



2017 Analysis of Variance

Maths 2017 End of Year National Standards

INTRODUCTION:

The data within this report shows the achievement of the children in Maths at Clifton School at the end of year point of 2017. It is in relation to the National Standards and will comprise of results pertaining to the End of 1, 2, & 3 years at school as well as at the End of Year 4, 5, 6, 7 & 8.

The teachers have made an Overall Teacher Judgement for where they believe the child is at this time. They have taken into consideration PAT testing, testing of the child's knowledge and strategy skills and their own observations. The results in this report are not hinged on one particular test but an overall picture of the child in Maths. This report covers 148 of the 178 children at the school at the time of writing the report. The children not included are those who have not yet reached their first year anniversary of starting school.

Within this report are the results of our ORS children and our ESOL students; however they are shown alongside the school results as opposed to being within them. They can be seen within the Overall section of this report. Also in the Overall section there is a section that shows how those students in Year 4 and above are as well as those in Year 4 and above who have only attended Clifton School.

OVERALL:

This table represents all children excluding the ORS and ESOL students.		Well Below	Below	At	Above
All students	End 2017		25 – 18%	88- 64%	25 – 18%
	Mid 2017	2 – 1%	50 – 35%	79 – 56%	11 – 8%
	End 2016	2 – 1%	35 – 25%	68 – 50%	31 – 24%
	Mid 2016	2 – 2%	52 – 39%	59 – 45%	19 – 14%
	End 2015	1%	35%	48%	16%
Male	End 2017		18	44	13
	Mid 2017	2 – 3%	22 – 29%	48 – 63%	4 – 5%
	End 2016		13 – 19%	39 – 57%	16 – 24%
	Mid 2016	1 – 2%	25 – 38%	29 – 44%	11 – 16%
	End 2015		33%	45%	22%
Female	End 2017		7	44	12
	Mid 2017		28 – 42%	31 – 47%	7 – 11%
	End 2016	2 – 2%	22 – 33%	29 – 41%	15 – 24%
	Mid 2016	1 – 2%	27 – 41%	30 – 45%	8 – 12%
	End 2015	2%	37%	50%	11%
Maori	End 2017		8	32	8
	Mid 2017	2	18	29	4
	End 2016	2 – 3%	13 – 32%	21 – 43%	11 – 22%
	Mid 2016	1	18	23	8
	End 2015	1 (2%)	22 (39%)	28 (50%)	5 (9%)
Pasifika	End 2017		3	2	
	Mid 2017		3	2	
	End 2016		2	2	1
	Mid 2016	1	3	1	
	End 2015 (3)		1 (33%)	2 (67%)	
Year 4-8		13	55	18	
Year 4-8 Clifton only		4	27	8	

	Well Below	Below	At	Above
ORS	3			
ESOL	1	3	3	

Summary:

- 113/138 82% of all children are at or above the expected level at this time of the year. This is compared to 74% at the same time last year.
- 57/75, 76% of all boys have reached the expected level.
- 56/63, 87% of girls have reached the expected level.

- 40/48 Maori have reached the standard but only 2/5 Pasifika have.
- 73/86 of Year 4-8 have reached the expected level.
- 35/39 (90%) of Clifton only children have reached the expected level. The 1 'well below' student is an ESOL student who gets 1:1 time with the TA.

YEAR BREAKDOWNS:

After 1 year at school

	Well below	Below	At	Above
End 2017		2	3	
Mid 2017		3	1	
Boys		2	1	
Girls			2	
Maori			2	
Pasifika				
European		2	1	

- There is 1 ORS student who is Well Below
- 3/5 of children have reached the expected level for this time of the year.
- 1/3 boys and 2/2 girls have reached the expected level.
- 2/2 Maori have reached the expected level.
- For the children who are below – They are working on recognition of numbers up to 20 and have made some good progress over the later stages of the year.

After 2 years at school

	Well below	Below	At	Above
End 2017		3	10	7
Mid 2017		5 – 25%	15 – 75%	
End 2016	1 – 5%	3 – 16%	9 – 47%	6 – 32%
Boys		2	6	3
Girls		1	4	4
Maori			2	1
Pasifika		1		
European		2	8	6

- Within this bracket are 4 ESOL students. 1 are 'below' and 1 is 'well below' and 2 are AT. These 3 'below' students all receive TA time and get extra work 1:1 with the teacher and or TA. One of these children has moved from Well below to below over the last year.
- 17/20, 84% of children in year 2 have reached the expected standard
- 9/11 boys and 8/9 girls have reached the expected level.
- 3/3 Maori have reached the expected level yet.

- 2 children have moved from BELOW last year to At this year and 7 children have moved from AT at the mid year point to ABOVE now.
- With regards to the below bracket: 1 of them has moved from Well below to below and the other 2 are new to Clifton last term. 1 of them has been picked up by the Ministry for 1:1 In class support in 2018.

After 3 years at School

	Well below	Below	At	Above
End 2017		7	20	
Mid 2017	1 – 4%	15 – 58%	10 – 38%	
End 2016	1 – 5%	2 – 10%	15 – 75%	2 – 10%
Mid 2016	1 – 6%	7 – 38%	8 – 44%	2 – 12%
End 2015	1(3%)	10 (35%)	18 (62%)	
Boys		6	8	
Girls		1	12	
Maori		3	10	
Pasifika		2	1	
European		2	9	

- In this bracket there is 1 ESOL student who is Below.
- Only 20/27, children have reached the expected level.
- 8/14 boys and 12/13 girls have reached the expected level
- 10/13 Maori have reached the expected level.
- 1 child has moved from BELOW to AT and another from WELL BELOW to BELOW

End of year 4

	Well below	Below	At	Above
End 2017		1	16	4
Mid 2017		3 – 14%	18 – 82%	1 – 4%
End 2016	1 – 5%	2 – 10%	15 – 75%	2 – 10%
Boys		1	10	3
Girls			6	1
Maori			6	1
Pasifika			1	
European		1	9	3

- In this bracket there are 3 ESOL students, 2 are BELOW and 1 is AT. There 1 ORS student who is WB
- 20/21 (95%), students have reached the expected level
- 13/14 boys and 7/7 girls have reached the expected level.

- 7/7 Maori and 1/1 Pasifika in this group have reached the expected level.
- Within the below bracket: This child is new to Clifton school this term. He has difficulty concentrating and requires constant 1:1 monitoring to ensure he stays focused.

End of year 5

	Well below	Below	At	Above
End 2017		4	18	2
Mid 2017		9 – 36%	16 – 64%	
End 2016		2- 8%	11 – 46%	11 – 46%
Boys		3	9	
Girls		1	9	2
Maori			5	1
Pasifika				
European		4	13	1

- 20/24, 83% of students reached the expected level
- 9/12 boys and 11/12 girls have reached the expected level.
- 6/6 Maori have reached the expected level
- For the BELOW children: 1 is new to Clifton. He struggles with instructions and needs a lot of 1:1 work with very little independence. 1 lacks independence to retain her learning Has made progress. Needs a bit more knowledge and practice and confidence to reach stg 6. Has basic facts for practice at home. 1 has made good progress and seems more 'ready' to understand maths concepts. Processing is much sharper. 1 has had to deal with trauma within her whanau. needs 1-1 to guidance to achieve/complete maths activities and assessments.

End of Year 6

	Well below	Below	At	Above
End 2017			13	5
Mid 2017		8 – 42%	9 – 47%	2 – 11%
End 2016		6 – 38%	9 – 56%	1 – 6%
Boys			5	3
Girls			8	2
Maori			3	1
Pasifika				
European			10	4

- There is 1 ORS child who is Well Below in this bracket.
- All students have reached the expected level in this age group.

End of Year 7

	Well below	Below	At	Above
End 2017		3	2	5
Mid 2017	1- 8%	1 – 8%	4 – 34%	6 – 50%
End 2016		2 – 25%	2 -25%	4 – 50%
Boys		2	1	4
Girls		1	1	1
Maori		2	1	2
Pasifika				
European		1	1	3

- 7/10, 70% of students reached the expected level.
- 5/7 boys and 2/3 girls have reached the standard.
- 3/5 Maori have reached the standard.
- In the below brackets: 1 of these children has improved just over a level in the year and the other 2 have poor basic facts which lets them both down. They have spent time working on this and continue to make progress.

End of Year 8

	Well below	Below	At	Above
End 2017		5	6	2
Mid 2017		6 – 43%	6 – 43%	2 – 14%
End 2016		5 – 38%	5 – 38%	3 – 24%
Boys		2	4	
Girls		3	2	2
Maori		3	3	2
Pasifika				
European		2	3	

- 8/13, 62% of students have reached the expected level at this stage of the year.
- 4/6 boys and 4/7 girls have reached the expected level.
- 5/8 Maori have reached the expected level.
- In the below bracket: All these children have been in the teachers target group and have improved steadily. They are all now working within the expected stage but are still below.



Reading 2017 End of Year National Standards

INTRODUCTION:

The data within this report shows the achievement of the children in Reading at Clifton School at the end of 2017.

The teachers have made an Overall Teacher Judgement for where they believe the child is at this time in relation to the most relevant National Standard. They have taken

into consideration reading tests, running records, class work and their own observations. The results in this report are not hinged on one particular test but an overall picture of the child in Reading.

This report covers 148 of the 178 children at the school at the time of writing the report. The children not included are those who have not yet reached their first year anniversary of starting school.

Within this report are the results of our ORS children and our ESOL students; however they are shown alongside the school results as opposed to being within them. They can be seen within the Overall section of this report. Also in the Overall section there is a section that shows how those students in Year 4 and above are as well as those in Year 4 and above who have only attended Clifton School.

OVERALL:

This table represents all children excluding the ORS and ESOL students.		Well Below	Below	At	Above
All students	End 2017	4 – 3%	19 – 14%	55 – 40%	60 – 43%
	Mid 2017	5 – 4%	17 – 12%	70 – 49%	50 – 35%
	End 2016	8 – 6%	12 – 8%	64 – 48%	52 – 38%
	Mid 2016	3%	25%	37%	35%
	End 2015	4%	21%	35%	40%
Male	End 2017	3	13	31	28
	Mid 2017	3 – 4%	12 – 15%	36 – 48%	25 – 33%
	End 2016	6 – 9%	7 – 10%	30 – 45%	25 – 36%
	Mid 2016	5%	26%	35%	34%
	End 2015	5%	29%	35%	31%
Female	End 2017	1	6	24	32
	Mid 2017	2 – 3%	5 – 8%	34 – 52%	25 – 37%
	End 2016	2 – 2%	5 – 8%	34 – 51%	27 – 39%
	Mid 2016	2%	24%	38%	36%
	End 2015	3%	14%	35%	48%

Maori	End 2017	3	7	24	14
	Mid 2017	4	6	29	14
	End 2016	3 – 5%	6 – 14%	24 – 52%	14 – 29%
	Mid 2016 (50)	4%	30%	40%	26%
Pasifika	End 2017		3		2
	Mid 2017		2	2	1
	End 2016	2		1	2
	Mid 2016 (4)			66%	33%
Year 4-8 (78)		2	3	35	46
Year 4-8 Clifton only		1		17	21

	Well Below	Below	At	Above
ORS	2	1		
ESOL		4	1	2

- All ORS students have progressed in their learning. They spend a lot of time on social and life skills.
- All of the ESOL students have made reading progress of between 2 and 6 reading levels. They are all building their vocabulary well and growing their comprehension skills nicely.

Summary:

- 115/138 (83%) of all children are at or above the expected level at this time of the year.
- 59/75 79% of all boys have reached the expected level. Compared to 69% at this time last year.
- 56/63, 89% of girls have reached the expected level. Compared to 74% this time last year.
- 38/48 79% of Maori have reached the standard.
- 81/86 95% of all year 4-8 students have reached the expected level.
- 38/39, 97% of Clifton only children have reached the expected level, which shows that if a child has consistency here at Clifton they do well.
- It is pleasing to see that there has been an increase in achievement from this time last year to now.

YEAR BREAKDOWNS:

After 1 year at school

	Well below	Below	At	Above
End 2017		4	1	
Mid 2017		4 – 100%		

Boys		2	1	
Girls		2		
Maori		1	1	
Pasifika				
European		3		

- Within this bracket the teacher has made a judgement that if they are 6 months behind then they are deemed to be below.
- 4/5 of these children are still below the level of reading for where they should be at this stage of their schooling.
- The 4 who are below are either on Reading recovery or are candidates for it in 2018. They have made slow yet steady progress in reading but are still below.
- There are 1 other in this category who is ORS and is Well Below.

After 2 years at school

	Well below	Below	At	Above
End 2017		4	6	10
Mid 2017	1	3	12	4
End 2016	6 – 25%	4 – 16%	11 – 46%	3 – 13%
Boys		3	5	3
Girls		1	1	7
Maori			1	2
Pasifika		1		
European		3	5	8

- Within this age there are 4 ESOL students. 2 are BELOW, 1 is AT and 1 is ABOVE, 1 of them has moved from WELL BELOW to BELOW.
- 16/20 in year 2 are working at the expected level.
- 8/11 boys and 8/9 girls as well as 3/3 Maori have reached the expected level.
- For the children who are below. All children have made gains through the year. They have made between 5-10 levels of progress in their reading.

After 3 years at School

	Well below	Below	At	Above
End 2017	2	8	13	4
Mid 2017	1	8	16	1
End 2016	6 – 25%	4 – 16%	11 – 46%	3 – 13%

Boys	2	5	6	1
Girls		3	7	3
Maori	1	4	7	1
Pasifika		2		1
European	1	2	6	2

- Within this age there is one ESOL student who is classed as At.
- 17/27 (63%) children have reached the expected level.
- 7/14 boys and 10/13, as well as 8/13 Maori and 1/3 Pasifika are working within their expected level.
- 3 children have moved from BELOW to AT and 3 children have moved from WELL BELOW to AT.
- The 2 Well below children: 1 is new to NZ from Sth Africa and is still developing his English. The other has made great gains and is in his first full year of schooling.
- Below children: These 8 children have had a mixture of time on Reading recovery as well as 1:1 work with Teacher Aide. They have all made progress in their reading of between 5-8 levels of progress.

End of year 4

	Well below	Below	At	Above
End 2017	1		8	12
Mid 2017	1	1	9	11
End 2106	1 – 5%	1 – 5%	5 – 25%	13 – 65%
Boys			5	9
Girls	1		3	3
Maori	1		4	2
Pasifika				1
European			4	9

- Within this age bracket there are 3 ESOL students, 2 who are below and 1 who is above. There is also 1 ORS student who is Below.
- 20/21 (95%) are working at the expected level.
- 14/14 boys and 6/7 girls, as well as 6/7 Maori and 1/1 Pasifika have reached the expected level.
- The 1 well below girl is receiving TA time on the STEPS programme and has progressed 2 reading levels over the past term.
- The well below child has progressed ??? reading levels over the year and is building her comprehension and vocabulary well.

End of year 5

	Well below	Below	At	Above
End 2017		1	10	13
Mid 2017		1	11	13
End 2016		1 – 4%	11 – 46%	12 – 50%
Boys		1	6	5
Girls			4	8
Maori			3	3
Pasifika				
European		1	7	10

- 23/24 (96%) students reached the expected level.
- 11/12 boys and 12/12 girls as well as 6/6 Maori have reached the expected level.
- The 1 child who is below joined Clifton school at the beginning of this term and is working with RTLB and will continue to next year.

End of Year 6

	Well below	Below	At	Above
End 2017	1		11	6
Mid 2017			13	6
End 2016			10 – 62%	6 – 38%
Boys	1		4	3
Girls			7	3
Maori	1		3	
Pasifika				
European			8	6

- There is one ORS child also in this bracket who is working at well below.
- 17/18 (89%) have reached the expected level.
- 7/8 males and 10/10 females as well as 3/4 Maori have reached the expected level.
- The Child who is WB: He is new to Clifton school in the middle of last term. He has very good creativity which forms the basis for his writing. He is working with the RTLB this year and will look to continue this next year.

End of Year 7

	Well below	Below	At	Above
End 2017		1	2	7
Mid 2017			4	7
End 2016		1	2 – 25%	6 – 75%
Boys		1	2	4
Girls				3
Maori		1	2	2
Pasifika				
European				5

- 9/10 (90%) of students have reached the expected level.
- 6/7 boys and 3/3 girls as well as 4/5 Maori are already working at the expected level.
- The 1 below student is new to Clifton this year and has progressed drastically this year. He has improved from WELL BELOW mid year to BELOW now. He has increased in reading age by 2 years this year.

End of Year 8

	Well below	Below	At	Above
End 2017		1	4	8
Mid 2017	1		5	8
End 2016		1 – 8%	8 – 60%	4 – 31%
Boys		1	2	3
Girls			2	5
Maori		1	3	4
Pasifika				
European			1	4

- 92% 12/13 students reached the expected level.
- 5/6 boys and 7/7 girls have reached the expected level.
- 7/8 Maori have reached the expected level.
- The 1 below child has made 2 and a half years progress over the last 2 years. He has very sound comprehension at his reading level which is a must.



Writing 2017 End of Year National Standards

INTRODUCTION:

The data within this report shows the achievement of the children in Writing at Clifton School at this mid stage of 2017.

The teachers have made an Overall Teacher Judgement for where they believe the child is at this time in relation to the relevant National Standard. They have taken into consideration writing moderation where they have shared the children's work with each other and discussed achievement as well as what the child does in their daily writing work. The results in this report are not hinged on one particular sample but an overall picture of the child in Writing.

This report covers 148 of the 178 children at the school at the time of writing the report. The children not included are those who have not yet reached their first year anniversary of starting school.

Within this report are the results of our ORS children and our ESOL students; however they are shown alongside the school results as opposed to being within them. They can be seen within the Overall section of this report. Also in the Overall section there is a section that shows how those students in Year 4 and above are as well as those in Year 4 and above who have only attended Clifton School.

OVERALL:

This table represents all children excluding the ORS and ESOL students.		Well Below	Below	At	Above
All students	End 2017	2	26	91	19
	Mid 2017	3	34	93	12
	End 2016	3 – 2%	22 – 15%	81 – 60%	30 – 23%
	Mid 2016	4 – 3%	45 – 34%	64 – 49%	18 – 14%
	End 2015	2%	27%	60%	11%
Male	End 2017	2	21	49	3
	Mid 2017	3	30	40	3
	End 2016	2 – 3%	16 – 24%	41 – 60%	9 – 13%
	Mid 2016	4 – 5%	35 – 48%	30 – 42%	4 – 5%

	End 2015	2%	32%	58%	8%
Female	End 2017		5	42	16
	Mid 2017	0	4	53	9
	End 2016	1 – 1%	6 – 9%	40 – 59%	21 – 31%
	Mid 2016		10 – 17%	34 – 59%	14 – 24%
	End 2015	2%	22%	62%	14%
Maori	End 2017	1	10	34	3
	Mid 2017	3	13	34	3
	End 2016	1 – 2%	8 – 16%	28 – 60%	10 – 22%
	Mid 2016	1 – 2%	16 – 33%	26 – 53%	6 – 11%
	End 2015	2 (4%)	17 (30%)	31 (55%)	6 (11%)
Pasifika	End 2017		3	2	
	Mid 2017		2	3	
	End 2016	2	1	2	
	Mid 2016	1 – 33%	1 – 33%	1 – 33%	
	End 2015		1 (33%)	2 (67%)	
Year 4-8			10	64	12
Year 4-8 Clifton only			1	33	5

	Well Below	Below	At	Above
ORS	3			
ESOL		3	3	1

Summary:

- 105/138 (80%) of all children are at or above the expected level at.
- 52/75 69% of all boys have reached the expected level.
- 58/63 92% of girls have reached the expected level.
- 37/48 77% of Maori have reached the standard.
- 76/86 86% of Year 4-8 have reached the expected level.
- 97% of Clifton only children have reached the expected level this is pleasing to see.

YEAR BREAKDOWNS:

After 1 year at school

	Well below	Below	At	Above
End 2017		4	1	
Mid 2017		4		
Boys		2	1	

Girls		2		
Maori		1	1	
Pasifika				
European		3		

- 9/10 children at this level re still bel
- In this age bracket, there is 1 ORS child who is 'well below'
- All four of these children are either on Reading recovery or may be going onto it next year. They have been part of the teachers target groups and have made some progress.

After 2 years at school

	Well below	Below	At	Above
End 2017		2	12	6
Mid 2017		4	16	
End 2016		3 – 16%	12 – 63%	4 – 21%
Boys		1	9	1
Girls		1	3	5
Maori			2	1
Pasifika		1		
European		1	10	5

- In this bracket are 4 ESOL students. 3 are AT, and the other is BELOW.
- 18/20 (90%) have reached the expected level for this time of the year.
- 10/11 males and 8/9 females as well as 3/3 Maori have reached the expected level.
- 3 children have moved from BELOW to AT since last year.
- For the 2 children who are below: both are new to Clifton this term and 1 has been picked up for 1:1 in class support for 2018.

After 3 years at School

	Well below	Below	At	Above
End 2017	2	10	14	1
Mid 2017	1	10	14	1
End 2016	2 – 8%	5 – 21%	14 – 58%	3 – 13%
Boys	2	8	4	
Girls		2	10	1

Maori	1	4	7	1
Pasifika		2	1	
European	1	4	6	

- In this age bracket there is a ESOL student who is 'AT'.
- 15/27 (56%) of children are at the expected level for this time of the year.
- 4/14 boys and 11/13 girls as well as 8/13 Maori and 1/3 Pasifika have reached the expected stage.
- For the children who are WB: 1 is in effect in his first full year of schooling. He is making significant growth with the extra time that is being given to him through a TA. The other is new to Clifton from Sth Africa and English is his second language.
- Within this group: 1 child has moved from WELL BELOW to BELOW and 2 have moved from BELOW to AT.
- For the children who are below: they are all making small gains in their learning. For a couple of them attendance is an issue as are medical conditions. Their progress has been monitored regularly throughout the year.
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End of year 4

	Well below	Below	At	Above
End 2017		1	18	2
Mid 2017		5	15	2
End 2016	1 – 5%	4 – 20%	9 – 45%	6 – 30%
Boys		1	12	1
Girls			6	1
Maori			7	
Pasifika			1	
European		1	10	2

- This age bracket has 3 ESOL students, 2 who are 'below', '1 who is Above. There is also an ORS student who is 'Well below'.
- The B student is on level is new to Clifton School this term
- 20/21 (95%) of children have reached the expected level for this time of the year.
- 13/14 boys and 7/7 girls, as well 7/7 Maori and 1/1 Pasifika have reached the expected level.
- For the children who are below: This child is new to Clifton school this term. He has difficulty concentrating and requires constant 1:1 monitoring to ensure he stays focused.

End of year 5

	Well below	Below	At	Above
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End 2017		3	16	5
Mid 2017		4	16	5
End 2016		1 – 4%	15 - 63%	8 – 33%
Boys		3	9	
Girls			7	5
Maori		1	4	1
Pasifika				
European		2	12	4

- 21/24 (83%) have reached the expected level at this stage of the year.
- 9/12 males and 12/12 females as well as 5/6 Maori have reached the expected level.
- For the children who are below:
- 1 student is new to the school this term, 1 is able to use paragraphs well and has consolidated his writing skills and knowledge. This year he has suffered personal circumstances outside of school which has impacted his well-being.
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End of Year 6

	Well below	Below	At	Above
End 2017		3	13	2
Mid 2017		4	14	1
End 2016		2 – 13%	13 – 81%	1 – 6%
Boys		3	5	
Girls			8	2
Maori		2	2	
Pasifika				
European		1	11	2

- Within this age bracket is one ORS student who is 'well below'.
- 15/18 (89%) of children have reached the expected level at this stage of the year.
- 5/8 males and 10/10 girls as well as 2/4 Maori have reached the expected stage for this time of the year.
- For the children who are below: 1 has made great progress in his descriptive language. Attention to detail and punctuation is what holds him back.
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End of Year 7

	Well below	Below	At	Above
End 2017		1	6	3
Mid 2017	1		8	3

End 2016		1 – 12%	4 – 50%	3 – 38%
Boys		1	5	1
Girls			1	2
Maori		1	4	
Pasifika				
European			2	3

- 9/10 (90%) children have already reached the expected level.
- 6/7 males and 3/3 females, as well as 4/5 Maori students have reached the expected level.
- The 1 child who is below is new to Clifton this year and works closely with the teacher and receives a lot of modelling to help with his writing and motivation. He has improved from WELL BELOW mid year to BELOW now. He has also increased his reading level this year by 2 levels.

End of Year 8

	Well below	Below	At	Above
End 2017		2	11	
Mid 2017	1	3	10	
End 2016		2 – 17%	8 – 66%	2 – 17%
Boys		2	4	
Girls			7	
Maori		1	7	
Pasifika				
European		1	4	

- 11/13, 85% of students reached the expected level.
- 4/6 boys and 7/7 girls have reached the expected level.
- 7/8 Maori have reached the standard.
- 2 children have moved from BELOW last year to AT now.
- The children who are below: 1 has increased 2 levels this year and the other has improved 1 level. He has good structure but lacks detail in his work.

Clifton School's Annual Plan 2017



2017 Learning Goal: To provide opportunities for students to reach their full potential in their learning.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> Consolidation of children setting goals across their learning 	Children will have individual goals across reading, writing and maths.	Class teachers and Team leaders	All year	Students will be able to discuss what they are working towards and how they are going to achieve it.	Children have been setting goals within the class and in most cases, are able to talk to them. In some classes, they are group and others have individual. This has been very successful and the language change by staff has instigated it and it is pleasing to see the way children are enthusiastic to share about their learning.
<ul style="list-style-type: none"> Teacher as Inquiry is continued through work with EdLead 	To work with Carol Lynch as part of our Teaching as Inquiry	Principal and EdLead	Terms 1-3	Teachers will meet as individuals as well as staff and have targeted teaching as part of their class programmes.	Work with Carol has been maintained with Carol meeting with staff in coaching sessions and PLG groups. It has been pleasing to hear the impact it has upon the teacher as well as the students and how practises have changed. Staff have been enthusiastic about the progress of the children as well as the way they have had to reflect on their practise and their teaching.
<ul style="list-style-type: none"> Good teaching practises continue to be developed through critical friends, portfolios and 1:1 meetings. 	1:1 meetings, critical friends and portfolios will be maintained with a focus on Priority Learners and building teacher capability	Principal	All year	Teachers will regularly discuss and reflect on their practises and identify good teaching practices within their own programme as well as others.	Regular 1:1 and critical friend's reflections have been kept on Google drive. This process has been very beneficial for all staff as well as discussions about next steps and student progress. Staff have enjoyed the opportunity to talk about what they are doing and draw information and ideas off others. It has been great to hear them talk about their class and how their practise has changed over the course of the year through their reflections.
<ul style="list-style-type: none"> Policies and practises are regularly reviewed. 	BoT reviews policies. All activities and programmes are reviewed	Staff and BoT	All year	Throughout the year any activities or programmes are reviewed and discussed to ensure their purpose and effectiveness. All policies are kept up to date and regularly reviewed.	Reviews have been carried out this year. So far we have completed a review into assessment, behaviour, camp as well as appraisal and are in the process of a Maori review.
<ul style="list-style-type: none"> Assessment is consistent and analysed to identify progress 	A consistent assessment timetable is followed and data is analysed.	Principal and Team leaders	All Year	Students achievement is regularly monitored and analysed with next steps being identified.	This are of the school has been reviewed this year with a new assessment timetable drawn up.

VISION: We are a community of learners in a safe, nurturing environment.

and achievement.						
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2017 Community Goal: To continue to grow our strong engagement between home and school in order to aid students reaching their full potential.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> Use of parent focus groups as part of the review process. 	Parents are regularly consulted throughout the review process.	Principal	All year	Principal and staff meet with parents for discussions about policies, programmes and activities.	Parent groups have not happened as I would ideally like this and this will be an area for me to work upon as we move into 2018. Parents have been great at providing feedback when asked in the playground or at school events and this has been very useful. I look forward to developing this further next year.
<ul style="list-style-type: none"> Regular involvement of Whanau within the school and the day to day programmes 	Invite to parents and community to come and join in class work and help within the school.	Principal and Staff	All Year	Parents and families visit the classes to help and assist. More parents attend school events and join in with our learning programmes.	This year has been very successful in terms of parents and whanau joining with what the school is doing. X country and sport days is a good example of families joining and celebrating with us.
<ul style="list-style-type: none"> Focus on Whanau engagement through the Community of Learners and the Cluster. 	To work within our CoL with a Whanau Engagement focus	Principal and CoL lead Principal	All Year	To have the Whanau more involved and integrated into the school and our activities and programmes.	Whanau engagement through twok with the cluster is still in its infancy. Across teachers have been appointed and I am aware that they are working on this in terms of going forward in 2018. We will have to wait to see how this unfolds.

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2017 People Goal: To understand all learners as learners and to recognize the differences between each other in a way that promotes learning.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> Links with the local iwi continue to be strengthened. 	Regular meeting with the local iwi building a partnership with them.	Principal	All year	Use of iwi in PD with the staff, identifying important aspects of what is important for the iwi and Clifton School.	This year we have had a very successful visit to Parewahawaha Marae with the children enjoying this experience. At the beginning of the year there was a Whanau hui with our Maori community looking at what is important for Clifton School. I have also met with Ngati Apa as part of our Maori review in terms of addressing what is important from their perspective. We will continue the work with all these parties as we go into 2018 with Ngati Apa helping us with the cultural aspect of the land and history around us.
<ul style="list-style-type: none"> Cultural practises are integrated into daily, weekly and long-term planning. 	Teachers will plan cultural aspects into their class programmes.	Principal and Teachers	All year	Students will develop a cultural understanding in their learning and all akonga will understand the bicultural aspect of NZ	Teachers work hard to incorporate a cultural aspect into the class programmes. They are aware of the diversity in front of them and ensuring that all children are recognised through activities and identity is a key part in this.
<ul style="list-style-type: none"> Development of a culturally diverse curriculum to mirror our school diversity. 	Curriculum will be reviewed and updated to ensure that it is relevant and diverse for all learners.	Principal and Staff	All Year	The school curriculum will have a cultural aspect and this will be evident within classes and across the school.	The curriculum is continually looked at and reviewed under the review process. Part of this review process involves the incorporation of the bi culturalism of NZ and ensuring that our country's diversity is reflected in our teaching and planning programmes.
<ul style="list-style-type: none"> Progress and achievement of all akonga is assessed and monitored regularly and next steps are identified. 	All students are assessed and monitored regularly throughout the year.	Principal and teaching staff	All year	Achievement data is collected, analyzed. Maori and Pasifika students achievement is identified and celebrated.	Data is gathered and analysed throughout the year. This is an ongoing part of the school assessment and reporting programme and will continue in to 2018. It has been wonderful to see the success that all our children have experienced this year.

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Target Outcomes

2017 TARGET 1 OUTCOME

1. By the end of 2017 we will accelerate the writing levels of the nine boys in years 4-8 who are "Below" to "At" when measured against the National Standards .
2. To maintain, track and monitor the progress of all Priority Learners.

2017 TARGET 2 OUTCOME

1. By the end of 2017 we will accelerate the Maths levels of the twelve girls in years 4-8 who are "Below" to "At" when measured against the National Standards. To lift the 2 boys in year 6 from 'Below' to 'At' in Maths.
2. To accelerate the Maths levels of the 1 female who is Well Below to At when measured against the National Standards.
3. By the end of 2017 we will accelerate the Maths levels of the two boys in year 6 who are "Below" to "At" when measured against the National Standards.
4. To maintain, track and monitor the progress of all Priority Learners.

STUDENT ACHIEVEMENT TARGET 1: Develop excellence in teaching and learning.

Aim	Learning Areas	Background Data	Actions	Target Outcome	Analysis/ Reflection	Achieved Outcome
<ul style="list-style-type: none"> To lift the standard of writing with the Year 4 – 8 boys cohort. 	<p>English: Writing Year level 4-8</p> <p>Students targeted: 9 Year 4-8 boys</p>	<p>Writing assessment end of 2016:</p> <ul style="list-style-type: none"> There are nine boys within the year 4-8 cohort that are below the standard 3 of these boys are Māori, 1 is Pasifika and the other 5 are NZ European. Within this group there is 3 in year 4, 1 in year 5, 2 in year 6, 1 in year 7 and 2 in year 8. That these boys will meet the demands of the relevant curriculum level of the New Zealand Curriculum. Two of these boys have had their entire schooling at Clifton School. 	<p>Children will:</p> <ul style="list-style-type: none"> Know where they are and where they need to reach according to the Writing progressions. Be able to monitor their learning and set goals for their next steps. Teachers will: <ul style="list-style-type: none"> Assess, plan, teach and evaluate the learning for this target group. Information will be collated termly, analyzed and a report written by teacher for Management. The School will: <ul style="list-style-type: none"> Moderate samples to ensure OTJs are consistent within the school and the Cluster. Participate in use PLD in Culturally responsive pedagogy. Parents will: <ul style="list-style-type: none"> Support the students learning by engaging with parents about next steps contained in reporting at least twice a year. 	<ul style="list-style-type: none"> To accelerate learning from "Below" to "At" for the 9 Year 4-8 boys who were below at the end of 2016. That all those below National Standards are monitored and tracked throughout the year. 	<p>Over the course of the year all Priority learners have been monitored and their achievement has been tracked.</p> <p>This was completed through the Priority Learner reports at the end of Terms 1,2 and 3. At the end of the year a National standards report was put together to show the improvement of the children according to the Standards as well as their individual progress.</p> <p>Teachers had target groups within their classes and discussed these groups with the Principal regularly throughout the year.</p>	<p>Out of the 30 Priority Learner children, 15 of them moved to the AT bracket. In the group of 9 targeted children, 6 of them moved to the AT bracket. It has been pleasing to see that 19 children have moved up 1 level and 8 children have increased 2 levels.</p>

STUDENT ACHIEVEMENT TARGET 2: Develop excellence in teaching and learning

Aim	Learning Areas	Background Data	Actions	Target Outcome	Analysis/ Reflection	Achieved Outcome
<ul style="list-style-type: none"> To lift the standard of maths within the Year 4 – 8 girls cohort. 	<p>Maths</p> <p>Year Level 4-8</p> <p>Students targeted: 12 girls who are below in the year 4-8 cohort.</p> <p>As well as the 2 year 6 boys.</p> <p>Also to lift the 1 child who is well below to below</p>	<p>Maths assessment end of 2016</p> <ul style="list-style-type: none"> There are 12 girls within the year 4-8 cohort who are below the relevant National Standard. There are 7 Maori and 5 NZ European. There are 3 in year 4, 2 in year 5, 4 in year 6, 1 in year 7, and 3 in year 8. There are also 2 year 6 boys whose progress we will aim to accelerate in 2017. 1 of these boys is Maori and the other is NZ European. Out of all these children 6 of them started at Clifton School when they were 5 years old The 1 child who is well below is a Maori female. 	<p>Children will:</p> <ul style="list-style-type: none"> Know where they are and where they need to reach according to the Maths expectations. Be able to monitor their learning and set goals for their next steps. <p>Teachers will:</p> <ul style="list-style-type: none"> Assess, plan, teach and evaluate the learning for this target group. Information will be collated termly, analyzed and a report written by teacher for Management. <p>The School will:</p> <ul style="list-style-type: none"> Moderate OTJs using the information at hand and our National Standard expectations to ensure we are consistent within the school and the cluster. Use of an external facilitator to facilitate teacher inquiry through 1:1 coaching and QLCs. Review of the Maths curriculum to align our expectations with National Standards. Confirm and be familiar with school wide assessment tools. As part of our CoL we will be investigating how to lift Maths levels and accelerate achievement. <p>Parents will:</p> <ul style="list-style-type: none"> Support students' learning by engaging with parents about next steps contained in reporting at least twice a year. 	<p>By the end of 2017 we will accelerate the learning of the:</p> <ul style="list-style-type: none"> Girls who are below in the year 4-8 cohort. As well as the 2 year 6 boys and the 1 female who is well below. That all those below National Standards are monitored and tracked throughout the year. 	<p>Over the course of the year all Priority learners have been monitored and their achievement has been tracked.</p> <p>This was completed through the Priority Learner reports at the end of Terms 1,2 and 3. At the end of the year a National standards report was put together to show the improvement of the children according to the Standards as well as their individual progress.</p> <p>Throughout the year the staff all worked with Carol Lynch as part of their Inquiry process.</p> <p>This has worked very well indeed over the year and the results prove that it has been successful.</p>	<p>Out of the 35 Priority Learner children, 12 of them moved into the AT bracket.</p> <p>Out of the 13 targeted children, 7 of them moved to AT.</p> <p>Out of the 35 children, 16 children increased a maths stage and 5 children increased 2 stages.</p>

NATIONAL STANDARD SUMMARY:

In 2017 we had an overall target of lifting National Standards which we have achieved in 1 of the 3 core subjects. In 2016 the National Standard figures were: Maths – 2016 74% at or above, 2017 82% at or above, 2016 86% at or above, 2017 83% at or above. Writing – 2016 83% 2017 80%. The two that did not quite reach the same threshold as 2016 still maintain a percentage above 80%. As a school we are still very pleased with these results as the knowledge of the children was improved along with the expertise and practise of the teachers. Through Teaching as Inquiry the main focus of Maths was substantially lifted to above 80%. In the past at Clifton School this has been an area of weakness. Moving into 2018 our charter has again focused on Writing and Maths as target areas and in particularly the group of children who are in the cohort of years 5 – 8.

ANNUAL PLAN

Our annual plan reflections are summed up on the Annual plan itself. These reflections outline whether it has been successful or not and whether there is any action to be carried out into 2018.

SPECIFIC ANNUAL TARGET

In relation to Target 1 - To lift the standard of writing with the Year 4 – 8 boys cohort and the Priority learners in writing: Out of the 30 Priority Learner children, 15 of them moved to the AT bracket. In the group of 9 targeted children, 6 of them moved to the AT bracket. It has been pleasing to see that 19 children have moved up 1 level and 8 children have increased 2 levels.

In relation to target 2 – Lifting the achievement of the year 4-8 cohort of girls and the Priority Learners in Maths:

Out of the 35 Priority Learner children, 12 of them moved into the AT bracket.
Out of the 13 targeted children, 7 of them moved to AT.
Out of the 35 children, 16 children increased a maths stage and 5 children increased 2 stages