



# School Charter

## Strategic and Annual Plan

**2020-2023**

Principal's endorsement:
Board of Trustees' endorsement:
Submission Date to the Ministry of Education:

# Waimauku School 2020-2023



## Strategic Intentions

<b>Mission statement</b>	Waimauku School expects that all children will achieve personal standards of excellence in the academic, cultural, sporting and social areas of school life, in a welcoming environment where mutual respect and the development of self esteem is valued.
<b>Vision</b>	An Inspirational School: Opening doors to life's journey
<b>Values</b>	In partnership with the community we will recognise and promote Respect, Responsibility and Integrity by being:  Courteous, Empathetic, Fair, Appreciative, Reliable, Accountable, Reflective, Self managing, Honesty, Trustworthy, Ethical and a good citizen
<b>Principles</b>	Waimauku School students will have the opportunity to become lifelong learners who are:  Confident, Critical Thinkers, Reflective, Effective communicators, Literate, Numerate, Resilient and Community minded

We celebrate the multicultural diversity within our school. We also recognise the importance of the bicultural nature of Aotearoa/ New Zealand and the special place of Maori as tangata whenua

# Our Schools Educational Goals

Staff and Trustees aim to:



- To ensure that all children develop the necessary Literacy and Numeracy skills to enable them to be successful learners.
- Provide rich, relevant and authentic learning experiences that are meaningful for our children and actively engage our students in learning
- Teachers to have a deep understanding of the principles of effective teaching and learning to enhance student achievement
- To have our students incorporate digital technologies authentically into their everyday learning activities
- To ensure there are high expectations for all of our children's achievement and that all of our children are provided with opportunities for success and enjoyment.
- Provide programmes for all students particularly Maori and children with diverse learning needs
- Provide the best possible resources, facilities and teachers for all students
- To provide a safe and secure physical and emotional environment for learners and staff.
- Develop educationally powerful connections with parents and whanau and to ensure that our Maori and Pasifika children achieve to the same level as the national cohort for their age.
- To work and collaborate with our Kahui Ako o Kaipara in raising achievement across the Kaipara region
- To review and report on our school's performance to support future improvements

# Strategic Plan 2020- 2023



## NAG 1

- To ensure that all children develop the necessary Literacy and Numeracy skills to enable them to be successful learners.
- Provide rich, relevant and authentic learning experiences that are meaningful for our children and actively engage our students in learning
- Teachers to have a deep understanding of the principles of effective teaching and learning to enhance student achievement
- To have our students incorporate digital technologies authentically into their everyday learning activities
- To ensure there are high expectations for all of our children’s achievement and that all of our children are provided with opportunities for success and enjoyment.
- Provide programmes for all students particularly Maori and children with specific needs

2020	2021	2022
<p><b>Curriculum delivery development</b>                      Implementing the NZ curriculum and the Waimauku School local curriculum                      Develop and implement the school scheme in line with the NZC                      Develop a local curriculum                      Integrate key Competencies and school values                      Promote the use of digital technologies                      Powerful learning to include Inquiry and Student</p>	<p><b>Curriculum delivery development</b>                      →                      Develop and implement the school scheme in line with the NZC                      Develop a local curriculum                      Integrate key Competencies and school values                      Promote the use of digital technologies                      Powerful learning to include Inquiry and Student</p>	<p><b>Curriculum delivery development</b>                      →                      Develop and implement the school scheme in line with the NZC                      Develop a local curriculum                      Integrate key Competencies and school values                      Promote the use of digital technologies                      Powerful learning to include Inquiry and Student</p>

<p>agency</p> <p><b>Effective Pedagogy</b>  Teachers inquiry into Practice  Coaching and mentoring in Relation Based Learning(RBL)  Collaborative and co- teaching strategies (Cognition)</p> <p><b>Literacy and Numeracy</b>  <b>Numeracy:</b>With support from Jo Knox( to be reviewed annually)</p> <p><b>Literacy:</b>Regular moderation across teams. Across school and across Kahui Ako</p> <p>With support from Tools for Teaching( to be reviewed annually)  Regular moderation across teams. Across school and across Kahui Ako</p> <p><b>Enhancing student Achievement</b>  Cater for students with diverse and individual learning needs  Develop students who are confident and connected learners  Develop student agency</p> <p><b>Maori</b>  Continue to develop and enhance practice( within class pd)</p>	<p>agency</p> <p>→  Teachers inquiry into Practice  Coaching and mentoring in Relation Based Learning(RBL)  Collaborative and co- teaching strategies (Cognition)</p> <p><b>Literacy and Numeracy</b>  →  →</p> <p>With support from Tools for Teaching( to be reviewed annually)  Regular moderation across teams. Across school and across Kahui Ako</p> <p><b>Enhancing student Achievement</b>  Cater for students with diverse and individual learning needs  Develop students who are confident and connected learners  Develop student agency</p> <p><b>Maori</b>  Continue to develop and enhance practice( within class pd)</p>	<p>agency</p> <p>→  Teachers inquiry into Practice  Coaching and mentoring in Relation Based Learning(RBL)  Collaborative and co- teaching strategies (Cognition)</p> <p><b>Literacy and Numeracy</b>  →  →</p> <p>With support from Tools for Teaching( to be reviewed annually)  Regular moderation across teams. Across school and across Kahui Ako</p> <p><b>Enhancing student Achievement</b>  Cater for students with diverse and individual learning needs  Develop students who are confident and connected learners  Develop student agency</p> <p><b>Maori</b>  Continue to develop and enhance practice( within class pd)</p>
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<p>Develop Knowledge of Maori students and celebrate our country as bicultural Undertake Pilot Programme with Whiti ora o Kaipara</p> <p><b>Year 7 and 8 Careers education</b></p> <p><b>Targets in Numeracy and Literacy</b></p> <p><b>Whole School Professional development</b></p> <p><b>Effective Pedagogy -</b> Inquiry into practice (RBL) Practice analysis conversations Students as learners and Inquirers</p>	<p>Develop Knowledge of Maori students and celebrate our country as bicultural →</p> <p>→</p> <p>→</p> <p><b>Whole School Professional development</b></p> <p><b>Effective Pedagogy -</b> Inquiry into practice (RBL) Practice analysis conversations Students as learners and Inquirers</p>	<p>Develop Knowledge of Maori students and celebrate our country as bicultural</p> <p>→</p> <p>→</p> <p><b>Whole School Professional development</b></p> <p><b>Effective Pedagogy -</b> Inquiry into practice (RBL) Practice analysis conversations Students as learners and Inquirers</p>
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## Nag 2

- To review and report on our school's performance to support future improvements



2020	2021	2022
<p><b>Curriculum Review</b> Literacy and Numeracy Annual targets</p> <p><b>Student achievement</b> Literacy and Numeracy Achievement of Kahui Ako o Kaipara</p> <p><b>Community Consultation</b> Maori Health</p> <p><b>School Policy and Procedure</b> Nag 1 - 5</p>	<p><b>Curriculum Review</b> Literacy and Numeracy Annual targets</p> <p><b>Student achievement</b> Literacy and Numeracy Achievement of Kahui Ako o Kaipara</p> <p>→</p> <p><b>School Policy and Procedure</b> Nag 2-3</p>	<p><b>Curriculum Review</b> Literacy and Numeracy Annual targets</p> <p><b>Student achievement</b> Literacy and Numeracy Achievement of Kahui Ako o Kaipara</p> <p>→</p> <p><b>School Policy and Procedure</b> Nag 4-6</p>

## NAG 3

- To be a high quality employer providing quality teaching practice within the learning community



2020	2021	2022
<p><b>Professional development</b> Whole School - see NAG 1</p> <p><b>Effective Pedagogy</b> - Inquiry into practice Relationship Based Learning( Cognition Trail Play based learning Environment project Tikanga me ona te reo Maori Individual staff ( teachers visiting schools to grow their professional learning)</p> <p><b>Develop Leadership Capabilities</b> Middle management professional development</p> <p>Professional learning for the senior leadership team</p> <p><b>Staff Performance management</b> Schoolwide appraisal system using Interlead to focus on achieving consistent high quality teaching and learning programmes</p> <p>Develop and consolidate tutor/ Mentoring systems Assist smooth induction of new staff members</p>	<p><b>Professional development</b> Whole School - see NAG 1</p> <p><b>Effective Pedagogy</b> - Inquiry into practice Relationship Based Learning( Cognition Play based learning Environment project Tikanga me ona te reo Maori Individual staff ( teachers visiting schools to grow their professional learning)</p> <p><b>Develop Leadership Capabilities</b> Middle management professional development</p> <p>Professional learning for the senior leadership team</p> <p>→</p> <p>→</p>	<p><b>Professional development</b> Whole School - see NAG 1</p> <p><b>Effective Pedagogy</b> - Inquiry into practice Relationship Based Learning( Cognition Play based learning Environment project Tikanga me ona te reo Maori Individual staff ( teachers visiting schools to grow their professional learning)</p> <p><b>Develop Leadership Capabilities</b> Middle management professional development</p> <p>Professional learning for the senior leadership team</p> <p>→</p> <p>→</p>



Continue to be an EEO employer	→	→
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## NAG 4

- Provide the best possible resources, facilities and teachers for all students



2020	2021	2022
<b>Property</b> <b>Property projects as per the 5 year plan</b>  Continue to enhance the outdoor environment and develop the stream project  Develop an undercover sports/ play area  Investigate and develop storage facilities for sports and hall gear.  <b>Upgrading of resources</b> <ul style="list-style-type: none"> <li>• The purchase of digital resources to support class learning</li> <li>• Investigate the upgrading of our wireless network</li> </ul> Building of a new 8 space block  Ongoing maintenance programme (as per the 10 year plan)	<b>Property</b> →  →  →  →  →  →	<b>Property</b> →  →  →  →  →

<b>Finances</b> <ul style="list-style-type: none"> <li>• Preparation of budget to meet the school goals.</li> <li>• Monitor the financial position through BOT finance audit committee</li> </ul> Fundraising	→  →	→  →
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## NAG 5

- To provide a safe and secure physical and emotional environment for learners and staff.



2020	2021	2022
Implement the Health and safety programme in line with the new legislative requirement	→	→
Cybersafety	→	→
Undertake regular safety checks and preventative maintenance programme	→	→
Continue to implement programmes the support student wellbeing eg. Activ8	→	→
Develop and graduate profile based on skills needed for the 21 st century	→	→
First aid training for all staff		

## NAG 6

- Ensure the school meets all of the legislative requirements
- Source and access MOE curriculum development initiatives and funding that supports these initiatives



2020	2021	2022
Keep up to date with all legislative requirements including, Charter development and Strategic planning development	→	→
Continue to work closely with all of the schools in our Kahui Ako o Kaipara	→	→

## Annual Improvement Plan

Focus	Action	Key staff	Timeframe	Support /resources
Revisioning	Continue to engage consult to guide process Term 1 and 2 Consultant ( Core Education) Bot Meeting and management 2 @ Staff Meeting Focus groups - Treaty - Maori consultation Parent education - Evening and communication Home learning to get families talking Survey voice Working group - open invite Consultation New Vision	Board Principal Staff Students Parents Local Marae Community	Term 4 (2019)  Term4(2019)  Term 1 & 2   Term3   Term 4	Consultant from Core Education  Rewiti Marae
Relationship Based Learning(RBL)	Guiding coalition established - ASL, release Impact coaches accredited and WSL's appointed Staff meetings Team meetings Gather student voice Teacher videos and feedback feedforward - Coaching conversations Family context - profile Links with Kahui Ako	Principal Guiding coalition ASL Impact coaches Staff	Term 1 Term 1-4 Term 1 One meeting per term Term 1-4 Ongoing Ongoing Ongoing Term 1-4 Ongoing	Laurayne Tafa from Cognition Education  Release Time  Across School lead
Collaboration	Appoint external advisor( Core Education) Staff meetings @2 Team meetings - coaching	Staff	Term 1 Term 3&4	Nikki Urlich from Core Education

Local curriculum	Collection of data from parent interviews Explore resources Teacher only day Review and refine Rubrics Links with COL - and Kaipara Trust	Curriculum Director Staff Community Students	Term 1  Term 2/3 Ongoing	Kaipara Trust Cognition
Digital Tech	Appoint leads - PD for key staff Embed curriculum pd to be included in planning Observations - support for staff 1 per term Staff meetings	Unit holders for Digitech Staff	Term 1  Term 1-3 Term 1-4	Digital resources for computation and coding
Wellbeing	Family Zone trial Family Zone implementation - Cybersafey Parent information eve School wide - mobile roll out Health Survey Sexuality education PD for staff Anti Bullying - review policies and procedures and programmes	Principal Unit holder for ICT Staff Students Community	Term 4(2019) Term 1 Term 1 Term 1&2 Term 1  Term 2 & 3	Family Zone software   Nest, The parenting place

## 2020 Targets

To accelerate the progress of students who are 'working towards' the expected curriculum level

Reading Year Level	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 1	27	35	22	29	28	36	77
Year 2	33	35	42	45	18	19	93
Year 5	15	17	61	69	13	15	89

Reading Year 1-8	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Male	54	16	209	61.8	75	22.2	338
Female	42	13.1	176	55	102	31.9	320
Total	96	14.6	385	58.5	177	26.9	658

Reading Year 1-8 Male	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	17	36	22	47	8	17	47
Year 5	11	22	32	65	6	12	49

Reading Year 1-8 Female	Working towards		Working at		Working beyond		total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	16	36	19	42	10	22	45
Year 7	6	15	23	56	12	29	41

Reading NZ Maori	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	96	14.6	385	58.5	177	26.9	658
All NZ Maori	24	20.9	64	55.7	27	23.5	115
Year 2	8	42	10	53	1	5	19
Year 5	5	28	11	61	2	11	18

- School wide Reading data in November 2019 for 2018/2019 cohort showed 85.4% of all students were working at or beyond the expected level
- Further analysis of the data identified that 79.2% of all our NZ Maori students were working at or beyond the expected level
- Analysis of the data indicates an imbalance between male and female achievement. Across the school, 16% of boys were working towards expectations, whereas 13.1% of girls are not reading at the expected level for their time at school
- Further analysis of the data indicates an imbalance in Maori achievement, 20.9% were working towards expectations

## Targets

### By the end of 2020

- Students in Year 2 (27/77) will have realised accelerated progress and be more closely aligned to the expected level
- Students in Year 3 (33/93) will have realised accelerated progress and be more closely aligned to the expected level
- Students in Year 6 (15/89) will have realised accelerated progress and be more closely aligned to the expected level
- The gender difference (2.9%) in all students working towards expectations will have reduced
- Male students in Year 3 (17/47) and Year 6 (11/49) will have realised accelerated progress and be more closely aligned to the expected level
- Female students in Year 3 (16/45) and Year 8 (6/41) will have realised accelerated progress and be more closely aligned to the expected level
- NZ Maori students (24/115) will have realised accelerated progress
- NZ Maori Year 3 (8/19) and Year 6 (5/18) will have realised accelerated progress and be more closely aligned to the expected level

Action to achieve the target	Led by	Budget	Time Frame
<ul style="list-style-type: none"> <li>● Review November 2019 achievement data with teachers</li> <li>● Analyse 2019 data and determine the specific learning needs of target students</li> <li>● All students who are working towards are identified and names are given to teachers (master to the team leader)</li> <li>● Timetable regular team, team leader and staff meetings to discuss next action for target students</li> <li>● Continue to use CAP (Curriculum Achievement Plan) and SPAAP (Student Progress and Achievement Plan)</li> <li>● 2019 SPAAP is open for all teachers to review last years action</li> <li>● Quick 60 for identified students</li> </ul>	Principal, Curriculum Director		Term 1
			Term 1
	Literacy Lead Team Leaders		Term 1
	Curriculum Director		Ongoing
	All teachers, Curriculum Director		Ongoing
	All teachers, Curriculum Director SENCO, LSC		Ongoing



<ul style="list-style-type: none"> <li>• Continue with reading mileage pilot programme for Year 1</li> <li>• Collaborative planning PD</li> <li>• Teachers to engage in professional conversations focused on meeting the learning needs of target students</li> <li>• Development of personalised reading programmes to ensure target group students are engaged in reading tasks focusing on the skills and strategies that will have the greatest impact on their comprehension</li> <li>• External professional development recommended where required</li> <li>• Formative assessment practices established to monitor and track progress</li> <li>• Older students are encouraged and supported to self-assess and reflect on their own progress and achievements</li> <li>• Student voice gathered</li> <li>• RBL implemented with some staff</li> <li>• Liaise with parents, whanau of target group students around ways to support students' learning</li> <li>• Review progress of target students at mid-year (june) to inform planning for second half of year</li> <li>• Analyse November 2020 achievement data to inform progress and planning for the following year</li> <li>• Passing on relevant PD courses when need to identified</li> <li>• Review school wide reading matrix</li> </ul>	<p>Team leader, LSC External Provider All teachers</p> <p>All teachers, Literacy Lead</p> <p>Curriculum Director</p> <p>All teachers, Curriculum Director All teachers</p> <p>Team leaders, WSL WSL All teachers</p> <p>Curriculum Director</p> <p>Principal, Curriculum Director Curriculum Director Literacy Lead plus select teachers</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2</p> <p>Term 4</p> <p>Ongoing</p> <p>Ongoing</p>	
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Writing Year Level	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	22	24	68	73	3	3	93
Year 5	22	25	63	71	4	4	89

Writing Year 1-8	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Male	90	26.6	229	67.8	19	5.6	338
Female	40	12.5	231	72.2	49	15.3	320
Total	130	19.8	460	69.9	68	10.3	658

Writing Year 1-8 Male	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	15	32	32	68			47
Year 4	15	28	34	63	5	9	54
Year 5	17	35	29	59	3	6	49
Year 6	15	35	26	60	2	5	43

Writing Year 1-8 Female	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	7	16	35	78	3	7	45
Year 7	9	22	26	63	6	15	41

Writing NZ Maori	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	proportion	Number	Proportion	Number
All students	130	19.8	460	69.9	68	10.3	658
All NZ Maori	33	28.7	68	59.1	14	12.2	115
Year 2	7	37	12	63			19
Year 5	7	39	11	61			18
Year 7	6	40	7	47	2	13	15

- School wide Writing data in November 2019 for 2018/2019 cohort showed 80.2% of all students were working at or beyond the expected level
- Further analysis of the data identified that 71.3% of all NZ Maori students were working at or beyond the expected level
- Analysis of the data indicates an imbalance between male and female achievement. Across the school, 26.6% of boys were working towards expectations, whereas, 12.5% of girls are not writing at the expected level for their time at school
- Further analysis of the data indicates an imbalance in Maori achievement, 28.7% were working towards expectations.

### Targets

#### By the end of 2020

- Students in Year 3 (22/93) will have realised accelerated progress and be more closely aligned to the expected level

- Students in Year 6 (22/89) will have realised accelerated progress and be more closely aligned to the expected level
- The gender difference (14.1%) in all students working towards expectations will have reduced
- Male students in Year 3 (15/47), Year 5 (15/54), Year 6 (17/49) and Year 7 (15/43) will have realised accelerated progress and be more closely aligned to the expected level
- Female students in Year 3 (7/45) and Year 8 (9/41) will have realised accelerated progress and be more closely aligned to the expected level
- NZ Maori students (33/115) will have realised accelerated progress
- NZ Maori Year 3 (7/19), Year 6 (7/18) and Year 8 (6/15) will have realised accelerated progress and be more closely aligned to the expected level

Action to achieve the target	Led by	Budget	Time Frame
<ul style="list-style-type: none"> <li>● Review November 2019 achievement data with teachers</li> <li>● Analyse 2019 data and determine the specific learning needs of target students</li> <li>● All students who are working towards are identified and names are given to teachers (master to the team leader)</li> <li>● Timetable regular team, team leader and staff meetings to discuss next action for target students</li> <li>● Continue to use CAP (Curriculum Achievement Plan) and SPAAP (Student Progress and Achievement Plan)</li> <li>● 2019 SPAAP is open for all teachers to review last years action</li> <li>● Collaborative planning PD</li> <li>● Teachers to engage in professional conversations focused on meeting the learning needs of target students</li> <li>● Target group students engaged in writing tasks focusing on the skills and strategies that will make the greatest difference to their writing</li> <li>● External professional development recommended where required</li> <li>● Formative assessment practices established to monitor and track progress</li> <li>● Older students are encouraged and supported to</li> </ul>	Principal, Curriculum Director		Term 1 Term 1
	Literacy Lead Team Leaders Curriculum Director		Term 1
			Ongoing
	All teachers, Curriculum Director		Ongoing
	All teachers, Curriculum Director		Ongoing
	External Provider All teachers		
	All teachers		Ongoing
	Curriculum Director		Ongoing
	All teachers, Curriculum Director		Ongoing
	All teachers		Ongoing

<p>self-assess and reflect on their own progress and achievements</p> <ul style="list-style-type: none"> <li>● Student voice gathered</li> <li>● RBL implemented with some staff</li> <li>● Liaise with parents, whanau of target group students around ways to support students' learning</li> <li>● Year 3/4 students will take part in a six-week home/school writing programme as trialled last year by WSL from Parakai</li> <li>● Review progress of target students at mid-year (june) to inform planning for second half of year</li> <li>● Analyse November 2020 achievement data to inform progress and planning for the following year</li> <li>● Passing on relevant PD courses when need to identified</li> <li>● Review school wide writing matrix</li> </ul>	<p>Team leaders, WSL WSL All teachers</p> <p>Year 3/4 teachers, Curriculum Director</p> <p>Curriculum Director</p> <p>Principal, Curriculum Director</p> <p>Curriculum Director Literacy Lead plus select teachers</p>		<p>Ongoing Ongoing Ongoing</p> <p>Term 1/2</p> <p>Term 2</p> <p>Term 4</p> <p>Ongoing Ongoing</p>
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Mathematics Year Level	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	21	23	61	66	11	12	93
Year 5	23	26	57	64	9	10	89
Year 7	17	21	51	63	13	16	81

Mathematics Year 1-8	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Male	50	14.8	204	60.4	84	24.9	338
Female	61	19.1	212	66.3	47	14.7	320
Total	111	16.9	416	63.2	131	19.9	658

Mathematics Year 1-8 Male	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	9	19	28	60	10	21	47
Year 5	14	29	28	57	7	14	49

Mathematics Year 1-8 Female	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
Year 2	12	27	32	71	1	2	45
Year 7	13	32	24	59	4	10	41

Mathematics NZ Maori	Working towards		Working at		Working beyond		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	111	16.9	416	63.2	131	19.9	658
All NZ Maori	27	23.5	73	63.5	15	13	115
Year 5	8	44	9	50	1	6	18
Year 7	6	40	8	53	1	7	15

- School wide Mathematics data in November 2019 for 2018/2019 cohort showed 83.1% of all students were working at or beyond the expected level
- Further analysis of the data identified that 76.5% of all our NZ Maori students were working at or beyond the expected level
- Analysis of the data indicates an imbalance between male and female achievement. Across the school, 14.8% of boys were working towards expectations, whereas 19.1% of girls are not at the expected level for their time at school
- Further analysis of the data indicates an imbalance in Maori achievement, 23.5% were working towards expectations

**Targets**  
**By the end of 2020**

- Students in Year 3 (21/93) will have realised accelerated progress and be more closely aligned to the expected level
- Students in Year 6 (23/89) will have realised accelerated progress and be more closely aligned to the expected level
- Students in Year 8 (17/81) will have realised accelerated progress and be more closely aligned to the expected level
- The gender difference (4.3%) in all students working towards expectations will have reduced
- Males students in Year 3 (9/47) and Year 6 (14/49) will have realised accelerated progress and be more closely aligned to the expected level
- Female students in Year 3 (12/45) and Year 8 (13/41) will have realised accelerated progress and be more closely aligned to the expected level
- NZ Maori students (27/115) will have realised accelerated progress
- NZ Maori Year 6 (8/18) and Year 8 (6/15) will have realised accelerated progress and be more closely aligned to the expected level

Action to achieve the target	Led by	Budget	Time Frame
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