



National Standards NAG2A(b) Commentary Reporting

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

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	13/02/2017
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School Name:	Henderson South School	School Number:	1310
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NAG2A (b)(i) Areas of Strength
<p>National Standard area(s): Reading/Writing/Mathematics 2016</p> <p>Discussion:</p> <ul style="list-style-type: none"> ◆ 70.9% (190/260) students at Henderson South School are progressing and achieving at or above with National Standards. Levels in Reading have continued to improve. ◆ 66.2% (51/77) students that are Maori have continued to make steady and positive progress at or above with National Standards in Reading. There has been continued targeting of our Maori students connecting with their parents to help assist their learning and their achievement levels. Students achieving below and well below have been identified and discussed at PLGs in order to address learning gaps. Sharing successful teaching practise and implementing intervention programmes is assisting these children. We have employed the skills of one of our teachers to take a Maori language class in the afternoons on Thursdays to teach introduction Maori to students and parents. The teacher has completed a course called Te Wananga Takiura o Nga Kura Kaupapa Maori o Aotearoa programme. We have two other staff members that can confidently speak Maori and are able to provide expertise in this area for our Maori students. Kapa Haka is taught on a Monday afternoon by a Maori tutor. Our main stream classes plan and teach elements of the Maori language Monday afternoons. Teachers embrace the language and give many daily welcomes and instructions in Maori also. ◆ 72.4% (121/167) students that are Pasifika are progressing at or above with National Standards in Reading. We have three bilingual classes in our school and there is a strong emphasis on raising achievement. We consult with our Pasifika community once every two years to discuss progress and to allow parent s to give us community voice. Our senior classes participate in the Anofale and STAR reading tests. We triangulate the information this gives us



information to monitor strengths and weaknesses in English and Samoan. We are still connected to ASBEC (Auckland Samoan Bilingual Educational Cluster) and attend PD when it is time-tabled. We have a sister school (Lincoln Heights) that we connect with for speeches, this is not competitive. I will be on a sabbatical this year looking predominantly at successful Literacy programmes that operate here in Auckland with schools that have Samoan bilingual classes.

- ◆ 78.8% (211/260) students at Henderson South School are achieving at or above with National Standards in Writing. We have for the last three years focussed on improving writing at all levels in our school and we have seen a positive significant change. Writing facilitation has been provided for by Evaluation Associates being contracted to our staff as a Ministry contract for three years. This has formed a foundation for our staff to make improvements in teacher knowledge and capacity. It has also more recently given experts in our school an opportunity to develop their ability to administer PD to our teachers internally. This initiative has proven to help build strength in facilitation amongst our senior leaders and to build strong relational trust with our staff members.
- ◆ 72.7% (56/77) students that are Maori are progressing and achieving at or above with National Standards in Writing.
- ◆ 81.5% (136/167) students that are Pasifika are progressing and achieving at or above with National Standards in Writing
- ◆ We have as a school deliberately targeted below students and contacted the parents of these children in order to enlist their help to engage with their children to support their learning. There is an expectation that teachers will interact with the child's parents in order to report and guide the learning needs. Teachers then arrange a time when they can then discuss the progress being made. This was done twice sometimes three times with parents. Teachers were asked to report back to staff shifts and how these were achieved was made at the end of term two. We will continue to do this in 2017.
- ◆ We currently do not have any Ongoing Resourcing Scheme (ORS) funded students.
- ◆ 74.2% (199/260) students at Henderson South School are progressing and achieving at or above with National Standards in Mathematics.
- ◆ 66.3% (51/77) Maori students at Henderson South School are progressing and achieving at or above with National Standards in Mathematics.
- ◆ 76.7% (128/167) Pasifika students at Henderson South School are progressing and achieving at or above with National Standards in Mathematics.

NAG2A (b)(i) Areas for Improvement

National Standard area(s): Mathematics

Discussion: There are two cohorts that are represented as underachieving. Our Year 3s and 4s in Mathematics.

Year 3s 47.7% (21/44) below and well below.



Year 4s 46.1% (6/13) below and well below



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

Discussion: We have identified these two groups of students based on the OTJs made last year in 2016 and the Analysis of Variance results. Senior managers have looked at the EOY data and have had robust discussions around the needs, number and names in order to implement positive programmes for intervention. Teachers

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

Discussion: Students will be targeted specifically in the Year 4 and Year 5 areas in 2017. Teachers will have the opportunity to work with these children as a focus group and to have our in school COL Leader work alongside them. An action plan will be generated to include key tasks, outcomes, time frames and levels of success are expected.

Stronger links and connections will be made with our community in order for parents to give support for their child's learning.

Teachers will become more aware of the cultural competencies with Tataiako and be able to have conversations around Ako and Manakitanga and what this might look like in their classes.

NAG2A (b) (iv) Progress Statement

Discussion: Our data indicates that we have cohorts that are tracking towards 80% at and above in Reading, Writing and Mathematics.

We have cohorts that have attained levels above 80%

Reading

Year 2 86.5% (51/59) Year 5 83.4% (40/48)

Writing

Year 2 89.8% (53/59) Year 5 83.4% (40/48)

Mathematics

Year 1 82% (50/61) Year 2 86.5% (51/59)

Our Year 2s and 5s have made significant progress in Reading and Writing