

2017 ANALYSIS OF VARIANCE

2017 CHARTER FOCUS	2017 GOAL	2017 ACTIONS	2017 CUMULATIVE REVIEW
<p>Aspire to excellence in teaching and learning (Ako)</p>	<p><i>Providing an environment which promotes innovative teaching and learning practices; and the adoption of best practice opportunities that continue to focus on key learning areas, while allowing for evolving teaching practices which encourage informed risk taking and investigation.</i></p> <p>Practice in the Classroom and beyond. AKO</p>	<p>Develop an “Open Classroom,” culture at Raumati Beach School. More closely linked to appraisals and goal setting.</p> <p>ACHIEVED</p>	<p>Discussions have been held with each team leader about the need to ensure consistency of practice throughout the school. Team leaders will be using our “Effective Teaching Rubrics,” as a basis for observations.</p> <p>Kaitiaki Team are targeting areas and rooms for visits throughout the term as well as the collection of student voice.</p> <p>The Kaitiaki Team conducted walkthroughs of all staff in T3. The focus of these walkthroughs was around effective teaching of mathematics. All staff were given feedback after each walk through. Prisca Macdonald is collating the information schoolwide on trends we have seen. We will be using this information as a starting point with Dinah Harvey</p> <p>Team Leader Appraisals ensure that one of the aspects that they need to provide evidence on is their interaction with teachers and students through regular observation as part of their TL release.</p>

			<p>These are discussed with the Principal as part of the tri-weekly catch up between each TL and Mike.</p> <p>Regular planned observations have begun; all TLs will have implemented these by the end of T1</p> <p>T1 - T3 observations are now completed as of 18th September</p> <p>DPs are planning regular walk throughs –these are discussed each week at the DP / principal Meeting.</p> <p>Maths walkthroughs -completed PLGs have begun to conduct walk throughs as part of their responsibility. - Completed</p> <p>Combined PLG / TL meeting has taken place in T1. These will be regularly scheduled throughout the year, approximately every 4 weeks as part of a cycle. The meetings focus on leadership development, future meeting planned to look at reviewing our actions against the Charter.</p> <p>Term 2 meeting held to discuss, however, these meetings have not happened in T3. This is due for a number of reasons – staff illness this term has been</p>
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			<p>high and these have coincided with the schedule. Unfortunately, limited flexibility within the schedule means it is difficult to reschedule these.</p> <p>Discussions initiated with TLs on how to effectively use time – suggestions include the delegation of tasks across the team and using the release provided as a team resource rather than a personal time for admin. We will obtain feedback from staff to see if there was flexibility in how this resource is being used</p> <p>Many of the Team Leaders have taken the opportunity to be more flexible in the use of time. teachers within teams have been released to do such things as planning for trips etc. there has also been a number of team leaders who have given up this time to other staff to help them meet deadlines.</p> <p>Over the past couple of terms, the Team Leader focus has been on achievement, assessment and reporting with mid-year OTJ's and mid-year reporting</p>
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			<p>to parents, along with parent/teacher meetings all taking place in term 2 and 3.</p> <p>They have discussed the assessment information gathered and recorded in the PaCT and have looked at the reports that are available to TL's. TL's and their team have provided feedback and input into refining reporting processes and documentation. Some of these recommendations will be put into place for next year.</p> <p>Every term, all teachers provide an update on their below students.</p> <p>We are now into our second year of the needs analysis documentation and are continuing to tweak and refine as required. Team leaders gather feedback on the needs analysis from their teams and are also involved in ensuring the documents are completed accurately and submitted by the due date.</p> <p>They have also had a continued focus on our target student groups that were identified from our NAG2a data and are recorded in our charter. We have developed a tracking format (similar to the needs analysis documentation) and TL's are recording the progress of these target students using this format.</p>
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			<p>TL's have been carrying out observations of the teachers in their teams. However, in some cases this has not been done as often as we would like, with other demands competing for this TL release time - such as a high number of staff absences and a shortage of relievers.</p> <p>TL's have provided support to the Learning Support teachers and have actively engaged with them and their programmes. These have been very collaborative relationships with Learning support teachers working alongside teams.</p> <p>The spotlight for next term will be on student placement for 2018 (this is always a very busy and time consuming process), end of year OTJ's, end of year reports to parents, along with end of year preparations and celebrations, not to mention Camps and EOTC!</p> <p>We have begun to collect some information on the use of Robotics in schools. This is an area which I consider will need to be developed over time. 2018 focus will be to look at the development of a Robotics Club. This will need to be driven by a staff member. There are a number of schools who are beginning to look at these types of programmes in the area, but most are early adopters. Kapiti College has an</p>
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		<p>advanced programme in place and will be a useful support. Money will be set aside in the 2018 Draft Budget which is tagged for Robotics.</p> <p>Principal and DPs are scheduled to meet to discuss how we can promote Values more effectively and make them more authentic / every day - (Ongoing - likely for this to be pushed in 2018 as it will also support development of new Charter.)</p> <p>Use of MLE's - This is continuing informally - we had two class pairs working collaboratively at the start of 2017. A change for one of the pairs occurred when one of the teachers left to start parental leave. The collaborative approach to teaching in these two rooms has had to adapt and change. This was operated successfully in Year 3 & 4 between two teachers. The staff enjoyed the experience and parents reported that the children felt safe and well catered for. Unfortunately, with the departure of one of these teachers at the end of 2017 there will need to be a rebuild of collaborative culture between two new staff.</p> <p>The move towards play based learning in the year 1 & 2 area of the school will lead to more collaborative learning and flexible use of learning environments</p>
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			<p>The PL Groups this term (T3) have largely been focused on collecting evidence of shifts in practice. Staff have been encouraged to actually identify what teacher actions have had an impact, what impact they have had, and how they might sustain changes to their practice long term. Many staff have 'discovered' that there have been incidental but notable changes to either individual or a small group of children.</p> <p>Teams are now working on refining their key understandings and ensuring that good practice in their area of focus is reflected in the school's documentation. Some teams have been experimenting with planning formats that more accurately reflect the methodologies that have been developed.</p> <p>With the appointment of Dinah Harvey to lead Maths PD next year, the PLG Leaders and the Kaitiaki team are currently examining ways in which the PLG groups can support and embed the development of mathematics, as well as build on their success from the last two years.</p>
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			<p>Team Leaders have used release time in a variety of ways throughout 2018. Mostly to do administrative work, but also gifted time where and when necessary to other teachers to carry out Team Specific Tasks. For some TL's achieving consistent classroom walkthroughs has been limited -this is either falling off the radar or they are not prioritising these. One TL has been particularly efficient in achieving this. In 2018 there needs to be increased emphasis on purposeful class walkthroughs. Anecdotally teachers in one other team say they saw their Team Leader on occasions but did not actually see these as being walkthroughs and did not get any feedback.</p> <p>With the change of government at the last election we believe it will be timely to revisit our RBS Curriculum and our Values in 2018. The timing for this will also be useful as the BOT embarks on the development of a new strategic plan.</p>
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Develop Excellence (Wānanga)	Staff	<i>Providing a supportive environment that promotes quality professional development, recognises staff abilities, and supports future career pathways and opportunities.</i> Communication, problem solving, innovation. Wānanga	Introduce and develop a “Critical Friend Programme.”
			Introduce regular formal observations by Team Leaders and
			Underway as per PL Group comment above
			This has been introduced to TLs – each TL has nominated a critical friend to be part of their appraisal process.

		PLGs, at least once per term.	
		Develop a PD plan which is purposeful targeted to staff needs.	<p>The year began with a review of the importance of establishing relationships with students.</p> <p>We had a guest speaker from the Brainwaves trust speak to us about the importance of attachment in early childhood, and how teachers could work with the varying needs of students as a result.</p> <p>The focus this year is on Mathematics but we are investigating this through the lens of our school's understandings about effective practice.</p> <p>We have two planned whole school sessions a term, and then two afternoon sessions where 2-3 workshops are offered for staff to sign up to: maths and literacy, problem solving in math, music, arts etc.</p> <p>They reflect a range of passions and expertise staff hold and celebrate the diverse curriculum we deliver.</p> <p><u>Other PD:</u> Leadership PD: Julie Morris and Victoria Caine are attending workshops by Mark Sweeney around leadership.</p>

			<p>Pastoral care: Prisca MacDonald has attended (with Kristy Mac) workshops on Trauma, and plans to attend various workshops related to curriculum (Sexuality in NZC) and Pastoral care (FRIENDS anti-bullying).</p> <p>Literacy: Junior School. Two new teachers have attended workshops on literacy (Yolanda Sorrel).</p> <p>SENCo: Workshop on Visual Processing difficulties.</p>
		<p>This involves; School Wide, Team Based and Personal Opportunities.</p> <p>ACHIEVED</p>	<p>In school PD: All teams are expected this year to meet with Prisca MacDonald on their planning day, and work through the school's planning and learning model ahead of their work in planning the next term. This is a vital component of having teams examine student needs, develop curriculum depth and discuss the type of tasks that will demand a greater level of student engagement and achievement.</p> <p>These meetings are held in weeks 8 & 9 of each term and are responsive to team needs. The first of these meetings has provoked discussion about how conceptual understandings are developed, observed</p>

			<p>and managed. It has steered teams towards a deeper look at the concepts of our school curriculum and at how an integrated approach is best used to support the delivery of key understandings.</p> <p>We have also had a Teacher Only Day with a focus on the learning progression framework and using the PaCT to make our OTJ's in writing. The teacher release time this term will be used for teams to work together to further develop their knowledge and understanding around the learning progressions. TL's will be expected to maintain the focus on this area and support the documentation that is developed.</p> <p>Julie Morris has been able to use examples of how key tasks can form evidence for student achievement.</p> <p>TL's from Wharemauku and Te Moana 3/4 have been involved in discussions around extending anniversary reporting to year 3 for 2018. These discussions have been most beneficial, providing an opportunity to gather feedback around the process this year (this year we changed reporting in Years 1 and 2 to anniversary reporting).</p>
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		<p>Opportunities for staff to present and share learning in areas of strength and interest.</p>	<p>During Term 3, a number of staff have presented optional professional development for teachers. Opportunities have included.</p> <ul style="list-style-type: none"> • The use of the Seesaw app in classrooms • Brain Based strategies for learning <p>This process was viewed as being partially successful - some staff ran staff sessions in Term 3 and these were well received.</p> <p>We are hoping with the refocus onto the RBS Curriculum next year that more opportunities will be available.</p>
		<p>Continue the development of the Restorative Practice programme at RBS.</p> <p>Develop a Restorative Practice</p>	<p>There still appear to be gaps in how some staff approach this. While the concept is broadly accepted we do have a small number of staff who revert to “Type,” when confronted by issues. It appears that more / ongoing development is still required and having Marg Thorsborne back may also be useful.</p>

		“Expert,” for each team.	
Active student Involvement (Whanaungatanga)	<p><i>Providing opportunities that promote active student involvement in their school; to give all students a real voice, promote participation and leadership, and celebrate success at all levels.</i></p> <p>Relationships with high expectations. Whanaungatanga</p>	<p>Students lead informed, honest dialogue about their learning.</p> <p>Students know and can articulate next steps.</p> <p>ONGOING</p>	<p>Kaitiaki Team are currently collecting student voice throughout the school. (This information has been collected -it is evident that there are variations throughout the school when looking at how students are able to articulate their learning.</p> <p>It is more likely that students in the Senior area are able to engage in conversations in learning with those in the middle school displaying a range of knowledge from well-developed to limited.</p> <p>This is an area that needs continued development.</p>

		<p>Develop an increased community involvement with RBS students.</p> <p><i>ACHIEVED</i></p>	<p>One of the most successful strategies we have used to further engage our community when students start school is the move towards the play based learning approach in the Junior School has certainly offered increased opportunities for more parents to become involved with their children's learning. The Philosophy has become more embedded with sessions being held to discuss play based learning and a procedural document created which outlines our beliefs thoughts around this approach.</p>
		<p>Reintroduce the concept of student inquiry e.g. increased engagement through student choice / interest.</p> <p>Students can articulate clearly the school values – R.I.C.H</p> <p><i>ONGOING</i></p>	

		<p>Engage students with the decision making process around school environments.</p> <p>ACHIEVED</p>	<p>The Enviro Group has been very successful with engaging the community on a wider level and their profile has been raised thanks to the work done by Julie Morris and Kate Hudson.</p>
		<p>Create areas for discovery within the school e.g. a construction area with tools / material available at break times.</p> <p>ONGOING</p>	<p>TBA - It is likely that this will become a T1 2018 focus as we look closely at our curriculum and understandings at the start of the year. while there is evidence throughout the school -the consistency is not at a level we are happy with. At times students have not had enough available to engage them at break times. We will revisit the use of our PE shed and available activities for the start of 2018.</p>
		<p>Continue to develop and refine the roles and responsibilities of student councils and leadership groups.</p>	<p>School Leadership Teams have been developed and are now underway.</p> <ul style="list-style-type: none"> ● Student Leaders Group ● Health and Wellbeing Group ● Activity Leaders Group <p>These groups were actively engaged throughout 2017 and contributed to a number of activities and decisions in 2017. The Student Leaders groups ideas will be incorporated into a redesigned area.</p>

		ONGOING	<p>by the large macrocarpa tree. These ideas will be placed on display in the hallway leading up to the Learning Street.</p> <p>Junior school have begun to collect items. We have identified an area for future development.</p>
		<p>Deliberately plan engaging school wide events.</p> <p>ONGOING</p>	<p>Student Council meets each Wednesday and are part of the planning team for key events.</p> <p>Some of the key events for 2017 include:</p> <p>Green Day 2017 Completed Whacky Fridays initiated Matariki Festival Mufti Days Onesie Day Christmas Carols Evening</p>

<p>Effective & accountable governance management (Manaakitanga)</p>	<p><i>Facilitating a high trust and strategic governance-management model which operates with clarity and delineates areas of responsibility; under which the Board and Management work together to ensure effective school operation within the MOE policies and guidelines, and accountability to stakeholders.</i></p> <p>Values – integrity, trust, sincerity, equity. Manaakitanga</p>	<p>Continue to review school policies and procedures as per the reporting schedule.</p> <p>ACHIEVED</p>	<p>Currently 50% through reviewing all school procedures. 2017 Policies have been redrafted and will be circulated to the BOT in T2 for discussion.</p> <p>T3 Update -all procedures have been updated. Copied to GOOGLE DRIVE for shared availability</p> <p>These procedures and policies are available on the school website. However, we need to reformat and realign these at the beginning of 2018 as they are a little cumbersome and hard for parents to find the information as they are under NAGS rather than headings.</p>
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		<p>Ensure that if the need arises that school procedures are reviewed in response to situations where a need is shown</p>	<p>New procedure has been developed for Relievers coming into RBS. This meets H& S requirements as well as ensuring identity requirements to meet Vulnerable Children requirements.</p> <p>NAGS 4,6, 7 & 8 completed – NAG 5 partially done. T3 -Now all completed New Guidelines for restraint to be incorporated in 2018 when reviewing procedures. Staff to be made aware of these via email prior to updating.</p>
		<p>Annually review the BOT Governance procedures as required</p> <p>Prepare annual Charter as per MOE guidelines and requirements</p>	<p>Annual Planning Requirements Completed and sent to MOE as per requirement.</p> <p>Charter prepared and sent to MOE as per requirement.</p>

		<p>Ensure that the BOT receives reports against the CHARTER goals at least once per term</p> <p>Ensure that Principal reports provide the BOT with information against the National Achievement Guidelines</p>	<p>The BOT receives a cumulative report throughout the year against Charter goals –this report is used as the basis for the final Analysis that is sent to the MOE. The BOT receives Charter updates at the end of each term.</p> <p>Principal Reports to BOT are written using NAGs as key headings.</p>
		<p>Ensure that the BOT receive accurate reporting around financial management and tracking against the 2017 school budget</p>	<p>New reporting feature in XERO allows us to now share more up to date detailed reports to the entire BOT</p> <p>Move to Xero 2017 has been completed. Treasurer receives full reports from Xero.</p> <p>All BOT members are now sent the Xero for Schools report (T3 onwards) This is due to the Chairperson being Acting School Treasurer with another BOT Member. The BOT felt that to ensure transparency that reports be provided to all members until a new Treasurer is elected at the next election</p>

<p>Community Participation (Tangata Whenuatanga)</p>	<p><i>Creating opportunities that promote active community involvement in the school; that encourage activities which give parents real opportunities to be involved in their child's learning and the opportunity to celebrate and support their school</i></p> <p><i>Place-based, socio-cultural awareness and knowledge. Tangata Whenuatanga</i></p> <p><i>Creating opportunities that promote active community involvement in the school; that encourage activities</i></p>	<p>Continue the development of the teachers' intranet area of the school website throughout 2017.</p>	<p>Prisca Macdonald has redesigned the front page of the school website. Will work with Scott Chappell to further develop intranet capacity –this work is ONGOING. We have also invested in purchasing the SEESAW tool for staff to use in 2018. A number of teachers used the free version and it was very well received by parents. The decision was made to fund the full version for Years one to Six. Year 7 & 8 will use a version of GOOGLE slides to engage parents.</p>
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	<p><i>which give parents real opportunities to be involved in their child's learning and the opportunity to celebrate and support their school.</i></p> <p>Place-based, socio-cultural awareness and knowledge. Tangata Whenuatanga</p>		
		<p>Provide the community with opportunities to hear quality speakers on a range of social and educational topics.</p> <p>Focus on Restorative Practice and Netsafe</p>	<p>Planning is underway with Netsafe to work with key staff in T2 to provide PD. As part of the process we are also organizing an information session for parents / community one evening</p> <p>This session was held with the staff and well received. We also ran a session in the evening for parents and unfortunately this was poorly attended. We will look at some of Netsafe's recommendations and make some adjustments to our practices.</p> <p>Our feeling is that this style may have reached the end of its effective reach. One possibility is for us to</p>

			<p>go back to a wine and cheese evening where parents can rotate around a number of workshops</p> <p>Staff will also look at the use of devices and screen time for 2018.</p>
		<p>Continue to develop our links with Kapiti College Marae.</p>	<p>Some initial discussions with Paora on using students to provide support with Kapa haka and Haka. (This needs to be followed through with Shellee and Hayley) UNDERWAY</p> <p>Kapiti College students have been working with our Haka group to teach them our new Haka Raumati e - this was performed for the first time at the T3 Powhiri. Strong support from KC and previous students – these students also supported us at the Kapa Haka Hui</p>
		<p>Continue to develop our Powhiri as a regular part of our RBS culture.</p>	<p>Term 1 – T4 Powhiri completed – these are being exceptionally well received by the parents who attend and are welcomed to our school.</p>

		Provide deliberate opportunities to use the experts within our community to enhance student learning within the school.	This is still somewhat hit and miss – more thought needs to be put into this area –with the move to Play based in the Jnr School there has been more opportunities for parents to be involved. Elsewhere in the school it is inconsistent. An area for reflection in 2018.
		Continue the development of programmes such as “Bring a parent tomorning,” and look to extend into other areas.	
		Provide the Whanau Group with specific relevant information on the success of students identified as Maori	Meeting with Iwi Representative on what they see as being important for Maori Learners - T3 Bot Meeting – Completed. With the departure of our Whanau Rep at the end of 2017 there is a gap in us being able to get the information effectively through to our community. The BOT are slowly working through the Hautu Tool and this is an area we need to consider.

		<p>Provide more opportunities for the community to come together through planned events throughout the year</p>	<p>Annual Green Day was held on 17th March. \$1400.00 was raised for the local hospice. - ACHIEVED</p> <p>Whanau Fun Evening</p> <p>Matariki Celebrations</p> <p>Christmas Carol Evening</p> <p>Schoolwide sports events</p> <p>Camps / EOTC activities.</p>
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2017 Target Analysis

2017 WRITING	GOAL	ANALYSIS OF VARIANCE
<p>Students identified as being “Below,” after 3 years at school (Currently cohort in Year 4, identification of 12 students)</p> <p>Students in the 2016 Year 5 cohort (Year 6 in 2017 identification of 15 students)</p>	<p>To shift these students progress towards meeting the standard and decrease the number of students who are identified as being “below.”</p> <p>This year the school has used resourcing to employ a number of “Learning Support,” teachers to work with students who have been identified as being at risk.</p> <p>The LS teacher will target support to the students need and raise</p>	<p>At the end of 2017 data showed a decrease in the number of students who were considered to be below. The total number of students below at end of 2017 was 9. This was a decrease from the 12 initially identified.</p> <p>The Year 4 students now appear to be the group with the lowest number of students “below” across the school from Year 1 to Year 8.</p> <p>Anecdotally the use of a LS teacher in this area may have had some positive impact on this group as well as the increased tracking by the Team Leader. Reports were provided by the LS to the Deputy Principal</p> <p>The SENCO monitored the progress of the well below students.</p> <p>Teachers from Year 1 (20 weeks) to Year 8 used PaCT twice a year to record their OTJ’s in writing.</p> <p>We did note some discrepancies between some data provided by a small number of teachers and what PaCT was telling them. Our belief is that this was due to staff not wanting to label students as being well below or below and not entirely trusting the data / outcomes that were provided. More work needs to be done in this area.</p>

	<p>achievement in writing.</p> <p>Well below students in the target cohorts will be supported by the class teacher and monitored by the SENCO</p> <p>The school will also extend the use of PACT introduced in 2016, to further strengthen our assessment in this area.</p> <p>For 2017 the requirement will be for all students to assessed using PACT</p>	
<p>2017 Mathematics</p>	<p>Target</p>	<p>Analysis of Variance</p>

<p>Students initially identified as being “Below,” at the end of the Year 5 as a cohort to be tracked. These students are now in Year 7.</p> <p>Particular attention will be paid to the “Boys,” cohort</p>	<p>To shift these students progress towards meeting the standard in mathematics and decrease the number of students who are identified as being “below.” The objective is to increase this cohort level to similar results when looking at students across the entire school.</p> <p>LS teachers will focus on Mathematics from Mid T2. They will ensure that these students are supported within the programmes that they will be running.</p>	<p>The end of year data shows that we have had one student who moved to the standard (Teacher Analysis) with the rest making progress within the below range.</p> <p>End of Year data shows that we have 7 Boys below and 11 girls.</p> <p>It does appear from our data that we now have a small group of girls who are over represented.</p> <p>This needs further investigation. It is also interesting to note that this trend is mirrored across the country.</p> <p>The Year 7 Cohort (98 students) has the biggest range of students.</p> <p>They are the largest cohort identified as being at risk from Year 4 to Year 8 (18%), but also interestingly, they also have the largest percentage of students achieving above the National Standard at 25%.</p> <p>4 students who were at risk were identified as being Maori. (14 students in the Cohort)</p> <p>The Deputy Principal has downloaded all the 2017 Data for analysis. These reports will be collated and used to ensure that any further at risk groups are identified.</p> <p>The Learning Support Teacher who was made available to support this area was used differently by the team than was envisaged.</p> <p>The Teachers felt that they would be more able to support these students better within their own rooms.</p>
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	<p>The school will also be trialing PACT in mathematics for 2017.</p>	<p>It is unclear whether this was successful, as the movement of students could be said to be within expected ranges.</p> <p>The driver behind this decision was to remove the peer stigma that was associated with being given for “extra help.”</p> <p>The school did not push the use of PaCT for Mathematics as we believed that it was more important to embed the effective use of this tool in the area we had been using it previously.</p> <p>The school have identified Mathematics as an area for focus in 2018 and have contracted Mathematics Advisor Dinah Harvey to delivery Professional Development. As part of this process we will look at the possible use of PaCT.</p>
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<p>National Standards – Final Data</p>	<p>With the Change to NAG 2A at the end of 2017 –the requirement to comment on National Standards Data was removed. We felt that it would be useful to include a summary of this data as it is relevant to setting our 2018 targets as we move into this transition period.</p>	<p>Analysis of the data:</p> <ul style="list-style-type: none"> National target is 80% or above of students achieving at or above the NS <table border="1" data-bbox="788 363 1982 735"> <thead> <tr> <th></th> <th>National (2016)</th> <th>Kapiti Coast (2016)</th> <th>RBS (2016)</th> <th>RBS (2017)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77.8</td> <td>83.8</td> <td>90.7</td> <td>88.3</td> </tr> <tr> <td>Writing</td> <td>71.2</td> <td>77.1</td> <td>82.7</td> <td>77.7</td> </tr> <tr> <td>Mathematics</td> <td>75.4</td> <td>77.7</td> <td>81.3</td> <td>79.5</td> </tr> </tbody> </table> <p>Although we have a seen a further decrease in students achieving at or above the NS in all three foundation areas, students at RBS perform well nationally and achieve in line with other primary schools in the area. Although we are no longer collecting NS data, Kaitiaki will continue to monitor progress and achievement across the school and identify target groups and/or subject areas that are of concern.</p> <p>Emerging trends:</p> <ul style="list-style-type: none"> Whole school results- decline in students achieving at or above the NS over 2017 school year Increase of our Asian student population underachieving across all three areas, particularly those in the after one year at school cohort. While the actual student numbers are not particularly high (under 10 students), this is still a ‘trend’ that may require monitoring. 		National (2016)	Kapiti Coast (2016)	RBS (2016)	RBS (2017)	Reading	77.8	83.8	90.7	88.3	Writing	71.2	77.1	82.7	77.7	Mathematics	75.4	77.7	81.3	79.5
	National (2016)	Kapiti Coast (2016)	RBS (2016)	RBS (2017)																		
Reading	77.8	83.8	90.7	88.3																		
Writing	71.2	77.1	82.7	77.7																		
Mathematics	75.4	77.7	81.3	79.5																		

		<ul style="list-style-type: none">● Students after one year at school who are achieving below the NS in reading, writing and mathematics- (R=39.5%, W=37.8% and M= 19%)● Over representation of Maori (33.3%) and males (30.7%) underachieving in writing● Cohort-after two years and after three years achieving below the NS in mathematics <p>Possible causal factors (for 2017):</p> <ul style="list-style-type: none">● Disruptive year in the junior school (year 1) with staff absenteeism and changes in class teachers (rooms 2 and 4)● Difficult year for junior school teaching team and team leadership – this is to be addressed in 2018.● Staff understanding of OTJ's-(Well Below) for years 1- 2● Students arriving at school with less “cultural capital”● Improved reliability and accuracy of OTJ's as a result of whole school PD (the LPF) and using the PaCT to confirm writing OTJ's. Can sometimes experience a decline as OTJ's are adjusted.
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