introductory section clearly outlines your school's overarching aims for all of your students. It includes your community's expectations of the school and the principles that guide all actions and relationships.

The introductory section also includes your school's aims of developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. It includes the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents have requested it.

This section may stay the same depending on the stage your board is at in terms of its strategic review cycle and the degree of the charter's alignment with *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*.

Building priorities into the introductory section

Your board's vision and values statements link to the focus on Māori, Pasifika and students with special education needs. These statements commit your school to welcoming and catering for diversity and providing the appropriate learning environments for all students to achieve in an inclusive and supportive environment.

The strategic section

The strategic section sets out the board's aims and direction for student progress and achievement for the next 3-5 years. It includes strategic aims that document the direction in which you want your school to go, in particular, your student progress and achievement outcomes that your board aims to achieve.

The strategic section includes:

- a broad outline of what your board wants to achieve each year over the 3-5 year period, with each year's aims or actions building on the previous years;
- an outline of your school's education priorities to your community which reflect Government priorities as set out in the National Education Guidelines (NEGs); and
- plans for other key areas of the school or kura such as property and buildings where you have a long term responsibility to ensure that teaching and learning are fully supported.

After consultation with your community, your board needs to consider your community's views and priorities in the development of your strategic plan.

If your school has students in years 1 to 8, you will need to incorporate National Standards in your strategic planning. This means setting aims for what you want for your students or groups of students – including both achievement and progress in reading, writing and mathematics, according to your school's priorities. Along with your other targets, you will need to report on progress and achievement against the National Standards.

Building priorities into the strategic section

Your board could commit to reviewing how well it welcomes diversity into its school and develop, in consultation with its community, a strategic aim to improve this. For example, your board could set an aim to refresh its approaches to *Ka Hikitia*, the *Pasifika Education Plan*, and/or how it is implementing the inclusive practices for students with special education needs as outlined in *Success for All*.

Examples of strategic aims are available on page 17 of this resource

The annual section

The annual section outlines your annual **aims, objectives, targets, planned actions** and **resources** to achieve the outcomes you have set for your students. These will all contribute to the conditions for improving the progress and achievement of your students for the school year the charter relates to.

Aims and objectives

Your annual objectives should align closely to your strategic aims. These also allow ongoing review against your strategic aims and targets.

This section includes:

- detail on how the strategic plan will be put into operation for the coming school year with clearly defined timeframes in which you expect to achieve actions/activities;
- specific objectives to improve student progress and achievement which align closely with the strategic aims;
- challenging but achievable targets (including those set against National Standards) based on analysis of data, including current student achievement data, engagement data and trend and pattern data;
- appropriate planned actions to meet these targets, which may include the provision of targeted professional development to support effective teaching, additional resources (people and/or financial), community-based programmes;
- details on who is responsible for the planned actions, when the work will be completed and outline costs involved (where appropriate);
- interim measures to monitor progress regularly along the way and adjustments can be made where programmes are found to not be effective; and
- your board can also monitor progress made against targets throughout the year by the collection and review of student progress and achievement data. Your board can then determine whether they are on track to meet these targets and make changes to teaching and learning programmes if necessary.

Process aims

Self-review or evaluation of current systems may identify processes that need to be developed or changed in order to make systems more effective. In these cases process targets are to be set in addition to your achievement targets.

Process aims, which could be around data collection, moderation processes or attendance management systems, will define successful outcomes and will include actions to achieve your aims.

Process aims are likely to be short term (achievable within a year) and designed to support the shifts you want to make in your student achievement.

You can find an example of a process aim on page 17 of this resource.

Building priorities into the annual section

Your board's vision and values statements link to the focus on Māori, Pasifika and students with special education needs. These statements commit your school to welcoming and catering for diversity and providing the appropriate learning environments for all students to achieve in an inclusive and supportive environment.

6. Updating your School Charter

It is important for your board to review its charter during term four so that it is in place by the start of the school year. This way the charter can inform teaching and learning from the first day of term one.

Below are some questions your board may consider when updating your charter:

- how do you use National Standards information from contributing schools to inform your teaching and learning programmes?
- do you have targets and planned actions to meet the needs of your students who are *below* or *well below* the National Standard?
- what does student progress and achievement look like at your school; both school-wide, at departmental level, year level and by gender? How is it placed against national priorities and expectations?
- what does your student progress look like for Māori students, Pasifika students, (and other ethnic groups as appropriate to the school) and students with special education needs?
- what improvement do you expect to see for your students?
- what are the current support programmes in place and how will they support targets being met?
- what additional support/investment is required to achieve your aims and targets?
- how are inclusive practices reflected in your school's strategic and annual planning? What is your evidence?
- how will you monitor the progress of targeted groups throughout the year?
- looking at the analysis of variance in the last annual report, what were your aims and objectives for improving student achievement? What targets and planned actions did you set? Were these targets achieved? Were your planned actions effective in meeting your targets?

7. Your Target Setting

Targets, Planned Actions and Resources

Targets are a key part of the annual section of your charter and show the improvement shifts you are aiming to achieve for your students over the year. In order to set targets that are appropriate for your school, your board needs to understand achievement of all students, in particular students or groups of students that are not making the expected progress.

To do this your school must collect and analyse a range of student achievement information to develop the evidence on which to base decisions about which groups of students need extra support. The targets will focus on these identified students.

Analysing the different types of student achievement information will enable your board and school leaders to identify students that are not achieving at expected levels. You can then set targets for these students and develop planned actions that your school will undertake in order to raise their progress and achievement.

The following diagram on page 12 of this resource outlines the cycle for target setting. Your principal and staff will work through this process when they collect and analyse the school's student achievement data and set targets for improving student progress and achievement.

It is important that your board:

- aligns your annual plan to your strategic plan
- sets targets for raising student achievement that meet the specific needs of your students and that these targets align with the national priorities.

Building priorities into target section

Many boards set challenging targets that are SMART (Specific, Measurable, Achievable, Relevant and Time-bound).

Your targets should focus on specific students/ groups of students that are not progressing or are at risk of not achieving *at* or *above* the National Standard and outline the actions your school will take and resources required (financial resources, professional development and other teaching, learning and community-based programmes) to make this shift in order to meet its target. The number of students being targeted should be detailed in the target as well as their year level, gender and ethnicity if applicable.

Your board may find the following diagram and questions on page 12 of this resource useful for self-review when developing and approving targets for inclusion in your charter.

Gathering evidence (data collection and review)

Targets are developed using evidence-based data, including current trends and patterns of student achievement data and are informed by the analysis of variance.

Reflective Questions:

- What data does our school collect on progress and achievement?
- How does our school review progress and achievement?
- Is student achievement data broken down by year level, ethnicity, gender, and classroom?
- How does our data help us to make informed decisions about resourcing?
- How often is student achievement data reported to our board so the board can discuss the progress and achievement of all its students?

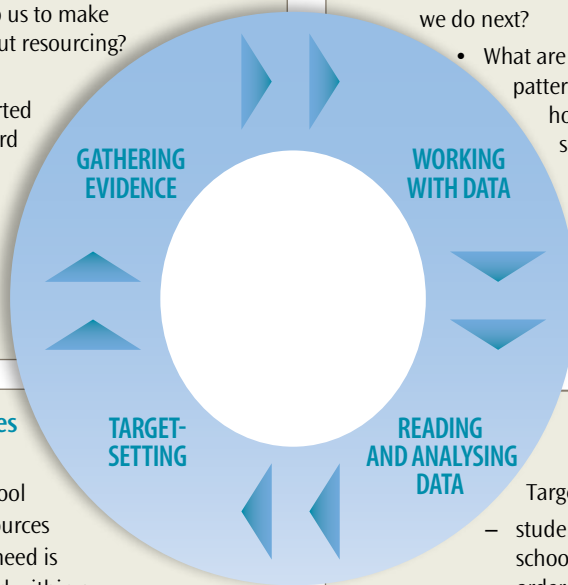
Working with student data

School-level data needs to be analysed to understand the achievement of Māori students, Pasifika students, other ethnicities, migrant, international and refugee background students and students with special education needs.

School-level data also needs to be analysed in relation to year-level, gender and classroom.

Reflective Questions:

- How well are our students progressing and achieving at our school and what evidence do we have of this?
- What data is collected about the attendance of our students, patterns of transience, engagement across the school? How does this data inform decisions about what we do next?
 - What are our student achievement trends and patterns over the past few years and how do these compare to similar schools? How do they relate to trends and patterns in attendance, truancy and engagement?
 - Are there particular areas of the curriculum where student achievement has risen or fallen significantly over time, and why?



Target setting (strategies and planned actions)

Setting targets allows a school to prioritise additional resources and support to where the need is identified and be supported within a quality action plan.

Each target has an end point so you can review your actions and identify your results. Reviewing your progress against targets regularly enables you to check that you are on track.

Reflective Questions:

- How will the information on student achievement inform our own learning needs and those of both leaders and teachers?
- What strategies and planned actions are in place for improving student progress and achievement and how effective have they been?
- Have we met or exceeded our expectations?
- Based on our student achievement data and the outcomes of our analysis of variance, what planned actions should the school take in the coming year to raise student achievement?
- What resources will be required to support these planned actions?

Reading and analysing student data

Targets should focus on:

- students or groups of students at your school who need additional support in order to achieve at expected levels and meet annual goals
- improving the progress and achievement of all identified targeted groups of students or individual students

Raising achievement of all students is the core business of a school, in addition to the targets for identified groups of students that are not achieving at the expected level.

Reflective Questions:

- How well are our priority groups being targeted, in particular our Māori students and Pasifika students and our students with special education needs?
- Are there students in our priority groups making slower or faster progress than others?
- What is the level of progress and achievement for our English Language Learners?
- Are our gifted and talented students making progress?
- How many migrant, international and refugee students are there in our school? Who are they and what progress are they making?
- How many students are receiving ORS funding and what progress are they making?
- How are our students receiving additional support achieving?

Your board may find the following prompts useful for self-review when developing and approving targets for inclusion in your charter.

- challenging but achievable targets based on the analysis of data including current student achievement data, engagement data and trend and pattern data;
- detail about how the strategic plan will be put into operation for the coming school year with clearly defined timeframes in which you expect to achieve actions/activities;
- appropriate planned actions to meet these targets. The planned actions may include the provision of targeted professional development to support effective teaching, additional resources (people and/or financial) and community-based programmes;
- details about who is responsible for each planned action and when it will be reviewed.

Your board can monitor progress towards achieving targets throughout the year by the collection and review of student progress and achievement data. Your board can then determine whether it is on track to meet its targets and make changes to teaching and learning programmes if necessary. By identifying interim measures to monitor progress regularly along the way, timely adjustments can be made where programmes are found to not be effective.

Review your targets

Your targets need to focus on accelerating achievement of students who need more support.

It is important to review your targets and make sure you have:

- achieved what you set out to achieve (if not, why not?);
- identified what is working well;
- identified what you need to do differently the following year.

Setting targets for students who are transient or new to your school

If you have a significant number of transient or new students arriving to your school during the year, it is important your school has targets in place for raising the achievement of these students.

You may not have student achievement data for these students. If you don't, you will need to use the data you have, based on trends from previous years to set targets for raising student achievement. Consider the support mechanisms required to support the achievement and progress of these students.

Where possible, work with the student's previous school to build a data profile to inform your target setting. If your students move to another school, or another stage of schooling, share the students' achievement data with the new school. This will help with the preparation for new students and provide an easier transition.

Where to go for help:

<http://assessment.tki.org.nz/Using-evidence-for-learning/Target-setting>

<http://www.education.govt.nz/resources>

Examples of how to set targets are available from page 18 of this resource. ▲

8. Your National Standards Reporting

Your reporting information outlines progress and achievement of your year 1 to 8 students in relation to National Standards and Ngā Whanaketanga Rumaki Māori. Your board should use this information to set objectives and targets for improving student progress and achievement in your school charter for the following year.

It is important that your school or kura continues to improve the quality and use of your student achievement information. Reporting timelines that more accurately reflect the planning, reporting and delivery cycles for your school calendar year will mean your board, school leaders and the Ministry are better placed to know where to focus their learning and teaching programmes and support for the year ahead. They also enable the Ministry to capture a regional and national picture of student progress and achievement.

The Ministry is available to work with and provide advice and guidance to your board, principal, and school leaders.

Reporting to the Ministry of Education

Schools and kura with students in years 1 to 8 must submit the National Standards NAG2A(b) and (c) reporting to us with their annual charter update and analysis of variance by 1 March.

Your data must be submitted in full, for all students excluding those Year 1 students who have been enrolled at a school for the first time on or after 1 March. Your data should not be excluded for privacy concerns. We will redact the information and return it to your school or kura for review before publishing.

NAG2A(c) reporting

Please use your Student Management System reporting function or use the first worksheet in the Ministry provided MS Excel template for reporting NAG2A(c) data to us. When reporting to your community, you can use the second worksheet in the MS Excel template which will allow you to redact information to protect the privacy of individual students.

All sections of the NAG2A(c) template must be completed and submitted in electronic format through your SMS or the School Data Portal.

Where to go for help:

National Standards NAG2A(b) and NAG2A(c) templates, and an instruction booklet on how to report your National Standards NAG2A(b) and NAG2A(c) data to the Ministry is available here: <http://www.education.govt.nz/national-standards-nag2ab-and-nag2ac-templates>

Information on how to submit your planning and reporting documents to the Ministry using the School Data Portal are available here: <http://www.education.govt.nz/sending-your-documents/>

NAG2A(b) reporting

Your school or kura is required to report school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

1. school strengths and identified areas for improvement.
2. the basis for identifying areas for improvement.
3. planned actions for lifting achievement.
4. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

These are explained in more detail below:

Your school's identified areas of strength and areas for improvement

Your board is required to include a summary of your school's strengths and areas for improvement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards (NAG2A(b)(i)). To do this your board will need to analyse school-level student achievement data in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

Your board's basis for identifying the areas for improvement

Your board needs to show your school's community and the Ministry how it identified the areas for improvement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards (NAG2A(b)(ii)). Your school should consider a variety of data and analysis.

There are two key areas for your board to focus on:

- analysis of school-level progress and achievement data in reading, writing and mathematics, broken down by Māori students, Pasifika students, Asian students, and European/Pākehā students, gender and by year level on Ngā Whanaketanga Rumaki Māori and/or National Standards. This information may identify patterns across year levels for different groups of students (for example, gender or ethnicity).
- analysis of the difference between the targets that were set in your annual plan and what was actually achieved (i.e. your analysis of variance). This provides an opportunity for your board to review the actions of the past school year and identify what has and hasn't been effective to support student learning.

Identifying students who require targeted support will assist your board to set aims and targets in your charter and form part of your school's continuous cycle of self-review. School and kura leaders and teachers should also find this information useful for identifying their students who need targeted support at a classroom level and to adjust teaching and learning programmes accordingly.

Your board's planned actions for lifting achievement

Where your board has identified a need to improve student progress and achievement, it describes for parents, families and whānau what its planned actions for lifting achievement are. Your board is required to identify the areas of improvement and outline the actions it will take to address these areas (NAG2A(b)(iii)). These actions are to be included in your school's charter.

How your students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards

Your board needs to outline how your students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. This information will help to show the progress made over the year by your students who may not have progressed on the four point scale but have moved within a category. For example, a student who was *below* the standard at the start of the year and although is still *below* at the end of the year has made considerable progress towards being at the standard.

NAG2A(b) reporting requires your school or kura to analyse school-level Ngā Whanaketanga Rumaki Māori and/or National Standards information to identify areas of strength and areas for improvement, the basis for identifying areas for improvement, planned actions for lifting achievement and outline how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. When undertaking analysis of this data, your school or kura should look at Ngā Whanaketanga Rumaki Māori and/or National Standards data for all cohorts, irrespective of whether targets were set for these cohorts.

An example of a NAG2A(b) template is available on page 24 of this document.

Reporting on your gifted and talented students

In addition to including achievement data for gifted and talented students in your aggregated school-level data, your board may want to report on their progress and achievement separately. This will enable you to show if students are working at higher year levels than their actual year level (for example, a Year 4 student who is working at the National Standard for Year 6).

An example of how to report National Standards for gifted and talented students is available on page 25 of this resource.

Privacy and use of National Standards information in public reporting

Privacy, and complying with the Privacy Act 1993, is an important consideration for your board and school leaders when reporting to your community.

Some schools will have student information within their NAG2A(c) reporting which cannot be published in any reporting they may do publicly because it will result in individuals being readily identifiable and lead to a breach of privacy.

The National Standards templates that are provided to us at the same time as your annual charter update will be used for publishing progress and achievement information on the Education Counts website. We will redact the information and return it to your school for review before publishing.

We will not release or publish information where this would breach the Privacy Act 1993.

If your board includes any student progress and achievement information in a public document it needs to ensure that numbers or names are not reported in a way that would result in an individual student or teacher's privacy being breached. ▲

Where to go for help:

For further information and guidance see the Privacy Commissioner's [Guide to the Privacy Act for Schools](#) and the [NZSTA Guidelines for Boards of Trustees: Privacy Act 1993](#).

9. Your Analysis of Variance

An analysis of variance report is a statement in which your school or kura provides an analysis of any variance between the relevant aims, objectives, directions, priorities or targets set out in the charter and actual performance and outcomes.

Your analysis of variance highlights for your community the progress your board has made in achieving the aims and targets set out in its school charter. It shows parents, families and whānau the actions taken to achieve these and how successful these actions have been for improving student achievement.

The analysis of variance is an important part of the planning and reporting process and provides your board and school leaders with a valuable learning opportunity to reflect on the success of improvement strategies for the past year. It enables your board to evaluate results against the aims and targets in the school charter, with a focus on your board's aims and targets for improving student progress and achievement.

As the analysis of variance outlines the difference between the targets that were set and what was actually achieved, your board is able to identify what has and hasn't been effective in accelerating student achievement. It will assist your board in identifying the kinds of decisions it will need to consider in the future and the type of information it will need to assist with this.

The information contained in the analysis of variance is vital for future target setting and resourcing decisions. It will allow your board to identify its priorities for the coming year and to reassess actions from the past year that have not been successful in improving student progress and achievement.

An analysis of variance includes the following:

- clear headings and explanations so the analysis of variance is easily understood;
- a brief explanation why the board chose its strategic aims;
- targets for improvement with a focus on student progress and achievement (as outlined in your charter);
- how these targets align with the board's annual objectives and strategic aims (as outlined in your charter);
- baseline data used to set targets;
- progress and achievement made against aims and targets;
- actions undertaken to achieve aims and targets and the effect these had on student progress and achievement;
- an explanation of any difference identified between the aims, targets and the outcomes;
- a description of the actions the board will take to address any difference (this may involve including aims and targets in next year's charter).



An analysis of variance template is available here: <http://www.education.govt.nz/analysis-of-variance-template>

An example of an analysis of the variance report is available on page 23 of this resource.

10. Examples of strategic aims

The following are some examples of strategic aims:

- All students are able to access *The New Zealand Curriculum* as evidenced by progress and achievement in relation to the National Standards.
- National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Teachers' practice is responsive to students' needs, including cultural needs.
- Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori. Whānau are engaged in supporting their children's learning.
- Pasifika students are engaged in their learning and are achieving educational success. Pasifika families are engaged in supporting their children's learning.
- Students with special education needs are supported in their learning so that they can progress in relation to *The New Zealand Curriculum* and fully participate in and contribute to their school and community.

11. Example of an annual process aim

Students, parents, families and whānau are clear about progress and achievement in relation to the National Standards, and feel comfortable and empowered to ask questions about how to support next learning steps.

Teachers work actively with parents, families and whānau to gain a better understanding of their students and use this knowledge to personalise their teaching programmes.

Annual targets: All parents, families and whānau feel comfortable or very comfortable with their understanding of their children's progress and achievement in relation to the National Standards and what they can do to support this.

Baseline data: Sixty eight percent of the parents in the school community survey felt comfortable or very comfortable with their understanding of their children's progress and achievement in relation to the curriculum and National Standards, and what they can do to support further progress.

When:	What: (examples)	Who:	Indicators of progress:
Terms 2 and 4.	National Standards information sessions are held for parents, families and whānau.	Principal.	Parent, family and whānau knowledge around National Standards is improved.
Terms 1 and 3.	Consult parents, family and whānau regarding the format and content of the plain language reports about their child.	Principal.	Parent, family and whānau voice is used in the development of meaningful reports.
Term 2.	A reporting information sheet is developed to support understanding of the student progress and achievement report to parents, families and whānau.	Senior management team.	Information sheet completed and used.
Monitoring:	Monthly reporting against each of the actions is completed for SMT and the Board.		
Resourcing:	We have identified that these actions will cost "x". Details are provided within the annual budget, PLD plan and staffing schedule.		

12. Examples of targets and planned actions

Reading Example

Strategic aim: All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to National Standards.							
Annual objective: To increase the number of students achieving at or above the National Standard in reading							
Baseline data: Our baseline data (end of year Overall Teacher Judgments) identified some concerns in the Year 5 and Year 2 cohorts.							
Year 5 Students Total below standards = 17 students (includes 12 Māori students)				Year 2 students Total well below = 8 students (includes 8 boys and 4 Māori students)			
Other below	5	Other well below	2	Boys well below	8	Māori	4
Māori below	12	Māori well below	5	Girls well below	0	Other well below	4
The group of 12 Year 5 Māori students below the reading standard at the end of the year will have made more than one year's progress and be at or above the standard at the end of the year.				The group of Year 2 boys below the standard at the end of the year will have made more than one year's progress and be at or above the standard at the end of the year.			
The group of 8 Year 2 boys and 7 Year 5 students reading well below the standard will make more than one year's progress this year to enable then to be at the reading standard for the following year.							
When:	What: (examples)			Who:	Indicators of progress:		
Week 1-6, Term 1.	Review assessment data with staff and determine the particular learning needs of target students.			Principal.	Review statement completed and provided to Board.		
Ongoing throughout the year.	Fortnightly monitoring meetings to discuss progress of target students. Groups of parents invited to participate in Reading Together for Year 5 students.			Literacy leader.	Meetings are ongoing with appropriate gains in achievement level.		
Term 1.	Plan revised programme (in school, with community, in the context of the learning areas of the curriculum). Participate in Accelerated Literacy Learning (ALL) to accelerate achievement of groups of students			Principal and senior management team.	Revised programme is documented.		
Terms 1 and 3.	Work with parents, families and whānau around ways to support students' learning, particularly to inform choice of reading topics and materials. Participate in Mutakaroa for Year students.			Principal and whānau committee.	Student voice is evident in teaching programme.		
Initiated by end of Term 1.	Tuakana Teina programme. Year 6 students are trained to work with Year 3 students for daily reading.			Senior management team. Junior and senior syndicate leaders.	Senior students positively support younger peers.		
Complete by end of Term 1. Data reviewed each term.	Running record procedures will be moderated to ensure school-wide consistency.			Deputy principal.	Running records are consistently applied across the school.		

Ongoing throughout the year.	Discontinued Reading Recovery students' achievement will be monitored and remedial actions taken where necessary.	Reading Recovery teacher and assistant principal.	Tracking of discontinued students is recorded.
Ongoing throughout the year.	School-wide professional development for teachers on culturally responsive teaching practice.	Principal and whānau committee.	Improved teacher practice is having a positive impact on student outcomes.
Ongoing throughout the year.	Process put in place for teachers to reflect on and improve practice.	Senior management team.	Reflective practices are seen as the norm within the school.
Ongoing throughout the year.	Student voice considered in reading topics and materials.	Syndicate leaders.	Student voice is strongly represented in teaching and learning.
End of year	Analyse year-end data to inform progress and planning for the following year.	Principal and senior management team.	End of year results used to inform next steps.
Monitoring:	Monthly reporting against each of the actions is completed for SMT and the Board.		
Resourcing:	We have identified that these actions will cost "x". Details are provided within the annual budget, PLD plan, staffing schedule etc.		

Writing Example

Strategic aim: All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to National Standards.			
Annual objective: Analysis of school wide writing data in November identified concerns in a group of Year 4 Pasifika boys achieving below expectations.			
Baseline data: Of the total cohort of 70 year 4 students, only 20 (50%) of 40 Pasifika boys reached expected achievement levels. 8 (20%) were well below and 13 (30%) were below the National Standard for their year. Teachers' reflection on writing samples showed students in the group wrote significantly better in some contexts than others. This signalled the importance of student engagement with the material and having a sense of purpose for their writing.			
Year 5 Students: Total below standards = 17 students (includes 12 Māori students)			
Other below	5	Other below	5
Māori below	12	Māori below	12
All 13 Year 4 Pasifika boys who were <i>below</i> the standard will make more than one year's progress in relation to the writing standard at the end of this year.			
All 8 Year 4 Pasifika boys who were <i>well below</i> the standard will make at least one year's progress in relation to the writing standard and will meet their IEP goals by the end of this year.			
When:	What: (examples)	Who:	Indicators of progress:
Begins Term 1.	Teachers identify which students need priority support – targeted instruction to accelerate progress.	Principal, senior management, syndicate leaders.	Priority list developed.
Ongoing throughout the year.	Fortnightly monitoring meetings to discuss progress of target students.	Literacy leader.	Meetings are ongoing with appropriate gains in achievement levels.
Term 1.	Student voice and in particular Year 5 Pasifika boys' voice considered in writing topics.	Year 5 teachers.	Student voice is strongly represented in teaching and learning.
Begins Term 2.	In-school professional development regarding writing across the curriculum linked to teacher performance management system, particularly for ELLs and literacy.	Deputy principal and assistant principal.	Individual teacher "next steps" are incorporated in Performance Management System.
Term 2.	Moderation process developed using school-based exemplars.	Senior management team.	Greater consistency evident due to moderation process.
Begins Term 1.	School-wide professional development for teachers on the Writer Programme.	Deputy principal.	PLD is in place and effective.
Term 1 and 3.	Work with parents and whānau around ways to support students' learning so that parents are more confident in helping their children and communicating with teachers, and teachers gain a better understanding of their students and use this knowledge to personalise their teaching programmes. Parents to participate in Reading Together. Share with parents assessment data and identify way they can support their children.	Principal and Pasifika committee.	Parents, family and whānau are more confident in supporting student progress.
End of year.	Analyse and reflect in the year-end data to inform progress and planning for the following year.	Principal, senior management, syndicate leaders.	End of year results used to inform next steps.
Monitoring:	Monthly reporting against each of the actions is completed for SMT and the Board.		
Resourcing:	We have identified that these actions will cost "x". Details are provided within the annual budget, PLD plan, staffing schedule etc.		

Mathematics Example

Strategic aim: All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to National Standards					
Annual objective: To increase the number of students achieving at or above the National Standard for mathematics					
<p>Baseline data: Analysis of school wide mathematics data identified concern in Years 6 and 7 mathematics achievement. 49(64%) of year 6 and 38 (53%) of Year 7 students achieved at or above the mathematics standards</p> <p>Further analysis identified Year 6 Māori girls as being a particular at risk group with only (8) 48% achieving at or above the mathematics standard.</p> <p>During moderation session, teachers noticed that while many students were performing fairly well in number, algebra, geometry and measurement, they were not meeting the demands of the statistics strand – especially using the statistical inquiry cycle.</p> <p>It is also noted that many students performed lower on the statistics strand in e-asttle tests.</p>					
Year 6 Students				Year 7 Students	
Girls well below	9	Girls below	6	Girls well below	4
Boys well below	2	Boys below	8	Boys well below	3
Māori Girls well below	8	Māori Girls below	5	Girls below	14
Māori Boys well below	4	Māori Boys below	1	Boys below	10
All the Year 6 and 7 students that were below the mathematics standard will make more than one year's progress and at or above the standard by the end of the year.					
Four of the Year 6 and 7 students that were well below the mathematics standard will make more than one year's progress and at or above the standard by the end of the year with the remaining 4 students at standard by the end of next year.					
All year 6 Māori girls that were well below the mathematics standard will make at least one year's progress with 2 being at the standard by the end of this year and the remaining 6 students being at the mathematics standard at the end of the year.					
When:	What: (examples)		Who:	Indicators of progress:	
Week 1-6, Term 1.	Review mathematics assessment information with staff.		Principal, senior management and syndicate leaders.	Staff have identified required changes.	
Terms 1 and 2.	Years 6, 7 and 8 teachers will take a school-based post graduate mathematics paper in the first semester.		Teachers with support from numeracy advisor.	Post-graduate papers have been completed.	
Terms 1 and 2.	Professional development in culturally responsive pedagogy with evidence of success for and with Māori students. Participate in ALiM		Principal and senior management team.	Improved teacher practice is having a positive impact on student outcomes.	
Terms 1 and 2.	The numeracy advisor to provide in-class support to work with all Year 6, 7 and 8 teachers.		Deputy principal.	Targeted support is identified and provided.	
Terms 1 and 3.	Work with parents, families and whānau around ways to support students' learning.		Principal and whānau committee.	Parents, family and whānau are confident in supporting student learning.	
Term 3.	Emphasise and raise the profile of the statistics strand during the annual Science Fair. Inquiry approach where students lead own learning in groups.		Senior management team.	Science Fair exhibits reflect an improved understanding of the statistics strand.	

Term 1.	Review of equipment and resources to effectively meet mathematics and statistics curriculum needs.	Senior management team.	Mathematics resources effectively support programme needs.
Ongoing.	Establish a picture of and monitor girls' attitudes to mathematics through surveys and/or interviews over the year.	Senior management team.	Ongoing surveying of female students takes place.
Ongoing.	Establish a picture and monitor Māori students' engagement in learning over the year.	Senior management team.	Ongoing surveying of Māori students takes place.
Term 4.	Analyse year-end data to inform progress and planning for following year.	Principal, senior management and syndicate leaders.	End of year results are used to inform next steps.
Monitoring:	Monthly reporting against each of the actions is completed for SMT and the Board.		
Resourcing:	We have identified that these actions will cost "x". Details are provided within the annual budget, PLD plan, staffing schedule etc.		



13. Example of Analysis of Variance reporting

The following example illustrates how student progress and achievement data can be reported in an analysis of variance.

Strategic aim: All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to National Standards.			
Annual objective: To increase the number of students achieving at or <i>above</i> the National Standard for reading.			
Target: The group of Year 5 Māori students below or well below the standard at the end of the year will have made more than one year's progress and will be reading at or above the standard at the end of next year.			
Baseline data: Analysis of school-wide reading data in November identified some concerns in the Year 5 cohort. While the data showed respectively 64% and 68% of all students were meeting National Standards, further analysis showed that 60% of Year 5 Māori students were <i>below or well below</i> the National Standards for reading. Analysis of assessment results signalled reading comprehension as a particular area for improvement for these groups of students. Many of the group of Year 5 Māori students were formerly in Reading Recovery.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"> 1. Reviewed assessment data with staff and determined the particular learning needs of target students. 2. Monitored the progress of target students on a fortnightly basis. 3. A revised learning programme was put in place for the target students and teachers worked alongside and included parents in the programme to meet the identified needs of students. 4. School-wide professional development was put in place for teachers on culturally responsive teaching practice. 5. A process was put in place for teachers to reflect on and improve practice. 6. Student voice was used in selecting reading topics and materials. 7. End of year data was analysed to inform progress and planning for the following year. 	<p>The analysis of the end of year National Standards data showed very positive gains in levels of achievement in reading with all but 2 of the targeted Year 6 students meeting the achievement target set.</p>	<p>Most teachers embraced the PD opportunity positively and used the new learning to inform their practices in the classroom.</p> <p>The 2 students who did not make the planned progress were from classrooms where teachers were unable to commit to the PD on culturally responsive practices.</p>	<ul style="list-style-type: none"> • Individual students were clearly identified, with teachers using the data in a more defined way. This had a significant impact on the success of individual teachers reading programmes and student achievement levels and needs to be further developed next year. • The use of student voice in material selection resulted in them being more engaged in the reading activities and their enthusiasm to engage with the text was much improved. Fostering the wider use of student voice in learning programmes across the school will be a priority next year. • There was a very positive uptake by parents to the opportunity to work alongside the teacher and support student learning. The revised learning programme was able to provide specific learning activities that enhanced progress and achievement. • This engagement will be encouraged with all class next year, in particular in the senior school. • Teachers enjoyed the process of self reflection and were keen to share this with their colleagues with the result being better classroom practices. This reflective practice will be built into next year's performance management system.
<p>Planning for next year:</p> <p>The following points will be built into the planning for next year;</p> <p>Fostering the wider use of student voice in learning programmes across the school will be a priority.</p> <p>Targeting specific students had a significant impact on the success of individual teachers reading programmes and needs to be further developed.</p> <p>Greater engagement of parents in the teaching and learning programmes in a planned manner will be encouraged with all classes next year, in particular in the senior school.</p> <p>Teacher reflective practice will be built into next year's performance management system.</p>			

14. Example of NAG2A(b) reporting

Below is an example of a fictitious school's NAG2A(b) reporting.

Date: 20/12/14	
School name: Kiwi Park School	School #: 9999
NAG2A(b)(i) Areas of strength	
National Standard subject: Reading	
Discussion: <ul style="list-style-type: none"> 93% (74/80 students) of Māori students at Kiwi Park School are progressing and achieving in line with the National Standard in reading, with 19 students achieving above and 55 achieving at the National Standard. This year we implemented a school wide strategy to engage parents, families and whānau of Māori students. We used a joint parent/whānau and teacher intervention where te reo Māori audio recordings of books, made by elders, were used to support children's language learning and reading at school and home. This proved hugely successful in encouraging and supporting families and teachers to work together to support the next steps in learning. 89% (8/9) of our year 5 and 6 Pasifika girls are progressing and achieving in line with the National Standard in reading, with 2 achieving at and 6 achieving above the National Standard. Teachers have attended a course on cultural responsiveness to build effective relationships with Pasifika students and their families. Cultural competency has been a critical focus for us at Kiwi Park School. All of the year 3 boys (5/25) who were well below the National Standard for reading have made accelerated progress (a significant shift in relation to National Standards in reading). The school has been involved in the Literacy Intervention Pilot Projects in 2012. All Ongoing Resourcing Scheme (ORS) have achieved 80% of the finer grained goals in their Individual Education Plans and have made progress towards the National Standard for reading level 1. A quarter (25%) of these students showed significant progress towards achieving at the National Standard for reading. 	
NAG2A(b)(i) Areas for improvement	
National Standard subject: Mathematics	
Discussion: <ul style="list-style-type: none"> 36% (10/28) of our year 5 boys are achieving <i>well below</i> (2/10) or <i>below</i> (8/10) the National Standard for mathematics. Assessment results are showing the numeracy strand of the National Standard for mathematics as a key area of concern for these students. 45% (9/20) of our Pasifika girls are achieving <i>well below</i> (1/20) or <i>below</i> (8/20) the National Standard for mathematics. Overall teacher judgements (OTJs) show there is a significant issue in the numeracy aspects of the National Standard for these students. 5% (20/400) of students have been identified as gifted and talented in mathematics. 65% (13/20) of these students have previously achieved at the standard that is two years <i>above</i> their year level, but have slipped back to only achieving at the standard that is one year above their year level. 	
NAG2A(b)(ii) Basis for identifying areas for improvement	
Discussion: <ul style="list-style-type: none"> As a board we are not happy with the levels of achievement that our data shows particularly for our year 5 group and especially boys. Similarly for our Pasifika girls. Gifted and talented students in mathematics have not had sufficiently challenging goals set for their learning to maintain their accelerated progress. More challenging goal setting and support for these students will be a focus for next year. Professional development for teachers on effective teaching strategies and programmes for gifted and talented students will also be implemented. 	
NAG2A(b)(iii) Planned actions for lifting achievement	
Discussion: <p>Our board considered and discussed student progress and achievement data from previous years. The board also reviewed the areas for improvement from the analysis of variance and the school-level National Standards data from the current year. From the trends and patterns of the data, we have identified our board needs to focus on improving student progress and achievement in the National Standard for mathematics. To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. We will review these in November and include them in next year's charter.</p>	

NAG2A(b)(iv) How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards

Discussion:

Our student achievement results for the National Standard for mathematics shows this is an area we need to focus on. However students still made progress in moving towards achieving the standard. Of the 25 students that are not currently achieving at or above the standard, 15 students made considerable progress this year and are close to advancing on the four point scale.

Additional information:

Other relevant comments can be included in this section.

15. Example of reporting on gifted and talented students

Below is an example of how you could show the number of gifted and talented students in mathematics and their achievement in relation to the National Standard.

		The National Standard that gifted and talented students are achieving <i>at</i> for mathematics							
		After 2 years at school	After 3 years at school	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
Year level of gifted and talented students in mathematics	After 1 year at school	2							
	After 2 years at school		2	1					
	After 3 years at school			2	1	1			
	Year 4				1	2			
	Year 5					2			
	Year 6							1	
	Year 7							2	
	Year 8								3

This shows that two Year 4 students are achieving *at* the Year 6 National Standard for mathematics.

The above table shows that some gifted and talented students are achieving:

- at one level above their year level (for example, Year level 3).
- at two levels above their year level (for example, Year level 6).

16. Additional National Standards Reporting Guidance

How do we report on our English language learners?

English language learners (ELL) includes a wide range of students who come from backgrounds where a language (or languages) other than English are used in the home. The proficient use of social and academic English by English language learners and rates of progress will vary as they learn English.

English language learners may include:

- students who receive targeted Ministry of Education ESOL (English for Speakers of Other Languages) funding.
- previously ESOL funded students.
- students from migrant or refugee backgrounds, including New Zealand-born students.
- international fee-paying students.
- students who have transitioned from Māori-medium to English-medium learning environments.
- students from bilingual education settings.

Your board reports English language learners' progress and achievement in relation to National Standards in their school-level data. Your board may want to provide further context to your school-level data to highlight how many of your students are English language learners.

How do we track the progress and achievement of our English language learners?

In addition to reporting to parents in relation to National Standards, as required under NAG2A, your school or kura can initially report progress and achievement in relation to the *English Language Learning Progressions* (ELLPs).

The ELLPs provide a guide to typical language learning pathways for students learning English as an additional language.

Students need to see themselves as successful learners and parents need to see their children as successful learners. Your board's reporting needs to reflect this.

Where to go for help:

The English Language Learning Progressions reporting template is available here: <http://www.education.govt.nz/english-language-learning-progressions-reporting-template>

How do we track the progress and achievement of our students with special education needs?

All schools, including day special schools and residential special schools, must set targets in their charters to raise student achievement against National Standards. Most students with special education needs will be able to progress and achieve in relation to National Standards.

A small group of students have high and complex needs and are supported through the Ongoing Resourcing Scheme (ORS).

Some ORS students' achievement expectations will be the same as the expected achievement rates of other students in their year level. For other ORS students, the achievement expectations will be set in relation to finer grained progressions related to *The New Zealand Curriculum* and linked to the National Standards. Some of these students may be working within level one of *The New Zealand Curriculum* for the duration of their schooling. Your board needs to ensure progress and achievement of these students is tracked and that these students are making progress.

Your board may choose to report data for ORS students separately, in addition to the requirement to include this data in school-level reporting, to ensure it can track the progress and achievement of these students in relation to the finer grained progressions and the National Standards.

Where to go for help:

Further guidance on building inclusive schools is available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/building-inclusive-schools>

How do we report on our students with special education needs?

All students, including students under the Ongoing Resourcing Scheme (ORS) must be included in the data submitted to us at the same time as the annual charter update.

Please note, this does not include students in Year 1 who were enrolled at a school for the first time on or after 1 March.

What happens with our students who are dual enrolled?

Some students are on the roll of a home school (school of enrolment) and are also receiving tuition from another school such as Te Aho o Te Kura Pounamu (the Correspondence School), regional health schools or through an e-learning cluster.

In these circumstances the school of enrolment retains the student achievement accountabilities including those for National Standards.

Where the students are receiving a significant proportion of their tuition from another school, it is the responsibility of the school of enrolment to ensure they are receiving sufficient information from the school providing tuition to enable the school of enrolment to carry out their student achievement accountabilities including National Standards.

The school of enrolment can transfer these requirements to the other school through negotiation. Note that in these situations the final accountability remains with the school of enrolment. The reporting needs to be in relation to the NAG requirements. ▲





MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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