

PĀNUI TARGETS 2017



To increase the number of students achieving at or above the National Standard for Reading

Baseline data: **Reading Baseline Data:**

February – March reading data for all students Yrs 1 – Yrs 8 groups shows similar numbers across the four levels covered by Ngā Whanaketanga. Testing conducted included use of Pānui haere (Te Huinga Raukura) reading comprehension assessment. These test results were analysed and an OTJ was determined and set against the Reading Progress and Achievement achievement linked to Ngā Whanaketanga. This Reading Progress and Achievement was provided by MOE working to assist our staff with the preparation and understanding of Ngā Whanaketanga data requirements.

School reflection on reading practice has identified the importance of student engagement with relevant reading material and prior experiences with Te Reo Māori.

Target

1. *Those 3 (10%) students who are **WELL BELOW** National Standard for time in immersion at the beginning of the 2017 will make more than 1 year's progress to be **BELOW** national Standard by the end of 2017.*
2. *Those 4 (13%) students who were **BELOW** National Standard for time in immersion at the beginning of the 2017, will make more than 1 year's progress and be **AT** national standard by the end of 2017.*
3. *Those 4 (13%) students who were **AT** National Standard for time in immersion at the beginning of the 2017, will make more than 1 year's progress and be **ABOVE** national standard by the end of 2017.*

Target:

*to have 10% of our students at **WELL BELOW** Ngā Whanaketanga achieving **BELOW** Ngā Whanaketanga standards in pānui by the end of 2017.*

*to have 13% of our students at **BELOW** Ngā Whanaketanga achieving **AT** Ngā Whanaketanga standards in pānui by the end of 2017.*

TUHITUHI TARGETS 2017



TUHITUHI

To increase the number of students achieving at or above the National Standard for Writing

Baseline data: **Writing Baseline Data:**

February - March writing data for 2017 identified 1 (3%) student achieving WELL BELOW expected National Standards. 2 (6%) students are achieving BELOW the expected National Standard for writing. 3 (10%) students are achieving AT the expected National Standard and 16 (55%) are achieving ABOVE the National Standard for writing. These test results were analysed and an OTJ was determined and set against the Writing Progress and Achievement linked to Ngā Whanaketanga. This Writing Progress and Achievement was also provided by MOE working to assist our staff with the preparation and understanding of Ngā Whanaketanga data requirements.

Whilst personal experiences provided up to date and known opportunities to share and write, rich language is not readily available to students who rely more on basic Te Reo Māori sentence structures relevant to personal recount writing. These results are based on data of students for Time in Immersion, not Time in School.

Target

1. *Those 2 (6%) students who are **BELOW** National Standard at the beginning of the 2017 year will make more than 1 year's progress to be **AT** National Standard by the end of 2017.*
2. *Those 3 (10%) students who are **AT** National Standard at the beginning of the 2017 will make more than 1 year's progress to be **ABOVE** national Standard by the end of 2017.*

Target:

*to have 6% or more students BELOW Ngā Whanaketanga standards achieving AT the Ngā Whanaketanga standards for Writing by the end of 2017.
to have 10% or more students AT Ngā Whanaketanga standards achieving ABOVE the Ngā Whanaketanga standards for Writing by the end of 2017.*

PANGARAU TARGETS 2017



PANGARAU

To increase the number of students achieving at or above the National Standard for Maths

Baseline data: **Maths Baseline Data:**

Analysis of 2016 school wide mathematics data shows that although we have 62% of students achieving at National Standards in Mathematics further analysis shows that of the 38% of students not achieving AT or ABOVE National Standard, 33% of students are Yrs 5 – Yrs 8.

Further analysis of our numeracy data identified the need for up-skilling staff in Pangarau – Poutama Tau with Ana Pipi. The need for Omanaia school is to progress students in moving from counting (stage 4) to using part whole (stage 5), thinking skills in Year 3 and also in Year 5. We also identified the need for children to be using a variety of strategies instead of relying on one strategy (stage 5 one strategy, stage 6 more than one strategy). Lack of number knowledge is also contributing to student's lack of progress across levels especially their knowledge of place value and instant recall of facts.

Target

1. Those 2 (11%) students who were **WELL BELOW** National Standard at the beginning of the 2016 will make more than 1 year's progress to be **BELOW** national Standard at the end of 2016.
2. Those 5 (28%) students who were **BELOW** National Standard at the beginning of the 2016, will make more than 1 year's progress and be **AT** at the end of 2016.
3. Those 11 (61%) students who were **AT** National Standard at the beginning of the 2016, will make more than 1 year's progress and be **ABOVE** national standard by the end of 2016.

Target: to have 30% or more students at BELOW achieving AT or ABOVE Ngā Whanaketanga standards in Pangarau by the end of 2016.