



***Marotiri School***

*A gateway to lifelong achievement*

# **Annual Report**

# **2017**

# ANNUAL PLAN OVERVIEW FOR MAROTIRI SCHOOL Year 2017

## Annual Plan



### Teaching and Learning Programme Development

- 'Zines' Term 1
- El Gregoe – Anti-bullying show "You've got the Power" Feb
- Life Ed mobile classroom 10-14 March
- T-ball taught & gear purchased
- Kiwi Sport hockey
- Sue Graham Artist R1 2 days in April
- Term 2 Planet Earth & Beyond – Planetarium in school
- Possible senior class visit to Waikato Museum
- 'Share the Road' – Logging truck safety – May
- Lit Quiz regional finals – May
- Young Leaders' Day Y6 Taupo 5 May
- National Young Leaders Day Ys 7/8 Rotorua 22 May
- Pinelands Speech Comp June
- Wheels Weeks
- EPro8 Interschools Science & Tech competition Ys 5/6 & Ys 7/8 18 & 19 May
- NZ Playhouse Performance at school Aug
- Puss in Boots" Pet Detective
- Possibly Act 2 – singing, dancing & acting
- School productions – September
- Social Sciences - Asia –Global options - Inquiry T4
- School camps

### Finance

- Budget ratified January BOT meeting
- Contract with Wayne Facer Banking Staffing Management
- Grants sourced for school projects
- School sponsorship programme instigated

### Property

- 5YA Room 4 Block E refurbishment & improvements
- Storm water remediation 5YA
- Replanting on fence boundary
- Replanting of garden outside library
- Library shelving
- Shelving in former Principal's office
- School house insulation
- Rubber matting for pool changing sheds
- Native tree area overhaul

### Priority Areas for Learning

- Maths
- Writing
- Reading
- Science
- The Arts
- Tuwharetoa Cultural Knowledge
- Health & Well being

### Health and Safety

- Continue follow up actions to improve school health & safety provisions
- Replacement of drinking fountain filters
- Asthma Educator staff meeting Feb
- Habits of Happiness with Aspire Health. Staff meeting Feb
- New shade sail over the sandpit

### Self-Review / Reporting

- Response to ERO recommendations
- Trustees to STA training
- Two curriculum reviews
- Reviews & school assessment data made available on school website
- 2 NZCER self-reviews – 'Me and My School' & 'Wellbeing @ School'

### Human Resources

#### Staffing, Professional Development, Performance Management

- Principal & DP to 'Strengthening Leadership' course at REAP Jan & April
- Swimming tutors in school week 3 T1
- Anne Giles T.O day TAI
- All staff to PaCT workshop after school Feb
- Principal & DP to Lynmore School presentation at Col Taupo re: PaCT (Feb)
- School to adapt & adopt Reporea School's appraisal doc format.
- PRT (Arna) to 5 workshops run by University of Waikato in Hamilton March, May, June & Aug (2)
- 2 staff to Tuwharetoa Cultural Knowledge PLD March, June & September
- Anne Giles writing observations
- Col – PaCT & Ian Hunter writing PLD – ongoing
- Reading Recovery – school subsidising
- Daily accelerated writing Rooms 3 & 4
- 52 hours T-Aides
- Within school maths CoL funded 2 hours release
- Identify & display iwi & hapu affiliations of children who identify as being Māori
- Look to appoint staff with literacy expertise

### Communication

- Open days showcasing children's learning every term. Zines T1; Maths open morning T2 Productions T3; Celebration of Learning T4
- Media releases about significant school events
- New school-wide texting facility instituted
- Class blogs on website
- Interaction twice every 3 weeks
- Junior parents invited to school BBQ on evening of Y1-3 sleepover 16 March
- 'Share the Road' - Logging Truck Safety awareness visit 10 May

### Partnership with the Community

#### Collaboration

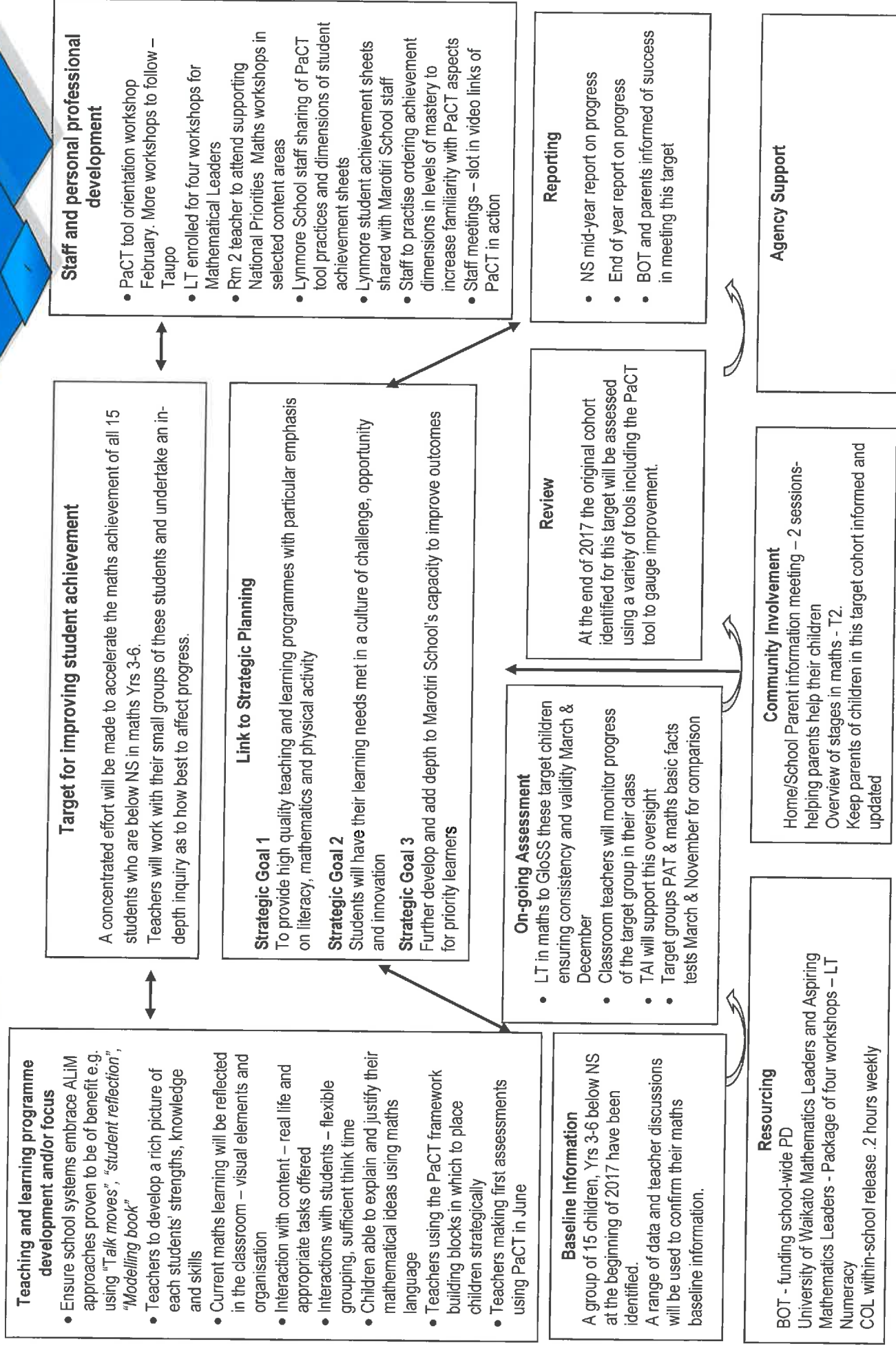
- School picnic Feb
- Principal & senior class teacher to Parkvale School Hastings ICT follow up
- Subway voucher sponsorship
- Community Garden – Anya visit to R2 Feb
- Staff visit to Kaharoa School – 3 April
- Pak 'n' Save basket of groceries – lucky draw
- Fonterra basket of products – Easter raffle
- Thank you evening function to calf raisers & gazers - March
- EOTC trips & guests
- Ag Day – October
- Bike Track follow up
- Col - continual

#### Consultation

- Parent Information Evening – February
- SLC's March & August
- Reading Curriculum Review
- Oral language curriculum review
- Parents of children who identify as being Maori
- Parents of pupils Yrs 7/8 2018
- 'Me and My School' and 'Well-being @ School' NZCER surveys & findings

# ACHIEVEMENT TARGET for MAROTIRI SCHOOL 2017

## Annual Plan



# ACHIEVEMENT TARGET for MAROTIRI SCHOOL 2017

## Annual Plan



**Teaching and learning programme development and/or focus**

- "Zines" - collections of personal writing compiled to share in a "speak-easy" setting
- Teachers to bring "Zine" lesson plans to share at staff meetings
- Some classes involved in 'Get NZ Writing' school kit - postcards to other schools
- Accelerated writing - two teachers in Rooms 3 & 4
- T A's for accelerated writing in Rooms 4 & 5
- Effective use of learning buddies to help children take more responsibility for their own & each other's learning
- Plenty of scaffolding & support prior to independent writing
- Take up opportunities for writing moderation through CoL
- TAI benchmarking
- Two across-school literacy teachers in school focussing on addressing the literacy needs in Yrs 7 & 8 at our school.

**Target for improving student achievement**

Nineteen boys Years 2-8 have not yet met NS in writing. Using a variety of approaches we hope to accelerate the rate of writing achievement of them all.

**Link to Strategic Planning**

**Strategic Goal 1**  
To provide high quality teaching and learning programmes with particular emphasis on literacy, mathematics and physical activity

**Strategic Goal 2**  
Children will have their learning needs met in a culture of challenge, opportunity and innovation.

**Strategic Goal 3**  
Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.

**Staff and personal professional development**

- Anne Giles - Jan TOD, TAI cycle. Analysing & Using the data
- Anne Giles in School Writing Observations - all classes
- Lorraine Taylor & colleague PaCT tools - Sharing of PaCT frameworks
- PRT - to Waikato University
- Provisionally Certificated Teacher programme - Session one: 'Individual Learning for Boys and Girls'. Session three: 'Extending Writing is Powerful. It Can Also Be Terrifying'. Session five: 'I Have All This Data - how do I make sense of it?'
- Ian Hunter PLD - "Write That Essay"
- CoL Writing PLD - ongoing
- Teacher inquiry in to writing - target pupils
- Possible attendance at NZ Literacy Association Reporting workshops in Hamilton.
- "Oral Language" book authors workshop Taupo 27 May

**On Going Assessment**

- Student book work
- Teacher observations
- CoL - Ian Hunter writing samples
- Anne Giles - In school writing observations
- TAI

**Review**

At the end of 2017 we will make a final assessment on the writing level of the group of nineteen boys.

We will be looking for an accelerated improvement because of the growth of teacher capability and deliberate interventions executed.

**Baseline Information**

Our baseline data shows that we have 19 boys Yrs 2-8 below NS in writing. Four of this cohort are new to the school this year. Teachers will make an assessment & level the boys' writing in February.

**Reporting**

- NS mid-year progress report
- NS end of year report
- BOT and parents informed of the level of success in meeting this target

**Resourcing**

Reading Recovery - some of these young writers will be on the roll  
Anne Giles Literacy Facilitator in school - Ops Grant funding  
Col. Ian Hunter PD

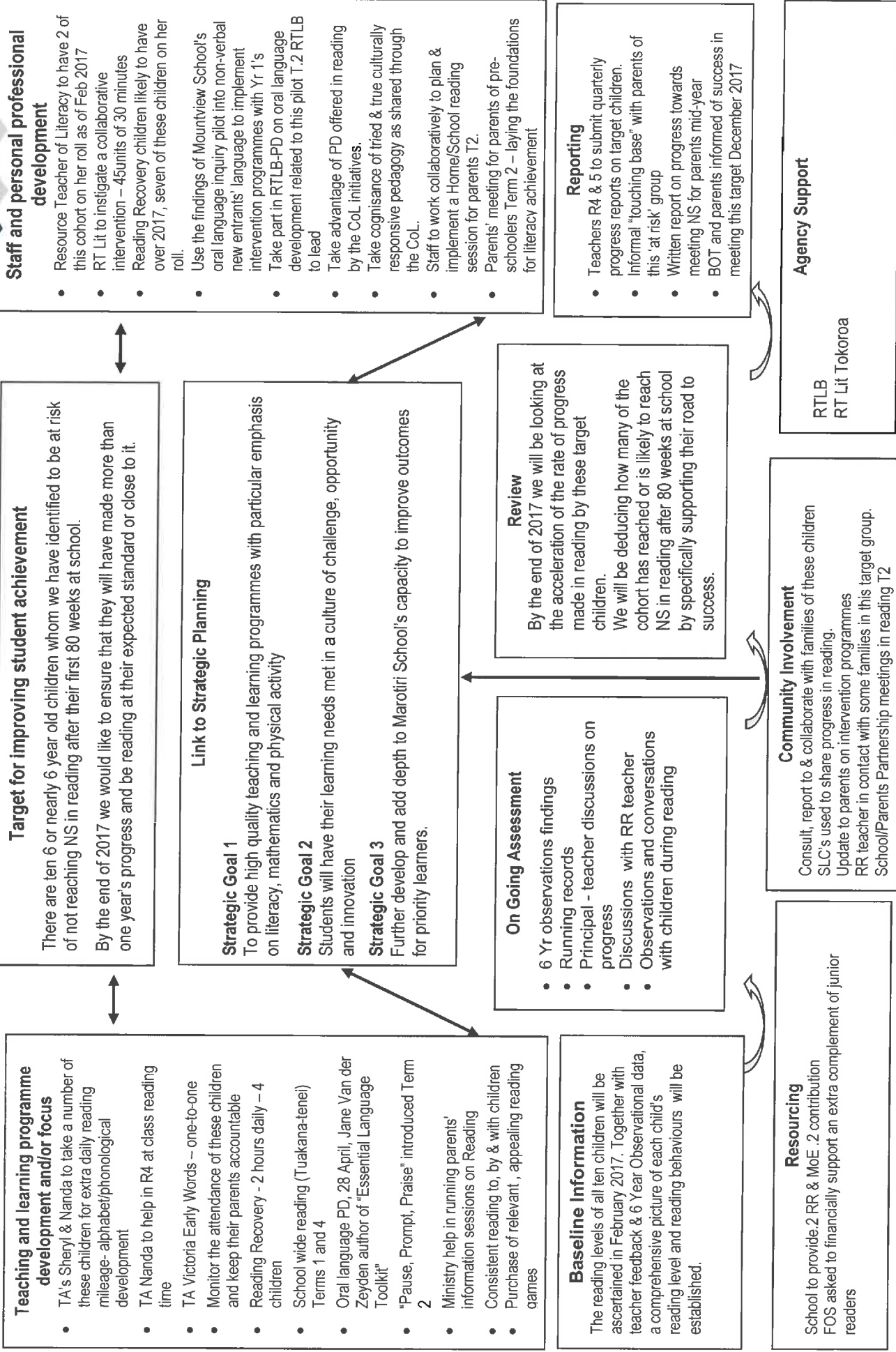
**Community Involvement**

Col. expertise of across- school leaders accessed  
Parents to "Zines Fest" T1 Sharing of adorned scrapbooks of personal writing

**Agency Support**

# ACHIEVEMENT TARGET for MAROTIRI SCHOOL 2017

Annual Plan

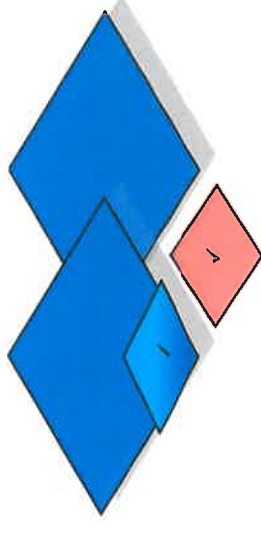




# ANNUAL REPORT ON TARGETS FOR STUDENT ACHIEVEMENT

## MAROTIRI SCHOOL 2017

Annual Plan



## ANALYSIS OF VARIANCE

### WRITING

Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome <i>We</i>	Variance <i>An analysis</i>	Next steps <i>We will</i>
Goal 1 Provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.	Use a variety of approaches in an attempt to accelerate the rate of writing achievement of nineteen boys Yrs 2-7 who had not met NS in writing..	Of the nineteen boys in the original cohort in February, fifteen were still enrolled in December. Of this fifteen, three reached NS by the end of the year. One was in Yr 2, another in Yr 4 and the last in Yr 5. Three boys who did not reach NS were new to the school in 2017. Another trio who did not meet NS in writing identified as being Maori. One of the Maori boys will not be returning to Marotiri in 2018	Of the twelve boys who did not make NS in writing, teachers attested to progress having been made, with only one child deemed to have made limited progress. One other boy was the subject of an extensive 'Teaching as an Inquiry' focus. Several of the boys have had initial dyslexia screening. A small number are still very limited in their writing ability. Two teachers surmised that boys who had worked with Victoria on the Quick60 programme had improved in their writing as a consequence. Factors that helped boys attain NS in writing or to make marked progress included <ul style="list-style-type: none"> <li>• Sustained parental support in buying-in to the challenge posed in this target</li> <li>• Writing for 'Zines' in Term 1</li> <li>• Regular school attendance</li> <li>• The accelerated writing programme (2 teachers at writing time Yrs 1-3) 4 days weekly.</li> <li>• Children's awareness of their writing goals.</li> <li>• Work with Andrew Langley around types of sentences and sentence fluency.</li> <li>• PD with Lorraine Taylor of Lynmore School on PaCT writing &amp; its implementation there</li> <li>• Use of the PaCT framework in writing- PaCT aspects in planning sheets</li> <li>• PaCT as a reporting framework development</li> <li>• Teachers bring samples of student's writing to staff meetings for shared discussion on content and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure these children remain targeted writers in 2018. They remain priority learners.</li> <li>• Continue with accelerated writing programme Yrs 1-3 minimum.</li> <li>• More visits by staff to Lynmore to see PaCT implementation.</li> <li>• Staff meetings and in-class work with Andrew Langley and his WTE writing tool.</li> <li>• Continue with deliberate efforts to engineer learning environments likely to engage boys to write.</li> <li>• More emphasis on sharing ideas as writing prompts in staff meetings.</li> <li>• Continue to make effective use of learning buddies to help children take responsibility for their own and others writing.</li> </ul>
Goal 2 Ensure that children have their learning needs met in a culture of challenge, opportunity and innovation.				
Goal 3 Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.				

## READING

Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome	Variance <i>An analysis</i>	Next steps <i>We will</i>
Goal 1 Provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.	Accelerate the progress of ten 6, or nearly-6 year old children identified to be at risk of not reaching NS in reading after their first 80 weeks at school. We aimed, by the end of 2017, to have ensured that they had made more than one year's progress and that they would be reading at their expected standard, or close to it.	By the end of 2017 seven of this cohort of ten remained at school. All children had had a reading level recorded in February 2017. The seven children still present in December 2017 showed definite progress. Child 1 – Level 8 to 19 Child 2 – Level 9 to 18 Child 3 – Level 5 to 17 Child 4 – Level 9 to 19 Child 5 – Level 8 to 18 Child 6 – Level 8 to 18 Child 7 – Level 5 to 9 Six out of seven were at NS. The one remaining child received Rtlit intervention and TA support. He was away with his parents and not at school for about 8 weeks at the start of 2017.	Three of this cohort had Reading Recovery support in 2017. The class teacher of the first 6 children measured, deliberately factored-in intensive one-on-one lessons with her charges to determine what reading behaviours were holding up progress. She adjusted her programme to 'plug the gaps'. A comprehensive reading programme was held daily – additional to those having reading recovery. The child who did not make the progress required, did not start school until 5 yrs 3 months. He is globally delayed in many respects.	<ul style="list-style-type: none"> <li>Continue with daily instructional reading</li> <li>Ensure that these children – all moving to Yr 3, have daily access to reading-mileage time.</li> <li>Have collaboration between the SENCO and class teacher as to how best accelerate the progress of these learners</li> <li>Keep parents informed of the support being offered in the school</li> <li>Present certificates for reading progress with appropriate fanfare at Interaction.</li> <li>Continue to renew stocks of readers and reading games likely to engage our junior readers</li> <li>Revamp and furnish the school library to encourage a love of reading for pleasure.</li> <li>Look at Quick 60 programme for some of these children.</li> </ul>
Goal 2 Have students' learning needs met in a culture of challenge, opportunity and innovation.				
Goal 3 Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.				

# MATHS

Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome	Variance <i>An analysis</i>	Next steps <i>We will</i>
Goal 1. Provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.	Make a concentrated effort to accelerate the maths achievement of twelve students below NS in Maths at Years 3-6. Teachers were to work with small groups of these students and undertake in-depth inquiries as to how best to affect progress.	Ten children from this cohort at the end of 2017. Of the ten, one child reached NS in maths. All made progress which can be substantiated. Child 1 - Y6, March Stage 4; Dec Early Stage 6 across all domains but still not at NS Child 2 – Y5, March Early Stage 5; Dec Stage 5. This is an extensive stage. Needed to be at Early Stage 6 to be at NS. Child 3 – Y5, March Early stage 5; Dec Stage 5; Not at NS Child 4 – Y5, March Early Stage 5; Dec Stage 5; not at NS Child 5 – Y4, March Stage 4; Dec Early stage 5. Should be at Stage 5. Not at NS. Child 6 – Y4, March Stage 4; Dec Well below NS. Arrived Feb 2017; wrongly assessed. Child 7 – Y4, March Stage 4 overall; Dec Early Stage 5. Should be on Stage 5; not at NS. Child 8 – Y4, March Stage 4 overall; Dec Early stage 5. Should be Stage 5; not at NS. Child 9 – Y3, March Stage 2-3; Dec Stage 4. Should be Early Stage 5; not at NS. Child 10 – Y3, March Stage 4; Dec Early Stage 5. At NS.	Although all the children made progress, for them mathematics is taxing. They lack the knowledge they need at their fingertips to apply when using strategies. Interpreting and comprehending what is required when problem-solving is perplexing. They have all tried really hard and have earnestly accepted and appreciated the help given. Many have what could be regarded as a learning disability in this learning area.	<ul style="list-style-type: none"> <li>• DP to continue 2 hours release weekly to work directly on improving teacher practice, especially with regards to targeted mathematicians.</li> <li>• Sue S to monitor progress of priority learners in maths and assist teachers to identify next steps for these learners.</li> <li>• Keep building understanding as a staff of the strategies/learning conditions that support acceleration.</li> <li>• Look at another whole school maths focus along the lines of the 'Basic Factathon' held in 2017 e.g. financial literacy in Term 4.</li> <li>• Ensure new teachers receive maths PLD from CoL PaCT mentor.</li> <li>• Support and encourage student discourse and at times use mixed ability groups so that children are learning from one another.</li> <li>• Ensure that when teachers are selecting maths problems, that they use authentic contexts.</li> <li>• RTLB contracted to see of the Numicon maths resource is available for loan – a proven effective maths resource.</li> <li>• Prioritise Maths as a learning area.</li> </ul>
Goal 2 Ensure that children have their learning needs met in a culture of challenge, opportunity and innovation.				
Goal 3 Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.				



## Strategic Goal Review

### Goal 1

To provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.

#### We said we would have

- Assessment which showed improved numeracy and literacy levels.
- Students who are physically active
- Upskilled staff
- Targets from Goal 1 learning areas
- Access to significant resources courtesy of CoL membership.

#### Strategies and processes

- An experienced and accomplished teacher as the PRT's tutor teacher.
- A skilled, committed 'cover teacher' in Room 3 for PRT's release days
- Literacy leader appointed to build professional capacity and share the workload of management.
- A comprehensive PD programme for the PRT organised and followed.
- Principal observations of literacy lessons across the school.
- D.P. observations of maths across the school
- Use of a range of technologies to engage ākonga in the learning process.
- Strengthening of in-school and between-school moderation to ensure consistency in NS OTJ's.
- Learning buddies firmly established in all classes to help embed learning relationships and self and peer assessments.

#### Professional Development which helped meet this goal

- Anne Giles – TO day – writing
- PRT to Provisionally Registered Teacher Programme – 5 workshops
- RTLit Tokoroa, worked with 2 Room 5 children accepted on her roll – 35 visits
- RTLB coached '*Pause, Prompt, Praise*' programme for Room 2 and 4 students
- RR teacher attended requisite training days
- Whole staff attended Ian Hunter's "*Write That Essay*" April holidays
- Andrew Langley was in the school for in-class work and staff meetings on teaching sentence fluency, sequencing sentences and paragraphing.
- PaCT workshops – ongoing including moderation workshops
- Staff visited Kaharoa School TO Day.

## **Strategic Goal Review**

- Opportunities allowed for inter-school moderation – Whakamaru staff and CoL schools.
- Deirdre to Literacy Leaders' PD – several opportunities
- Swimwell tutors in school one week in February
- Kiwi Sport tutors in the school – Fun Ferns netball, Rippa Rugby, badminton, volleyball, cricket
- PaCT framework – writing. Workshop at our school: October holidays
- Sheryl Firth PD for staff – cross country training and athletics skills.
- Three staff in November to Lynmore School PaCT usage focus.

### **Property and Resources**

- Increased allocation in budget for staff PD
- FOS funded an extra \$1000 for library books
- School invested in online PAT marking tools
- Ian Hunter's writing-online tool Room 1
- New class sports gear and storage containers
- New storage containers for sports shed
- Equipment for throwing and catching - skills developed, class set of mini vortexes for athletics skills, relay batons
- New skipping ropes
- Swimming pool kept functional
- CoL – funded within-school maths – 2 hours release weekly
- BOT – funded .2 Reading Recovery until end of T2 then extra teaching hours for Room 4 reading time.
- .44 hours t-aide support
- New library revamp as fundraising permitted.
- Application made to Transpower for \$6000 to cover the cost of *Quick60* reading kits – passed expressions of interest stage.

### **Activities undertaken to achieve this goal**

- Targets set early in the year – reading, writing and maths
- 2 hours a day Reading Recovery until the end of Term 2, then part-time teacher appointed to co-teach reading in Room 4 in the absence of a RR appointee.
- Reading Recovery trainee teacher organised for start of 2018. Application for school funding.
- Accelerated writing – Rooms 3, 4 and 5 with up to 3 teachers present in some circumstances.
- Early Words programme for children struggling with basic reading vocab acquisition

## Strategic Goal Review

### Goal 2

Students will have their learning needs met in a culture of challenge, opportunity and innovation.

#### We said we would have

- Children excited by their learning and motivated to become life-long learners.
- Progressive, innovative learning environments and pedagogy practice.
- Responsivity to identify the language and culture of all our learners.

#### Strategies and processes used

- School virtues promoted, prominent and reinforced,
- Ka pai cards distributed to children who show the virtues at play breaks. Interaction lucky draw.
- School House system vital - children have buy-in.
- Leadership Year 6's and Year 7's to respective Leadership days.
- Special recognition of children with 100% attendance each term.
- Agreed school-wide "rich inquiry" topics chosen across learning areas.
- Individual, class and school goal setting – reflection on goals.
- Student-led conferences twice a year
- Digital learning environments including the introduction of an on-line writing tool in Room 1 (CoL)

#### Professional Development to help meet this goal

- Alan and Sue C to Parkvale School Hastings to view learning hubs in action – February.
- Sue C and Sue S to two "*Strengthening Leadership through Coaching*" workshops with Anne Giles and Stephanie Geddes - January and April.
- All staff to Kaharoa School in April – opportunity to observe their resources, innovation and practices.
- Sue Graham, artist, working with Room 1. PD provided vicariously for class teacher.
- Kiwi Sport taster sessions taken by a range of sports code experts – PD for staff by observing skills taught – hockey, fun fern netball, badminton, volleyball, cricket.
- PD for staff in cross country and athletics skills provided by part time teacher Sheryl Firth.
- Deirdre to Hapara Dashboard workshop at Whakamaru School.
- Gail Cochrane NZ Schools Library Service – visit- ideas regarding library promotion and refurbishment.
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#### Resources purchased or actioned

- Smart, functional classroom furniture purchases.

## **Strategic Goal Review**

- Star Dome hire Term 2
- Grants successfully sought for leadership days and school production costs.
- Library refurbishment investigated
- Act II Studio dance tutor fees Term 3
- Tutor costs for Santana to teacher waiata
- Revamp of Rooms 4, 1 and 2
- ESOL teacher hours for immigrant pupils.

## **Actions Undertaken to foster a culture of challenge, opportunity and innovation**

- 'Zine' creations and 'Zine Fest' Term 1
- Senior cycling challenge at picnic in February
- El Gregore "You've Got the Power" show – Anti-bullying theme in February
- Talent Quest school-wide Term 1
- Sleepover at school Years 1-3
- Chees Club in library at lunchtimes
- EPro8 Science Technology Challenge – Senior and junior teams entered.
- Art lessons with specialist tutor Term 1
- Waiata coaching Santana Katene
- Planet Earth and Beyond Term 2. Star Dome onsite.
- Whole-school visits to Space Centre – Kihikihi
- ICAS competitions (4)
- "*Share the Road*" logging truck visit
- Leadership Days – Year 6's and Year 7's
- Pinelands Speech competitions
- Pinelands Dance Festival
- NZ Players performance "*Puss in Boots. Pet Detective*"
- Visit from author Jennifer Somerville
- Dance tuition – Toni Neve
- Two productions Term 3
- Kahurangi Maori Dance Theatre - October. Te Reo Kori workshop to follow
- Asia Focus Term 4
- Mandarin language taster sessions (6) across all classes
- St John in school. "*Responding in an Emergency*", across all classes
- Water Safety AC Baths – Juniors
- School Camps Rooms 3, 4 and 5.

## Strategic Goal Review

### Goal 3

To further develop and add depth to the Marotiri School's capacity to improve outcomes for priority learners.

#### We said we would

- Improve moderation practices with regards to the children's achievements against the NS.
- Have data that is robust, valid and reliable
- Support inclusion for learners with special education needs
- Have partnerships with parents that provided opportunities for sharing information about children's learning, achievement and challenges. These would respect the parents' innate knowledge of their children.
- Use powerful CoL connections to promote cohesion and shared expectations in aspects of teaching practices and the curriculum.

#### Strategies and processes used

- Thoughtfully and strategically pitched targets set from results of December 2016 NS data. Progress against these was actively monitored.
- Use of learning buddies school-wide, in learning-relationship development.
- CoL within in-school release to accelerate maths-target students.
- Improved hard-data sharing between the SENCO and the RTLB
- Deliberate support of children with special education needs at Marotiri School to achieve against the school's virtues, the key competencies and the learning areas of the NZC, e.g. kapai cards, interaction awards, principal's morning teas, lunch time library activities such as chess and Hell's Pizza reading challenges and an eclectic range of House competitions. We also provided opportunities for extension and entry in external competitions and tests. Much assistance was centred on helping struggling learners in the core curriculum areas.

#### Professional Development

- Tracey our RTLB coached and oversaw our TA using *Quick 60* and *Multi Lit* with older priority learners
- Reading Recovery Teacher received extra training support until her departure mid-year.
- RTLB coached six Room 2 students in the *Pause, Prompt, Praise* programme with a similar number of younger Room 4 pupils.
- RT Lit visited 35 times to work with Room 5 children and two children from that class on the RT Lit roll. Room 5 teacher familiarised with all interventions.
- Ian Hunter "*Write that Essay*" whole school PD.

## **Strategic Goal Review**

- Andrew Langley at several staff meetings on helping children to build fluency and skill in sentence writing.
- Lorraine Taylor – Lynmore School – PaCT writing framework presentation T.O. Day October. School visits to Lynmore by staff following this.
- CoL training in PACT Maths and Writing frameworks – all staff over 2017.
- Deirdre appointed Literacy Leader as of April 2017. Took advantage of all the PD provided.
- Part time teacher supported junior reading and writing lessons.
- 44 hours TA support weekly – considerable portion of time spent with priority learners.
- Some school funds to Ian Hunter's PD and the Room 1 online writing tool.
- Small costs related to Home/School partnership meetings – reading.
- FOS donation of \$1000 towards library book donation.
- Entry to school activities within and out of the school was guaranteed for every child at Marotiri School. Inability to pay not a barrier. Quite a number of successful applications were made for local grants to help enable this.

### **Actions Undertaken**

- Teacher progress-reports on individual target children received March, June and September. Next steps were required to be listed and expanded upon,
- Classroom tracking visits by Principal Week 5 every term.
- Fortnightly meetings with minutes between RTLB and SENCO (Principal). Agenda focused on individual children on RTLB roll, staff requests, intervention programmes. PD available etc.
- Whanauhui - April, put parents directly in touch with Tuwharetoa's Iwi Education support. Their aim is to improve the experiences and outcomes for Maori in the current education system.
- Attendance at PaCT workshops - working towards a collective, comprehensive understanding of the Maths and Writing frameworks. Follow-up activities undertaken at staff meetings.
- Teachers released to watch Quick60 and Multi LIT programmes in action.
- Visit to Kaharoa School to observe and learn about their 'best' practices.
- Home/School Partnership sessions with Marotiri School parents – reading.
- Accelerated writing Rooms 3, 4 and 5 (second half of the year).
- Tuakana Tenei – buddy reading school-wide Terms 1 and 4.
- Jeff Marshall was available one day weekly for private maths pupils. Some parents took up this opportunity for their children to receive
- PRT – observations of literacy lessons in other classrooms in town as part of PD programme – ideas-sourcing and post-visit discussion time.
- CoL – PD provider Andrew Langley – several after-school workshops for staff on developing children's sentencing fluency and sequencing and paragraphing skills.



## **Strategic Goal Review**

- Following the arrival of a number of children with ESOL in Term 3, fruitful efforts were made to source and secure extra funding for one-on-one teaching time with these non-English speakers. Julia Brandão employed in this capacity one day weekly for the foreseeable future.
- Active encouragement for and recognition of regular school attendance.

## **Strategic Goal Review**

### **Goal 4**

To strengthen the integration of Maori language, culture and identity in the curriculum and language programme.

#### **We said we would**

- Support Maori students to achieve success as Maori.
- Provide authentic, frequent opportunities for learners to practise te reo Maori thus giving our children access to ao Maori and Maori world views.
- Tap into the expertise of CoL across-school whanau engagement appointees.
- Have teachers persist in ways to support success
- Embrace the belief that what benefits Maori learners, benefits all learners.

#### **Strategies and processes used**

- Utilised the skills of Santana Katene to build a repertoire of school waiata
- Had two staff disseminate information from Tuwharetoa iwi meetings and assist with action plans
- Deliberately set out to strengthen educational connections with whanau.

#### **Resources**

- Santana Katene – tutor costs for teaching waiata
- Hospitality related to hosting hui Term 2
- Subsidy of Kahurangi Dance Theatre visit plus Te Reo Kori workshop

#### **Actions Undertaken in 2017**

- We have sourced the iwi and hapu affiliations of Maori students. These have been kept undated and displayed under the Nga-Iwi-O Aotearoa map in the school foyer.
- We have had at times, children introducing themselves at Interaction in te reo. 'Happy Birthday' sometimes sung in te reo.
- Rooms 1 and 2 entered Matariki Art works in Taupo Museum's Tamariki Toi exhibition in the July school holidays.
- Most frequently, the daily notices began with a Maori salutation
- We had Santana in several Friday afternoons to take waiata across the school. Santana helped perfect some of these to be sung at the end of year prize giving.
- Staff performance documents were linked to cultural competency inclusion.
- Tuakana tenei – Buddy Reading school-wide Term 1 and repeated Term 4.
- Zines Term 1 had some bicultural focuses.

## Strategic Goal Review

- Hui held at school Term 2 for parents whose children identify as being Maori. Shared data breakdown for Marotiri School Maori cohort. Two guest speakers.
- Planet Earth and Beyond Term 2 included Maori perspectives on some of these phenomena.
- Children in two class learnt and played Maori ball games. 'Tapuwae and Ki-o-tahi' commands are in te reo.
- Instructions for games given in Maori.
- Bicultural labels in classrooms and wall displays.
- "How are you today?" posters and responses in te reo distributed to all **classes**.
- Movement and songs in te reo.
- Kahurangi Dance Theatre performance "*Maori Myths and Legends*" October 18. TDC Creative Communities Scheme funding \$400 awarded to help fund this.
- Te Reo Kori workshop for Rooms 1 and 2 followed this performance.
- One class took part in Maori Language Week and completed a portfolio piece.
- Other classes confirmed participation in Maori Language Week
- Ongoing reference to Manaakitanga – respect, generosity and care of others including our environment – shared morning tea in Room 1 - Terms 2 and 3.
- Many Maori pupils had lead roles in in the school productions – particularly junior.
- We reported on the Maori cohort in all BOT reports including interim N.S. mid-year.
- Included a Maori Language / culture progress / stocktake as part of weekly staff meeting. How do our Maori children know that their beliefs and cultural practices are respected and given rein?
- Encouraged Maori parents to attend the senior 2018 class information meeting early Term 4.
- Continued to identify where success, strengths and opportunities exist and could be leveraged and tailored to unlock and realise the potential of Maori learners.

## **Strategic Goal Review**

### **Goal 5**

To continue to build teacher capability.

A more effective system for the appraisal of all staff will be implemented in order to strengthen staff skills and knowledge.

#### **We said we would have**

- A useful appraisal system which incorporated an up-to-date job description, the P.T.C's with tā taiako woven throughout, professional and personal goals and termly check sheets.
- Teachers and leaders in the driving seat of their own appraisals
- Teachers able to critically reflect on their teaching practise and compile their evidence in a safe on-line place.
- Professional conversations in which teachers share inquiries, reflections and evidence with colleagues and appraiser.

#### **Strategies and processes used**

- Anne Giles – TAI – TO Day
- Staff shown how to use swyvl for teacher videoing purposes
- Reporoa School visit - whole staff – looked at an example of DP's completed 2016 documentation using same template as we had adopted.
- Some staff shared exemplary examples of their own evidence-gathering.
- Many varied PD opportunities were made available on how to work with PaCT framework
- CoL writing in-school. PD demonstration clinics Ian Hunter worked outside and within the school
- Termly checks in all classrooms – Principal
- DP's PTC's evidence shared as a quality model
- Teacher planning checked for comprehensiveness and relevance
- PRT given much one-on-one mentoring to help strengthen curriculum knowledge, planning and assessment practices and evidence for compilation of PTC's

#### **Resources**

- Reporoa School – Appraisal documentation adopted by and adapted for our school
- Marotiri School staff as part of TO day, visited Reporoa School
- Google docs expert, Kathryn Crocket – of eTap worked one-on-one in-school with staff on filing, planning, hyper-linking, privacy protection – September
- PD budget for Sue C – Tony Pope - appraiser

## Strategic Goal Review

- Three staff went to Lynmore School to view and talk with senior staff on how they had put PaCT frameworks in action.

### Actions carried out as evidence of goal progress

- Anne Giles – TO day January. A further session on *Teaching as an Inquiry*
- Adopted Reporoa Primary's appraisal system with its quality assurance processes.
- Termly checks Weeks 5/6 all year
- Literacy Leader appointed to share work load and to build within-staff expertise.
- Sheryl – as part of practicum practice, shared her inquiry, process and product.
- Employment of new teacher Term 2 experienced in collating full appraisal document requirements.
- Visited Reporoa Primary to view their DP's completed 2016 appraisal documents particularly focussing on the range and content of her evidence.
- Follow up - discussed multi-sources of evidence that teachers might use for appraisal documentation
- Much inter-staff collaboration in understanding PaCT framework.
- Sue S – intensive one-on-one coaching and observation of PRT. After school meetings on planning, NZ Curriculum understanding, monitoring of children's progress and assessments.
- Staff meetings – periodic classroom walk-through to view Inquiry Walls and to hear teachers explain the learning that has led to displays.
- Principal and Deputy Principal undertook literacy and maths observations in all classes.
- Support staff were appraised using feedback from other staff as additional 'voice'. Suggestions, improvements and fresh approaches going into 2018.
- Practising Teacher Criteria – talking through the evidence evidence interviews.
- PD around new 'Our Code Our Standards': Code of professional responsibility and standards for the Teaching Profession – to be used by every certificated teacher.
- Tony Pope sent a template that he created, which we might adopt for assessing against "Our Code, Our Standards"
- Needs analysis – where appraisal/professional learning of an externally-sourced nature could make a difference in 2018.

## Strategic Goal Review

### Goal 6

We said that we would establish a positive and collaborative team culture.

#### We would have

- The belief that relational trust is a prerequisite for productive inquiry, collaboration and sustained changes in practices
- A school environment which is proactive and responsive in its approach to staff and wellbeing.
- Staff who are active participants in creating a culture of wellbeing.

#### Strategies and processes followed

- Encouragement of teachers to bring up their ideas and suggestions
- Provision of the assistance and encouragement needed to build teacher capability. Ensured that a collaborative school culture was supported by effective systems and clear documentation. CoL PD a useful vehicle for this.

#### Professional Development

- Anne Giles January T.O. Day – Teacher Code of Ethics workshop
- Sue S and Sue C attended “*Strengthening Leadership*” course days
- Colin Hancock, clinician and physiotherapist – an address to staff on “*Habits of Happiness*”
- Many occasions for whole school PD – including T.O. Days in successive holiday periods.

#### Resources

- Staff Amenity funds – Ops Grant e.g. for range of herbal teas , superior coffee
- Marotiri School PD budget
- Taupo nui-a-Tia’s “*The Good Habits Book*” for staff morale ideas

#### Actions Undertaken so far in 2017

- Anne Giles at TO Day in January, discussed teacher ‘*Code of Ethics*’ and all its implications.
- Staff/BOT get together after TO Day
- Colin Hancock “Aspire Health” staff presentation “*Habits of Highly Happy People*”.
- Staff meals provided when school functions, SLC’s, meetings or activities have began early evening, e.g. Home/School Partnership
- Whole school visit to Kaharoa School in April – lunch out in Rotorua



## **Strategic Goal Review**

- Celebration of significant staff milestones or events – e.g. Rachna's, Frances Towers' and Alan McNally's farewell functions, garden party at Arna's to view pre-wedding staging progress.
- Periodic Friday drinks when staff about
- Staff given the opportunity to tutor other teachers in fields of expertise – value acknowledged, e.g. Sheryl Firth - cross country and athletics, Deirdre Hearmon – Literacy leadership and PaCT, Sue Stimpson – Maths and Inquiry, Santana Katene - Waiata
- May T2 – secret admirer week, most successful
- Professional expertise obtained for aspects of school productions T3
- Excellent cooperation and collaboration by staff and support staff in the lead up to productions, the actual performances and follow-up.
- Inter-school writing moderation
- Use of banking staffing to release teachers to ease work load.
- Employment of Julia Brandão to assist with ESOL children, end of Term 3 and T4. Teachers feel more supported.
- Frequent checking in with teachers as to their well being
- Teachers and other staff involved in community quizzes, table tennis, tennis and Zumba class
- Consultation with teachers affected by classroom refurbishments
- Flexible leave granted in special circumstances
- Ag Day - parent/staff post celebration
- Active support for teachers taking camps T4
- Communications clear as to the end of year assessment and reporting expectations.
- End-of-year lunch for all staff.

## Report on Annual Plan 2017

### Human Resources

#### Staffing, Professional Development, Performance Management

- T.O. Day Anne Giles - *Teaching as Inquiry*.
- Swimwell tutors in the school Week 3 Term 1
- Sue C and Sue S to *Strengthening Leadership* course at REAP - Anne Giles and Stephanie Geddes - January
- Sue C and Sue S introductory PaCT tool workshop - Lorraine Taylor, Lynmore School - February.
- Sue S *Leadership in Maths* course, March.
- Arna - PRT, RTLit Workshop Taupo plus 4 other PRT workshops
- Sheryl Firth - teacher retraining practicum R4 Feb/March
- PaCT aspects - maths - staff meetings; across-school meetings.
- Reading Recovery - school subsidizing
- Deirdre and Arna - "House of Science" introductory workshop, Taupo
- Sue S Maths Leadership Meeting Taupo Schools - May
- Hanna - Oral Language Course - Juniors
- Deirdre Hapara Dashboard - Whakamaru School
- All staff PaCT moderation - June
- All staff 'Write that Essay', Ian Hunter writing - July
- PaCT - PD August - Literacy Leaders
- Cross Country Skills workshop - Sheryl - August
- PaCT writing - September
- October holidays - Lorraine Taylor, Lynmore Principal PaCT workshop at school.
- Athletics Skills - Staff workshop led by Sheryl - November
- Throughout 2017 - Andrew Langley of "Write that Essay" - after school meetings, recapping and expanding on Ian's WTE workshops.
- Daily accelerated writing Rooms 3 and 4
- 52 hours T-Aide support.

## Teaching and Learning Programme Development

- El Gregore *"You've Got the Power"* - anti-bullying message show - whole school - February
- Swimming Sports - March
- Interschool athletics - March
- Zines - Term 1 Open Day to share children's collections of writing - in the hall - "Speak-easy" format.
- Buddy reading - Tuakana Tenei - March
- Andrew Langley 'Write that Essay' PD contract - sentencing and paragraphs throughout the year
- T-ball taught and gear purchased
- Kiwi sport hockey-taster sessions
- Sue Graham - artist - in Room 1 two days in April - water colour painting
- Term 2 - Planet Earth and Beyond - Stardome in the school.
- Whole-school (2 trips) to Kihikihi Space Centre - Educational tours and presentations.
- Rippa Rugby - May - Interschool tournament and taster sessions.
- Selection of children to a Mataariki workshop at REAP, led by Jerome Kavanagh.
- Year 6 Young Leaders' Day in Taupo - May
- Year 7's National Young Leaders' Day in Rotorua - May
- Poem and speech competitions in June.
- Pinelands Poetry and Speech competitions - June - Marotiri to host.
- EPro8 Interschool Science and Technology Challenges, Years 5/6 and Years 7/6 Term 2.
- NZ Players *"Puss in Boots - Pet Detectives"* August.
- Author Jennifer Somervell in school - August.
- Volleyball taster sessions school-wide - August
- School-wide sponsored Basic Factathon - August
- Bee Keeper - Phillip Haycock - visit and address junior school T3.
- Toni Neve of ACT II to teach production dances
- School and Interschool Cross Country - September
- Two school productions - September.

- Great Lake Spelling Bee entries. Won 3 out of 4 sections.
- Ag Day activities - October
- Kahurangi Theatre in Schools. Maori Myths and Legends, plus Te Reo Kori workshop - October.
- Pinelands Athletics morning - hosted at Marotiri School, November.
- Asia focus T4 *"Why do people move to NZ? How can we make them feel welcome and valued?"*
- Six weeks of Mandarin lessons - all classrooms.
- Matt Croolin - visitor; Chinese martial arts,
- Inaugural school duathlon- December.
- School camps - Years 5-8 Totara Springs; Year 3-4 Tihoi Venture School.
- Junior Water Safety Skills Day AC Baths
- Santana Katene - Waiata - T4 - whole-school

### Property

- Block E Room 4 upgrade and storm water ponding remediation - April.
- Replanting on farm/school boundary
- School house improvements - carpet, laundry, soak holes, some painting, tree pruning.
- Some internal painting Rooms 1 and 2 - July holidays.
- Quotes sought - discussions held with Lundia - library outfitting.
- Meeting with OPUS - Block A revamp - old office, Rooms 1 and 2
- Library internal repainting - December 2017/January 2018
- Native tree area overhauled.

### Health and Safety

- Asthma educator to staff meeting February.
- Staff meeting - Colin Hancock, Physiotherapist Aspire Health *"Triggers of Happiness"* workshop February.
- Life Education classroom in the school in March.
- *'Share the Road'* - May. Logging truck safety awareness visit.
- *Firewise Juniors* in May
- Reuben the Road Safety Bear - June

- Quality long-lasting smoke alarms installed in the school house.
- Argest training for new caretaker
- St Johns '*Responding to an Emergency*' school-wide session.
- St Johns Ambulance - Rooms 1 and 2 ABC first response education - November.

### Finance

- 2017 budget ratified January BOT meeting.
- Contact maintained with Wayne Facer to make maximum use of Banking Staffing.
- Purchase of new netball uniforms
- Grants secured for contribution to sandpit shade sail, Young Leaders Day entry fees and production costs.
- 2017 budget revisited in August with reasons for variance
- Very profitable calf programme sales over the course of the year (10 animals).
- FOS large donations for school library books and pool changings shed matting.

### Self-Review Reporting

- ERO response February
- Strategic Plan 2017 prepared by 1 March
- Standardised testing reports with analysis - March / April
- Whanauhui hald May - sharing of data, seeking feedback on whanau engagement.
- Interim NS On track / not yet on track - July
- Target progress reviews August
- Strategic Goal reviews September - December
- Student-led conferences March and August
- CoL within-school maths update reports, Sue Stimpson - once a term.
- Term 3 - Moderation of writing with Whakamaru School.
- NS end-of-year data 2017

### Partnership with the Community

## Communication

- Parent Information meeting - February
- Calf raisers 'thank you' dinner - March
- Zines Fest - Celebration of Learning - April
- New school-wide texting facility instituted
- FOS lunches - Term 1 - 2 lunches.
- Junior's overnight camp at school in March. Parents invited for BBQ dinner.
- Farewell to Room 1 teacher
- 'Share the Road' - logging truck safety awareness visit - May
- Cross Country September
- Productions (2) Term 3 - 4 showing times
- Pinelands Junior Athletics - Marotiri November
- Design Room Tauhara College lunch - Years 7/8 November

## Collaboration

- School picnic February
- Alan and Sue C to Parkvale School Hawkes Bay, Hapara Dashboard in action.
- Working Bee March
- EOTC trips and guests.
- Anya, from Taupo's Community Garden out to speak to Room 2 February.
- Subway vouchers - sponsored as "*Student of the Week*" awards
- Pak n Save basket of groceries - prize for lucky draw.
- Visit to Reporoa School in April - whole staff - appraisal docs model.
- Tihoi 'House-clean' June - camp fundraiser.
- Ag Day committee formed August.
- CoL - ongoing

## Consultation

- Student-led conferences March and August
- Home School parent meetings - Reading
- Hui - parents of children who identify as being Maori - Tuwharetoa Action Plan - Rock On - Attendance - May.



- CoL visit by two across-school teachers - scoping exercise
- Ag Day planning - two meetings
- October - senior class 2018 parents' meeting.

May 2018



# National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note:** Do not include any information in this template that may result in an individual student or their achievement being identified.

Date:	17 January 2018
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School Name:	Marotiri	School Number:	1808
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## NAG2A (b)(i) Areas of Strength

### National Standard area(s):

**READING:** 78% of children were at or above NS in reading at the end of 2017.

**WRITING:** 68% of children school-wide were at or above NS at the end of 2017.

**MATHS:** 80% at or above NS in maths at the end of 2017.

### Discussion:

**READING:** At Years 4 and 5 there were a significant number of children above NS in reading. All classes - Years 2 - 7 had affirming percentage figures showing 'at or above'. STAR scaled scores between March and November testing showed marked improvement for a sizeable number of children. The numbers of girls and boys at or above in reading is almost identical, as are those below or well below. Only three children school-wide were identified as well-below in this subject.

**WRITING:** 72% of children who identify as being Maori were at or above NS in this area. More boys (42 school-wide) than girls (36) registered at or above in writing. The WTE - Ian Hunter writing PD was deemed an excellent resource and prompt for writing improvement in Room 1. The children responded well to the techniques and approaches.

**MATHS:** Most year groups have healthy numbers at or above NS. There were no Year 1's deemed above average and only one Year 3 child - but the proportions at or above throughout the school did exceed those below or well-below in all age levels. 84.5% of boys were at or above NS compared to 75.5% of girls.

## NAG2A (b)(i) Areas for Improvement

### National Standard area(s):



### **Discussion:**

**READING:** There were six out of ten children at the end of Year 1, still below NS. It is expected over the next 12 months that more of these children will reach the expected level. Some of the below NS had sustained absences because of illness. Three were transfers from other schools and lack of literacy stimuli from home was also considered a contributing factor. Children in Years 2 and 3 who were below NS had been on reading recovery in many cases and had intensified one-on-one reading time. They will continue to need close monitoring, encouragement and variety and innovation in reading tuition. Quick 60 and MultiLit intervention programmes led by Victoria, definitely helped accelerate progress for several middle-school pupils.

**WRITING:** There were significant numbers of children at the end of both two and three years at school who were below standard at writing. The greatest number of well-below writers were found at Year 6 - three, with a further three measuring 'below'. Ten were gauged at being 'at' with none 'above'. The PaCT writing framework, when used by confident and practised teachers, does reveal that many children previously judged to be 'at standard', on closer scrutiny, actually are not there.

**MATHS:** The greatest needs in maths appear to be at Years 3 and 6, with 6 children below NS in Year 3 and 5 below or well-below at Year 6. There were also 8 children who identify as being Maori (out of 20) who were either below- (7) and well-below- (1). Of those, 4 came into the school during the year. The number of girls measuring below or well-below outnumbered the boys.

Teachers attest to most children making marked progress even if not making it to NS. Others find the learning area difficult. Some lack concentration. There are some strugglers at Years 4 and 5 levels. Excellent maths coverage in Rooms 1 and 4.



### NAG2A (b)(ii) Basis for Identifying Areas for Improvement

#### Discussion:

**READING:** Running Records, Probe, PAT comprehension, PAT vocab, STAR testing, observed reading behaviours, interest and/or lack of in reading, guided reading lessons.

#### WRITING:

- NS data
- OTJ's
- Teacher observation
- Writing samples
- Moderation
- Children's book work
- Child's voice
- WTE PD
- PaCT writing framework - aspects and dimensions.

**MATHS:** The data informed areas as did teacher feedback and discussion. Data was extracted from

- GloSS testing,
- Basic facts assessments,
- School entry assessments,
- PAT maths,
- Book work
- Modelling book notes
- Observations
- PaCT framework guidelines

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

#### Discussion:

#### READING:

- Transpower grant bid for Quick 60 kits and alphabet cards - will know after January 2018.
- Nanda to train in use of MultiLit so as we can have extra children access this programme. Tracey McConachie to coach.
- Smartened library interior - new paint job, shelving, signage, furniture.
- Reading Recovery teacher in training - four students on RR 20 weeks - possibly 8 children assisted over 2018.
- Teachers sharing ideas and methodology so other staff can pick up on new approaches.

#### WRITING:

- Continue with the WTE in-school PD and work in Rooms 1 and 2 courtesy of the CoL initiative.
- Open up a N.E. class to reduce numbers in the most junior classes.
- Continue with the accelerated writing programme - two teachers in classroom during writing time in the junior area- where possible.



- Greater exposure to PaCT writing framework - looking at specific teaching steps across the aspects - moderation opportunities.
- Teachers released to view PaCT writing implementation at Lynmore School - planning from PaCT - use of rubrics.

#### **MATHS:**

- Continued work with PaCT framework through CoL.
- Ensure staff have access to quality maths PD.
- Teachers of target students supported by CoL within-school release teacher Sue Stimpson.
- Staff appointments - look to secure staff with maths proficiency - e.g. NE level.
- Ensure maths is not overlooked or sidelined because of competing priorities.

#### **NAG2A (b) (iv) Progress Statement**

	<b>MATHS</b>	<b>READING</b>	<b>WRITING</b>
<b>2015</b>	<b>86%</b>	<b>79%</b>	<b>64%</b>
<b>2016</b>	<b>79%</b>	<b>81%</b>	<b>76%</b>
<b>2017</b>	<b>80%</b>	<b>78%</b>	<b>68%</b>
<b>MAORI</b>	<b>MATHS</b>	<b>READING</b>	<b>WRITING</b>
<b>2015</b>	<b>60%</b>	<b>73%</b>	<b>67%</b>
<b>2016</b>	<b>78%</b>	<b>67%</b>	<b>72%</b>
<b>2017</b>	<b>60%</b>	<b>70%</b>	<b>50%</b>

# 2017 National Standards Reporting

Date: 3/1/2018  
 Number: 1808  
 Name: Marotiri School

Reading	Well below			Below			At			Above		
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion	Total Number
All students	3	2.6%		22	19.1%		50	43.5%		40	34.8%	115
Māori	3	15.0%		3	15.0%		8	40.0%		6	30.0%	20
Pasifika	0			0			0			0		
Asian	0			0			2	100.0%		0		2
European/Pākehā/Other European	0			19	20.4%		40	43.0%		34	36.6%	93
All other ethnicities including MELAA (not published)	0			0			0			0		
Male	1	1.7%		11	19.0%		25	43.1%		21	36.2%	58
Female	2	3.5%		11	19.3%		25	43.9%		19	33.3%	57

Reading	Well below			Below			At			Above		
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion	Total Number
After 1 year at school	0			6	60.0%		3	30.0%		1	10.0%	10
After 2 years at school	1	4.3%		0			18	78.3%		4	17.4%	23
After 3 years at school	1	4.8%		5	23.8%		11	52.4%		4	19.0%	21
End of Year 4	0			2	11.1%		4	22.2%		12	66.7%	18
End of Year 5	1	5.3%		3	15.8%		2	10.5%		13	68.4%	19
End of Year 6	0			4	25.0%		10	62.5%		2	12.5%	16
End of Year 7	0			2	25.0%		2	25.0%		4	50.0%	8
End of Year 8	0			0			0			0		



2017 National Standards Reporting

Date: 3/1/2018  
Number: 1808  
Name: Marotiri School

Writing	Well below			Below			At			Above		
	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Total Number
All students	6	5.2%		31	27.0%		69	60.0%		9	7.8%	115
Māori	3	15.0%		7	35.0%		9	45.0%		1	5.0%	20
Pasifika	0			0			0			0		
Asian	0			0			2	100.0%		0		2
European/Pākehā/Other European	3	3.2%		24	25.8%		58	62.4%		8	8.6%	93
All other ethnicities including MELAA (not published)	0			0			0			0		
Male	5	8.6%		11	19.0%		36	62.1%		6	10.3%	58
Female	1	1.8%		20	35.1%		33	57.9%		3	5.3%	57

Writing	Well below			Below			At			Above		
	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Total Number
After 1 year at school	0			3	30.0%		6	60.0%		1	10.0%	10
After 2 years at school	1	4.3%		8	34.8%		11	47.8%		3	13.0%	23
After 3 years at school	0			9	42.9%		12	57.1%		0		21
End of Year 4	1	5.6%		2	11.1%		14	77.8%		1	5.6%	18
End of Year 5	1	5.3%		3	15.8%		11	57.9%		4	21.1%	19
End of Year 6	3	18.8%		3	18.8%		10	62.5%		0		16
End of Year 7	0			3	37.5%		5	62.5%		0		8
End of Year 8	0			0			0			0		

# 2017 National Standards Reporting

Date: 3/1/2018

Number: 1808

Name: Marotiri School

Maths	Well below			Below			At			Above			Total Number
	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number	
All students	4	3.5%	19	75	16.5%	17	65.2%	14.8%	115				
Māori	1	5.0%	7	8	35.0%	4	40.0%	20.0%	20				
Pasifika	0		0	0		0							
Asian	0		0	2	100.0%	0			2				
European/Pākehā/Other European	3	3.2%	12	65	12.9%	13	69.9%	14.0%	93				
All other ethnicities including MELAA (not published)	0		0	0		0							
Male	1	1.7%	8	38	13.8%	11	65.5%	19.0%	58				
Female	3	5.3%	11	37	19.3%	6	64.9%	10.5%	57				

Maths	Well below			Below			At			Above			Total Number
	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number	Number	Proportion	Number	
After 1 year at school	0		0	10	100.0%	0			10			10	
After 2 years at school	0		4	15	17.4%	4	65.2%	17.4%	23				
After 3 years at school	0		6	14	28.6%	1	66.7%	4.8%	21				
End of Year 4	0		3	12	16.7%	3	66.7%	16.7%	18				
End of Year 5	1	5.3%	1	13	5.3%	4	68.4%	21.1%	19				
End of Year 6	2	12.5%	3	8	18.8%	3	50.0%	18.8%	16				
End of Year 7	1	12.5%	2	3	25.0%	2	37.5%	25.0%	8				
End of Year 8	0		0	0		0							