

Hoon Hay School



Charter, Planning and Reporting 2011

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Introduction

Community and School

Hoon Hay, a U5 Contributing Decile 7 School, is situated on Sparks Road on a 2-hectare site. The school complex is made up of 4 classroom blocks containing 17 classrooms with attached administration area and dental clinic, a well-stocked and computerised library, resource room, and a large community Hall.

Included in the school grounds are four adventure playgrounds, adequate sealed areas and extensive grassed playing fields that are marked out as sports grounds in winter and as a running track during summer. The community is encouraged to use the grounds and hall outside of school hours.

The school is well equipped, with Apple Macintosh computers in the library and all classrooms. Extra curricula programmes are offered to pupils in the form of recorder and choir groups and a keyboard class. Outdoor education is a strong feature of the school programme with year 4-6 classes being involved in camps each year.

The school is staffed with a non-teaching Principal and a non-teaching Deputy Principal (Professional Leader Teaching and Learning) and up to seventeen classroom teachers working in three level areas. Level 1 catering for Yr. 0-2 children, Level 2 for Yr. 3-4 children and Level 3 for Yr. 5-6 children. Each level area is lead by a Senior Teacher. A permanent part-time teacher is also employed for Reading Recovery for 6 year olds. Other part-time staff release Senior Staff and Beginning Teachers.

Support staff consist of an Office Administrator, Office Assistant, Teachers' Aides (Resource Management, ESOL, RTLB Support, Mainstream Support and Classroom Support), and a part-time Caretaker/Groundsman. Resource Teachers of Reading, RTLB Support. Speech Therapists, Psychologists and School Health Nurses are also available to assist individual children and families and school programmes.

Hoon Hay recognises the importance of parental involvement in their children's education. This supportive relationship can be seen in numerous ways – assisting in classrooms and with all school activities, regular library and resource management help, Book Club, school sports and visits. Through an 'open door' philosophy, parents are welcomed and encouraged to freely communicate with the school for the mutual benefit of all concerned.

Vision and Qualities

At Hoon Hay we foster a caring attitude, a love of learning, and a commitment to excellence.

Vision

Our children will be confident and effective communicators, who relate well to others. They will have the necessary skills and attitudes to be active life long learners.

Qualities we Value

At Hoon Hay we want our children to be -

- Respectful
- Responsible
- Curious
- Persistent

These qualities will be actively promoted and expected of all people within our school community.

This will be implemented through effective teaching that ensures ~

Inclusive Classroom Climate

Diversity of children is valued. Classrooms that provide children with the confidence and the ability to take risks, to discuss with others and to listen actively. High expectations of student behaviour in an environment that maximises children's learning time.

Focussed Planning

Children's needs are identified and targeted through a variety of assessment tools. Learning goals are shared and evolve in response to learning needs.

Responsive Lessons

Promote students' thinking. Differentiated programme to meet individual needs. Willingness to adjust the task to specifically target learning needs.

Authentic Learning

The use of realistic contexts helps children to connect learning to their own experiences.

High Expectations

Have high expectations for achievement. Ask questions that provoke high-order thinking. Encourage children to reflect on their learning and make their own learning decisions.

Equity

Promotion of respect and empathy. Success for all children.

Procedural Information

- Hoon Hay School will forward a copy of its updated Charter, Planning and Reporting to the Ministry of Education.
- Hoon Hay School will forward a "Variance Report" and "Annual Targets" to the Ministry

of Education.

- Hoon Hay School consults its community (including its Maori community) regularly as part of the Board of Trustees's cycle of self review.
 - Consultation includes: Website, Community, School and Classroom Newsletters, Questionnaires, Parents' Information Meetings, and twice yearly parent interviews.
- A copy of the school's charter is on the school website and available at the school office.

National Priorities

Hoon Hay School will determine its priorities by focusing on national priorities and identifying local priorities.

National priorities are currently determined to be:

- Providing a safe physical and emotional environment for pupils.
- Providing opportunity for success in all the essential learning and essential skill areas of the New Zealand Curriculum.
- Improving literacy and numeracy, especially in Years 1-4.
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of pupils.
- Developing and implementing teaching and programmes aimed at improving outcomes for pupils who are not achieving, or who are at risk of not achieving or who have special needs.
- Improve the achievement of Maori pupils.
- Reporting to pupils and parents on achievement of individual pupils and to the community on achievement of pupils as a whole and groups of students.
- Reporting to pupils and parents on achievement of individual pupils and to the community on achievement of pupils as a whole and groups of students.

Local priorities will be identified through:

- Reporting on how we meet our Annual Targets.
- Strategic planning weekends with Board of Trustees/Senior Staff.
- Community Consultation.

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

Recognising New Zealand's Cultural Diversity

Hoon Hay School will develop and implement policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori, as appropriate to its community.

In recognising the unique position of Maori, Hoon Hay School will take all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full time students whose parents request it.

If a Whanau requests a higher level of Tikanga and/or Te Reo than is currently available in our school's Maori programme, the staff and family will discuss and explore the following options:

- The extent of existing programmes.
- Extension of existing programmes if and as appropriate.
- Combining with a neighbouring school for parts of the day/programme.
- Dual enrolment with Correspondence School.
- Providing school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
- Exploring other schools who may offer programmes closer to their expectations.
- Other negotiated actions.

Strategic Planning



Hoon Hay SCHOOL

learning today • leading tomorrow

Strategic Plan

VISION:

Learning Today • Leading Tomorrow

Hoon Hay children will be confident, effective communicators, who relate well to others. They will have the necessary skills and attitudes to be active learners for life.

QUALITIES WE VALUE:

Respect • Responsibility • Persistence • Curiosity

Strategic Goals

Students' Learning

We will meet the passions, abilities and needs of our students;
We will affirm students' identity and sense of belonging.

Community Involvement

We will foster strong relationships and partnerships with our community.

Environment

We will provide a safe and flexible learning environment.

Personnel

We will invest in quality, progressive, professional learning and development.

Strategic Plan Outcomes

GOALS:	EXPECTED OUTCOMES:
<p style="text-align: center;">Students' Learning</p> <p style="text-align: center;"><i>Meet the passions, abilities and needs of our students.</i></p> <p style="text-align: center;"><i>Affirm students' identity and sense of belonging.</i></p>	<p>Students:</p> <ul style="list-style-type: none"> • clearly articulate their learning goals and achievements; • are active in their learning and supportive of others; • engage in a wide range of experiences; • strive for personal excellence. <p>Students:</p> <ul style="list-style-type: none"> • have a deeper understanding and awareness of their own and others' cultures; • respect their own and others' uniqueness; • live the Hoon Hay qualities; • contribute to the Hoon Hay School community.
<p style="text-align: center;">Community Involvement</p> <p style="text-align: center;"><i>Foster strong relationships and partnerships with our community.</i></p>	<ul style="list-style-type: none"> • Parents/caregivers feel welcomed and understand their child's learning and achievement. • School website is the primary information source. • School docs is promoted so parents participate in policy review. • MUSAC is responsive, accessible and used to enhance student achievement. • Improved levels and quality of communication between home and school. • Use of Ultranet to achieve interactivity between home and school. • Wider community support and involvement in the school. • Extended funding opportunities. • A culturally inclusive environment.
<p style="text-align: center;">Environment</p> <p style="text-align: center;"><i>Provide a safe and flexible learning environment.</i></p>	<ul style="list-style-type: none"> • Long-term property plan developed and implemented. • Learning resources management plan established. • Hauora (mental, emotional, spiritual and physical well-being) is maintained and grown.
<p style="text-align: center;">Personnel</p> <p style="text-align: center;"><i>Invest in quality, progressive, professional learning and development.</i></p>	<ul style="list-style-type: none"> • A professional learning community focused on: <i>dialogue and discussion, reflection, goal setting, and action.</i> • Raised student achievement. • Excellence achieved in teaching practice. • Teachers share knowledge and expertise with the wider educational community. • Shared leadership. • Quality teachers are attracted and retained.

HOON HAY SCHOOL STRATEGIC PLAN OUTCOMES

	Goals		Expected Outcomes	Actions
1	<p>Meet the passions, abilities and needs of our students.</p> <p>Affirm students' identity and sense of belonging.</p>	<p>1.1</p> <p>1.2</p>	<p>Students:</p> <p>1.1.a clearly articulate their learning goals and achievements;</p> <p>1.1.b are active in their learning and supportive of others;</p> <p>1.1.c experience a wide range of activities;</p> <p>1.1.d strive for personal excellence.</p> <p>Students:</p> <p>1.2.a have a greater understanding and awareness of their own and others' cultures;</p> <p>1.2.b respect their own and others' uniqueness;</p> <p>1.2.c demonstrate the Hoon Hay qualities we value;</p> <p>1.2.d contribute to the Hoon Hay School community.</p>	<ul style="list-style-type: none"> • Use 3-way interviews, learning conferences to ensure students are active participants in formative assessment. • To have learning conversations with children about their achievement and next steps. • To promote collaborative learning and responsibility. • Implement a school-wide developmental programme that includes outside experts and community resources. • Provide the forum for whanau to meet and determine next steps (bi-cultural) - Term 2 • Provide the forum within school - classrooms, assembly for children to share more of their culture - own it - their ideas.
2	<p>Foster strong relationships and partnerships with our community.</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p>	<p>Parents and caregivers feel welcomed and understand their child's learning and achievement.</p> <p>School website is the Primary Information Source</p> <p>Schooldocs is promoted so parents can participate in policy review</p> <p>MUSAC is responsive, accessible and used to enhance student achievement.</p> <p>Use of Ultranet to achieve interactivity between home and school</p>	<ul style="list-style-type: none"> • Survey to be done asking parents if they were made to feel welcome in the school • Reporting to Parents process is clear. Additional plain language explanations will be published that explain why and how we assess and report. Links will be made to National Standards. • Parents will regularly be referred to the website as the primary information source. Newsletter will be linked. • Schooldocs will be promoted through each newsletter and will have the relevant policies up for review. • We will work with MUSAC so each teacher can enter data and collate data that is relevant. Explore the cumulative record option. • Ultranet is used for communication. Children will have log ins and be using the on line learning.

		2.6	Improved levels and quality of communication between Home and School.	<ul style="list-style-type: none"> • Improve communication via website, and email. Database will ensure parents know how they can help and are encouraged to get involved. • Use of notices and articles on ultranet. • BOT sub-committee set up. Application for furniture. • Promote diversity and awareness through newsletter, websites, media, noticeboard.
		2.7	Wider community support and involvement in the school	
		2.8	Extending funding opportunities	
		2.9	A culturally inclusive environment	
3	Provide a safe and flexible learning environment.	3.1	Long-term property plan developed and implemented	<ul style="list-style-type: none"> • Long term property plan establish in conjunction with Peter Hawker • Asset replacement schedule is developed • Emphasis and time is put into relationships
		3.2	Learning resources management plan is established.	
		3.3	Hauora (mental, emotional, spiritual and physical well-being) is maintained and grown	
4	Invest in quality, progressive professional learning and development.	4.1	A professional learning community focused on: <ul style="list-style-type: none"> • Dialogue and discussion • Reflection • Goal setting • Action 	<ul style="list-style-type: none"> • Continue implementing 4MWT and writing collaborative development • Collaborative attestation system based on strong, robust, evidence based conversations. • Adopt a self-reflective professional learning journal that is cyclic and focuses on dialogue, reflection, goal setting and action • Collect data to increase teacher capability to analyse and use data • Achievement Targets are shared and progress is monitored. • Maintain a supportive culture where staff are valued, staff strengths and diversity are identified and promoted. Provision of quality professional development Engage in reflective professional learning that leads to improved teaching and learning Open relationships and good communication systems
		4.2	Raised student achievement	
		4.3	Excellence achieved in teaching practice.	

		4.4	Teachers share knowledge and expertise with the wider educational community.	<ul style="list-style-type: none"> • Opportunities are sought to share the strengths of the school with other educators and community members. • Opportunities for leadership growth are encouraged. Pipeline leadership course provided. • Rigorous process for all staff appointments. • Teachers have access to high quality professional learning opportunities.
		4.5	Shared leadership	
		4.6	Attract and retain quality teachers	

HOON HAY STRATEGIC PLAN

Vision : ‘Learning Today, Leading Tomorrow.’

Hoon Hay children will be confident, effective communicators, who relate well to others. They will have the necessary skills and attitudes to be active learners for life.

Values: ‘respectful, responsible, persistent and curious’

Strategic goals:

Students’ learning

We will meet the passions, abilities and needs of our students;
We will affirm students’ identity and sense of belonging.

Community involvement

We will foster strong relationships and partnerships with our community.

Environment

We will provide a safe and flexible learning environment.

Personnel

We will invest in quality, progressive professional development.

HOON HAY SCHOOL STRATEGIC PLAN OUTCOMES

GOALS		EXPECTED OUTCOMES	
1	<p>Meet the passions, abilities and needs of our students.</p> <p>Affirm students' identity and sense of belonging.</p>	<p>1.1</p> <p>1.2</p>	<p>Students:</p> <p>1.1.a clearly articulate their learning goals and achievements;</p> <p>1.1.b are active in their learning and supportive of others;</p> <p>1.1.c experience a wide range of activities;</p> <p>1.1.d strive for personal excellence.</p> <p>Students:</p> <p>1.2.a have a greater understanding and awareness of their own and others' cultures;</p> <p>1.2.b respect their own and others' uniqueness;</p> <p>1.2.c demonstrate the Hoon Hay qualities we value;</p> <p>1.2.d contribute to the Hoon Hay School community.</p>
2	<p>Foster strong relationships and partnerships with our community.</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p>	<p>Parents/caregivers are well informed and understand their child's learning and achievement, school procedures, policies and events.</p> <p>School website is upgraded and promoted as the primary interactive and information hub.</p> <p>Student management system in place that meets needs.</p> <p>Learning management system introduced.</p> <p>(Interactive and information platform for school info/learning)</p> <p>Networking database is established identifying parent and business resources/support available to the school (directory).</p> <p>Increased awareness, support and involvement in the school by members of the wider community.</p> <p>Increased funds raised.</p> <p>Positive cultural awareness and support.</p>
3	<p>Provide a safe and flexible learning environment.</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Long-term property plan developed and implemented.</p> <p>Greater understanding of school values by parents and the community.</p> <p>Students are happy and confident.</p>
4	<p>Invest in quality, progressive, professional learning and development.</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p>	<p>A professional learning community focused on:</p> <ul style="list-style-type: none"> • dialogue and discussion; • reflection; • goal setting; • action. <p>Raised student achievement.</p> <p>Excellence achieved in teaching practice.</p> <p>Teachers share knowledge and expertise with the wider educational community.</p> <p>Shared Leadership</p> <p>Quality teachers are attracted and retained.</p>

Supporting Documentation

NAG1	Curriculum and Student Achievement	
	Curriculum Programmes	Principal/DP – Classrooms
	Education Plan	Principal/DP – Staffroom
	Learning Support Programme	Principal/DP
	Gifted and Talented Programme	Principal/DP
	ESOL Programmes	Principal/DP
	Assessment Programme	Principal/DP/Senior Staff
NAG2	Documentation and Self Review	
	School Development Plan	Principal/BOT Members/Staffroom
	BOT Annual Plan	Principal/BOT/Staffroom
	BOT Reviews	Principal/BOT
	Curriculum Reviews	Principal/Curriculum Convenors
	School Review	Principal/DP/Senior Staff/BOT
	BOT Terms of Reference	Principal/BOT/Staffroom
	Policies and Procedures	Principal/Staffroom/BOT
NAG3	Employer Responsibility/Personnel	
	Performance Appraisal	Principal
	Staff Development	Principal/DP
	BOT Development	BOT Minutes
	EEO	BOT Staff Reps File
	Appointments	Principal
NAG4	Finance and Property	
	Budget	Principal/BOT/Accountant
	Annual Audit	Principal/BOT/Accountant
	Monthly Reports	Principal/BOT/Accountant
	Asset Register	Principal/BOT/Accountant
	Banked Staffing	Principal
	Ten Year Property Plan	Principal/BOT/School Support Ltd
	Annual Property Audit	School Support Ltd.
NAG5	Health and Safety	
	Behaviour Management Plan	Principal/DP/BOT
	Accident Register	Sickbay (School Secretary)
	Hazards Register	Principal/Caretaker
	Evacuation Plan	All rooms.
NAG6	Operations/Administration	
	BOT Policy/Procedures Folder	Principal/Staffroom/BOT

Annual Goals 2010

Variance Report

Hoon Hay School Curriculum Review 2010

WRITING TARGET: By November 2010, 90% of Year 3 students will be achieving at, strong or above age expectation in **written language**.

Writing was identified as an area of concern during the 2009 Curriculum Review
2009 curriculum review identified 81% Year 2 students achieving at, strong or above age expectation. 17% of Year 2 students were identified as achieving low at age expectation (2% below age expectation)

This data is based on achievement against the National Standards

Year 3	Number of Pupils	Achieved Standard	Percentage	Variance
	64	56	87.5%	-2.5%

Actions Taken during 2010

- School-wide professional development, supported by Learning Media and facilitated by Joy Hawke, implemented in 2010 -
 - Analysing data
 - What do good writers do?
 - Observations of all teaching staff, with conversations and feedback provided
 - Conversations were held around what strategies are most likely to help students to progress
- Teachers analysed writing against the new National Standards, supported by the Literacy Progressions and Ministry of Education exemplars.
- Children's learning - supported by evidence - was analysed, base-line data was gathered, and small focus groups were established.

Recommendations for 2011

- Teachers have reflected on the effective strategies they have implemented and wish to pursue further. These include –
 - Focusing on the audience – Purposeful and relevant
 - Setting a real purpose with criteria children can identify with
 - Attitude – making it fun, having fun
 - Explicit teaching - clear instructions; precise modelling; verbalising the thinking behind the writing
 - Using the data - knowing the children as writers
 - Flexibility in groupings
 - Listening to, and responding to children
 - Celebrating children as authors – 'Seeing themselves as authors'
- Continue Writing as a Professional Learning priority in 2011
- Teachers have reflected upon their writing programmes, and all have set goals for 2011. A couple of examples:
 - “To keep the purpose of writing clear.”
 - “To continue to focus on deeper features and talk about what we are doing as a writer.”
 - “To provide extension for the capable writers. To give them opportunities to progress to the next level.”
 - “For children to enjoy writing.”

Hoon Hay School Curriculum Review 2010

SPELLING TARGET: By November 2010, 75% of Year 5 males will be achieving at or beyond their chronological age in spelling, as measured by the Peters' Spelling test

Historically

2009 - 62% of Year 4 boys were identified as achieving at or above age expectation, using Peters' spelling test.

2008 - 64% of Year 3 boys were identified as achieving at or above age expectation, using Peters' spelling test.

Year	Number of Pupils	Achieved	Percentage	Variance	Achieving Strong/Above
5 Boys	23	15	65%	-10%	30%

One child absent for extended period of time around (and including) the time of the test.

15 students assessed as spelling at or above age expectation

- 8 were at age expectation
- 2 were strong for age (greater than 1 year)
- 5 were beyond age expectation (2 years or more beyond their age)

8 students who have been assessed as spelling below their chronological age

- 4 were between 1.0 year and 1 year 6 months deficit
- 4 were greater than 1 year and 6 months deficit

Actions Taken during 2010

- Implementation of an Intensive Literacy Support (ILS) programme that Identified and provided intensive intervention. Ten of the target group were involved in Intensive Literacy Support programme.
- Sharing and discussion of curriculum review and targets.
- Team discussions around our 'at risk' students and how we can best meet
- Collected baseline data to inform teaching
- School-wide professional development focused on written language
- Full staff PD around the needs of dyslexic learners and alternative strategies that might assist

Recommendations for 2011

- Intervention programme to support the 'at risk' children is changing its approach in 2011. This new approach, incorporating fine-motor skills and multi sensory strategies to teaching spelling, will target students who are competent readers and writers, yet possess poor spelling skills.
- Include spelling information in mid-year review – opportunity to re-evaluate where children are currently at, and focus in on specifics
- Re-organise literacy to include 'spelling-buddy-five' component
- Structured word study programme that targets the patterns and rules, which are transferable into written language
- Investigate and use high interest, engaging games and activities
- Investigate possibility of 'Word Shark' on all computers
- Team discussions around effective strategies for improving spelling and transferring spelling into everyday written work

Annual Curriculum Goals

2011

Hoon Hay School Curriculum Review 2010

Achievement Target: Action Plan - 2011

<p>Strategic Goal</p> <p>To improve teaching and learning at Hoon Hay School.</p>	<p>Target Area</p> <p>Written language - Writing</p>
<p>Annual Target One</p> <p>TARGET: By November 2011 the number of students achieving Strong within Standard and Beyond Standard will be increased by a further 10%.</p> <p>2010 curriculum review identified 82% achieving at, or beyond, National Standard school-wide.</p> <p>60% of students school-wide were achieving at National Standard, while 22% were Strong within Standard and Beyond Standard.</p>	<p>Pupil Group</p> <p>Gender: Both Ethnicity: All Level: Yr 1-6</p> <p>Historical Position</p> <p>Analysis of data gathered for 2010 curriculum review.</p>

Action Plan

Actions to meet the target?	Time Frame	Delegation	Resourcing
Sharing and discussion of curriculum review implications	December 2010 February, 2011	Leadership Team Teaching Staff	Team and full staff meetings
Team discussions around how best to meet our students needs	February	Leadership Team Teaching Staff	Monday meetings Team meetings
School-wide professional development focus on written language	Continue from 2010 for full year	Leadership Team Teaching Staff	Ministry Advisory Service support
Collect baseline data to inform practice	March	Leadership Team Teaching Staff	Classroom teachers
Identify small target group. Establish goals and action plan	March	Leadership Team Teaching Staff	Classroom teachers Ministry Advisory
Inform and educate parent community	Term 2, 3 and 4	Leadership Team Teaching Staff Students	
Monitor progress against targets	June and October	Teaching teams Leadership team	Management Release
Final analysis to complete variance report and recommendations	November	Leadership Team Teaching Staff	Management Release

Hoon Hay School Curriculum Review 2010

Achievement Target: Action Plan - 2011

<p>Strategic Goal To improve teaching and learning at Hoon Hay School</p>	<p>Target Area Mathematics</p>																			
<p>Annual Target Two By November 2011 Year 4 and 5 females will be achieving at, or within, 10% of their male cohort.</p> <p>2010 Curriculum Review identified a gender discrepancy in Years 3 and 4, with girls more highly represented as achieving 'below national standard' when compared to their male cohort.</p> <p>2010 Year 3: 26% more females below standard 2010 Year 4: 21% more females below standard</p> <table border="1" data-bbox="169 824 933 1037"> <thead> <tr> <th rowspan="2">2010 Curriculum Review Data</th> <th colspan="4">Gender Breakdown</th> </tr> <tr> <th>YR 3 Girls</th> <th>YR 3 Boys</th> <th>YR 4 Girls</th> <th>YR 4 Boys</th> </tr> </thead> <tbody> <tr> <td>Achieved National Standard</td> <td>55%</td> <td>81%</td> <td>76%</td> <td>97%</td> </tr> <tr> <td>Below National Standard</td> <td>45%</td> <td>19%</td> <td>24%</td> <td>3%</td> </tr> </tbody> </table>	2010 Curriculum Review Data	Gender Breakdown				YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	Achieved National Standard	55%	81%	76%	97%	Below National Standard	45%	19%	24%	3%	<p>Pupil Group</p> <p>Gender: Female Ethnicity: All Level: Year 4, 5</p> <p>Historical Position</p> <p>Analysis of curriculum review information, 2010</p>
2010 Curriculum Review Data		Gender Breakdown																		
	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys																
Achieved National Standard	55%	81%	76%	97%																
Below National Standard	45%	19%	24%	3%																

Action Plan

Actions to meet the target?	Time Frame	Delegation	Resourcing
Sharing and discussion of curriculum review implications	December 2010 February 2011	Leadership Team Teaching staff	Full staff, Leadership Team and team meetings
Team discussions of 'at risk' students and how we can improve outcomes	Ongoing throughout the year	Teaching staff	Classroom teaching practice
Collect baseline data using Add and Sub Strategy and Knowledge	December 2010 February 2011	Leadership Team Teaching staff	Teaching staff
Listen to, and respond to, feedback from the students	Ongoing throughout the year	Teaching staff	
Schedule and prioritise Numeracy learning conversations within teaching team meetings	Ongoing throughout the year	Leadership Team Teaching Staff	Management release Numeracy Advisors
Teacher assistants providing focused	Ongoing throughout the year	Leadership Team SENCO	Teaching staff, including teaching

Hoon Hay School Curriculum Review 2010

additional support			assistants
Inform and educate parent community	Term 2, 3 and 4	Leadership Team Teaching Staff Students	
Monitor progress against target	June October	Leadership Team Teachers	Management Release
Final Testing to complete variance report and recommendations	November 2010	Leadership Team Teacher	Management Release

Curriculum Review

2010

INTRODUCTION

2010 has seen the Introduction of National Standards. Historically we have reported against the curriculum, using 5 classifications of achievement. This year, we continue to use 5 classifications of achievement, but with the introduction of National Standards, the 2nd bottom tier is now 'below the standard' (previously these 'at risk' children were classified as 'low within the level').

THE DATA

388 students are included within this review

The achievement data includes Year 1 to 6 students. Promotional policy students are included (Birthdates April and May 2005).

Excluded from the Review

- Year 0 pupils – Birth-dates from 01 June, 2005
- Six students - supported by outside teachers through ORRS (*Ongoing Reviewable Resource Scheme*) or SLS (*Supplementary Learning Support*)
- Two fee paying Korean students

THE REVIEW

Writing – a focus for Professional Development in 2010 (and for 2011) is reviewed using the Teaching as Inquiry model – identified as effective teaching practice in the New Zealand Curriculum (p. 34).

Reading, Spelling and Mathematics will use the data to

- Identify concerns
 - Highlight successes
 - Consider implications for the future
- The 'Implications for 2011' have come from the teaching teams, after reviewing the end of year data.

Maori and Pasifika achievement has been analysed and recommendations for intervention have been included within the learning area discussion.

Data analysis tables have been created and attached as appendices. Each learning area includes the following data –

- Year groups
 - Against the 5 classifications of the National Standards as numbers and percentages
 - 'Achieved and Beyond' or 'Below Standard as numbers and percentages
 - Comparative mid-year Interim report break down (except Spelling)
- Gender breakdown
 - Against the 5 classifications of the National Standards
 - 'Achieved and Beyond' or 'Below Standard as numbers and percentages
 - Comparative mid-year Interim report break down (except Spelling)

APPENDICES

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Appendix 3	Reading Data Tables	Pages 11, 12
Appendix 3	Spelling Data Tables	Pages 13, 14
Appendix 4	Mathematics Data Tables	Pages 15, 16

Effective Teaching Practice

Teaching as Inquiry - Inquiry into teaching-learning is a cyclic process

What is important given where my students are at?

Focusing Inquiry

Writing was identified as an area of concern during the 2009 Curriculum Review (and had been noted during previous reviews). Prioritised for professional learning, and target established based on Year 3 achievement. School-wide professional development, supported by Learning Media and facilitated by Joy Hawke, implemented in 2010.

Teachers analysed writing against the new National Standards (introduced in 2010), supported by the Literacy Progressions (available in 2010) and Ministry of Education exemplars.

Children's learning - supported by evidence - was analysed, base-line data was gathered, and small focus groups were established.



What strategies are most likely to help my students learn this?

Teaching Inquiry

Professional Development, facilitated by Joy Hawke (Learning Media) – analysing data; what do good writers do; observations of all teaching staff, with conversations and feedback provided.

Professional learning and conversations were held around what strategies are most likely to help students to learn.

Teachers have reflected on the effective strategies they have implemented and wish to pursue further.

These include –

- Focusing on the audience – Purposeful and relevant
- Setting a real purpose with criteria children can identify with
- Attitude – making it fun, having fun
- Explicit teaching - clear instructions; precise modelling; verbalising the thinking behind the writing
- Using the data - knowing the children as writers (what they know and what they need)
- Flexibility in groupings
- Listening to, and responding to children
- Celebrating children as authors – 'Seeing themselves as authors'



Teaching and Learning



What happened as a result of the teaching ...

Ongoing process that occurs during and after teaching and learning.
Focusing in on Year 5 and 6 Writing (identified as area of major concern at Mid Year review and of concern during 2009 review, as Year 4 and Year 5 group)

Significant shifts in writing have occurred.

	Mid-Year (Below at Interim)	End of Year (Below Standard)	Percentage Shift
Year 5	48%	Reduced to 34%	+ 14%
Year 6	38%	Reduced to 17%	+ 21%

What these figures do not show is the number of students within this group, who are still below National Standard, but have made significant progress from being 'well below' to just 'below'.

"N, S, and T are working below the NS, however, they have progressed dramatically from the beginning of the year. Their attitude towards writing and their writing has really impressed me. They are motivated and keen to write, excited about their efforts and are proud of their accomplishments." Teacher comment about 3 of her year 5 boys.

The gender discrepancy identified through earlier reviews and as a National trend in writing, continues to be evident from Year 4 to Year 6.

Worth noting is the percentage of very able year 6 writers, working beyond the National Standard - 20% of Yr 6 boys and 25% of Yr 6 girls.

... and what are the implications for future teaching?

As a staff, we are committed to improving our writing outcomes. We are continuing with Writing as a Professional Learning priority in 2011, working alongside Joy Hawke, using a Hoon Hay approach that builds on our two major Professional Development focuses for 2011.

Teachers have reflected upon their writing programmes, and all have set goals for 2011. A couple of examples:

"To keep the purpose of writing clear."

"To continue to focus on deeper features and talk about what we are doing as a writer."

"To provide extension for the capable writers. To give them opportunities to progress to the next level."

"For children to enjoy writing."

Learning Inquiry



Continuous Cycle

→ **Teaching Inquiry** - Is there something I need to change? (strategies to assist)

→ **Focusing Inquiry** - What are the next steps for learning? (based on where the children are at)

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Teacher Voice

"The major difference I believe I have made to the focus group is they are now authors. Yes there are obvious surface features still to attend to and they recognise them, but the significant difference is their self-esteem as writers and they are writing, writing, writing!"

"The writing has changed since my initial testing. When I compared my initial analysis with the one completed in November there was a difference in the quality of deeper features However, I noticed that surface features had slipped."

"J, who has major learning difficulties, may never write 'at' the expected level, but he too, has had glimpses of being a writer."

"I have spent a lot of time with the children who lack motivation and are more needy. What about those students who were already able/capable writers? How much more could they have flown?"

"There has been a significant difference within my writing programme. For me it has been about students seeing themselves as 'writers' and as 'good writers'. They are motivated and keen to write."

"Motivation! These students are interested in writing and reading. They are able to identify what qualities make a good piece of writing. What is writer's voice? They are able to share bits of their writing that they think has writer's voice."

Student Voice

"It helped when you read a story and gave an example of a character." (Teacher's purpose was to write like a specific author)

"You stepped up and asked us to write a scenario like level 3." (Teacher providing challenge by asking able writers to use the Legends' objectives)

Many of the teachers asked their children what they liked and disliked about writing, and what they as the teacher could do to improve writing for them.

For example, one teacher did a PMI (Plus Minus Interesting) because she was bored with the writing programme. Recently she received feedback from the same group of children that they now like writing. The sentiment of **liking writing** was expressed during the lead up to and during Student Led Conferences.

Another teacher's feedback from children - *"In general, they said I had killed it for them. We were working too hard on learning intentions we forgot what we were writing about."* She listened and made changes. Her class are now engaged and motivated to be writers. From this class, two year 5 writers, (boy and girl) working below the National Standard, carry a notebook which they **choose** to write in, and are keen to share with their peers and teacher.

"I really want to write longer stories now, so that I can add more details and make them more interesting."

Children **choosing** to continue to write during interval or into lunchtime. Overheard 2 boys, in different writing groups calling across the classroom. "Hey L, you should hear my story, you're in it."

Response: "Cool. Read it to me at playtime."

"I'm happy and proud to read my published story because I get to read my story to everyone."

"We talk about what a good writer does."

Hoon Hay School Curriculum Review 2010

READING

After analysis of data the following **successes** are worth noting

- **Year 6 Achievement** Significant percentage of extremely able Year 6 readers – 27% Beyond Standard, 31% Strong within Standard.
- **Overall achievement** – 88% school-wide achieving at or beyond the National Standard
- **Shift since mid-year review of children achieving National Standard**
Year 2 (+12%) Year 4 (+10%) Year 5 (+12%) Year 6 (+15%)

“Having a graph at interim report to show parents, and sharing that their child was at risk, was a real eye opener. When faced with the visual graph at mid-year, it made us (teachers) really re-evaluate where the children are at.” Teaching Team Reflection

Area of **concern** was also noted

- Year 1 boys (31%), Year 3 girls (18%), and Year 5 boys (20%), – higher percentages of children not achieving the national standard

“Lots of children are at blue 10 so not at standard but very close. When looking at gender higher percentages of boys not achieving. We know that boys take longer in the first year and its very dependent on their entry level. Worth monitoring.” Teaching Team Reflection

Implications for 2011

Target the Year 1 boys early in the year, and monitor their success
Emphasis on High Frequency Words and alphabet in class
Find text to engage them, given their limited reading skills

Continue with effective practice already happening – including
Team responsibility for 'shifting' low achieving children
In-depth analysis of Standardised testing (STAR) to inform teaching
Sharing 'good' practice and conversations around literacy

Hoon Hay School Curriculum Review 2010

Spelling

Concerns have come to light as a result of our Curriculum Review in -

- **Gender Discrepancy**

Boys, at years 5 and 6 are less likely to be achieving at expectation.

BELOW STANDARD			
	Girls	Boys	Difference
Yr 5	16%	36%	- 20%
Yr 6	22%	50%	- 28%

- **Year 4 - 6 Achievement**

Significant percentages of children at Year 4 (27%), Year 5 (26%) and Year 6 (33%) are not spelling at expectation

Implications for 2011

- Include spelling information in mid-year review – opportunity to re-evaluate where children are currently at, and focus in on specifics
- Re-organise literacy to include 'spelling-buddy-five' component
- Structured word study programme that targets the patterns and rules, which are transferable into written language
- Extend able spellers vocabulary knowledge
- Investigate and use high interest, engaging games and activities
- Investigate possibility of 'Word Shark' on all computers
- Team discussions around effective strategies for improving spelling and transferring spelling into everyday written work

Hoon Hay School Curriculum Review 2010

Mathematics

Of note, are the following three areas of **success** -

- **Year 6 Achievement** Significant percentage of extremely able Year 6 mathematicians
36% working Beyond the National Standard
22% are 'Strong within the Standard'.
- **School-wide achievement**
81% achieving at and beyond National Standard
19% below National Standard
- **Shift since mid-year review** Years 1, 2, 4, 5, 6 have made positive shifts in children achieving the National Standard.

Three things of particular **concern** have come to light as a result of our Curriculum Review in mathematics.

- **Gender Discrepancy** Girls achievement in Years 2, 3, 4 and 6 maths is of concern. This is evident in both 'Below' and 'Beyond' statistics.

BELOW STANDARD			
	Girls	Boys	Difference
Yr 2	19%	6%	- 13%
Yr 3	45%	19%	- 26%
Yr 4	24%	3%	- 21%
Yr 6	35%	4%	- 31%

BEYOND STANDARD			
	Girls	Boys	Difference
Yr 2	81%	94%	-13%
Yr 3	55%	81%	-26%
Yr 4	76%	97%	-21%
Yr 6	65%	96%	-31%

- **Year 3 Achievement** 33% not achieving the National Standard.
(2009 review as Yr 2 students, 31% were 'low or below expectation')
- **Maori Achievement** Discrepancy between Maori achievement (70%) and school-wide cohort (81%).
- **Pasifika Achievement** Difficult to draw conclusions with regard to Pasifika achievement (75%) because the numbers are so low. Continue to monitor.

Implications for 2011

- Ensure children have a sound 'number sense' foundation through knowledge domain – needs to be consolidated and retained
- Establish an Achievement Target relating to gender achievement in 2011
- Be specific about the role of Teacher Assistants working within lower ability classrooms – maximising their impact
- Student voice – Listen to, and respond to, feedback from the children
- Schedule and prioritise specific numeracy time within teaching team meetings to allow for learning conversations about ...
 - How to ensure children have a strong 'number sense'
 - Specific children and what we can do to shift them
 - Girls and boys engagement and achievement in maths
 - Unpacking the different stages – knowledge and strategy
 - Sharing good practice – effective teaching strategies and systems
 - Engaging and experiencing success as Maori
 - Ensure programmes are inclusive for all cultural groups

Hoon Hay School Curriculum Review 2010

APPENDIX 1: Maori and Pasifika Achievement

MAORI STUDENT ACHIEVEMENT

40 students have been identified as Maori. Spelling data excludes Year 0-1 students (8), so 29 Maori students. As the numbers are very small, where necessary, percentages have been rounded.

	Maths	Reading	Writing	Spelling (30 students)
Beyond Standard		3 7.5%	2 5%	4 13%
Strong within Standard	7 17.5%	13 32.5%	1 2.5%	5 17%
At Standard	21 52.5%	18 45%	31 77.5%	16 53%
Below Standard	5 12.5%	5 12.5%	5 12.5%	2 7%
Well Below Standard	7 17.5%	1 2.5%	1 2.5%	3 10%
<i>Percentage of students at or above standard</i>	70%	85%	85%	83%
SCHOOL-WIDE COHORT ABOVE AND BEYOND	81%	88%	82%	79%

MID YEAR INTERIM REPORT DATA FOR MAORI STUDENTS

MAORI – CHILDREN (38)					
At expectation – MATHS		At expectation - READING		At expectation - WRITING	
30	79%	29	76%	29	76%
At risk - MATHS		At risk - READING		At risk - WRITING	
8	21%	9	24%	9	24%

PASIFIKA STUDENT ACHIEVEMENT

12 students have been identified as Pasifika. As the numbers are very small, where necessary, percentages have been rounded.

	Maths	Reading	Writing	Spelling (12 students)
Beyond Standard	1 8%	2 17%	2 17%	2 17%
Strong within Standard	2 17%	1 8%		1 8%
At Standard	6 50%	8 67%	10 83%	8 67%
Below Standard	3 25%	1 8%		1 8%
Well Below Standard				
<i>Percentage of students at or above standard</i>	75%	92%	100%	92%
SCHOOL-WIDE COHORT ABOVE AND BEYOND	81%	88%	82%	79%

MID YEAR INTERIM REPORT DATA FOR PASIFIKA STUDENTS

PASIFIKA – CHILDREN (14)					
At expectation- MATHS		At expectation - READING		At expectation - WRITING	
10 chn	71%	12 chn	86%	10 chn	71%
At risk - MATHS		At risk - READING		At risk - WRITING	
4 chn	29%%	2 chn	14%	4 chn	29%

Hoon Hay School Curriculum Review 2010

APPENDIX 2: Writing Data Tables

November, 2010 - WRITING DATA

WRITING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Standard	2		1	9	2	15
Strong within Standard		5	16	15	7	12
At Standard	55	56	39	35	24	26
Below Standard	9	2	8	12	14	8
Well Below Standard	3	3		4	3	3
Total Number per Year	69	66	64	75	50	64

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD

WRITING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and beyond	57	61	56	59	33	53
Standard not achieved	12	5	8	16	17	11
Total Number per Year	69	66	64	75	50	64

November, 2010 - WRITING DATA – as percentages

WRITING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Standard	3%		1.5%	12%	4%	23%
Strong within Standard		7.5%	25%	20%	14%	19%
At Standard	80%	85%	61%	47%	48%	41%
Below Standard	13%	3%	12.5%	16%	28%	12.5%
Well Below Standard	4%	4.5%		5%	6%	4.5%

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD –as percentages

WRITING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and beyond	83%	92.5%	87.5%	79%	66%	83%
Standard not achieved	17%	7.5%	12.5%	21%	34%	17%

SCHOOL-WIDE: 82% achieving at and beyond National Standard
18% below National Standard

Mid Year Interim Report ACHIEVED STANDARD OR BEYOND – BELOW STANDARD - as percentages

WRITING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and beyond	80%	95%	88%	75%	52%	62%
Standard not achieved	20%	5%	12%	25%	48%	38%

Mid Year School-wide - 75% achieving at and beyond National Standard

Hoon Hay School Curriculum Review 2010

November, 2010 WRITING DATA – Gender Breakdown

WRITING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Beyond Standard	2				1		4	5	1	1	10	5
Strong within Standard			3	2	11	5	13	2	6	1	10	2
At Standard	24	31	27	29	15	24	21	14	13	11	15	11
Below Standard	4	5		2	6	2	6	6	5	9	3	5
Well Below Standard		3	2	1			2	2		3	2	1
Total Number per Year	30	39	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender Breakdown

WRITING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	26	31	30	31	27	29	38	21	20	13	35	18
Below Standard	4	8	2	3	6	2	8	8	5	12	5	6
Total Number per Year	30	39	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender – as Percentage

WRITING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	87%	79%	94%	91%	82%	94%	83%	72%	80%	52%	87.5%	75%
Below Standard	13%	21%	6%	9%	18%	6%	17%	28%	20%	48%	12.5%	25%

Mid Year Interim Report ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender - Percentages

Mid Year WRITING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Expected to achieve	85 %	76 %	93 %	97 %	82 %	94 %	76 %	73 %	67 %	38 %	70 %	48 %
At Risk of not achieving	15 %	24 %	7 %	3 %	18 %	6 %	24 %	27 %	33 %	62 %	30 %	52 %

Hoon Hay School Curriculum Review 2010

APPENDIX 3: READING DATA TABLES

November, 2010 - READING DATA

READING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Standard	4		15	13	8	17
Strong within Standard	6	18	3	16	19	20
At Standard	43	41	39	36	18	23
Below Standard	10	4	7	3	1	1
Well Below Standard	6	3		7	4	3
Total Number per Year	69	66	64	75	50	64

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD

READING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	53	59	57	65	45	60
Standard not achieved	16	7	7	10	5	4
Total Number per Year	69	66	64	75	50	64

November, 2010 - READING DATA as percentages

READING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Standard	6%		23%	17.5%	16%	27%
Strong within Standard	9%	27%	5%	21.5%	38%	31%
At Standard	62%	62%	61%	48%	36%	36%
Below Standard	14%	6%	11%	4%	2%	1.5%
Well Below Standard	9%	5%		9%	8%	4.5%

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD as percentages

READING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	77%	89%	89%	87%	90%	94%
Standard not achieved	23%	11%	11%	13%	10%	6%

SCHOOL-WIDE: 88% achieving at and beyond National Standard
12% below National Standard

Mid Year Interim Report ACHIEVED STANDARD OR BEYOND – BELOW STANDARD as percentage

READING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	79%	77%	92%	77%	78%	79%
Standard not achieved	21%	23%	8%	23%	22%	21%

Mid Year School-wide - 80% achieving at and beyond National Standard

NB: Nationally, the Ministry of Education has published these percentages

Year 1 - 50% will be at or above reading

Year 4 - 60% will be at or above reading

Year 8 - 60% will be at or above reading

Hoon Hay School Curriculum Review 2010

November, 2010 READING DATA – Gender Breakdown

READING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Beyond Standard	2	2			8	7	10	3	4	4	12	5
Strong within Standard	1	5	8	10	2	1	8	8	10	9	13	7
At Standard	23	20	21	20	17	22	22	14	11	7	13	10
Below Standard	3	7	2	2	6	1	2	1		1	1	
Well Below Standard	1	5	1	2			4	3		4	1	2
Total Number per Year	30	39	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender Breakdown

READING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	26	27	29	30	27	30	40	25	25	20	38	22
Below Standard	4	12	3	4	6	1	6	4		5	2	2
Total Number per Year	30	39	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender – as Percentage

READING	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	87%	69%	91%	88%	82%	97%	87%	86%	100%	80%	95%	92%
Below Standard	13%	31%	9%	12%	18%	3%	13%	14%		20%	5%	8%

Mid Year Interim Report ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender Breakdown

READING Mid Year	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Expected to achieve	85%	74%	75%	79%	85%	100%	78%	77%	83%	73%	83%	74%
At risk of not achieving	15%	26%	25%	21%	15%	0	22%	23%	17%	27%	17%	26%

Hoon Hay School Curriculum Review 2010

APPENDIX 4: SPELLING DATA TABLES

November, 2010 SPELLING DATA

SPELLING	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Expectation	8	5	15	7	18
Strong within Expectation	7	20	10	6	9
At Expectation	46	31	30	24	16
Below Expectation	2	5	11	3	10
Well Below Expectation	3	3	9	10	11
Total Number per Year	66	64	75	50	64

November, 2010 ACHIEVED EXPECTATION OR BEYOND – BELOW EXPECTATION

SPELLING	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	61	56	55	37	43
Expectation not achieved	5	8	20	13	21
Total Number per Year	66	64	75	50	64

November, 2010 SPELLING DATA – as percentages

SPELLING	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Expectation	12%	8%	20%	14%	28%
Strong within Expectation	10.5%	31%	13%	12%	14%
At Expectation	70%	48%	40%	48%	25%
Below Expectation	3%	8%	15%	6%	16%
Well Below Expectation	4.5%	5%	12%	20%	17%

November, 2010 ACHIEVED EXPECTATION OR BEYOND – BELOW EXPECTATION as percentages

SPELLING	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	92.5%	87%	73%	74%	67%
Expectation not achieved	7.5%	13%	27%	26%	33%

SCHOOL-WIDE: 79% achieving at and beyond expectation
21% below expectation

Hoon Hay School Curriculum Review 2010

November, 2010 SPELLING DATA – Gender Breakdown

SPELLING	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Beyond Expectation	4	4	1	4	10	5	3	4	15	3
Strong within Expectation	1	6	14	6	8	2	4	2	5	4
At Expectation	25	21	12	19	17	13	14	10	11	5
Below Expectation		2	3	2	6	5	1	2	6	4
Well Below Expectation	2	1	3		5	4	3	7	3	8
Total Number per Year	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED OR BEYOND – BELOW EXPECTATION – Gender Breakdown

SPELLING	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	30	31	27	29	35	20	21	16	31	12
Below Expectation	2	3	6	2	11	9	4	9	9	12
Total Number per Year	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED OR BEYOND – BELOW EXPECTATION – Gender – as Percentage

SPELLING	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	94%	91%	82%	94%	76%	69%	84%	64%	77.5%	50%
Below Expectation	6%	9%	18%	6%	24%	31%	16%	36%	22.5%	50%

Hoon Hay School Curriculum Review 2010

APPENDIX 4: MATHEMATICS DATA TABLES

November, 2010 MATHEMATICS DATA

MATHS	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Standard	1		5	5	6	23
Strong within Standard	14	20	15	17	10	14
At Standard	50	38	23	41	21	12
Below Standard	2	7	13	11	8	14
Well Below Standard	2	1	8	1	5	1
Total Number per Year	69	66	64	75	50	64

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD

MATHS	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	65	58	43	63	37	49
Standard not achieved	4	8	21	12	13	15
Total Number per Year	69	66	64	75	50	64

November, 2010 MATHS DATA - AS PERCENTAGES

MATHS	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Beyond Standard	1.5%		8%	7%	12%	36%
Strong within Standard	20%	30%	23%	23%	20%	22%
At Standard	72.5%	58%	36%	54%	42%	19%
Below Standard	3%	10.5%	20%	15%	16%	22%
Well Below Standard	3%	1.5%	13%	1%	10%	1%

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD –as percentages

MATHS	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	94%	88%	67%	84%	74%	77%
Standard not achieved	6%	12%	33%	16%	26%	23%

SCHOOL-WIDE: 81% achieving at and beyond National Standard
19% below National Standard

Mid Year Interim Report ACHIEVED STANDARD OR BEYOND – BELOW STANDARD - as percentages

MATHS	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Achieved and Beyond	90%	82%	85%	81%	68%	73%
Standard not achieved	10%	18%	15%	19%	32%	27%

Mid Year School-wide - 80% achieving at and beyond National Standard

NB: Nationally, the Ministry of Education has published these percentages
Year 1 - 80% will be at or above in maths
Year 4 - 70% will be at or above in maths
Year 8 - 50% will be at or above in maths

Hoon Hay School Curriculum Review 2010

November, 2010 MATHEMATICS DATA – Gender Breakdown

MATHS	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Beyond Standard		1			2	3	3	2	3	3	12	11
Strong within Standard	5	9	4	16	3	12	4	13	6	4	10	4
At Standard	24	26	22	16	13	10	28	13	12	9	4	8
Below Standard	1	1	5	2	9	4	10	1	4	4	13	1
Well Below Standard		2	1		6	2	1			5	1	
Total Number per Year	30	39	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender Breakdown

MATHS	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	29	36	26	32	18	25	35	28	21	16	26	23
Below Standard	1	3	6	2	15	6	11	1	4	9	14	1
Total Number per Year	30	39	32	34	33	31	46	29	25	25	40	24

November, 2010 ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender – as Percentage

MATHS	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	97%	92%	81%	94%	55%	81%	76%	97%	84%	64%	65%	96%
Below Standard	3%	8%	19%	6%	45%	19%	24%	3%	16%	36%	35%	4%

Mid Year Interim Report ACHIEVED STANDARD OR BEYOND – BELOW STANDARD – Gender Breakdown

MATHS Mid Year	YR 1 Girls	YR 1 Boys	YR 2 Girls	YR 2 Boys	YR 3 Girls	YR 3 Boys	YR 4 Girls	YR 4 Boys	YR 5 Girls	YR 5 Boys	YR 6 Girls	YR 6 Boys
Achieved and Beyond	93%	88%	71%	91%	91%	78%	80%	83%	71%	65%	62%	91%
Below Standard	7%	12%	29%	9%	9%	22%	20%	17%	29%	35%	38%	9%

Hoon Hay School Curriculum Review 2010

Letter ID – Identify 26 upper case letters and 28 lower case (g and a included)

CAP – Concepts About Print – Readiness for reading – For example, text is read left to write, how to orientate a book, where the start and end on each page is. It also clarifies what is a letter and what is a word, as well as basic punctuation.

Word Test – a list of 15 words

Writing – Children are given 10 minutes to record as many words as they can. Prompting is allowed.

Dictation – a sentence is read and they record as many sounds as they can hear. E.g *I have a big dog at home. Today I am going to take him to school.*

68 children six year olds were tested during 2010

	Letter ID	CAP	Word	Writing	Dictation
Mean Stanine	4	5	4	4	4
Beyond the Mean Stanine	59	45	31	35	48
At the Mean Stanine	3	8	16	15	11
Below the Mean Stanine	6	15	21	18	10
<i>Percentage of children at or above the Mean</i>	91%	77%	69%	73%	86%
During 2009 63 children six year olds were tested					
<i>Percentage of children at or above the Mean</i>	95%	92%	86%	89%	95%
During 2008 69 children six year olds were tested					
<i>Percentage of children at or above the Mean</i>	94%	83%	80%	80%	88%
During 2007 66 children six year olds were tested					
<i>Percentage of children at or above the Mean</i>	95%	77%	79%	62%	83%

Upon analysis of the school entry information for this group of children

In 2010

- Letter ID, 50% (32 out of 64) were below the mean for a 5 year old
- CAP, 31% (20 out of 64) were below the mean for a 5 year old

In 2009

- Letter ID, 33% (20 out of 60) were below the mean for a 5 year old
- CAP, 37% (22 out of 60) were below the mean for a 5 year

Hoon Hay School Curriculum Review 2010

Gender Split 39 Boys 29 Girls

	Letter ID		CAP		Word		Writing		Dictation	
Mean Stanine	4		5		4		4		4	
Gender Split Male / Female	M	F	M	F	M	F	M	F	M	F
Beyond the Mean Stanine	35	24	26	19	18	13	19	16	28	19
At the Mean Stanine	1	2	5	3	11	5	8	7	6	5
Below the Mean Stanine	3	3	8	7	10	11	12	6	5	5
Percentage of children at or above the Mean	92%	89%	79%	56%	74%	62%	69%	79%	87%	82%
In 2009 Gender Split 34 Boys 29 Girls										
Percentage of children at or above the Mean	91	97	94	90	91	79	88	90	94	97
In 2008 Gender Split 32 Boys 37 Girls										
Percentage of children at or above the Mean	94	95	81	84	78	81	78	81	91	86
In 2007 Gender Split 28 Boys 38 Girls										
Percentage of children at or above the Mean	93	97	75	79	79	79	46	74	86	82

2010 Identified as Maori 8 (6 boys and 2 girls), Pasifika 0

	Letter ID		CAP		Word		Writing		Dictation	
Mean Stanine	4		5		4		4		4	
Maori (M) Pasifika (P)	M	P	M	P	M	P	M	P	M	P
Beyond the Mean Stanine	5		3		3		0		4	
At the Mean Stanine	2		2		1		4		2	
Below the Mean Stanine	1		3		4		4		2	
Percentage of children at or above the Mean	87%		62%		50%		50%		75%	
In 2009 Identified as Maori 9 (6 boys and 3 girls), Pasifika 0										
Percentage of children at or above the Mean	78		89		89		78		89	
In 2008 Identified as Maori 6 (1 boys and 5 girls), Pasifika 2 (both girls)										
Percentage of children at or above the Mean	100	100	67	100	67	100	67	100	100	100
In 2007 Identified as Maori 6 (4 boys and 2 girls), Pasifika 5 (all girls)										
Percentage of children at or above the Mean	83	80	50	40	33	60	33	40	50	60

Hoon Hay School Curriculum Review 2010

Reading Levels (Prior to Learning Progressions / National Standards introduction)

Levels 9 – 14 equate with a reading age within 6 months of their chronological age.	Reading Level						
	Six year olds (68)	Gender		Maori Pasifika			
		Male (39)	Female (29)	Maori (8)		Pasifika (0)	
				M(6)	F(2)	M	F
Beyond the expected Level 15 and above (Orange)	15	10	5	2			
At the expected Level 9 – 14 (Dark Blue / Green)	36	20	16	2			
Below the expected Level 1-8 (Magenta – Yellow)	17	9	7	4			
<i>Percentage of children at or above the expected level</i>	75%	76%	72%				
2009 Reading Levels							
<i>Percentage of children at or above the expected level</i>	76%	88%	62%				
2008 Reading Levels							
<i>Percentage of children at or above the expected level</i>	80%	84%	78%				
2007 Reading Levels							
<i>Percentage of children at or above the expected level</i>	64%	50%	74%				

Reading Levels (Using Learning Progressions/ National Standards Shift from DB/Green to Green)

Levels 9 – 14 equate with a reading age within 6 months of their chronological age.	Reading Level						
	Six year olds (68)	Gender		Maori Pasifika			
		Male (39)	Female (29)	Maori (8)		Pasifika (0)	
				M(6)	F(2)	M	F
Beyond the expected Level 15 and above (Orange)	15	10	5	2	0		
At the expected L12 – 14 (Green)	25	13	12	2	1		
Below the expected Level 1-8 (Magenta – Yellow)	28	16	12	2	2		
<i>Percentage of children at or above the expected level</i>	58%	58%	58%				
2009 Reading Levels							
<i>Percentage of children at or above the expected level</i>	52%	59%	45%				

From these results:

Hoon Hay School Curriculum Review 2010

- We have identified that we need to focus more on our concepts about print. This is about looking at the text, punctuation and identifying words, letters etc. These skills are developed through shared book and writing.
- Through our Professional Development, writing is a focus and through this the children will be encouraged to write in many forms. A focus will also be for the children to write as many words as they can accurately and independently.
- Overall there has been an improvement in the number of children who have been at or above the new expected level of green. The Ministry say that by the end of Year 1-50% will be at or above and we have achieved this. We want this percentage to increase throughout 2011.
- When taken through initial testing this group of children half were below the mean for alphabet knowledge and nearly a third for CAP.