

Christchurch  
**SOUTH**  
Intermediate

# **Annual Report**

## 2018

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## **Vision**

*"Developing a Passion for Learning, Building Independence, Celebrating Diversity, Embracing Challenge"*



## **"South Way" Values**

Our shared values are the important qualities we try to live by as we go about our work and relate to others in our school.

Aim High @ CSI

Aim High  
Commitment  
Support  
Integrity



# ANNUAL PLAN 2018

## Domain 1: Stewardship

Defined by ERO as:

- The board of trustees represents and serves the education and school community in its stewardship role
- The board of trustees scrutinises the work of the school in achieving valued student outcomes
- The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role
- The board of trustees effectively meets statutory requirements

Strategic Goals	Actions	Review
<ul style="list-style-type: none"> <li>• The school's spaces and equipment enable collaborative teaching and learning (SG 1.1)</li> <li>• The school continues the development of the 'cultural narrative' within the local educational cluster (SG 3.2)</li> </ul>	<ol style="list-style-type: none"> <li>1. Resource the school appropriately to achieve goals related to FREDL.</li> <li>2. Work with the MOE as the school enters the Christchurch Schools Renewal Programme.</li> <li>3. Work alongside cluster schools to identify and engage support for advice on things Māori.</li> <li>4. Evaluate, with a view to implementing, "School Docs" as the platform for the school's policies and procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. School equipment, resources, software, personnel have supported the goals associated with flexible environments and deep learning.</li> <li>2. The school entered the CSR programme Term 3. Navigators have been appointed and a relationship with Ngai Tahu Mana Whenua Education Facilitators established. We have until March to write the Education Plan for the school. The Senior Leadership Team have been working on this with the appointed Navigators and are on track to have it completed by the end of January.</li> <li>3. Our Māori Lead Teacher have met regularly with lead teachers from the Kahukura Community of Practice schools. They work to achieve the Kahukura strategic goals which align with the school's Māori Action Plan.</li> <li>4. The school has purchased a licence for School Docs and is in the process of working through the initial setup process. Our aim is to have the transition process complete by the start of 2019 so that School Docs is live as our Policy and Procedure platform. It is a comprehensive and detailed process to ensure that key aspects of our current procedures are included in the School Docs environment.</li> </ol>

## Domain 2: Leadership of conditions for equity and excellence

Defined by ERO as:

- Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence
- Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing
- Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching
- Leadership promotes and participates in a coherent approach to professional learning and practice
- Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation
- Leadership builds relational trust and effective participation and collaboration at every level of the school community

Strategic Goals	Action	Review
<ul style="list-style-type: none"> <li>• All staff understand, support and have the capacity to work in a Flexible and Responsive Environments for Deep Learning (FREDL) (SG 1.1)</li> <li>• Collaborative practice (focusing on pairs) between staff raises student learning and achievement. (SG 1.2)</li> <li>• Professional practice is strengthened through membership of the local educational cluster. (SG 1.3)</li> <li>• Develop the school curriculum to reflect 2 year cycle. (SG 2.3)</li> <li>• Fully document school competency based curriculum (scaffold, planning, assessment, using deep learning processes) (SG 2.4)</li> <li>• Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area) (SG 2.6)</li> <li>• Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented. (SG 2.7)</li> <li>• Pasifika culture is supported through the re-establishment of a Pasifika cultural group. (SG 3.4)</li> </ul>	<ol style="list-style-type: none"> <li>1. Senior Leadership Team ensures:               <ol style="list-style-type: none"> <li>a. Roles and responsibilities of leaders are well defined and supported.</li> <li>b. School structures support teachers in paired collaborative relationships.</li> <li>c. Opportunities to grow and develop leadership capacity for all teachers are maximised</li> <li>d. Action Plans for key areas/initiatives are developed and reviewed (Pasifika, Māori, ICT</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The Senior Leadership Team has directed specific PLD and energy to achieving these goals:               <ol style="list-style-type: none"> <li>a. The previous Team Leader role descriptions were re-written to better reflect the new roles of Senior Teachers. These emphasise the “advisory” nature of the two teachers in these positions. A review of middle leadership in the school is planned for Term 3 to inform 2019 planning.</li> <li>b. A number of school organisational documents and student achievement tracking documents (eg Team Descriptions) have been modified to emphasise and support the concept of paired collaborative partnerships (eg Paired Descriptions). PLD to support and strengthen the planning for and delivery and evaluation of deep learning in collaborative pairs has been effective. This is linked to teacher appraisal and has strengthened collegial accountability.</li> <li>c. Four teachers (two currently in middle leadership positions and two identified with potential) have been working through middle leadership training with other middle leaders from the Kahukura CoP. The two new to middle leadership have some schoolwide responsibilities and have been given some oversight for administrative tasks within a team.</li> <li>d. All these areas have detailed Action Plans documented. Leaders in these areas are making</li> </ol> </li> </ol>

<ul style="list-style-type: none"> <li>● The School educates parents and whānau in restorative practice, parenting teenagers, and 'digital citizenship'. (SG 4.1)</li> <li>● Parents and whānau understand Flexible and Responsive Environments for Deep Learning (FREDL). (SG 4.2)</li> <li>● Parents and whānau understand and support the role of digital technology for learning. (SG 4.3)</li> </ul>	<p>and digital technologies, G&amp;T, Math, Literacy, Music, Digital Citizenship, PB4L)</p> <p>e. Initiatives in other domains are well led and supported.</p> <p>f. That the PB4L Staff Team are well supported to lead the Year 2 implementation</p> <p>g. Agile leadership based on SCRUM is further developed, refined and embedded within the Senior Leadership Team.</p>	<p>steady progress achieving their goals. They are supported through the PLD programme where appropriate and necessary. The Action Plans are reviewed at mid year. The Leading Learning Team (Senior Management and Senior Teachers) have an oversight role to play with the mid year review.</p> <p>e. A review of progress against our Annual Plan has resulted in identification of areas require attention in the second half of the year to ensure we are successfully in realising our overarching objectives.</p> <p>f. The PB4L team meet regularly to work through their plans for implementation of Year 2 focusses for the programme. The Lead Teacher and Coach meet with the facilitators and staff from other Year 2 schools for guidance and support. The external assessment of progress being made by the school was very positive. The RTLB service support the implementation of the programme and have one of their team at all the PB4L team meetings.</p> <p>g. The Senior Leadership Team continue to work to the principles of the SCRUM model. Refinements to ensure it works in our setting continue to be made.</p>
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## Domain 3: Educationally powerful connections and relationships

Defined by ERO as:

- Learning centred relationships effectively engage and involve the school community
- Communication supports and strengthens reciprocal, learning centred relationships
- Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support
- Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners

Strategic Goals	Action	Review
<p>All students feel welcome and accepted and experience a sense of belonging at the school. (SG 3.1)</p> <p>Pasifika culture is supported through the re-establishment of a Pasifika cultural group. (SG 3.4)</p> <p>The School educates parents and whānau in restorative practice, parenting teenagers, and 'digital citizenship' (SG 4.1)</p> <p>Parents and whānau understand Flexible and Responsive Environments for Deep Learning (FREDL). (SG 4.2)</p> <p>Parents and whānau understand and support the role of digital technology for learning. (SG 4.3)</p>	<ol style="list-style-type: none"> <li>1. Consolidate the implementation of effective virtual space access for parents and caregivers to engage with and support their children's learning.</li> <li>2. BYOD is implemented successfully (with an uptake rate over 90% of students)               <ol style="list-style-type: none"> <li>a. Monitor and report on uptake rates</li> <li>b. Ensure teachers plan for daily use of devices</li> <li>c. Encourage parents to invest in a student device</li> </ol> </li> <li>3. Develop opportunities to enhance learning partnerships between home and school through Deep Learning Design and implementation</li> <li>4. Create at least one parent engagement/education opportunity per term (restorative practice, parenting teenagers, and 'digital citizenship' focusses)</li> <li>5. Re-establish the Pasifika cultural group</li> </ol>	<ol style="list-style-type: none"> <li>1. Hapara Workspace was used by all teachers in the school to support the design and implementation of learning programmes. Workspaces relating to our Deep Learning Themes were shared via the school website in the Learning Teams area: <a href="http://www.chchsouth.ac.nz/Web/5282/">http://www.chchsouth.ac.nz/Web/5282/</a></li> <li>2. BYOD rates in the first half of 2018 were at 88% across the school population. An annual review completed at the beginning of each year will provide good comparative data. Daily use of devices has been monitored via our Hapara Analytics data and teachers have been provided reports to support reflection about device usage in their collaborative spaces.</li> <li>3. We continue to develop our practice in designing deep learning through using the Collaborative Inquiry Cycle. Three trimesters of Deep Learning have been completed under the following themes:               <ol style="list-style-type: none"> <li>a. Sustainability</li> <li>b. Innovation</li> <li>c. Change</li> </ol> <p>A focus on engaging parents in learning design and throughout the learning process of learning using Seesaw and end of unit celebrations has been evident.</p> </li> <li>4. Parent evenings with John Parsons - "Internet Health and Wellbeing - a John Parsons Presentation" were organised and hosted by CAIMS.</li> <li>5. The Pasifika cultural group has been re-established. The Lead Teacher found a very competent tutor to work with the students and has engaged fono to support the group. This group performed as part of the Broadgreen</li> </ol>

	<p>6. Work with Kahukura Community of Practice schools to achieve shared strategic goals  <a href="https://docs.google.com/document/d/16RY2DrUvOH5-AyVe-DMI4V-0QXUadI-06DSsBITHDco/edit?usp=sharing">https://docs.google.com/document/d/16RY2DrUvOH5-AyVe-DMI4V-0QXUadI-06DSsBITHDco/edit?usp=sharing</a>  including supporting Lead Teachers to achieve Kahukura strategic goals in:</p> <ul style="list-style-type: none"> <li>a. Music</li>   <li>b. NPDL</li>   <li>c. Māori</li> </ul>	<p>exchange and a further performance and celebration afternoon with family was held.</p> <p>6. The Kahukura Principals and lead teachers meet regularly to work towards achieving the goals outlined in the Kahukura Annual Plan.</p> <ul style="list-style-type: none"> <li>a. Music - The Kahukura Junior Orchestra and Chorale were led by Kate Revell and provided opportunities for students from other schools in the CoP (many contributing schools) to work together to develop their skills. This provided excellent links and transition for contributing school students. Kate had a significant role to play in the Kahukura Music Festival (a collaborative effort from Music Lead Teachers and additional support people in each of the Kahukura schools.)</li> <li>b. NPDL - A Teacher Led Innovation Fund (TLIF) application was successful. The project began during the second half of 2018 and will run for 24 months. This will support deep learning across the cluster and will see effective measurement tools developed to support the work and help demonstrate effectiveness. It will impact on all learning areas as the focus is on key competencies, a cornerstone of deep learning. In term 3 and 4 work has been underway in the development of structures to support the implementation of 2 cluster wide teacher inquiries in 2019. These inquiry will be based on further extending teachers understanding of Deep Learning through answering the question of: <i>'How can we develop students' agency, especially in digital spaces?'</i></li> <li>c. Māori - Strong and supportive relationships exist between the Māori Lead Teachers. They have organised Te Reo classes for teachers from Kahukura CoP schools. They are working on the development of cluster expectations for te reo for</li> </ul>
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	<p>d. Leadership</p> <p>e. Learning Support (SENCO)</p> <p>7. All staff to participate fully in opportunities to engage with Māori students' whānau to build positive, respectful relationships aimed at better understanding whānau expectations for Māori achieving as Māori.</p>	<p>students at Y7&amp;8 and exploring the development of a cluster place based curriculum for Māori.</p> <p>d. Leadership - Four of our teachers, two showing potential as middle leaders and two with more experience, have completed the cluster led Middle Leadership training programme.</p> <p>e. Learning Support (SENCO) - The Kahukura SENCOs have developed a cluster database of students with a wide variety of needs. This will support the implementation of the Mana Ake initiative when our cluster comes onto that initiative. Our Associate Principal has been seconded 0.5 to work for the CDHB on the Leading Lights initiative - the online tool which is part of the Mana Ake project.</p> <p>7. All staff have had professional goals linked to developing their cultural competencies with regard to taha Māori. Many were about knowing their Māori students. Learning Programmes have been linked to Te Whare Tapa Wha to promote overall well being. All teams participated successfully in the annual Haka Off supported by their teachers expertise.</p>
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## Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Defined by ERO as:

- Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa
- Students participate and learn in caring, collaborative, inclusive learning communities
- Students have effective, sufficient and equitable opportunities to learn
- Effective and culturally responsive pedagogy supports and promotes student learning
- Effective assessment for learning develops students' assessment and learning to learn capabilities

Strategic Goals	Action	Review
<ul style="list-style-type: none"> <li>• Ensure access to opportunities for as many students as possible (SG 2.2)</li> <li>• Develop the school curriculum to reflect 2 year cycle. (SG 2.3)</li> <li>• Ensure student leadership development opportunities are broad and accessible. (SG 2.5)</li> <li>• Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area) (SG 2.6)</li> <li>• Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented. (SG 2.7)</li> <li>• Review and develop opportunities to strengthen the GATE programme (SG 2.8)</li> </ul>	<ol style="list-style-type: none"> <li>1. Implement semester based learning approach school wide</li> <li>2. Develop an Action Plan for implementing the findings of the review of opportunities for students at CSIS</li> <li>3. Implement the use of the Wellbeing@school tool across the school.</li> <li>4. Document approaches to supporting Tier 2 learners within the schools PB4L framework</li> <li>5. Develop school wide approach to student goal setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the first half of 2018 we successfully implemented our new trimester based learning approach. The 3 schoolwide themes for this year have been Sustainability, Innovation and Change.</li> <li>2. A specific Action Plan has not been developed but some improvements have been made to the likes of the Leisure Education programme (eg great student voice, improved processes for allocation of choices, improved allocation of staff to provide wider and more engaging options). Staff are more aware of trying to improve access to popular activities. We will be collecting and analysing data on student participation in school wide activities and perceptions of students regarding access to what has been offered as part of a Year 8 Leavers Survey.</li> <li>3. The Wellbeing@school tool has been implemented schoolwide and data used to support initiatives within the school. SENCOs across the Kahukura CoP are using Well Being in Schools survey data to help inform the development of processes and models to access Mana Ake support.</li> <li>4. This goal is yet to become a focus of the PB4L programme however progress has been made in gathering incident data to further support the Tier 2 learners.</li> <li>5. Approaches to effective Goal setting have been explored by staff. Linking goals to suggested next steps from mid year reports is a strategy teachers have worked on with students. To support this all students were emailed a copy of the Report via our school management system.</li> </ol>

	<p>6. Paired collaborative practice is strengthened focusing on:</p> <ul style="list-style-type: none"> <li>a. relationship development</li> <li>b. planning for Deep Learning</li> <li>c. analysing student achievement data</li> <li>d. shared strategies for achieving student achievement targets</li> <li>e. approaches to achieving effective FREDL</li> <li>f. approaches to achieving the schools digital strategy</li> <li>g. completing a collaborative teaching as inquiry cycle</li> </ul>	<p>6. Paired collaborative practice:</p> <ul style="list-style-type: none"> <li>a. Collaborative pairs of teachers have created Collaborative Practice Agreements.</li> <li>b. Collaborative partners have planned trimester Deep Learning experiences together.</li> <li>c. Collaborative partners have maintained a Collaborative Class description on which they track students progress and achievement. Formal mid and end of year reviews of these documents have been completed..</li> <li>d. PLD time has been allocated for sharing of strategies to support the schoolwide targets relating to boys literacy. The maintaining of paired descriptions has provided a context for collaborative partners to reflect on approaches for students across classes to progress their learning across the curriculum. During term 4 PLD time was allocated to the exploring of strategies to support mathematics learning with a view to implementing these more consistently schoolwide in 2019.</li> <li>e. Collaborative partnerships that have been focussed on designing deep learning, have ensured teachers are increasingly equipped to make professional decisions regarding the most effective ways respond in flexible ways. The school's digital strategy, linked to teacher professional goals, has seen improvements in the quantity, quality and consistency of effective use of online environments. This is improving equity of access to deep learning for all students.</li> <li>f. Collaborative pairs have supported each other to achieve our school wide digital targets with the aim of providing equity of opportunity for students and parents/caregivers to connect around learning. These targets have been reviewed with Collaborative Pairs as part of the schools Appraisal Process.</li> <li>g. Collaborative pairs of teachers have inquired into the effectiveness of their own practice in each trimester of the year. The following template was</li> </ul>
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		<p>created to support this process: <a href="https://docs.google.com/presentation/d/1EY7n37dWzw8vqBQoLHzP-_KAu0Wqkf3Dn5Qxp8GMsDk/edit#slide=id.g3a084899b0_1_17">https://docs.google.com/presentation/d/1EY7n37dWzw8vqBQoLHzP-_KAu0Wqkf3Dn5Qxp8GMsDk/edit#slide=id.g3a084899b0_1_17</a></p> <p>As part of our Organisation of Learning Review completed in term 3 there was resounding feedback that the focus on paired collaboration was benefiting teacher practice and learning of students. Based on this we will be continuing with this model in 2019.</p>
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## Domain 5: Professional capability and collective capacity

Defined by ERO as:

- A strategic and coherent approach to human resource management builds professional capability and collective capacity
- Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities
- Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making
- Access to relevant expertise builds capability for ongoing improvement and innovation

Strategic Goals	Action	Review
<ul style="list-style-type: none"> <li>• All staff understand, support and have the capacity to work in a Flexible and Responsive Environments for Deep Learning (FREDL) (SG 1.1)</li> <li>• Collaborative practice (focusing on pairs) between staff raises student learning and achievement. (SG 1.2)</li> <li>• Professional practice is strengthened through membership of the local educational cluster (SG 1.3)</li> <li>• Staff are skilled and competent with Te Reo, tikanga and te ao Māori. (SG 3.3)</li> <li>• Digital technologies are fully utilised to support constructive and effective learning partnerships with parents and whānau. (SG 4.4)</li> </ul>	<ol style="list-style-type: none"> <li>1. Implement Shared Understanding of Deeper Learning Planning and Assessment schoolwide</li> <li>2. Collaborative Class Descriptions and targets underpin the development of paired learning and teaching relationships</li> <li>3. Accelerating Literacy Learning (ALL) - Self Sustaining Programme implemented school wide.</li> <li>4. PLD Programme focuses on:               <ol style="list-style-type: none"> <li>a. PB4L</li> <li>b. Consolidating Digital and Deep Learning Strategy</li> <li>c. Supporting the development of Collaborative Practice (pairs)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Our shared understanding of deep learning is being implemented successfully:  <a href="https://docs.google.com/document/d/1GApGfbY809CR37yPr-QxVGYPLXPHrCjc5jEb4SicPbw/edit?usp=sharing">https://docs.google.com/document/d/1GApGfbY809CR37yPr-QxVGYPLXPHrCjc5jEb4SicPbw/edit?usp=sharing</a>                and we have also implemented a new structure for learning across the school:  <a href="https://docs.google.com/document/d/1RcQ6ZIBhX7BtOzaK07XS3RrDw_Tf_1w4FeJnkL-FNa4/edit">https://docs.google.com/document/d/1RcQ6ZIBhX7BtOzaK07XS3RrDw_Tf_1w4FeJnkL-FNa4/edit</a> </li> <li>2. Collaborative pairs of teachers have maintained a description that included ongoing assessment, pastoral care and learning needs information for students in their care. Formal review of data held within these descriptions has taken place mid and end of year.</li> <li>3. Four ALL programmes have been implemented within the school - one in each team. The implementation of the programme has been supported by an experienced teacher who has ensured all staff are well supported. The teachers delivering the programme have collaborated and teachers who are new to the initiative have been fully supported throughout.</li> <li>4. PLD programme has focussed on:               <ol style="list-style-type: none"> <li>a. PB4L - Year 2 developments/shared practice and understandings.</li> <li>b. Consolidating our Competencies led curriculum through Deep Learning Pedagogy and use of New Pedagogies for Deep Learning Tools and Processes</li> <li>c. Activity and structures/soft systems that have compelled collaborative between pairs of teachers.</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>5. Strengthening Cluster relationships - supporting our new Māori lead, supporting collaborative music opportunities</li> <li>6. Ongoing measurement of digital progress with teachers (Analytics checkpoints)</li> <li>7. All staff have professional goals that are aligned to the Strategic Plan</li> </ol>	<ol style="list-style-type: none"> <li>5. Our new Māori lead quickly built strong relationships with Māori lead teachers from cluster schools. She has been well supported by our previous lead teacher who has been on study leave but has kept in regular contact and by the Pasifika lead teacher. Our Music Lead Teacher has led a number of initiatives across the cluster including the Kahukura Junior Orchestra and Kahukura Chorale.</li> <li>6. Collaborative pairs of teachers have received mid year and end of year reports tracking their progress towards achieving our schoolwide digital targets. This has been based on Seesaw and Hapara Analytics.</li> <li>7. All teachers had professional goals linked directly to the school's strategic plan and their collaborative partnership. This ensured they kept each other accountable to achieving their goals and collaborated to maximise the impact of their efforts. Progress towards achieving these goals was reviewed mid and end of the year.</li> </ol>
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## Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Defined by ERO as:

- Coherent organisational conditions promote evaluation, inquiry and knowledge building
- Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation
- Evaluation, inquiry and knowledge building enable engagement with external evaluation and contribution to the wider education community

Strategic Goals	Actions	Review
<ul style="list-style-type: none"> <li>• Evaluate and develop the broad range of co-curricular, extra-curricular activities. (SG 2.1)</li> <li>• Ensure access to opportunities for as many students as possible. (SG 2.2)</li> <li>• Ensure student leadership development opportunities are broad and accessible. (SG 2.5)</li> <li>• Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area) (SG 2.6)</li> <li>• Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented. (SG 2.7)</li> <li>• Review and develop opportunities to strengthen the GATE programme. (SG 2.8)</li> </ul>	<ol style="list-style-type: none"> <li>1. Review the co-curricular and extracurricular opportunities available for students (including student leadership)</li> <li>2. Review of Health Curriculum implementation</li> <li>3. Relationship Management procedures modified to include PB4L principles and procedures.</li> <li>4. Review identification process for GATE and opportunities provided for Gifted and Talented students at CSIS</li> </ol>	<ol style="list-style-type: none"> <li>1. A review of the process for the allocation of Leisure Education activities offered to students has been completed. As a result of this work we have incorporated greater student voice in the creation of the programme of activities offered and in the allocation of activities that students to take part in.</li> <li>2. The Review of the Health Curriculum implementation has not been completed in full however significant consultation and information sharing regarding the Sexuality Road resource being used for the Changes at Puberty component of the programme has been undertaken. Families had the option of removing their children from this aspect of the programme. A fuller review will be prioritised for 2019.</li> <li>3. The Relationship Management procedures will be modified early in 2019 as part of the ongoing work through the PB4L initiative. These will then be included in the schools SchoolDocs policies and procedures.</li> <li>4. The GATE identification Process has been reviewed and a new process developed that can be viewed here: <a href="https://docs.google.com/document/d/1V0H6ZO8piScoul49-tpyEStRdES1EhjuZyCeC1bWbWc/edit">https://docs.google.com/document/d/1V0H6ZO8piScoul49-tpyEStRdES1EhjuZyCeC1bWbWc/edit</a> This will be implemented in full in 2019.</li> </ol>



# GENERAL STUDENT ACHIEVEMENT 2018

During 2018 key areas of significant achievement include:

## Significant Academic Achievements

### International Competitions (ICAS)

Students gaining 1 high distinctions, 19 distinctions, 49 credits and 19 merits

### Numeracy

Cantamath Teams Year 7 5th place (100 points), Year 8 team 10th (85 points).

### Literacy

Kid's Lit Competition - 2nd in Christchurch finals, 2nd in National finals

2 students' work published in ODT Extra

### Speech

Kahukura Speech Competition - 1st Year 7/8 Section

ODT Current Events - 2nd in Christchurch competition

### Science

2nd Christ's College Year 7 Science Competition

40 Science badges achieved

### Aim High Badges

48 Silver and 35 Gold Aim High Badges achieved

### Secondary School Scholarships

1 student won a scholarship from their secondary school.

## Outstanding Sporting Achievements

### Winter Sport - CAIMS

1st Football A Grade 1st

1st & 3rd Football B/C Grade

1st Football Girls' A Grade

2nd Hockey Hospital Corner

1st Netball A Grade

2nd Netball C Grade

2nd Netball – D Grade

3rd Netball – F Grade

3rd Netball – I Grade

2nd Netball – J Grade

2nd Table Tennis C Grade

3rd Table Tennis D Grade

1st Table Tennis F Grade

### South Island Tournament (Indoor)

3<sup>rd</sup> Basketball – Girls' Grade

Summer Tournament - CAIMS

1st Cricket Girls

3rd Softball

4 Cricket Boys

Swimming - CAIMS

1 1<sup>st</sup> placing, 3 2<sup>nd</sup> placings, 4 3<sup>rd</sup> placings in individual and 1 2<sup>nd</sup> relay – Canterbury Intermediate Champs.

Cross Country – CAIMS

Individuals – 3<sup>rd</sup> & 6<sup>th</sup> Year 7 Girls, 2<sup>nd</sup> & 7<sup>th</sup> Year 7 Boys, 4<sup>th</sup> & 6<sup>th</sup> Year 8 Girls, 5<sup>th</sup> Year 8 Boys

Athletics - CAIMS

Individuals - 10 1<sup>st</sup> placings, 4 2<sup>nd</sup> placings and 4 3<sup>rd</sup> placings – Relays 2 1st placings

Hip Hop

Canterbury Schools Competition: 2nd Girls Open, 1st Novice section

Basketball

10 after school teams

5 top 4 placings Pioneer Competitions

Mountain Bike

Huxster Mountain Bike Relay - Individuals: 1 1st place, 1 2nd place. Teams: 3 1st places, 1 4th place.

South Island Championships - 2 2nd, 1 3rd, 1 6th placings

Canterbury Mountain Biking – Gravity Canterbury 'Girls on Dirt' (Junior Category) Downhill and Enduro Mountain Bike Race (1st), Winner 'Upcoming Queen of the Mountain'.

Canterbury Mountain Biking – Downhill U15 Summer Series - Overall age girls: (1st)

Korfball

1st, 2nd, 3rd, 3rd at Canterbury Year 7&8 Tournaments

Orienteering

National Secondary Schools' Championships - Boys team 3rd

Canterbury Secondary Championships - Combined Teams 2nd

Surf Lifesaving

Regionals – Sprints 1st, Flags 2nd, Board Paddle 2nd, Diamond Swim/Board 3rd

Canterbury Champs – Sprints 1st, Flags 1st, Relay 1st, Board Paddle 2nd, Diamond Swim/Board 3rd.

Taekwondo

Nelson and Blenheim Tournament: 1 x Gold, 2 x Silver, 2 x Bronze

Boxing

Nationals under 36kg 3rd, South Island Golden Gloves 2nd, Blenheim Tournament 1st, Timaru Tournament 1st

Representative Honours

1 student in National and South Island Boxing Championships

1 student in Hip Hop Nationals

1 student in Kung Fu Junior Nationals

1 student trialist NZ U15 Girls' Basketball Team

1 student in Surf Lifesaving Nationals

1 student in Surf Lifesaving Regionals

1 student in Surf Lifesaving Canterbury Champs

1 student in South Island U65kg Rugby Tournament Team

3 students in Canterbury Korfbal Team  
 1 student in Canterbury U19 Golf Team  
 1 student in Canterbury Football Development Team  
 1 student in Mainland Pride Futsal Team  
 1 student in Canterbury Metro U13 Rugby Team  
 1 student in Canterbury Metro U48kg Rugby Team  
 2 students in Canterbury Metro U65kg Rugby Team  
 1 student in Canterbury Primary Schools' Metro Netball A Team  
 2 students in Canterbury Year 7/8 Mixed Black Korfbal Team  
 1 student in Canterbury U14 Red Girls Basketball team  
 2 students in Canterbury Athletics Team (Nationals Winners)  
 2 students in Inter-Regional P&I Cross-Country Championships  
 2 students in Athletics - Colgate Games  
 1 student Canterbury Junior Cricket Year 7&8 Rep Team (Girls)  
 1 students Canterbury Junior Cricket Rep Team (Boys)  
 1 student in Canterbury Junior Cricket Year 8 Development Team (Boys)  
 1 student in Canterbury U15 Softball Team  
 Canterbury Mountain Biking – 1 student Gravity Canterbury 'Girls on Dirt' (Junior Category) Downhill and Enduro Mountain Bike Race (1st), Winner 'Upcoming Queen of the Mountain'.  
 Canterbury Mountain Biking – Downhill U15 Summer Series - Overall age girls: (1st)  
 2 students in Taekwondo – Nelson and Blenheim Tournament:

### Stunning Arts Achievements

Monthly Art Challenges

School production backdrop and props

Ceramic sculptures on display in the school garden

Choir: 130 students involved in the Kahukura Music Festival; 88 students involved in the Chch Schools' Music Festival; additional performances in assembly and at the Broadgreen Showcase

Kahukura Chorale: performances at the Kahukura Music Festival and Voices Festival; 24 students from CSIS, 55 students in total from Kahukura Cluster schools

Hip Hop: separate boys' and girls' hip hop crews, totalling 14 students; both crews competed in the Primary Sports Canterbury Hip Hop Competition (the boys achieved 1st place in the novice division, and the girls achieved 2nd place in the open division)

Major Production: 139 students involved: 24 main parts, 16 minor parts, 24 students in the Chorus, 81 dancers; a further 25 students helped backstage, with front of house, and with sound and lighting

Music Instrument Lessons: 33 students received MoE funded instrumental lessons on the flute, clarinet, trumpet, trombone, 'cello, violin; around 60 students receive commercial lessons on the bass guitar, guitar, drums, keyboard, voice and saxophone

Senior Orchestra: performances in assembly, Broadgreen Showcase, at open evening and in the celebration assemblies. 16 students involved

Jazz Band: performances in assembly, Broadgreen Showcase, at open evening, at Kids in Town and in the celebration assemblies. 13 students involved.

Performing Arts Leadership Team: 10 students helped organise Battle of the Bands and audition students for the Major Production

Kids in Town: performances by both rock bands and the Jazz Band; 25 students involved

Bandquest: both rock bands competed (13 students), with one band achieving second place in the regional finals

Christchurch Schools' Music Festival: 5 students in the Special Choir, 1 student in the Concert Band, 88 in the massed choir

Voices Festival: Kahukura Chorale performed at the festival, winning prizes for best soloist and best junior choir

Kahukura Music Festival: 8 students performed a dance (the girls' hip hop crew), 130 students performed in the massed choir, 10 students performed in the horn section, 1 student was selected to perform in the band

Kahukura Junior Orchestra: performance in both Music Soirees, involving 23 students from CSIS and Kahukura Cluster schools

Battle of the Bands: 7 bands performed

Music Soirees: 2 in total - once in term two, once in term four. Performances by Kahukura Junior Orchestra and students learning an instrument at CSIS

#### Social Awareness Achievements

Keep Christchurch Beautiful Awards – 4 awards - Waste Minimisation and Recycling, School Environmental Enhancement Programme, Community Pride Award, Caretakers Award  
Significant Fundraising for Cancer Society, World Vision 40 Hour Famine, City Mission Appeal.

#### Leadership Opportunities

A Head Boy and a Head Girl, assisted by Deputies have a high profile

Student Leadership Teams – Performing Arts Team, Visual Arts Team, Physical Activity Leaders, Social Awareness Team, Cultural Team and the Student Health and Environment Team are effective in leading students' initiatives

House Captains have important roles to play as leaders and motivators of the students in their teams.

Leadership extension courses to develop and support leadership potential

Participation in National Young Leaders Day (NYLD)

#### General Achievement and Leadership Indicators by Ethnicity and Gender

In order to get a sense of general achievement in terms of ethnic and gender breakdown, the school has determined three key indicators to analyse.

School Award Nominees – the students who are nominated for the school's main end of year awards.

In most cases there are 4 girls and 4 boys nominated for each award so we would expect the gender split to be fairly even, which was the case. The spread in terms of ethnicity was reasonably closely aligned with the overall proportions of students with Māori and European students slightly under represented and Pasifika, Asian and MELAA students slightly over represented. This is a similar pattern to 2017.

AIM HIGH Award Achievers – students in both Year 7 and 8 who achieve the school's AIM HIGH Award during the year. Students work towards achieving the award over the course of a year (silver in the first year and gold in the second). It is an award which requires students to be self motivated to achieve and covers a broad range of academic, sporting, cultural, personal and social aspects and also includes a requirement for participating in outside school community service. The award is designed so that all students could achieve it however it does require commitment and perseverance to achieve.

The spread of ethnicities of students achieving the award was generally consistent with the general spread of ethnicities although Māori were slightly under represented with European and MELLA slightly over represented. The gender pattern seen in recent years continued with proportionally more girls having achieved the award than boys The percentage of boys has dropped after a couple of years of resurgence. (36.4% in 2016, 38.3% in 2017, 29.3% in 2018).

Student Leaders – the students who apply and are selected for the school's six main leadership groups (Health Team, Social Awareness Team, Physical Activities Leaders, Performing Arts Team, Visual Arts Team, Cultural Team) and as House Captains.

While the ethnic spread was fairly consistent with the spread of ethnicities across the school student population (slightly fewer Māori and Asian), the proportion of girls was higher than boys in these leadership groups. This is a similar pattern to 2017 (Girls 65.7%, Boys 34.3%).

Note – not all leadership opportunities have been included in these indicators – others include sports captains (which can change from week to week to give more students the chance to experience this role), library, office and canteen monitors, road patrol monitors etc.

	Total Number	Maori	Pasifika	Asian	MELAA (Middle Eastern, Latin American, African)	European	Other	Girls	Boys
Full School	521	15.0%	1.5%	8.1%	1.7%	73.3%	0.4%	46.6%	53.4%
School Award Nominees	195	13.3%	2.6%	9.2%	3.1%	70.8%	1.0%	55.0%	45.0%
AIM HIGH Award Achievers	75	13.3%	0.0%	6.7%	2.7%	77.3%	0.0%	70.7%	29.3%
Student Leaders	112	11.6%	1.8%	3.6%	0.9%	82.1%	0.0%	63.4%	36.6%



# STUDENT ACHIEVEMENT TARGETS 2018 - ANALYSIS OF VARIANCE

Key for Christchurch South Intermediate expected, End of Year, student achievement against curriculum levels.

For comparison purposes they align closely with previous National Standards.

	Curriculum Level											
	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Y7	Well Below				Below	At		Above				
Y8	Well Below					Below		At		Above		

## Target 1: Mathematics

85% of students will achieve "At" or "Above" the expected curriculum level in Mathematics (Y7 3A and above, Y8 4P and above)

In 2017 86% of Year 7 students and 74% of Year 8 students had achieved "At" or "Above" the expected curriculum level in Mathematics at the end of the year.

### Results (Mathematics)

2018 Intake (2018 Year 7 Students)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2017 (End Y6)*	10	4%	32	14%	111	47%	81	35%
2018 (End Y7)**	14	5%	20	6%	141	54%	93	33%
2019 (End Y8)								

\* This is based on National Standards data received from contributing schools in 2017. This information was received for the majority of students but not all.

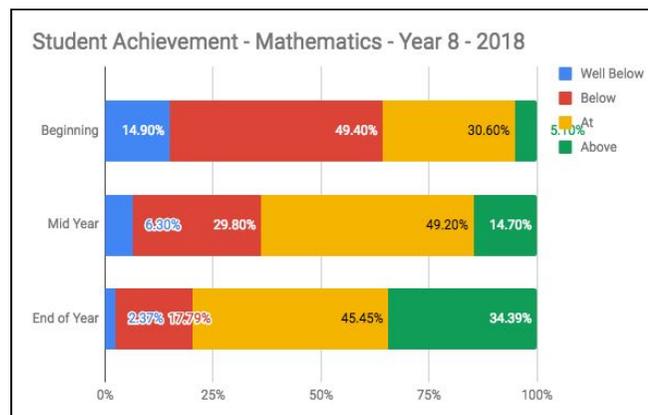
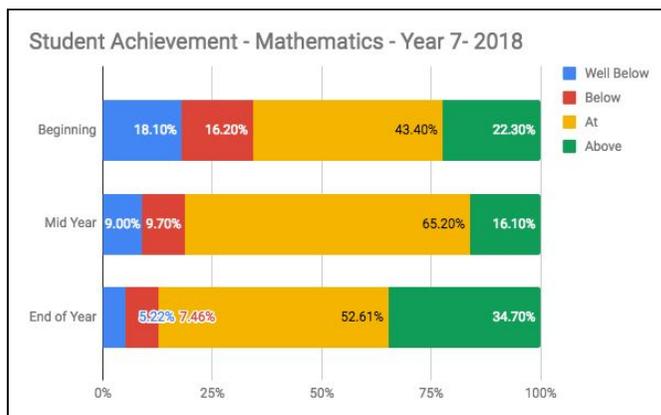
\*\*This is based on curriculum level expectations (as per the key on page 2).

2017 Intake (2018 Year 8 Students)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2016 (End Y6)*	5	2.1%	31	13.0%	118	49.6%	84	35.3%
2017 (End Y7)	6	2%	31	12%	128	50%	91	36%
2018 (End Y8)**	6	2%	45	18%	115	46%	87	34%

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

\*\*This is based on curriculum level expectations (as per the key on page 2).



	Maths Y7 - At or Above				Maths Y8 % At or Above		
	Beginning of Year	Mid year	End of Year		Beginning of Year	Mid year	End of Year
All Students (268)	65.7% (174)	81.3% (217)	87.3% (234)	All Y8 Students (252)	35.7% (91)	63.9% (161)	79.9% (202)
Pasifika (5)	20% (1)	40% (2)	60% (3)	Pasifika (3)	33.3% (1)	66.7% (2)	100% (3)
Maori (36)	55.6% (20)	83.3% (30)	86.8% (33)	Maori (40)	23.1% (9)	55.3% (21)	67.5% (27)
Asian (27)	56.0% (14)	66.7% (18)	84% (21)	Asian (19)	52.6%(10)	73.3%(14)	89.5% (17)
European (193)	70.3% (135)	83.2% (158)	88.1% (170)	European (188)	36.1% (69)	64.6% (122)	81.3% (152)
MELAA (5)	40% (2)	100% (5)	100% (5)	MELAA (4)	66.7% (2)	66.7% (2)	75% (3)
Other (2)	100% (2)	100% (2)	100% (2)	Other (0)	0% (0)	0% (0)	0% (0)
Non-Pasifika (263)	66.5% (173)	81.9% (213)	87.9% (231)	Non-Pasifika (251)	35.7% (90)	63.9% (159)	79.6% (199)
Non Māori (232)	67.2% (154)	80.8% (185)	87.4% (201)	Non Māori (214)	38.0% (82)	65.4% (140)	82.2% (175)

	Year 7 and Year 8 Mathematics Achievement					
	2013	2014	2015	2016	2017	2018
Above	28.57%	37.64%	34.39%	36.80%	29.17%	34.6%
At	38.94%	40.15%	39.33%	43.55%	50.67%	49.1%
Below	20.35%	16.02%	18.38%	15.03%	16.12%	12.6%
Well Below	12.13%	6.18%	7.91%	4.62%	4.03%	3.8%
At & Above	67.51%	77.80%	73.72%	80.35%	79.85%	83.7%

### Summary information

- Year 7, students show a total of 87.3%, “At” or “Above” expected curriculum level at end of year. The target has been achieved and the proportion “At” or “Above” is greater than 2017 (86%)
- Year 8, students show a total of 79.9%, “At” or “Above” expected curriculum level at end of year. While the target has not been achieved for Year 8 students, a greater proportion are “At” or “Above” compared to 2017 (74%)
- End of year data shows 20 (7.5%), Year 7 students one sub-level from “At” and 32 (12.6%), Year 8 students one sub-level from “At”
- Both cohorts show significantly greater students achieving “Above” at end year, compared to beginning and mid year.

- In both Year 7 and Year 8, boys and girls are achieving, “At” or “Above”, with very similar proportions
- In both these graphs we see better progression for girls than boys, over the course of the year.
- All ethnicities have shown progress over the year.
- In Year 7, Māori and Non-Māori students show similar levels of expected achievement.
- All year 8 Pasifika students have achieved “At” or “Above” expected level in Mathematics.
- The Year 7 cohort has achieved this target.

		Mathematics, Year 7 - Beginning of Year 2018 (260)			
		Well Below (47)	Below (40)	At(114)	Above(59)
End of Year	Above		1	42	49
	At	19	36	72	10
	Below	16	2		
	Well Below	12	1		

\*Student numbers a slightly different due to new enrolments and students moving schools.

		Mathematics, Year 8 - Beginning of Year 2018 (250)			
		Well Below (38)	Below (121)	At(78)	Above(13)
End of Year	Above		18	56	13
	At	7	83	21	
	Below	27	17	1	
	Well Below	4	2		

\*Student numbers a slightly different due to new enrolments and students moving schools.

- Year 7 students - 114 students made progress through expected levels of achievement (43.8%). Of the 135 students who have remained at the same broad level 78 (58%) of them have made progress of a sublevel. 57 students (21.9%) have remained at the same sublevel over the year.
- Year 8 students - 191 students made progress through expected levels of achievement (76.4%), 20 students (8%) have remain at the same sublevel over the year.

## Target 2: Boys' Writing

85% of boys will achieve "At" or "Above" the expected curriculum level in Writing (Y7 3A and above, Y8 4P and above)

In 2017 80% of Year 7 boys and 65% of Year 8 boys had achieved "At" or "Above" the expected curriculum level in Writing at the end of the year.

### Results (Boys' Writing)

2018 Intake (2018 Year 7 Boys)

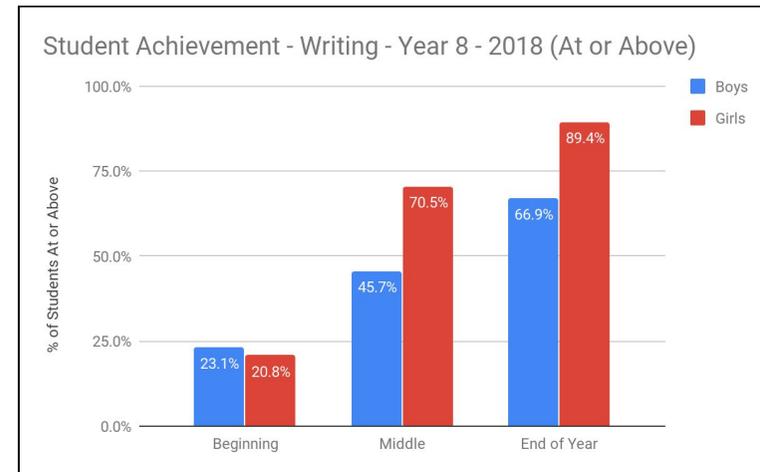
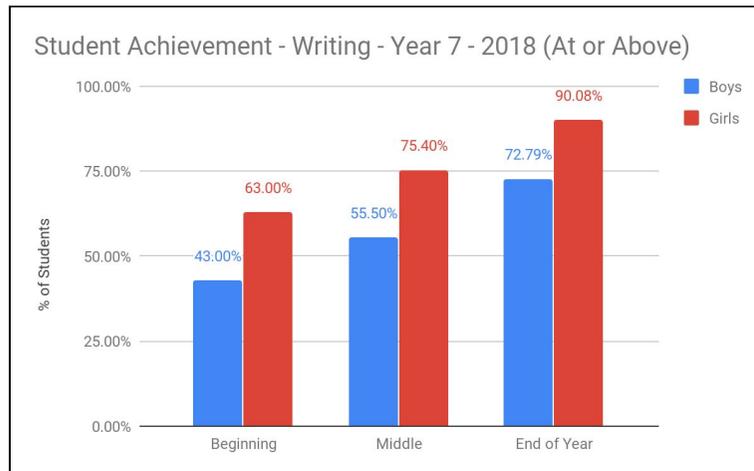
	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2017 (End Y6)*	9	7%	26	20%	80	61%	17	13%
2018 (End Y7)	19	13%	21	14%	69	47%	38	26%
2019 (End Y8)								

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

2017 Intake (2018 Year 8 Boys)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2016 (End Y6)*	5	4%	20	17%	74	61%	22	18%
2017 (End Y7)	13	10%	13	10%	73	57%	30	23%
2018 (End Y8)	9	7%	34	26%	65	50%	21	16%

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.



<b>Boys Writing - 2018</b>	Beginning of Year	Mid Year	End of Year
Year 7 - Boys (At or Above)	43%	55.5%	72.8%
Year 8 - Boys (At or Above)	23.1%	45.7%	66.9%

### Progress of Boys' Writing Achievement

		Boys Writing - Year 7 - Beginning of Year 2018 (142)			
		Well Below (51)	Below (30)	At (48)	Above(13)
End of Year	Above	3	3	18	13
	At	15	22	30	0
	Below	16	5	0	0
	Well Below	17	0	0	0

		Beginning of Year 2018 (130)			
		Well Below (12)	Below (57)	At (51)	Above(8)
End of Year	Above	0	0	12	8
	At	0	27	38	0
	Below	4	28	1	0
	Well Below	8	0	0	0

### Boys Writing Summary

- Year 7 - 72.8% of boys achieved "At" or "Above" expected standard at end of year. The target of 85% was not achieved and the proportion of Year 7 boys achieving "At" or "Above" has decreased from 80% at the end of 2017.
- Year 8 - 66.9% of boys achieved "At" or "Above" expected standard at end of year. The target of 85% was not achieved however the proportion of Year 8 boys achieving "At" or "Above" has increased from 65% at the end of 2017.

- Year 7 and Year 8 combined - 70% of boys achieved “At” or “Above” expected standard at end of year.
- Year 7 - 67 (51.5%) boys have made progress from their beginning of year expected level.
- Year 8 - 39 (27.5%) boys have made progress from their beginning of year expected level.
- Year 8 data is similar to the previous years results
- The difference between boys and girls achievement slightly lessens between mid and end of year data.
- This target was not meet.
- Within Year 7 there are 21 boys (14.3%) are one sublevel from achieving “At”
- Within Year 8 there are 29 boys (22.3%) are one sublevel from achieving “At”

### Target 3: Pasifika Achievement

85% of Pasifika students will achieve “At” or “Above” the expected curriculum level in Mathematics, Reading and Writing (Y7 3A and above, Y8 4P and above)

In 2017:

- Pasifika Mathematics - 65% of Students achieving “At or Above” the expected curriculum level
- Pasifika Reading - 65% of Students achieving “At or Above” the expected curriculum level
- Pasifika Writing - 59% of Student achieving “At or Above” the expected curriculum level

#### Mathematics

2018 Intake (2018 Year 7 Pasifika)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2017 (End Y6)*	1	33%	0	0%	1	33%	1	33%
2018 (End Y7)	1	20%	1	20%	2	40%	1	20%
2019 (End Y8)								

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

#### Mathematics

2017 Intake (2018 Year 8 Pasifika)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2016 (End Y6)*	1	33%	1	33%	0	0%	1	33%
2017 (End Y7)	0	0%	0	0%	3	75%	1	25%
2018 (End Y8)	0	0%	0	0%	1	33%	2	67%

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

#### Reading

2018 Intake (2018 Year 7 Pasifika)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2017 (End Y6)*	1	33%	0	0%	0	0%	3	67%
2018 (End Y7)	1	20%	1	20%	1	20%	2	40%
2019 (End Y8)								

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

## Reading

2017 Intake (2018 Year 8 Pasifika)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2016 (End Y6)*	0	0%	0	0%	2	67%	1	33%
2017 (End Y7)	0	0%	1	25%	2	50%	1	25%
2018 (End Y8)	0	0%	0	0%	2	67%	1	33%

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

## Writing

2018 Intake (2018 Year 7 Pasifika)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2017 (End Y6)*	1	33%	0	0%	0	0%	2	67%
2018 (End Y7)	1	20%	1	20%	1	20%	2	40%
2019 (End Y8)								

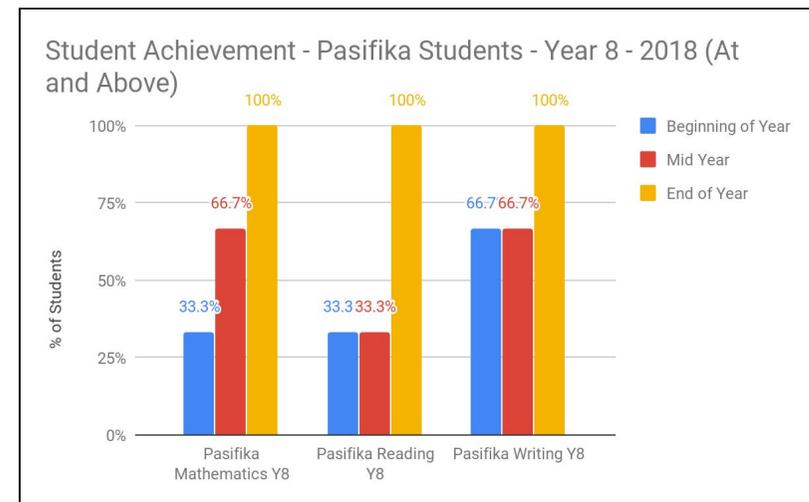
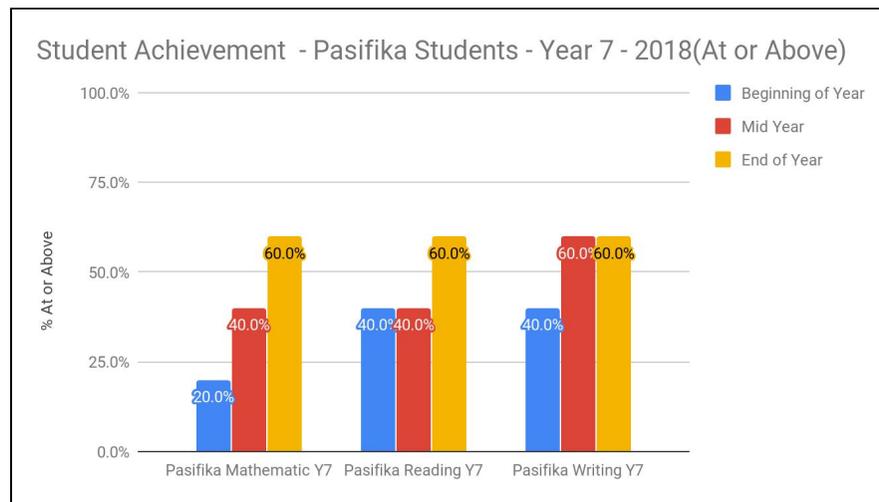
\* This is based on data received from contributing schools. This information was received for the majority of students but not all.

## Writing

2017 Intake (2018 Year 8 Pasifika)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2016 (End Y6)*	1	33%	0	0%	1	33%	1	33%
2017 (End Y7)	0	0%	0	0%	3	75%	1	25%
2018 (End Y8)	0	0%	0	0%	3	100%	0	0%

\* This is based on data received from contributing schools. This information was received for the majority of students but not all.



<b>Pasifika Student Achievement - Year 7 - 2018</b>	Beginning of Year	Mid Year	End of Year
Mathematics (At or Above)	20%	40%	60%
Reading (At or Above)	40%	40%	60%
Writing (At or Above)	40%	60%	60%

\*Year 7 Pasifika Students = 5

<b>Pasifika Student Achievement - Year 8 - 2018</b>	Beginning of Year	Mid Year	End of Year
Mathematics (At or Above)	33.3%	66.7%	100%
Reading (At or Above)	33.3%	33.3%	100%
Writing (At or Above)	66.7%	66.7%	100%

\*Year 8 Pasifika Students = 3

<b>Pasifika Student Achievement - Year 7 &amp; 8 - 2018</b>	Beginning of Year	Mid Year	End of Year
Mathematics (At or Above)	25%	50%	80%
Reading (At or Above)	37.5%	37.5%	80%
Writing (At or Above)	50%	62.5%	80%

\*Total number of Pasifika Students = 8

## Progress of Pasifika Student Achievement

		Pasifika - Mathematics, Year 7 - Beginning of Year 2018 (5)			
		Well Below (3)	Below (1)	At	Above(1)
End of year	Above				1
	At	1	1		
	Below	1			
	Well Below	1			

		Pasifika Reading, Year 7 - Beginning of Year 2018 (5)			
		Well Below (3)	Below	At (1)	Above(1)
End of year	Above			1	1
	At	1			
	Below	1			
	Well Below	1			

		Pasifika Writing, Year 7 - Beginning of Year 2018 (5)			
		Well Below (3)	Below	At (1)	Above(1)
End of year	Above			2	
	At	1			
	Below	1			
	Well Below	1			

		Pasifika Mathematics, Year 8 - Beginning of Year 2018 (3)			
		Well Below	Below (2)	At	Above(1)
End of year	Above		1		1
	At		1		
	Below				
	Well Below				

		Pasifika Reading, Year 8 - Beginning of Year 2018 (3)			
		Well Below	Below (2)	At	Above(1)
End of year	Above				1
	At		2		
	Below				
	Well Below				

		Pasifika Writing, Year 8 - Beginning of Year 2018 (3)			
		Well Below	Below (1)	At (2)	Above
End of year	Above			1	
	At		1	1	
	Below				
	Well Below				

#### Pasifika Achievement Summary

- Year 8 group has meet the target.
- Both groups have very small numbers of students
- Progress tables show progress made by a significant number of students, over the year. (Green and blue)



# ANALYSIS OF STUDENT ACHIEVEMENT DATA 2018

## Areas of Strength

### Mathematics

- Year 7 achieved target, with 87% of Students achieving “At” or “Above” curriculum level.
- Māori and Non-Māori in Year 7 have achieved at very similar levels

### Reading

- Year 8 have achieved target four years running, 88% achieving “At” or “Above”, Year 7 have similar results (84.4%)
- Māori students achieving at same level as Non-Māori in Year 7
- Girls reading achievement in Year 7 and Year 8 are very strong, Year 7, 90.1% and Year 8, (91.9%)
- Consistently high levels of “At” or “Above” over the last five years
- 100% of Pasifika students are achieving “At” or “Above” expected curriculum standard.

### Writing

- Achievement “At” or “Above” is continuing to improve, particularly in Year 7 age group.
- Year 7 and Year 8 girls are showing excellent levels of achievement, Year 7, 90%, Year 8, 89%

### Māori Achievement

- 87% of Year 7 Māori students “At” or “Above” in Mathematics
- 84% of Year 7 Māori students “At” or “Above” in Reading

### Key Competencies (measured on a five point scale - Limited Evidence>Emerging>Developing>Accelerating>Advanced)

#### Year 7 & 8 combined data

- Communication - 64.6% (Accelerating or Advanced)
- Collaboration - 68.8% (Accelerating or Advanced)
- Thinking - 70.3% (Accelerating or Advanced)
- Citizenship - 73.5% (Accelerating or Advanced)
- Character - 73.8% (Accelerating or Advanced)

## Areas for improvement

1. Boys Writing
2. Māori Reading in Year 8
3. Māori Writing in Year 7 and Year 8
4. Key Competencies - further development of understanding, teaching and assessment of competencies.

## Basis for Identifying Areas for Improvement

1. Boys Writing
  - Year 7 Boys, 72.8% “At” or “Above” compared to 90% of Girls
  - Year 8 Boys, 66.9% “At” or “Above” compared to 89.4% Girls
2. Māori Writing
  - Year 8 - 72.5% “At” or “Above” compared with 78.9% for Non-Māori
  - Year 7 - 65.8% “At” or “Above” compared with 83% for Non-Māori
3. Māori Reading - Year 8
  - Year 8 - 77.5% “At” or “Above” compared with 90.2% for Non-Māori
4. Key Competencies
  - To have a truly competency based curriculum we want competency achievement levels to be closer to 80% of students achieving Accelerating or Advanced.
  - This Cluster wide focus will concentrate on the competency of Character, through student agency.

## Planned Interventions for Student Achievement

- ALL programme to continue in 2019, targeting students identified
- Collaborative descriptions continue to be used as a collaborative document between teaching partners and Team wide. Building knowledge and accountability for targeted students progress.
- Continuation of Cultural Competency building
- Numeracy and Literacy Progressions to be explored during PLD
- Sharing and knowledge building of successful strategies for motivating and accelerating Boys writing achievement
- Consolidation, exploration and building of approaches in using Mathletics within Mathematics programmes
- A focus on Key Competency development through the Kahukura TLIF Programme with lead teachers and experts Pam Hook and Sue McDowell supporting teachers.

## Progress Statement

Student Achievement data from 2017 - 2018, shows gains in Mathematics and consistency across Reading and Writing

- Reading (86% - 86%), 0%
- Writing (79% - 79%), 0%
- Mathematics (80% - 84%), +4%