



Year:

Quarter:

School Details

School:

Type:

Current Year Levels: Year to Year Max. Roll: Guaranteed Min. Roll:

School Physical Address:

School Postal Address:

School Website:

School Term Dates

	Start	End
Term 1:	2/02/2016	15/04/2016
Term 2:	2/05/2016	8/07/2016
Term 3:	25/07/2016	23/09/2016
Term 4:	10/10/2016	16/12/2016

Contact Details

School Leader/Person Responsible For Teaching And Learning:

Name: Position:

Landline: Mobile: Email:

Sponsor:

s 9(2)(a) OIA

Name:

Key Contact: Position:

Landline: Mobile: Email:

Organisational Structure And Teaching Positions

Is there any change to your organisational structure for this quarter e.g. arrival/departure of key trustees or change in management/governance functions of the School leadership?

Please provide commentary below if your organisational structure has changed.

Please enter in the table below the number of Teaching positions in relation to the current quarter.

	Contracted	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Registered:	4.0	4.0	5.0	4.0	5.0
Limited Authority To Teach:	0	0	0	0	0
Subtotal Registered/LAT (Minimum):	4.0	4.0	5.0	4.0	5.0

Non Registered (Maximum):	1.0	2.0	1.0	1.0	1.0
Total:	5.0	6.0	6.0	5.0	6.0

Please provide commentary below in relation to any variation from the contracted requirements listed above.

One unregistered teacher relieved for one day per week= 0.2 in term 4.

Enrolment Details - Primary (Years 1 to 6)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Estimated Roll:				80
Actual Roll:	69	76	72	72
Guaranteed Minimum Roll:	80	80	80	80
Maximum Roll:	200	200	200	200
Enrolment Variance:	11	4	8	8

Please provide commentary below if your current roll is *not* between the Guaranteed Minimum Roll and the Maximum Roll specified in the Agreement.

During the 2016 year, 28 students left our school. Several families moved out of Mangere and withdrew their children i.e. Manurewa (1); Kaikohe (1); Otara (1); Wellington (1); Waiuku (1); Otahuhu (4); Australia (2); Hamilton (1); Rotorua (1); Whanganui (1); Mangere Bridge (1); removed by CYFs to another school (3). Three children in one family transferred to a secular school; two children enrolled in a total immersion school in Mangere and three children enrolled but never showed up and three children moved to other schools in Mangere. Of these students who transferred to other schools (N=28); 39% or 11 students were taken off our roll in the first quarter (including three or 11% who were no shows); 11% or three students left in the 2nd quarter; 36% or 10 students left in the third quarter and 14% or 4 students left in the 4th quarter.

Student Engagement - Primary (Years 1 to 6)

	Annual Performance Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year To Date	Annual Limit
Unjustified Absences:	0.01 x Number Of Students x Days In School Year	311	37	26	-243	131	142
Stand Downs:	Zero Stand Downs	0	2	1	0	3	0
Suspensions:	Zero Suspensions	0	0	0	0	0	0
Exclusions: (Under the age of 16)	Zero Exclusions	0	0	0	0	0	0

Please record your comments in relation to any Performance Standards that have not been met below.

Adjusting figure entered into Q4 unjustified absences to correct Q1's figure. Result for Q4 = 0 unjustifieds.

Welling@School Survey

Schedule 6 of the Agreement requires you to run the Wellbeing School Survey annually. Please advise whether the Survey has been run in this calendar year, and if not, when it is next scheduled to be run.

Note that the Wellbeing Survey is only available for students in Years 5 and above. If all your students are below Year 5, write "Not Applicable" below).

Last Completed:

(DD/MM/YYYY)

NA

Next Scheduled:

(DD/MM/YYYY)

12/04/2017

Targeting Priority Learners

Please complete the table below on Priority Learners in relation to the current quarter. Note that a student can only be counted in one category even if they identify with more than one priority learner group. When you are finished, the Total Headcount figure on the right should roughly balance with the Current Roll figure on the left.

Māori and Pasifika: This information would have been collected on the enrolment form for each student enrolled at your school. The information is also in ENROL. Therefore if a student is shown as Māori or Pasifika in ENROL, even if they are shown as having other ethnicities they can count towards the target (but only once).

Students with Special Education needs: As per your Agreement (Part 7:General, section 35), Special Education needs means students in the 'Ongoing Resource Scheme (ORS)', the 'Intensive Wrap Around Service' and 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.

Students from low socio-economic backgrounds: If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background (this is restricted to three years because families may move as their circumstances change) OR identify the closest state school that is not a school of choice (integrated/section 155/156 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background.

Percentage of Students meeting the Priority Learner definition:

Target:	Quarter 1	Quarter 2	Quarter 3	Quarter 4
75%	100.0%	100.0%	100.0%	100.0%

Please provide some commentary on your quarterly result below if it is outside the target range. (You may also choose to comment even if you have *met* the target range).

School Curriculum

Have there been any changes to the Learning Areas agreed to in Schedule 2 (Curriculum & Qualifications) of the Agreement ?

No

Please provide commentary below if there have been changes.

Financial Performance

Operating Surplus (Target Range of 2% to 5%)

Surplus is where the total income is greater than total expenditure in the Statement of Comprehensive Income and Expenditure. Deficit is where the total income is less than total expenditure in the Statement of Comprehensive Income and Expenditure.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Income:	\$187,987	\$383,329	\$578,345	\$769,135
Expenditure:	\$180,502	\$371,325	\$562,808	\$734,914
Operating Surplus (%):	4.0%	3.1%	2.7%	4.4%

Please provide some commentary on your quarterly result below if it is outside the target range. (You may also choose to comment even if you have *met* the target range).

Please note: the figures provided are YTD at each quarter end.

Working Capital Ratio (Target Ratio of at least 2:1)

The working Capital ratio shows whether a school has enough short term assets i.e. money in the bank and other current assets to cover its short term debt (e.g. what it owes currently i.e. GST, creditors etc.) In the Balance sheet the figure is derived from dividing total current assets by total current liabilities.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Current Assets:	\$38,227	\$74,547	\$12,160	\$92,044
Current Liabilities:	\$42,508	\$92,778	\$39,701	\$83,013
Ratio:	0.90	0.80	0.31	1.11

Please provide some commentary on your quarterly result below if it is outside the target range. (You may also choose to comment even if you have *met* the target range).

The Sponsor continues to support the Kura through the establishment phase.

Debt Equity Ratio (Target Ratio of 0.5 to 1)

A debt ratio is used to measure an entity's financial leverage, calculated by dividing total liabilities by equity. The D/E ratio indicates how much debt a company is using to finance its assets relative to the amount of value represented in equity. A number lower than 1 indicates that the entity has taken on manageable debt levels and has a low risk, and the lower the number the less risk the entity is exposed to.

- Equity is calculated by adding the surplus for the 2016 year (revenue less expenses) to the equity figure (retained earnings and reserves) as stated in your audited accounts as at 31 December 2015.
- Total Liabilities are the sum of your Current and Non-Current Liabilities as at 31 December 2016.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Equity:	\$57,835	\$62,256	\$65,789	\$84,473

Total Liabilities:

\$42,508

\$92,773

\$39,701

\$83,013

Ratio:

0.73

1.49

0.60

0.98

Please provide some commentary on your quarterly result below if it is outside the target range.

(You may also choose to comment even if you have *met* the target range).

The Kura is gradually building its reserves and relies on the Sponsor to provide financial support in the interim.

Operating Cash Flow for Quarter

Operating Cashflow represents the net inflow and outflow of cash related to the operating activities of your school for the quarter. This can be calculated for the quarter as Net income + Noncash Expenses (Usually Depreciation Expense) + Changes in Working Capital

Operating Cash for the Quarter:

Quarter 1	Quarter 2	Quarter 3	Quarter 4	YTD
		\$70,838	\$5,419	\$76,257

Please provide some commentary on your quarterly result below if your cash flow is negative, or significantly greater than normal.

Operational Management

Parents, family, whānau, iwi and community engagement policy

Have you have published and complied with your parents, family, whānau, iwi and community engagement policy in accordance with Section 10.6 of the Agreement?

Yes

If you have not published or complied with this policy, please provide commentary below.

Policies for ensuring a safe physical and emotional environment for Students

Have you complied with your policies for ensuring a safe physical and emotional environment for students in accordance with Section 7.5 of the Agreement?

Yes

If you have not complied with these policies, please provide commentary below.

Official complaints received by the Sponsor

Have you received any written official complaints?

No

Please briefly detail any complaints below. This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved.

Challenges received under the Independent Review Framework (IRF)

Have students or parents, families and/or whānau of students have sought to use the Independent Review Process (IRP) to challenge any decisions, actions or omissions of the Partnership School?

No

Please briefly detail any complaints below. This summary should describe each challenge in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each challenge has been resolved under the IRP.

Contractual Requirements

Please confirm you have met the following contractual requirements from Part 2, Part 3, and Part 7 of the Agreement for the current quarter.

Part 2 of the Agreement:Key Requirements

Clause:	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6(b): The Sponsor may only provide religious instruction in the School during School hours if Schedule 1 provides that the Sponsor is permitted to provide religious instruction to the Students.	Met	Met	Met	Met
7.5: The Sponsor has complied with the policies for ensuring a safe physical and emotional environment as per the approved operative document.	Met	Met	Met	Met
9.1(a): The Sponsor will ensure that it teaches its Students in accordance with the Curriculum described in Schedule 2.	Met	Met	Met	Met

9.1(b): Notwithstanding any description of the Curriculum in Schedule 2, the Sponsor must ensure that the Curriculum is, at a minimum, in line with any Foundation Curriculum Policy Statement.	Met	Met	Met	Met
10.1(c): The Sponsor is responsible for every Student who is attending a Learning Experience Outside the Classroom and must comply with any Ministry guidelines or Education Circular that relates to a Learning Experience Outside the Classroom that the Minister may determine and inform the Sponsor shall apply to the Sponsor as a Partnership School/Kura Hourua.	Met	Met	Met	Met
12.1(b): The Sponsor must notify the Ministry who has been appointed to the role of chief executive and must update the Ministry as soon as possible following a change in the person appointed to this role.	Met	Met	Met	Met
14.1(e): The Sponsor must notify the Minister and obtain the Minister's approval before using premises other than the Premises described in Schedule 5 for the regular delivery of Courses to Students. The Sponsor may only seek the Minister's approval to use alternative premises under this paragraph (e) if either of the following circumstances apply: (i) the new premises are in addition to the Premises described in Schedule 5; or (ii) the new premises are to replace the Premises described in Schedule 5	Met	Met	Met	Met
14.2: The Sponsor will ensure that it has, at all times, the equipment that is suitable for the Curriculum being delivered or to be delivered at the School, the Class Level(s) and abilities of its Students.	Met	Met	Met	Met

If any of the above have been recorded as 'Not Met' in the most recent quarter, please record the clause number, reason and remedy or mitigation for this below.

Part 3 of the Agreement: Minimum Requirements and Performance Regime

Clause:	Quarter 1	Quarter 2	Quarter 3	Quarter 4
16.1(a): No serious incident occurs in relation to the School that compromises the health and safety of a Student that could reasonably have been prevented by the Sponsor.	Met	Met	Met	Met
16.1(b): No serious criminal activity is discovered to have taken place on the Premises.	Met	Met	Met	Met
16.1(c): The Sponsor has operated the School in accordance with the requirements set out in the Gazette Notice.	Met	Met	Met	Met
16.1(d): The Sponsor has not exceeded the Maximum Roll.	Met	Met	Met	Met
16.1(e): The Sponsor has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement.	Met	Met	Met	Met
16.1(f): The School hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement.	Met	Met	Met	Met
16.1(g): The stand-down or suspension periods for Students have not exceeded the maximum periods set out in the Act.	Met	Met	Met	Met
16.1(h): The Sponsor has complied with the legislative requirements in relation to standing down, suspending, excluding or expelling.	Met	Met	Met	Met
16.1(i): The Sponsor has complied with every direction given under the Act or the Agreement.	Met	Met	Met	Met
16.1(j): Any transport required is provided as described in Schedule 3 of the Agreement.	Met	Met	Met	Met

16.1(k): The Sponsor has a person appointed as the person responsible for teaching and learning at all times with a proven background in educational leadership.	Met	Met	Met	Met
16.1(l): The number or percentage of Teaching Positions filled by people holding a Practising Certificate or Limited Authority to Teach did not fall below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement.	Met	Met	Met	Met
16.1(m): The percentage of the Curriculum time taught by people holding a Practising Certificate or Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position did not fall below the minimum percentage set out in clause 3 Schedule 4 of the Agreement.	Met	Met	Met	Met
16.1(n): The Sponsor has complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on Police vetting under the Agreement.	Met	Met	Met	Met
16.1(o): The Sponsor has reported to the Minister in accordance with clause 18.2 of the Agreement.	Met	Met	Met	Met
16.1(p): The Sponsor has reported to the Ministry in accordance with clause 18.3 of the Agreement.	Met	Met	Met	Met
16.1(q): The Sponsor has reported to parents in accordance with clause 7.8 of the Agreement.	Met	Met	Met	Met
16.1(r): The Sponsor has reported to the public in accordance with clause 18.4 of the Agreement.	Met	Met	Met	Met
16.1(s): The Sponsor has provided audited accounts as required by clause 18.5 of the Agreement	Met	Met	Met	Met
16.1(t): The Sponsor has provides all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2 of the Agreement.	Met	Met	Met	Met
18.1 (a) and (b): In addition to the requirements for enrolment records set out in Section 77A of the Act, the Sponsor must: (i) use a student management system that is approved by the Minister for use by the Sponsor which the Minister notifies the Sponsor of in writing; and (ii) use electronic attendance files for gathering data on Student attendance at School.	Met	Met	Met	Met
18.1 (c): The Sponsor must maintain detailed records in accordance with prudent business practice and sufficient to enable the Sponsor to complete its reporting obligations under this Agreement, the Act or any other applicable laws	Met	Met	Met	Met

If any of the above have been recorded as 'Not Met' in the most recent quarter, please record the clause number, reason and remedy or mitigation for this below.

Debt Service Coverage Ratio

18.2 (b) Do you service any interest, principal or lease payments?

No

If you don't service any interest, principal, or lease payments you may skip the remainder of this section.

Debt Service Coverage is the ratio of cash available for debt servicing to interest, principal and lease payments.

If you are servicing any term debt, you must report to the Minister as part of each Quarterly Report and each Annual Report on your debt service coverage ratio.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Debt Service Coverage Ratio (%):				

18.2 (a) Have you defaulted on any of its debt obligations, or can you reasonably anticipate that it may soon default on any of its debt obligations?

Please Choose

Please provide commentary below if the answer to the above question was Yes.

Te Whare Wananga o MUMA Ltd carries debt for the purchase of a bus and van shared across the Kura and ECC. This debt is serviced from the trading surpluses generated by the two different education activities.

Part 7 of the Agreement: General Requirements

Clause:	Quarter 1	Quarter 2	Quarter 3	Quarter 4
33: The Sponsor will be required to maintain all necessary insurances needed for the ongoing operation of the School in accordance with this Agreement and any applicable laws. This shall include, at a minimum, holding the types of insurance at the levels specified in Schedule 9.	Met	Met	Met	Met
34.4(a): The Sponsor must not sub-contract any obligations under this Agreement without the written consent of the Minister. If written consent is provided by the Minister, the Sponsor will remain fully responsible for the performance of all obligations under this Agreement (and responsible and liable for any non-performance) and will be responsible for all acts, defaults and neglects of any sub-contractor.	Met	Met	Met	Met
34.5(a): The Sponsor may not assign or transfer any of its rights or obligations under this Agreement without the written consent of the Minister.	Met	Met	Met	Met

If any of the above have been recorded as 'Not Met' in the most recent quarter, please record the clause number, reason and remedy or mitigation for this below.

Te Kura Maori o Waatea 2016 Student Achievement End of Year Data

Please enter in all fields that are shaded pink.

Date Student Achievement Section of Q4/Annual Report Submitted:	2/02/2017
---	-----------

1. Basic Information about the School	
School Name:	Te Kura Maori o Waatea
Sponsor Name:	
School Number:	
Current School Roll (end of School Year):	

2016 Performance Measures - Student Achievement			
Year Level	Reading	Writing	Mathematics
End of Year 1	66.00%	75.50%	80.30%
End of Year 2	77.00%	74.30%	76.00%
End of Year 3	78.50%	70.70%	71.50%
End of Year 4	77.70%	70.70%	74.50%
End of Year 5	74.50%	66.20%	69.10%
End of Year 6	78.70%	69.20%	71.90%
End of Year 7	68.40%	62.10%	63.00%
End of Year 8	69.50%	62.90%	62.20%

2. Student Demographics	
Ethnicity	
All students	72
Māori	60
Pasifika	12
All other ethnicities	0

Ethnicity: The Current School Roll does not equal the number of students reported against National Standards

Gender	
All students	72
Male	34
Female	38

Gender: The Current School Roll does not equal the number of students reported against National Standards.

3. End of Year Student Achievement National Standards Results

Reading						
Ethnicity	Well below	Below	At	Above	Total	% At or Above National Standards
All students	3	12	24	19	58	74%
Māori	3	11	22	16	52	73%
Pasifika	0	1	2	3	6	83%
All other ethnicities					0	

Gender						
Gender	Well below	Below	At	Above	Total	% At or Above National Standards
All students	3	12	24	19	58	74%
Male	2	4	14	8	28	79%
Female	1	8	10	11	30	70%

Reading: The Current School Roll does not equal the number of students reported against National Standards.

Year Level	Well below	Below	At	Above	Total	% At or Above National Standards
All students	3	12	24	19	58	74%
After 40 Weeks	0	4	6	2	12	67%
After 80 Weeks	0	0	9	3	12	100%
End of Year 3	3	2	4	2	11	55%
End of Year 4	0	5	2	6	13	62%
End of Year 5	0	1	3	6	10	90%
End of Year 6					0	
End of Year 7					0	
End of Year 8					0	

Writing						
Ethnicity	Well below	Below	At	Above	Total	% At or Above National Standards
All students	2	6	32	18	58	86%
Māori	2	5	30	15	52	87%
Pasifika	0	1	2	3	6	83%
All other ethnicities	0	0	0	0	0	

Gender						
Gender	Well below	Below	At	Above	Total	% At or Above National Standards
All students	2	6	32	18	58	86%
Male	2	4	16	8	30	80%
Female	0	2	16	10	28	93%

Writing: The Current School Roll does not equal the number of students reported against National Standards.

Year Level	Well below	Below	At	Above	Total	% At or Above National Standards
All students	2	8	30	18	58	83%
After 40 Weeks	0	4	8	0	12	67%
After 80 Weeks	0	0	5	7	12	100%
End of Year 3	2	2	6	1	11	64%
End of Year 4	0	0	11	2	13	100%
End of Year 5	0	2	?	8	10	80%
End of Year 6					0	
End of Year 7					0	
End of Year 8					0	

Mathematics						
Ethnicity	Well below	Below	At	Above	Total	% At or Above National Standards
All students	0	14	25	19	58	76%
Māori	0	13	22	17	52	75%
Pasifika	0	1	3	2	6	83%
All other ethnicities	0	0	0	0	0	

Gender						
Gender	Well below	Below	At	Above	Total	% At or Above National Standards
All students	0	14	25	19	58	76%
Male	0	10	9	11	30	67%
Female	0	4	16	8	28	86%

Mathematics: The Current School Roll does not equal the number of students reported against National Standards..

Year Level	Well below	Below	At	Above	Total	% At or Above National Standards
All students	0	14	25	19	58	76%
After 40 Weeks	0	4	5	3	12	67%
After 80 Weeks	0	0	8	4	12	100%
End of Year 3	0	3	6	2	11	73%
End of Year 4	0	5	4	4	13	62%
End of Year 5	0	2	2	6	10	80%
End of Year 6					0	
End of Year 7					0	
End of Year 8					0	

Privacy:

Information about students, even when in aggregated form across a school or a group within a school (e.g., year level, ethnicity) can potentially lead to the identification of individuals. If the number of students being reported on is small, it may be possible for an individual to be identifiable. This will result in a breach of privacy if information is released into the public domain. Both the Ministry and Partnerships Schools are bound by the Privacy Act 1993. This requires us to ensure that individuals are not readily identifiable in the public domain. The Privacy Act defines personal information as "any official information held about an identifiable person".

It is not easy to provide a precise definition of when a number of students is small enough that individual information can be reasonably inferred from it and when it is large enough not to breach individual privacy. To some extent this depends on context. However, in line with what is advised to schools within the mainstream state system, we advise that, as a general rule of thumb, numbers will be too small to report when they could reasonably lead to the identification of an individual. When in doubt, it would be reasonable for schools to err on the side of caution.

There is not a problem with your reporting small numbers to the Ministry. However, we ask that you be particularly careful when providing information to others.

If applicable, please provide an explanation if your current school roll does not match the number of students you have reported for.

Please provide commentary about actual results versus performance measures, e.g. where performance standards have not been met or where there has been exceptional performance.

The total roll at the last day of school, i.e. 16/12/16 was 72. Of that number the achievement results for 58 students have been reported above. One student in year 3 was not reported on due to significant absences during the assessment period and 13 students were in the new entrants class and therefore had not completed 40 weeks of schooling.

4. Supporting explanations for the data reported

HANDY TIP: To start a new line in MS Excel, press Alt+Enter at the same time

4a. Assessment Policy and Practice

Please provide comment on your school's approach to assessment, including:

- the range of sources from which information is gathered to support teacher judgments in relation to student learning
- whether, and how, you have used formal assessment tools (e.g., e-asTTle) and associated curriculum resources (e.g., Learning Progressions Framework, Progress and Consistency Tool
- use of moderation processes – internal, external

The range of sources that we use from which information is gathered to support teacher judgments in relation to student learning. Note that our teachers select the appropriate assessment tool for their cohort for anniversary, calendar and progressive testing. Teachers receive adequate PLD support and release time to conduct assessments. In respect of moderations, our moderation schedule sets out the expectations regarding testing and confirmation of marks by each teacher. Assessment documentation will show clear evidence of:-

- where the student is at
- what the student needs to learn next
- monitoring of the progress being made by students over time

At the beginning of each assessment round, teachers meet as a whole school and confirm the assessment tools that they will use, conduct assessments and then meet to moderate them. As early as possible, they each share and moderate at least four examples of their student assessments – one Above; one At; one Below and one Well Below. We carry out a second round of moderation to confirm the OTJ's. When the data is analysed, teachers will discuss the results with our academic lead, modify their student's learning programme including next steps.

Moderation:

We used a paper based triangulation methodology to moderate our assessments and in term 4, we registered and had our first PLD on PACT (reading). Until we are fully on board with PACT, we will continue to use our triangulation process which includes the following aspects:-

Process Observations

Includes but is not limited to focussed Classroom observations, Student workbooks, Tasks (eg math tasks, ARBs), Running Records, Student Peer Assessment

Learning Conversations

Includes but is not limited to conferencing; interviewing, questioning, explaining; discussing

Assessment Tool Observations

Includes but is not limited to JAM; PMBenchmark; GLOSS; IKAN; e-asTTLe reading and writing and Running Records which are our 'staple' tools.

4b. Impact on learning and achievement progress

Please provide comment, based on your students and their learning progress, on the extent to which your school has been successful in supporting its students to accelerate their progress throughout the year, including any information you have about the degree of shift in demonstrated learning between identified points in time by year level e.g. baseline to end of year.

At mid year we reported that the performance of the Year One cohort had generally impacted on the student achievement (SA) and that the impact was particularly focussed on reading achievement where all year one students were forecasted to be below at the year end. We introduced a number of strategies to lift the reading performance of those students and we are very pleased to report that our interventions were successful and resulted in a negligible minus one percent differential from target- see table one.

The other cohort that required on-going support were the Years 3 and 4 cohorts. This group presented teaching challenges since the kura opened, but we saw a steady progress towards higher levels of achievement. A comparison of student achievement -2016 versus 2015- shows consistent improvements towards and beyond targets across the entire school. By mid year, the Year 3 cohort was the only cohort that has struggled to maintain SA from 2015-2016 for writing and maths. By the end of the year, the Year 3 cohort had improved by 8.7% in math, but there was no change for writing and a 9.3% decrease in reading. The Year 3 class is a priority group for us in 2017. We are pleased with the end of year overall results. The shaded boxes above are the priority focus in 2017 notwithstanding that the target across all cohorts and learning areas is 85% this year.

Shifts in Reading from mid year to end of year
 Between mid year and the end of the year, with the exception of the Year 3 class that dropped by 9.3%, there was a significant improvement achieved by all other cohorts in reading. The percentage increases were:- Year One =117%; Year Two =25%; Year 4=27.4%; Year 5= 8.4%.

Shifts in Writing from mid year to end of year
 All students in Years two, four and five were at or above the target achievement level at the end of the year. Year One significantly improved by 58.9% to reach the target level and Year Two improved marginally by 6.7% and all children were at or above the target level.
 Year One =58.9%; Year Two =6.7%

Shifts in Maths from mid year to end of year
 All cohorts with the exception of Years one and Three, achieved the performance targets by the end of the year.

Reading
 Year Level Contracted Achievement Target % At or Above (A) % Achieved At or Above N=58 (B) %Difference (A-B)
 All students 43/58 (=74%)
 After 40 weeks 66 67 <1>
 After 80 weeks 77 100 23+
 End of Year 3 78.5 55 <23.5>
 End of Year 4 77.7 62 <15.7>
 End of Year 5 74.5 90 15.5+

Writing
 Year Level Contracted Achievement Target % At or Above (A) % Achieved At or Above N=58 (B) %Difference (A-B)
 All students 50/58
 After 40 weeks 75.5 67 <8.5>
 After 80 weeks 74.3 100 25.7+
 End of Year 3 70.7 64 <6.7>
 End of Year 4 70.7 100 29.3+
 End of Year 5 66.2 100 33.8+

Math
 Year Level Contracted Achievement Target % At or Above (A) % Achieved At or Above N=58 (B) %Difference (A-B)
 All students 44/58
 After 40 weeks 80.3 67 <13.3>
 After 80 weeks 76 100 24+
 End of Year 3 71.5 73 1.5+
 End of Year 4 74.5 62 <12.5+>
 End of Year 5 69.1 80 10.9+

4c. Successful Approaches / Strategies

Please talk about any particular approaches/strategies/practices that you have found to be particularly helpful / influential in supporting students to accelerate their progress.

Our mid year literacy results emphasised the need for us to not only improve the achievement levels of our students by bringing them up to the expected levels, but also to identify the difficulties in our teaching approaches. Our inquiry topics in terms three and four were intensely focussed on reading and we held a literacy week to showcase the students' learning. Switching our children on to reading was a school wide challenge that they enjoyed meeting. We ability streamed the whole school for reading and introduced a reading intervention programme. Students whose reading were below their target levels, received one on one daily support scaffolded with a dedicated homework programme supplementary to their usual in-class reading lessons. We also discussed student progress and shared school wide achievement data at every staff meeting. This resulted in every teacher 'owning the challenge' through being aware of the progress of students who needed extra support and also the accelerant students in every class. There was a clear shift in terms of how our staff meetings were conducted. For example the practice of sharing school wide student data and putting names and faces to that data resulted in teachers feeling and being more supported. Our conversations shifted radically to talking more about student achievement and much less about other matters that had previously dominated our meetings.

4d. Focus on Improvement

Please provide comment about any changes and/or new approaches / practices you are planning for next year including:

- what the nature of it is [e.g., what it entails and at what stage of planning you are at],
- why you are doing this - i.e., what do you intend to achieve and what it is in response to [e.g., building on lessons learned - extending the use of an approach that has worked well to another context, modifying an approach that didn't work as expected and/or responding to a particular student achievement issue/gap in practice that has been identified]

In 2017 we aim to build on the success of our literacy results and the efficacy of our reading intervention programme in particular. We plan to repeat our programme from last year as it works and will review progress at the end of the first term. Each term's inquiry focus will have a clear literacy and numeracy focus. We identified a need to have our library systems functioning properly in order to among other things, keep track of students' reading and ensure the availability of books on site. We are currently implementing Access-IT, a library management system and expect to have our library and school resources barcoded etc early in term one 2017. In term one of 2016, we trialled team teaching in the Years 2 & 3 classes. The Q1 results in part reflect the inability of teachers and students to manage that process. Suffice to say that we will not be team teaching in the near future if at all as it requires teachers to be well skilled in co-managing the classroom teaching and learning. We are rolling out our ICT programme and have started working with Network for Learning-N4L. Priority use of ICT will be by students who have been identified as having special needs. We will work with our RTLB team to ensure that student's ICT usage is directly linked to their learning programme and achievement data results.