

HOW OUR SCHOOL DID AGAINST NATIONAL STANDARDS THIS YEAR

READING

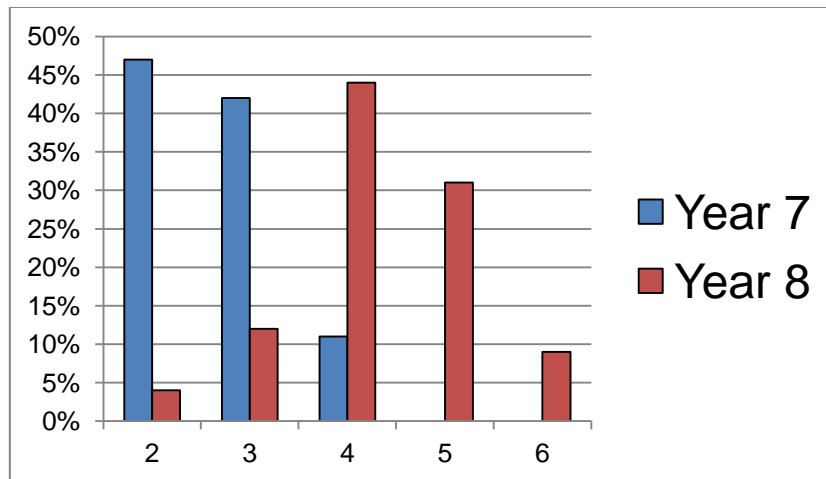
The following graph shows the progress our Year 8 students made as a group during their two years at our school.

The blue columns show what levels they were on at entry to our school in February 2010. The red columns show the levels for these same 397 students on exit at the end of 2011.

As these students graduate from our school, our school wide data shows 83% are at or above National Standards.

This cohort of students arrived at our school with an average of 3b and are leaving with an average of 4a.

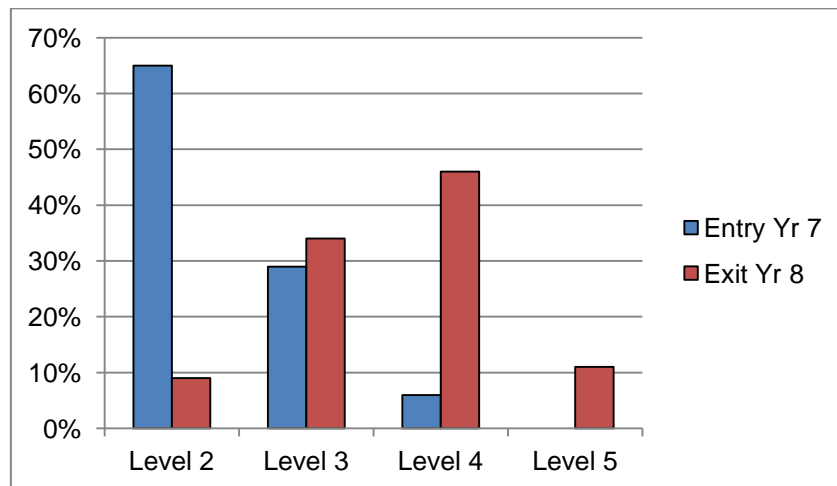
READING CURRENT YEAR 8 ENTRY TO EXIT



There are no significant differences between genders and ethnicity. Our Maori students are performing as well as their European peers with an average of 4p for Maori boys and 4a for Maori girls (asTTle).

WRITING

WRITING YEAR 8 ENTRY YR7 AND EXIT YR8



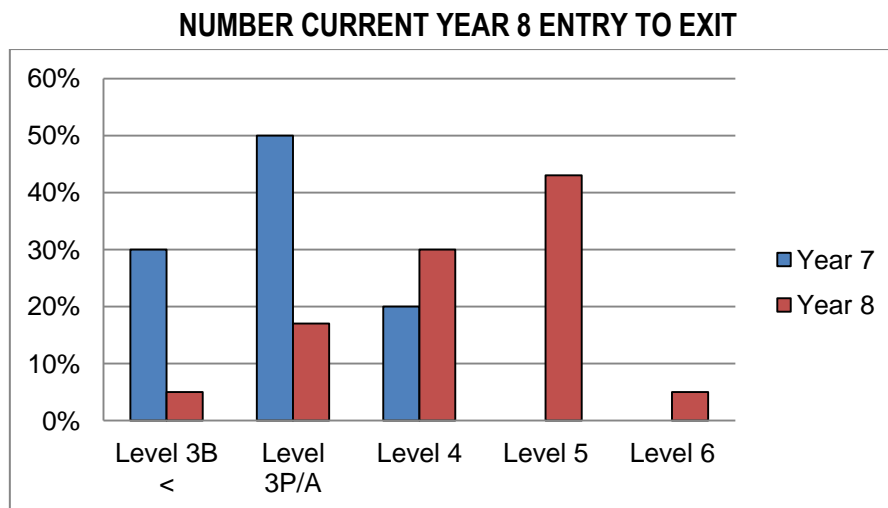
This graph shows how our Year 8 students arrived at our school as new Year 7's in February 2010. The National Standard for the start of Year 7 is level 3a.

This cohort of students has made huge gains in writing during their two years at our school with 67% at or above the National Standards. As a school, we are aiming for a much higher percentage of our students graduating at or above national standard and will be working closely with our contributing schools to raise writing levels across our Otumoetai cluster.

Overall however, our graduating students averaged out at level 4b in asTTle compared with the New Zealand performance average of level 3p.

MATHEMATICS

In mathematics our assessment data shows the Year 8 cohort leaving with an average of level 4a compared to their entry level in February last year of 3b. The graph shows their entry levels in blue and exit levels in red.



In mathematics 79% of our 397 Year 8 students are graduating from our school at or above National Standards.

GENERAL COMMENTS

Given the level of achievement that our Year 7 cohorts bring to the start of their time at our school and the fact we only have two years to accelerate their learning, their results are substantial.

The work of Dr Kevin Knight in our school contributes hugely to this in terms of student engagement. Teachers gather accurate and succinct data, plan precise learning intentions with success criteria that make learning transparent for students and achieve a depth of learning where deeper thinking attributes are developed.

We have a hugely committed and dedicated staff, who with Dr Kevin Knight and Lynne Hutchinson's support, have achieved significant learning outcomes for all students. The enjoyment they show in their role and the focus by everyone on student learning is to be commended.

We have work to do as we move forward as a school and won't be satisfied until every student who is not cognitively impaired, meets or surpasses the National Standard on graduation at Year 8.