Hillsborough Primary School

2019 - 2021 School Charter

Strategic & Annual Plan

Vision

Our Vision for HPS	Grow Learners and Develop Citizens

Our Mission Statement	Aim: We will shape and grow our students to think critically, connect, learn and participate, by providing opportunities to ● Investigate ● Collaborate ● Create ● Communicate Purpose: These transferable skills will allow students to work with and alongside others, now and in the future.
	Aim: We will develop citizens by teaching students how to ● Show Kindness ● Make Positive Choices ● Challenge Themselves Purpose: These behaviours will give our students a sense of belonging, where all students see themselves as a contributing citizen with the opportunity to participate positively with others in the life of our school community.

High Expectations	Inclusion	Treaty of Waitangi
We will provide an environment of high expectation, where children and staff attain the best level of learning possible	All children and staff will be given the opportunity to learn in a safe, inclusive environment	We will encourage our children and staff to acknowledge and respect Tikanga Māori, capturing the spirit and intent of the Treaty of Waitangi
Learning to Learn Children and staff can talk about and reflect on their own learning to better engage in the next steps	**Principles** Under which teaching and learning happens at Hillsborough Primary School	**Cultural Diversity** We recognise, celebrate and value the cultural diversity within our school community and in the broader, surrounding community
Future Focus Children and staff have an appreciation and understanding through ongoing professional development of staff which reflects our changing world, will give our children an appreciation and understanding of being global citizens	**Coherence** Our integrated curriculum will encourage authentic learning, including opportunities for inquiry based processes	**Community Engagement** In order for the curriculum to have maximum impact on our children's learning, we will have flexible, transparent communication between the school and parents, develop strong positive relationships gathering their voice and encouraging involvement

Thinking	Key Competencies	Language, Symbols and Texts
• Able to reflect on their own learning • Ask questions to clarify meaning • Explore, inquire and problem solve • Make and justify decisions This is integrated into learning opportunities across the curriculum. Closely links to: *Challenge Yourself, Investigate, Communicate, Create*	At Hillsborough Primary we emphasise students' development of the following:	The school's objectives for English and Mathematics are the basis for the development of this competency. Those objectives connect across all learning areas and activities, including digital technology as a tool. Closely links to: *Investigate, Collaborate, Create, Communicate*

The Personal and Social Competencies below are strongly linked to all learning areas and are reflected in planning and learning experiences.

Managing Self	Relating to Others	Participating and Contributing
• Listens carefully, follows instructions and stays on task • Completes learning activities to the best of their ability Closely links to: *Make Positive Choices, Challenge Yourself, Create, Communicate*	• Able to work with, and alongside, others • Communicates appropriately with adults and peers Closely links to: *Show Kindness, Make Positive Choices, Collaborate, Communicate*	• Contributes effectively in group situations • Willing to try new things Closely links to: *Make Positive Choices, Challenge Yourself, Collaborate, Communicate*

Student Achievement Ako	**Tataiako** Cultural Competencies What do they mean for Hillsborough and how do they fit with our **4 Domains** for Quality Teaching and Learning	Planning for Learning Tangata Whenuatanga
Connecting with Learners, Colleagues, Family and Whanau Wananga & Whanaungatanga		Learning and Contributing Manaakitanga

Maori Dimensions and Cultural Diversity	Hillsborough Primary School acknowledge and respects the language, heritage and culture of members of the school community. Hillsborough Primary School promotes and acknowledges Maori as Tangata Whenua and their obligations under the Treaty of Waitangi, reflecting the unique position of tikanga Maori In response to other cultures, Hillsborough deliver ESOL programmes for learners where English is their second language.

Strategic Plan

Learning and Achievement
High Academic Achievement and Wellbeing

HPS Strategic Plan

Teacher Practice
Focussed school-wide curriculum development to enhance teaching capability and improve learning outcomes

Community
Strong Learning Partnerships between School, Parents, Whanau and Wider Community

Community of Learning
Develop strong partnerships with schools in the COL for the benefit of all learners across the community

Governance
Sustainable and effective Strategic Governance and Leadership

	2019	2020	2021
Learning and Achievement	Analysis and review of progress and achievement to set new goals for teaching and learning by knowing and engaging learners	Analysis and review of progress and achievement to set new goals for teaching and learning, and consolidate practice	Analysis and review of school-wide needs to determine next areas to develop.
Teacher Practice	Growing teacher capability through collaboration and gathering effective assessment data to inform teaching and learning	Consolidate teacher practice, using self reflection against collaborative inquiry rubric	Analysis and review of teacher practice and systems to determine next areas to develop.
Community of Learning	Review CoL strategic direction and include all relevant aspects in the HPS strategic plan	Continue to strengthen the Col Partnerships, review and consolidate the Col strategic direction	
Community	Review and refine communication links between school and home through consultation	Consult with the community to establish effectiveness of previous initiatives.	Review and refine communication links between school and home
Governance	Review Triennial Effectiveness Programme and Action as required Work alongside the Principal to support the strategic direction and implementation of the annual plan		

HPS Triennial Effectiveness Review

The Principal, in consultation with the Board of Trustees and Schooldoc's have developed a detailed policy framework annually to ensure all the policies and procedures are reviewed on a regular basis.

Use the link provided to see the 3 year review schedule. [3 Year Review Schedule](#)

School Composition

Hillsborough School has a steadily growing roll with an increasingly diverse cultural community which has over 30 ethnic groups identified.

Current Roll as at 15th Feb, 2019 is 391	195 Female	196 Male

Ethnic Composition:	
Maori	7%
NZ European/Pakeha	29%
Indian	23.5%
Chinese	11%
Other Asian	5%
Sri Lankan	3%
Middle Eastern	4%
Samoan	5%
Tongan	1.5%
Other Pacific	1%
African	4%
Other	6%

Annual Plan

Focus for 2019:

"What makes an effective Learning Environment?"

Targets, 2019

To shift the tail of learners working below and well below the standard, we have analysed the 2018 data and identified the number students working below in:		
1 Curriculum Area	**2 Curriculum Areas**	**3 Curriculum Areas**
2018 data = **81/153** **(53%)** students are working below or well below in either Reading, Writing or Maths **20 /81 (25%) are ESOL** Reading = **27** students **(33%)** Writing = **37** students **(46%)** Maths = **17** students **(21%)**	2018 data = **34/153** **(22%)** students are working below or well below in Reading + Writing: **18/34** **(53%) students** Reading + Maths: **3/34** **(8.8%)students** Writing + Maths: **13/34** **(38.2%) students** **12/34 (35.2%) are ESOL** **2/34 (5.8%) are Special Needs**	2018 data = **38/153** **(25%)** of students are working below or well below in Reading, Writing and Maths **25/38 (66%) are ESOL** **9/38 (23.6%) are Special Needs**
2019 target = To reduce the number of students working below in 1 curriculum area to 43% of the total, which equates to approximately 16 students	2019 target = To reduce the number of students working below in 2 curriculum areas to 18% of the total, which equates to approximately 6 students	2019 target = To reduce the number of students working below in 3 curriculum areas to 21.5% of the total, which equates to approximately 5 students

To shift over all at and above achievement in Reading, Writing and Maths by 3%		
Reading	**Writing**	**Maths**
3% shift	3% shift	3% shift
78%	78%	85%

Learning and Achievement
High Academic Achievement and Wellbeing

What makes an effective Learning Environment? **Lifting achievement of our priority learners**	
Data Analysis:	Analysis of 2018 data, identified 24.9% (107 students) achieving below or well below in Reading 24.7% (108 students) achieving below or well below in Writing 17.7% (76 students) achieving below or well below in Maths. These students are our Priority Learners, through our HPS definition of Priority Learners.
Target:	To shift over all at and above achievement in Reading, Writing and Maths by 3% in each curriculum area

Actions	**Reduce the number of students working below the expected level in Reading, Writing and Maths by 10% of below students. This includes Maori and Pasifika, ESOL and Special Needs students working within the Learning Hub**
	
	 Learning Support Coordinator to
	     a. Group learners according to needs and stages of development, using the Priority Learner guidelines if applicable
	     b. Develop learning support programmes to meet identified needs and to implement next steps
	     c. Support teachers with programming for priority learners in their class, which complements learning within the Hub
	     d. Track and monitor progress

Measure:	LSC to track and monitor progress each term using Learning Support testing overview
Evidence:	● Tracking systems for monitoring progress ● Assessment against the ELLP matrices twice yearly for ESOL students ● Assessment using assessment tools in line with schoolwide assessment schedule

Timeframe:	Term 1 Analysis of data by LSC and consultation with teachers and teacher aides, to determine needs and next steps.	Term 2 Analysis of data by LSC to determine needs and next steps. Assessment in line with school wide assessment schedule	Term 3 Analysis of data by LSC and consultation with teachers and teacher aides to determine needs and next steps.	Term 1 Analysis of data by LSC to determine needs and next steps. Assessment in line with school wide assessment schedule

Resources:	LSC to work alongside teachers and teacher aides LSC to programme for Learning Hub

Learning and Achievement
High Academic Achievement and Wellbeing

	What makes an effective Learning Environment? **Knowing and Engaging Learners**			
Data Analysis:	2018 achievement data shows that the following were working at/above the expected level at the end of the year, Reading: 75.1% (323 students) Writing: 75.3 (330 students) Maths: 82.3% (353 students)			
Target:	To shift at and above achievement in Reading, Writing and Maths by 3%	Reading	Writing	Maths
		3% shift	3% shift	3% shift
		78%	78%	85%
Actions:	1. **Knowing the Learner in our classroom; with an emphasis on equity and excellence** 2. **Engaging the Learner; making the language of learning accessible for all to develop learner agency with an emphasis on connection and wellbeing**			

Action 1: *Knowing the Learner*	Develop class profiles to identify learners, strengths, needs
	    a. Create groups of students, using data for analysis
	    b. Use class profile information to inform teaching and learning
	    c. Track student progress to monitor shifts			

Measure:	Class profile with analysis of shifts and hunches, will be shared at least once per term. Conversations with syndicate leaders link into appraisal cycle.			
Evidence:	● Class profile + other methods of tracking students progress that fit with teaching and learning			

Timeframe:	Term 1: Class profile set up using 2018 data. Profile shared and discussed with syndicate leader, including analysis and programming to meet identified needs
	    - Week 5 and Week 9
		Term 2: Review of class profile and update using Term 2 assessment data + OTJ. Profile shared and discussed with syndicate leader, including shifts analysis and student progress
		    - Week 8
			Term 3: Profile shared and discussed with syndicate leader, including shifts analysis, programming and student progress
			    - Week 6
				Term 4: Review of class profile and update using Term 2 assessment data + OTJ. Profile shared and discussed with syndicate leader, within the term including shifts analysis and student progress
				    - Week 6

Resources:	• Syndicate meeting for sharing and discussion of class profiles and best practice • Staff meeting PLG time to share and discuss class profiles and programming • Release for Inquiry chats with syndicate leaders, once per term • Syndicate leaders to share with Senior Management

Action 2:
Engaging the Learner
	Use visible learning and assessment for learning strategies to raise student achievement for all learners in the class
	    a. Unpack expectations, for goal setting, and share learning with students
	    b. Learning is shared with students so they are engaged in their learning journey; they know what they are learning, can reflect on their success, can talk about their next steps
	    c. Find out how learners feel about their class environment and being a learner at HPS.

Measure:	Survey to gather teacher voice on learning environment Survey to gather student voice on learning
Evidence:	• Expectations for learning will be refined • Systems for sharing learning with students • Analysis of survey results

Timeframe:	Term 1: Gather baseline data to determine student voice (using target group) and teacher voice on learning and the environment	Term 2:	Term 3: Gather student voice (using target group) and teacher voice on learning and the environment	Term 4: Snapshot review of baseline and midpoint data collection of student voice and teacher voice to see shifts and for reflection

Resources:	Leadership team to undertake PLD in Assessment for Learning and Visible learning to upskill staff - workshops, meetings, in-class observations and support. Leadership team to develop surveys for gathering student and teacher voice. Use Me and My School survey tool to gather learner voice.

Teacher Practice

Focussed school-wide curriculum development to enhance teaching capability and improve learning outcomes

	What makes an effective Learning Environment? **Professional Learning; growing teacher capability**		
Data Analysis:	2018 achievement data shows that the following were working at/above the expected level at the end of the year, Reading: 75.1% (323 students) Writing: 75.3 (330 students) Maths: 82.3% (353 students)		
Target:	To shift at and above achievement in Reading, Writing and Maths by 3%	Reading	Writing	Maths
		Reading	Writing	Maths
		3% shift	3% shift	3% shift
Actions:	1. **Enhance Teacher Practice; with a focus on collaboration using teaching as inquiry cycle** 2. **Refine assessment systems which supports ongoing learning through effective evidence gathering**		
Action 1: Collaboration	Enhance teacher practice a. Sharing learning across cohorts/syndicates/school b. Joint responsibility for learners		
Measure:	Feedback from inquiry chat with syndicate leader, indicates sharing of changes of practice and shifts in learning. [see format]		
Evidence:	Sharing changes to practice, which result in shifts, through discussion at Inquiry chats / Syndicate meetings / staff meetings PLG sharing time.		
Timeframe:	<u>Term 1</u> Inquiry chat / dedicated staff meeting focus + syndicate meeting priority to share learning journey and changes to practice	<u>Term 2</u> Inquiry chat / dedicated staff meeting focus + syndicate meeting priority to share learning journey and changes to practice	<u>Term 3</u> Inquiry chat / dedicated staff meeting focus + syndicate meeting priority to share learning journey and changes to practice	<u>Term 4</u> Inquiry chat / dedicated staff meeting focus + syndicate meeting priority to share learning journey and changes to practice
Resources:	• Syndicate meetings for sharing and discussion of changes to practice and shifts in learning • Staff meeting PLG time to share changes to practice and shifts in learning • Release for Inquiry chats with syndicate leaders, once per term		

	• Senior Leadership team meetings to share learning and discuss progress across the syndicates • PLD using facilitation from Cognition Education

Action 2:	Refining assessment systems; engaging in meaningful processes
	    a. Alignment of planning tools, assessment and reporting
	    b. Identify suitable assessment tools for tracking progress

Measure:	Planning checks and classroom observations, as part of the appraisal cycle. Suitable assessment tools being used to inform next learning steps and track progress
Evidence:	• Teacher systems for recording assessment data • Established schoolwide assessment systems

Timeframe:	Term 1	Term 2	Term 3	Term 4
	Develop school wide assessment cycle. Planning checks + observations as per appraisal cycle. Sharing of recording systems at Inquiry chats with syndicate leader.	Planning checks + observations as per appraisal cycle. Sharing of recording systems at Inquiry chats with syndicate leader.	Planning checks + observations as per appraisal cycle. Sharing of recording systems at Inquiry chats with syndicate leader.	Planning checks + observations as per appraisal cycle. Sharing of recording systems at Inquiry chats with syndicate leader.

Resources:	SLT to develop school wide assessment cycle Staff meeting / syndicate to unpack planning and assessment tools

PB4L	Review and evaluate the effectiveness of PB4L school-wide framework, and implement PB4L strategies and the Hillsborough matrix, in order to maintain a positive social culture, and set up a learning and teaching environment that supports students to achieve positive academic and social outcomes
Key Outcome 1	Review and consolidate schoolwide PB4L practices
Key Outcome 2	Continue to implement PB4L practices in the classroom
Actions:	Review 2018 initiatives to gauge effectiveness Develop a strategic plan for 2019, with action plan of goals and timeframes Run workshops for staff on PB4L strategies for the classroom
Measures:	Action plan to be reviewed regularly and reported to senior management
Resources:	PB4L framework and associated professional development, including MOE advisor Release time CAT team + Leader

Kahui Ako - Community of Learning

What makes an effective Learning Environment? **Having a Collaborative Relationship with the Puketapapa Community of Learning**	
Data Analysis:	Based on data analysis from across the Puketapapa Kahi Ako there will be a continued focus on: Maths and Writing achievement, with specific emphasis on Pacific Learners
Target:	To focus on 6 common goals across the Puketapapa Kahui Ako
Actions:	**Collaborative Inquiry** **Leadership Coaching** **Tracking target students** **Community engagement** **Transition project** **Communication Plan**
Action 1: Collaboration	Grow Teacher Capability, through Collaborative Inquiry - Teachers inquiry will link to the Collaborative Inquiry model - Within School Teachers will form an inquiry using the Collaborative Inquiry model, and will self evaluate using the Puketapapa rubric for self evaluation
Action 2: Coaching	The Growth Coaching model will be used - by syndicate leaders to encourage reflection on their collaborative inquiry
Action 3: Tracking	Identify and share the progress and achievement of Priority Learners across the COL to collaborate on teaching programmes
Action 4: Community	Senior Leadership team will consider groups that could help to support our school community and the community of the COL - Groups or individuals could be approached if it is deemed a partnership would be beneficial
Action 5: Transition	Within School Teachers will continue to elaborate on their collaborative inquiry around transitioning students; into school, across our school setting, to their next school. - Gathering of student, teacher, family voice - Systems of tracking and sharing of information will be included
Action 6: Communication	We will provide input into, and support the implementation of a COL communication plan
Measure:	In liaison with the Working Group and Stewardship team, progress of Actions 1-6 will be monitored and reported through meeting minutes and termly reports.

Community
Strong Learning Partnerships between School, Parents, Whanau and the Wider Community

What makes an effective Learning Environment? **Consultation and effective communication**	
Analysis:	There are multiple communication tools for sharing information with families, are these affective? Do they meet the needs of our community?
Target:	To have an effective sharing approach with our community
Actions:	**To create effective 2 way communication between school and families** a. **Gathering information** b. **Sharing information**
Measure:	Parents are satisfied that our communication is giving them enough information about teaching and learning and school practices
Evidence:	● Survey results; meetings, hui, online tools ● Analysis and next steps from information gathering
Timeframe:	Sharing and gathering of information each term
Resources:	Survey tools SLT to develop communication schedule out of analysis of parent feedback

Governance
Sustainable and effective Strategic Governance and Leadership

What makes an effective Learning Environment? **Effective Board Governance**	
Target:	To have a board functioning effectively at a strategic and governance level

Actions:	**The board will develop and review policies pertaining to its role and effective governance of the school**
	    a. **provide excellent infrastructure to support the school's strategic goals**
	    b. **will effectively work with the Principal to monitor and review progress towards meeting the annual goals**

Measures:	Regular Board of Trustees meetings with minuted actions and decisions which supports the school's strategic and annual plans
Evidence:	Monthly minutes
Resources:	Annual budgets, along with a collective view of the needs of the school utilising internal skill and resources

Analysis of 2018 Reading Data

Achieving <u>at/above</u> the HPS Benchmark in Reading

<u>Overall</u>: 75.1% at/above (323 students)

<u>Maori</u>: 68.7% at/above (23 students)   <u>Pasifika</u>: 73.3% at/above (38 students)

<u>Boys:</u> 74% at/above (159 boys)   <u>Girls:</u> 74% at/above (164 girls)

Year	Overall % at/above	Maori % at/above	Pasifika % at/above	Boys % at/above	Girls % at/above
Year 0	50% (14 students)	50% (1 student)	0% (0 students)	40% (6 students)	38% (8 students)
End of Year 1	72% (53 students)	55% (5 students)	67% (2 students)	75% (27 students)	68% 26 (students)
End of Year 2	68% (48 students)	20% (1 student)	80% (4 students)	69% (25 students)	72% (23 students)
End of Year 3	79% (53 students)	67% (4 students)	60% (3 students)	73% (22 students)	84% (31 students)
End of Year 4	80% (55 students)	100% (5 students)	89% (8 students)	82% (30 students)	76% (25 students)
End of Year 5	84% (48 students)	100% (4 students)	100% (7 students)	82% (22 students)	87% (26 students)
End of Year 6	78% (52 students)	100% (3 students)	57% (4 students)	77% (27 students)	81% (25 students)

Achieving <u>below</u> the HPS Benchmark in Reading

Overall: 20% (86 students)
Maori: 23.5% (8 students)   Pasifika: 21.1% (8 students)
Boys: 19.5% (42 boys)   Girls: 23.4% (52 girls)

Year	Overall % below	Maori % below	Pasifika % below	Boys % below	Girls % below
Year 0	50% (18 students)	50% (1 student)	100% (2 students)	60% (9 students)	62% (13 students)
End of Year 1	23% (17 students)	22% (2 students)	33% (1 student)	22% (8 students)	24% (9 students)
End of Year 2	21% (14 students)	60% (3 students)	0% (0 students)	19% (7 students)	22% (7 students)
End of Year 3	19% (13 students)	33% (2 students)	40% (2 students)	26% (7 students)	16% (6 students)
End of Year 4	11% (8 students)	0% (0 students)	11% (1 student)	8% (3 students)	15% (5 students)
End of Year 5	7% (4 students)	0% (0 students)	0% (0 students)	4% (1 students)	10% (3 students)
End of Year 6	14% (9 students)	0% (0 students)	29% (2 students)	20% (7 students)	6% (2students)

Achieving <u>well below</u> the HPS Benchmark in Reading

Overall: 5% (22 students)
Maori: 8.8% (3 students)   Pasifika: 5.3% (2 students)
Boys: 7% (15 boys)   Girls: 5.9% (13 girls)

Year	Overall % well below	Maori % well below	Pasifika % well below	Boys % Well below	Girls % Well below
Year 0	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 1	5% (4 students)	22% (2 students)	0% (0 students)	3% (1 student)	8% (3 students)
End of Year 2	9% (6 students)	20% (1 students)	20% (1 student)	11% (4 students)	6% (2 students)
End of Year 3	1% (1 student)	0% (0 students)	0% (0 students)	3% (1 students)	0% (0 students)
End of Year 4	10% (7 students)	0% (0 students)	0% (0 students)	11% (4 students)	9% (3 students)
End of Year 5	9% (5 students)	0% (0 students)	0% (0 students)	15% (4students)	3% (1 students)
End of Year 6	8% (5 students)	0% (0 students)	14% (1 student)	3% (1 students)	13% (4 students)

Analysis of 2018 Writing Data

Achieving <u>at/above</u> the HPS Benchmark in Writing

<u>Overall</u>:   75.3% at/above (330 students)

<u>Maori</u>:   73.6% at/above (25 students)   <u>Pasifika</u>:   63% at/above (24 students)

<u>Boys</u>:   65.1% at/above (140 boys)   <u>Girls</u>:   79.2% at/above (176 girls)

Year	Overall % at/above	Maori % at/above	Pasifika % at/above	Boys % at/above	Girls % at/above
Year 0	100% (36 students)	100% (2 students)	100% (2 students	100% (15 students)	100% (21 students)
End of Year 1	97% (72 students)	89% (8 students)	100% (3 students)	100% (36 students)	95% (36 students)
End of Year 2	66% (45 students)	0% (0 students)	40% (2 students)	31% (11 students)	62% (20 students)
End of Year 3	66% (44 students)	50% (3 students)	80% (4 students)	50% (15 students)	78% (29 students)
End of Year 4	70% (49 students)	100% (5 students)	67% (6 students)	70% (26 students)	70% (23 students)
End of Year 5	74% (42 students)	100% (4 students)	57% (4 students)	67% (18 students)	80% (24students)
End of Year 6	64% (42 students)	100% (3 students)	43% (3 students)	54% (19 students)	74% (23 students)

Achieving <u>below</u> the HPS Benchmark in Writing

Overall: 24% (105 students)
Maori: 26/5% (9 students)   Pasifika: 31.6% (12 students)
Boys: 30.2% (65 boys)   Girls: 18% (40 girls)

Year	Overall % below	Maori % below	Pasifika % below	Boys % below	Girl % below
Year 0	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 1	3% (2 students)	11% (1 students)	0% (0 students)	0% (0 students)	5% (2 students)
End of Year 2	54% (37 students)	100% (5 students)	60% (3 students)	69% (25 students)	38% (12 students)
End of Year 3	34% (23 students)	503 % (students)	20% (1 student)	50% (15 students)	22% (8 students)
End of Year 4	21% (15 students)	0% (0 students)	33% (3 students)	22% (8 students)	21% (7 students)
End of Year 5	18% (10 students)	0% (0 students)	43% (3 students)	15% (4 students)	20% (6 students)
End of Year 6	27% (18 students)	0% (0 students)	29% (2 students)	37% (13 students)	16% (5 students)

Achieving <u>well below</u> the HPS Benchmark in Writing

Overall: 3.9% (17 students)
Maori: 0% (0 students)   Pasifika: 5.3% (2 students)
Boys: 5.1% (11 boys)   Girls: 2.7% (6 girls)

Year	Overall % well below	Maori % well below	Pasifika % well below	Boys % Well below	Girls % Well below
Year 0	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 1	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 2	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 3	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 4	9% (6 students)	0% (0 students)	0% (0 students)	8% (3 students)	9% (3 students)
End of Year 5	9% (5 students)	0% (0 students)	0% (0 students)	19% (5 students)	0% (0 students)
End of Year 6	9% (6 students)	0% (0 students)	29% (2 students)	9% (3 students)	10% (3 students)

Analysis of 2018 Maths Data

Achieving <u>at/above</u> the HPS Benchmark in Maths

Overall: 82.3% at/above (353 students)

Maori: 82.7% at/above (24 students)   Pasifika: 65% at/above (21 students)

Boys: 83% at/above (179 boys)   Girls: 81% at/above (174 girls)

Year	Overall % at/above	Maori % at/above	Pasifika % at/above	Boys % at/above	Girls % at/above
Year 0	100% (29 students)	100% (1 student)	100% (1 student)	100% (14 students)	100% (15 students)
End of Year 1	97% (73 students)	100% (9 students)	100% (3 students)	100% (36 students)	95% (37 students)
End of Year 2	75% (51 students)	40% (2 students)	80% (4 students)	75% (27 students)	75% (24 students)
End of Year 3	82% (54 students)	332 % (students)	60% (3 students)	80% (24 students)	83% (30 students)
End of Year 4	74% (51 students)	60% (3 students)	55% (5 students)	81% (29 students)	66% (22 students)
End of Year 5	77% (44 students)	100% (4 students)	72% (5 students)	74% (20 students)	80% (24 students)
End of Year 6	77% (51 students)	100% (3 students)	34% (2 students)	83% (29 students)	75% (22 students)

Achieving <u>below</u> the HPS Benchmark in Maths

Overall: 14% (60 students)

Maori: 24.2% (8 students)   Pasifika: 25% (9 students)

Boys: 14.2% (29 boys)   Girls: 14.3% (31 girls)

Year	Overall % below	Maori % below	Pasifika % below	Boys % below	Girl % below
Year 0	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students)
End of Year 1	3% (2 students)	0% (0 students)	0% (0 students)	0% (0 students)	5% (2 students)
End of Year 2	25% (17 students)	60% (3 students)	20% (1 student)	25% (9 students)	25% (8 students)
End of Year 3	18% (12 students)	67% (4 students)	40% (2 students)	20% (6 students)	17% (6 students)
End of Year 4	19% (13 students)	20% (1 student)	33% (3 students)	17% (6 students)	21% (7 students)
End of Year 5	12% (7 students)	0% (0 students)	14% (1 students)	15% (4 students)	10% (3 students)
End of Year 6	14% (9 students)	00 % (students)	29% (2 students)	11% (4 students)	16% (5 students)

Achieving <u>well below</u> the HPS Benchmark in Maths

Overall: 4% (17 students)

Maori: 3% (1 student)   Pasifika: 11% (4 student)

Boys: 2.9% (6 boys)   Girls: 5% (11 girls)

Year	Overall % well below	Maori % well below	Pasifika % well below	Boys % Well below	Girls % Well below
Year 0	0% (0 students)	0% (0 students	0% (0 students)	0% (0 students	0% (0 students
End of Year 1	0% (0 students)	0% (0 students	0% (0 students)	0% (0 students	0% (0 students
End of Year 2	0% (0 students)	0% (0 students	0% (0 students)	0% (0 students	0% (0 students
End of Year 3	0% (0 students)	0% (0 students)	0% (0 students)	0% (0 students	0% (0 students
End of Year 4	7% (5 students)	20% (1 student)	11% (1 student)	3% (1 student)	12% (4 students)
End of Year 5	11% (6 students)	0% (0 students	14% (1 student)	11% (3 students)	10% (3 students)
End of Year 6	9% (6 students)	0% (0 students	35% (2 students)	6% (2 students)	13% (4 students)

Analysis of Variance, 2019

See separate attachment for Variance details.