



Allandale School

2018 Annual Report

Areas of Strength

- While many Allandale students arrive at school struggling to meet expected National standards, in 2018 the majority of Allandale School graduates moved on to Intermediate school At or Above Allandale School's expected levels of achievement in Reading, Writing and Mathematics.
- Student achievement:
 - The percentage of students working At or Above Allandale School's expected levels of achievement in Mathematics improved from 2017.
 - The percentage of Boys Writing At or Above Allandale School's expected levels of achievement improved from 2017.
 - The percentage of Māori students working At or Above Allandale School's expected levels of achievement in Mathematics improved from 2017.
 - The percentage of Boys working At or Above Allandale School's expected levels of achievement in Mathematics improved from 2017.
 - Disparity between Māori and Non-Māori students in Allandale School's expected levels of achievement in Reading decreased in 2018.
 - Disparity between Boys and Girls in Allandale School's expected levels of achievement in Reading decreased in 2018.
 - Disparity between Boys and Girls in Allandale School's expected levels of achievement in Writing decreased significantly in 2018.
 - Disparity between Māori and Non-Māori students in Allandale School's expected levels of achievement in Mathematics decreased in 2018.
- At the end of 2018, data was collected for students at risk of not achieving against Reading Age and New Zealand curriculum levels. Tier 1 students are those just below expected levels at the end of 2017, and Tier 2 includes those students performing significantly below expected levels at the end of 2017. Student progress has been measured in sub-levels within these domains:
 - Almost 75% of the Tier 1 and Tier 2 targeted students in Reading across the school progressed an average of 5 sub-levels in Reading throughout the year.
 - Curriculum levels in Writing represent a much broader spectrum of skills than the Reading Age and Reading curriculum levels require. For that reason, progress across these levels tends to take longer for all students. Despite this, more than half of the students in Tier 1 made more than 2 sub-levels progress in Writing throughout the year. Tier 2 students were more challenging to move, but 37% of them made at least one sub-level progression this year.
 - Unlike Reading and Writing, the Numeracy Stages do not illustrate a linear progression, and for this reason the Numeracy Stages are a fairly blunt tool to be using for this analysis. Nonetheless, around one-third of the children in Tier 1 and Tier 2 made at least one stage progression throughout 2018, with one student making three stages progress in just one year!
- Allandale School continued to work with our colleagues from across the Whakatāne Community of Learning as we unpack the Literacy and Numeracy progressions. The focus this year was on the assessment and moderation of Writing. Allandale staff worked with advisors from CORE Education and the staff of the other CoL schools to unpack the Writing progressions and moderate using this tool throughout the year.
- Management and Team Leaders have worked with Allandale staff throughout 2018 to review the principles of Assessment for Learning and embed them in classroom practice. This has consisted of professional development staff meetings, planning and assessment meetings, and appraisal visits.
- Allandale School has continued to implement a broad curriculum, offering diverse learning opportunities to all students.

- The establishment of two In-School Community of Learning roles dedicated to leading Teaching as Inquiry throughout Allandale have helped to emphasise the importance of this process.
- Students' ability to manage themselves and their relationships with others was a key component to the school's Positive Behaviour for Learning initiative and the "Allandale Kind of Kids" pastoral care programme. By taking ownership of their learning, and managing their own learning behaviours, it is intended that students will take more control over all aspects of their lives throughout their tenure at Allandale School.
- As mentioned, Allandale implements a broad curriculum, and encourages the development to student gifts and talents across a wide range of abilities. Opportunities for students to extend these abilities are offered at all levels of the school throughout the year.
- Focus Assemblies were held each week to promote and reinforce "The Allandale Way". Students were reminded of the school's "Allandale kind of kids..." theme at these assemblies, and given a specific value to promote throughout the week. These assemblies were very successful, and the weekly "focus" was further reinforced through schoolwide initiatives throughout the year.
- Allandale School re-established our Culturally Responsive and Relational Pedagogy team from 2017. This kaupapa was presented to all staff of the school and participation was re-opened to expressions of interest from everyone. This team included teachers, support staff and whānau and was given a mandate to assess and develop cultural competency throughout the school.
- In 2017, the Culturally Responsive and Relational Pedagogy team created a rubric of behaviours, skills and abilities that illustrated a continuum of successful and unsuccessful cultural competency. This rubric continued to be used in 2018 to support teams and individual staff as part of mentoring or appraisal processes.
- Allandale School worked towards the re-establishment of the Mātika Māori health and hauora after-school programme. With support from Te Whare Wānanga o Awanuiārangi and Te Puni Kokiri it is anticipated that this programme will return in 2019. Last year, the initiative was extremely successful, with up to 70 tamariki and their whanau involved from day to day. The initiative also had some spin-off effects, raising whanau engagement throughout the rest of the year, and inspiring tamariki to become more involved in physical activities and promoting pride in themselves as Māori.
- In order to support the implementation of Māoritanga within Allandale classrooms, aspects of Tātaiako were included in the self-appraisal and attestation process for all teachers.
- An expectation was created from the very beginning of 2018 that Māoritanga was evident in all of our classrooms, and that culture was a focus area for curriculum throughout the year.
- In order to facilitate this expectation, Te Reo Māori was again mandated as a part of daily planning for all teachers. In particular, teachers were expected to include kupu hou as a part of all units created for implementation. This has continued to inspire an increase in the use of Te Reo in all of our classes.
- Throughout the year, pōwhiri, mihi whakatau, and noho marae were held. Matariki was celebrated as a whole school focus.
- The Board of Trustees of Allandale School renewed their commitment to appropriate Tikanga and Kawa that reflect the character of our school. All Board meeting begin with a mihi from the Principal and are opened and closed with Karakia.
- The Board of Trustees have continued to undertake training in order to ensure their ability to effectively govern the school as representatives of our community.
- The Culturally Responsive and Relational Pedagogy team presented the kaupapa to the Board of Trustees, who committed to the use of a cultural lens for effective governance. This synergised wonderfully with Hautu training that the Board of Trustees has undertaken.

- In order to further upskill classroom teachers, new karakia and waiata were introduced at staff meetings throughout the year. Further to this, new waiata have been included as part of each weekly school assembly.
- Allandale School was well supported by local kaumatua and kuia throughout 2018. These individuals led pōwhiri, blessed taonga of the school, and assisted with consultation regarding the establishment and administration of immersion classes.
- Focus/Class Assemblies were held each week to promote and reinforce “The Allandale Way”. Students were reminded of the school’s “Allandale kind of kids...” theme at these assemblies, and given a specific value to promote throughout the week. These assemblies were very successful, and the weekly “focus” was further reinforced through schoolwide initiatives throughout the year.
- Allandale School worked hard towards silver status as a Health Promoting School throughout 2017, culminating in the presentation of our Silver Award in 2018.
- At the end of 2017, Allandale School built a new bicycle track on the back field, and were provided with 50 new bicycles, helmets, and a storage shed for all of the equipment. Kim van der Aa has continued to be engaged throughout 2018 – providing maintenance support and safe cycling training for all students. This cycle track initiative continues to prove extremely successful, as it engages students, increases the use of helmets and safety gear by riders, and provides the community with an important asset.
- At the end of 2017, Allandale School began working with Erin Green of Te Puna Taiao Trust to re-vitalise our school environment and make it a greener and more engaging space for our students and our community. Funding applications submitted early in 2018 were successful, and work began on this amazing project in Term 3 of this year. While the major works are still to come in 2019, the areas that have been completed are outstanding and have met with the approval and appreciation of our students and our community.
- Classes at all levels of the school were well supported by Teacher Aides and Kaiāwhina.
- Allandale was accepted into the Fruit in Schools programme in 2016. Under this programme our students continued to receive fresh fruit every day, and our breakfast and lunch programmes were supplemented throughout 2018.
- Allandale School continued its involvement with the KidsCan programme and the Milk for Schools programme in 2018. These programmes provided the school with support for lunch programmes and our Breakfast in Schools programme.
- Allandale School was well supported by parent volunteers in 2018. Members of the local community gave their time to assist with Literacy programmes, Road Safety programmes, lunch programmes and many other initiatives. The school recognised the support from the community through a variety of events including special morning tea celebrations for our parent helpers.
- In 2015, Allandale School was accepted into the Positive Behaviour for Learning programme. A PB4L team, consisting of a Team Leader, a Coach, and members from across the school and the community, was formed. Over the past three years, a consistent reward system has been established based around the new school Values and the “Allandale Kind of Kid” programme. This system has included weekly classroom and school students of the week and continues to be very successful.
- A review of Allandale’s PB4L programme in 2017 indicated that the school was in a position to move to Tier 2. The school’s management team and PB4L team attended training in 2017 to enable us to begin implementing Tier 2 interventions. The first of these (“Check In-Check Out”) was initiated at the end of 2017 and proved very effective for many of our Tier 2 students. This Tier 2 practice has continued throughout 2018.
- A new Behaviour Management procedure was established at the beginning of last year in order to ensure consistency across the school. While it has continued to require some adjustments since that time, this procedure has been instrumental in ensuring a consistent approach to Behaviour Management across the school.
- At the beginning of 2018, two reception classes were established in order to smooth transitions for New Entrant students moving from Early Childhood education into

Allandale School. While the intention to move these students into Year 1/2 classes as they became ready was not fulfilled, the Learning Through Play initiative intended to support this transition was very successful.

- Two Allandale teachers undertook research and observations of other schools in order to implement a Learning Through Play programme at our school. With the assistance of external professional development and assistance from the RTLB service, the implementation of this programme went through a number of changes throughout the year, and has become a point of pride for the school and an appealing feature for the families and whanau of New Entrant students.
- Professional development in Learning Through Play has been accessed through the Whakatāne Community of Learning this year. This is an area of interest for a number of CoL schools, and will be one of the major professional development contracts offered next year.
- Aspects of Te Puna Taiao have been created to directly support Learning Through Play, including a loose parts area, water play spaces, and unprescribed, natural play areas.
- The impact of Learning Through Play has been measured using the Kindergarten Language Screening (KLS) test. Pre- and post-tests was delivered to students across the Year 1/2 team and reported a marked improvement in the oral language capability of these tamariki as a result of the Learning Through Play programme.
- The development of a mana whenua curriculum document evolved throughout 2018. Initially, this was intended to consist of a series of stories, whakatāuki, waiata, karakia, names, and places important to local iwi and local history. *Te Tangi o Tamapahore* was expected to serve as an inspiration for this collection of information, which could then be turned into a curriculum document which would prescribe which kaupapa would be taught at which levels of the school. Instead, the mana whenua curriculum project has turned into a broad document which will encompass all areas of the curriculum and embed them in mana whenuatanga.

Areas for Improvement

- While a number of community events, including our Art Festival, an Open Day, various sporting events, Goal-Setting and Interim Interviews, and other fun community events have been successful, whānau engagement in the academic life of the school is an issue. A small number of our whānau regularly participate in school events and activities, but outside of performing arts and sporting activities it can be difficult to engage our community.
- By the end of 2016, the achievement gap between Māori and non-Māori in Literacy had become a significant concern. While disparity in Reading decreased in 2018, it continues to be an issue in Writing. While disparity between Boys and Girls in Literacy and Numeracy improved in 2018, Boys and Māori learners will continue to be target groups in 2019. Annual plan goals and resourcing will be directed to support these target groups next year.
- The focus of professional development over the past 6 to 7 years has failed to have any significant, lasting effect on student achievement at Allandale School. Clearly a new approach is required in order to address the areas of under-achievement for our students.
- As a Decile 2 school, poverty is a great concern among our community. The health and welfare of our students needs to be addressed so that teachers can get down to the core business of student achievement.
- While the Positive Behaviour for Learning programme has begun to address behaviour management concerns and a new policy and procedure has been drafted, implementation throughout the school is inconsistent. The school is continuing its participation in the Positive Behaviour for Learning programme in 2019 in order to address this concern.
- Almost 75% of the students of Allandale School identify as Māori. While the school has three immersion classes i te reo Māori, many of our classrooms do not reflect the diverse nature of our school. While improvement in this area was noted by the Education Review Office during their visit in 2017, raising the cultural competency of staff will remain part of the school's annual goals for 2019.
- While Allandale School is a leader in the implementation of ICT in the classroom (particularly the Google Apps for Education suite), this implementation is concentrated in Year 5 and 6 classrooms. While ICTs were introduced to Year 1, 2, 3 and 4 classrooms in the past two years, staff need to be supported in order to ensure that all students are able to benefit from 21st Century learning opportunities.

Planned Actions for Lifting Achievement

- Achievement targets in Reading:
 - all Year 1/2 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Reading at the end of 2019.
 - all Year 3/4 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Reading at the end of 2019
 - all Year 5/6 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Reading at the end of 2019.
 - all Māori students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Reading at the end of 2019.
 - all boys at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Reading at the end of 2019.
- Achievement targets in Writing:
 - all Year 1/2 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Writing at the end of 2018.
 - all Year 3/4 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Writing at the end of 2018
 - all Year 5/6 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Writing at the end of 2018.
 - all Māori students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Writing at the end of 2018.
 - all boys at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Writing at the end of 2018.
- Achievement targets in Mathematics:
 - all Year 1/2 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Mathematics at the end of 2018.
 - all Year 3/4 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Mathematics at the end of 2018
 - all Year 5/6 students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Mathematics at the end of 2018.
 - all Māori students at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Mathematics at the end of 2018.
 - all boys at risk of not achieving will make more than one year's progress towards Allandale School's expected levels of achievement in Mathematics at the end of 2018.
- In 2019, the primary focus of professional development for Allandale School will be a review of Assessment for Learning and ensuring that all of our teachers have a strong grasp of the learning progressions. In order to effectively track student progress, Allandale teachers will need to know exactly how children are expected to attain new skills in reading, writing and maths, and will need to have the tools to track that attainment.
- Allandale School will continue to work with our colleagues in the Whakatāne Cluster of Learning in reviewing the Literacy progressions. It is intended that these

progressions will enable teachers to facilitate relevant, hands-on learning activities in this curriculum area, and create valid and reliable assessments throughout the year.

- Staff will be empowered to make more face-to-face contact with the families of their students throughout the year. The purpose of this change is to facilitate home-school partnerships on our community's terms, rather than our own. The goal of these conversations will still be to promote student self-management and self-regulation of their learning, and to establish stronger home-school partnerships throughout the year.
- The focus provided through the Health Promoting Schools Gold level accreditation process will greatly assist in guiding the kura in establishing clear objectives and monitoring them throughout 2019.
- Participation in the Positive Behaviour for Learning programme throughout 2019 will build on the work from past four years and establish the consistent implementation of the behaviour management policies and procedures developed in from 2015 to 2018.
- In order to ensure the holistic education of our students, staff will work to implement tools and practices which support and track Key Competency development.
- With the goal of building oral language, critical thinking, and teamwork skills in our students, Allandale School will work along with our colleagues in the Whakatāne Community of Learning as we develop and grow our Learning Through Play initiative in Junior classrooms and into Year 3/4 and Year 5/6 throughout 2019.
- Cultural Competency professional development for 2019 will continue to be provided with support from Te Whare Wānanga o Awanuiārangi. This PLD has been accessed on behalf of all schools in the Whakatāne Community of Learning. Our goals will be to celebrate the multi-cultural identity of Allandale School, develop staff who are culturally confident, to acknowledge the cultural distinctiveness of our students, staff, and community, and to provide opportunities for all students to acquire knowledge of Te Reo Māori me ōna Tikanga.
- Students, staff, whanau and external experts will work to create a local "Mana Whenua" curriculum document based around "Te Tangi o Tamapahore", a local waiata. This document will inform teaching and learning and will equip staff with the knowledge they need to educate our tamariki in the history and stories of our region.
- In order to assist staff in identifying their own next steps with regards to Professional and Cultural Competency, a self-assessment against the elements of the new Teacher Standards and Code of Responsibility has been included as part of Allandale's appraisal and attestation process for 2019.
- Staff will be upskilled in trans-disciplinary planning, implementation and assessment in order to better provide a curriculum focused on student engagement and contextual learning.

Allandale School 2018 Student Achievement and Progress Data

Literacy:

Percentage of all students AT or ABOVE the Allandale expectations comparison:

Reading

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|------|------|------|
| 65% | 72% | 75% | 70% | 66% | 66% | 71% | 62% |

Writing

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|------|------|------|
| 51% | 60% | 60% | 57% | 60% | 60% | 61% | 56% |

Percentage of Māori students AT or ABOVE the Allandale expectations comparison:

Reading

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 65% | 69% | 66% | 63% | 61% | 66% | 59% |
| | -7% difference | -6% difference | -4% difference | -3% difference | -5% difference | -5% difference | -3% difference |

Writing

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
| | 54% | 56% | 48% | 55% | 55% | 56% | 52% |
| | -6% difference | -4% difference | -9% difference | -5% difference | -5% difference | -5% difference | -10% difference |

Percentage of non-Māori students AT or ABOVE the Allandale expectations comparison:

Reading

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|-------------------|-------------------|--------------------|--------------------|--------------------|
| | | | 78% | 74% | 82% | 87% | 78% |
| | | | +8% difference | +8% difference | +16% difference | +16% difference | +16% difference |

Writing

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|-------------------|--------------------|--------------------|--------------------|--------------------|
| | | | 64% | 72% | 75% | 76% | 67% |
| | | | +7% difference | +12% difference | +15% difference | +15% difference | +11% difference |

Percentage of Boys vs Girls AT or ABOVE the Allandale expectations comparison:

Reading

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------|------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|
| Boys | | 63% | 65% | 64% | 58% | 55% | 63% | 57% |
| Girls | | 82% | 84% | 76% | 76% | 81% | 81% | 68% |
| | | 19% difference | 21% difference | 8% difference | 18% difference | 26% difference | 18% difference | 11% difference |

Writing

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------|------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Boys | | 49% | 45% | 48% | 51% | 50% | 47% | 52% |
| Girls | | 76% | 76% | 67% | 70% | 73% | 77% | 67% |
| | | 27% difference | 31% difference | 19% difference | 19% difference | 23% difference | 30% difference | 15% difference |

Numeracy:

Percentage of all students AT or ABOVE the Allandale expectations comparison:

| | | | | | | | |
|------|------|------|------|------|------|------|------|
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 59% | 66% | 70% | 68% | 74% | 67% | 69% | 73% |

Percentage of Māori students AT or ABOVE the Allandale expectations comparison:

| | | | | | | | |
|------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| | 58% | 66% | 64% | 70% | 64% | 65% | 70% |
| | -8% difference | -4% difference | -4% difference | -4% difference | -3% difference | -4% difference | -3% difference |

Percentage of non-Māori students AT or ABOVE the Allandale expectations comparison:

| | | | | | | | |
|------|------|------|--------------------|-------------------|--------------------|--------------------|--------------------|
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| | | | 78% | 82% | 79% | 82% | 82% |
| | | | +10% difference | +8% difference | +12% difference | +13% difference | +12% difference |

Percentage of Boys vs Girls AT or ABOVE the Allandale expectations comparison:

| | | | | | | | | |
|-------|------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Boys | | 62% | 68% | 65% | 71% | 61% | 66% | 74% |
| Girls | | 69% | 73% | 71% | 76% | 76% | 74% | 72% |
| | | 7% difference | 5% difference | 6% difference | 5% difference | 15% difference | 8% difference | 8% difference |

At end of last year, on advice from the Education Review Office, Allandale School set annual targets around the progress made by students at risk of not achieving. By the end of 2018, Allandale School expected to see all students at risk of not achieving – particularly boys and Māori students at risk of not achieving – making more than one year's progress towards the National Standard in Reading. With the removal of National Standards, there has been considerable discussion among principals concerning the best way to illustrate student progress in core curriculum areas and against what benchmarks. For the purposes of the 2018 Analysis of Variance, data has been collected for students at risk of not achieving against Reading Age and New Zealand curriculum levels. Student progress has been measured in sub-levels within these domains. Tier 1 students are those just below expected levels at the end of 2017, and Tier 2 includes those students performing significantly below expected levels at the end of 2017.

Reading At Risk Tier 1 2017-2018

| | | | | | | | | | | | | | | |
|------------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|------|------|
| Count | 14 | 6 | 9 | 6 | 2 | 5 | 3 | 2 | 2 | 2 | 3 | 1 | 1 | 1 |
| Percentage | 24.7% | 10.5% | 15.8% | 10.5% | 3.5% | 8.8% | 5.3% | 3.5% | 3.5% | 3.5% | 5.3% | 1.8% | 1.8% | 1.8% |
| Shift | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 12 | 13 | 17 |

Reading At Risk Tier 2 2017-2018

| | | | | | | | | | | |
|------------|-------|-------|-------|-------|-------|-------|---|---|------|------|
| Count | 9 | 4 | 6 | 5 | 4 | 4 | 0 | 0 | 2 | 1 |
| Percentage | 25.9% | 11.4% | 17.1% | 14.3% | 11.4% | 11.4% | 0 | 0 | 5.7% | 2.9% |
| Shift | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Similarly, Allandale School set annual targets for 2018 around the progress made by students at risk of not achieving in Writing. By the end of 2018, Allandale School expected to see all students at risk of not achieving – particularly boys and Māori students at risk of not achieving – making more than one year’s progress towards the National Standard in Writing. For the purposes of the 2018 Analysis of Variance, data has been collected for students at risk of not achieving against New Zealand curriculum levels. Student progress has been measured in sub-levels within these domains. Tier 1 students are those just below expected levels at the end of 2017, and Tier 2 includes those students performing significantly below expected levels at the end of 2017.

Writing At Risk Tier 1 2017-2018

| | | | | | | | |
|------------|-------|-----|-------|------|------|------|------|
| Count | 30 | 17 | 9 | 6 | 4 | 1 | 1 |
| Percentage | 44.1% | 25% | 13.2% | 8.8% | 5.9% | 1.5% | 1.5% |
| Shift | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Writing At Risk Tier 2 2017-2018

| | | | | | |
|------------|-------|-------|-------|------|------|
| Count | 24 | 6 | 4 | 2 | 2 |
| Percentage | 63.1% | 15.8% | 10.5% | 5.3% | 5.3% |
| Shift | 0 | 1 | 2 | 3 | 4 |

And finally, Allandale School set annual targets for 2018 around the progress made by students at risk of not achieving in Maths. By the end of 2018, Allandale School expected to see all students at risk of not achieving – particularly boys and Māori students at risk of not achieving – making more than one year’s progress towards the National Standard in Maths. For the purposes of the 2018 Analysis of Variance, data has been collected for students at risk of not achieving against the stages of the Numeracy Project and has focused specifically on problem-solving strategies and numerical knowledge. Student progress has been measured in stages within these domains. Tier 1 students are those just below expected levels at the end of 2017, and Tier 2 includes those students performing significantly below expected levels at the end of 2017.

Mathematics Number Knowledge At Risk Tier 1 2017-2018

| | | | |
|------------|-----|-------|------|
| Count | 32 | 13 | 2 |
| Percentage | 68% | 27.7% | 4.3% |
| Shift | 0 | 1 | 2 |

Mathematics Number Knowledge At Risk Tier 2 2017-2018

| | | | |
|------------|-------|-----|------|
| Count | 19 | 7 | 2 |
| Percentage | 67.9% | 25% | 7.1% |
| Shift | 0 | 1 | 2 |

Mathematics Strategy At Risk Tier 1 2017-2018

| | | | | |
|------------|--------|-------|------|------|
| Count | 22 | 10 | 3 | 1 |
| Percentage | 61.10% | 27.8% | 8.3% | 2.8% |
| Shift | 0 | 1 | 2 | 3 |

Mathematics Strategy At Risk Tier 1 2017-2018

| | | |
|------------|--------|-------|
| Count | 16 | 6 |
| Percentage | 72.70% | 27.3% |
| Shift | 0 | 1 |