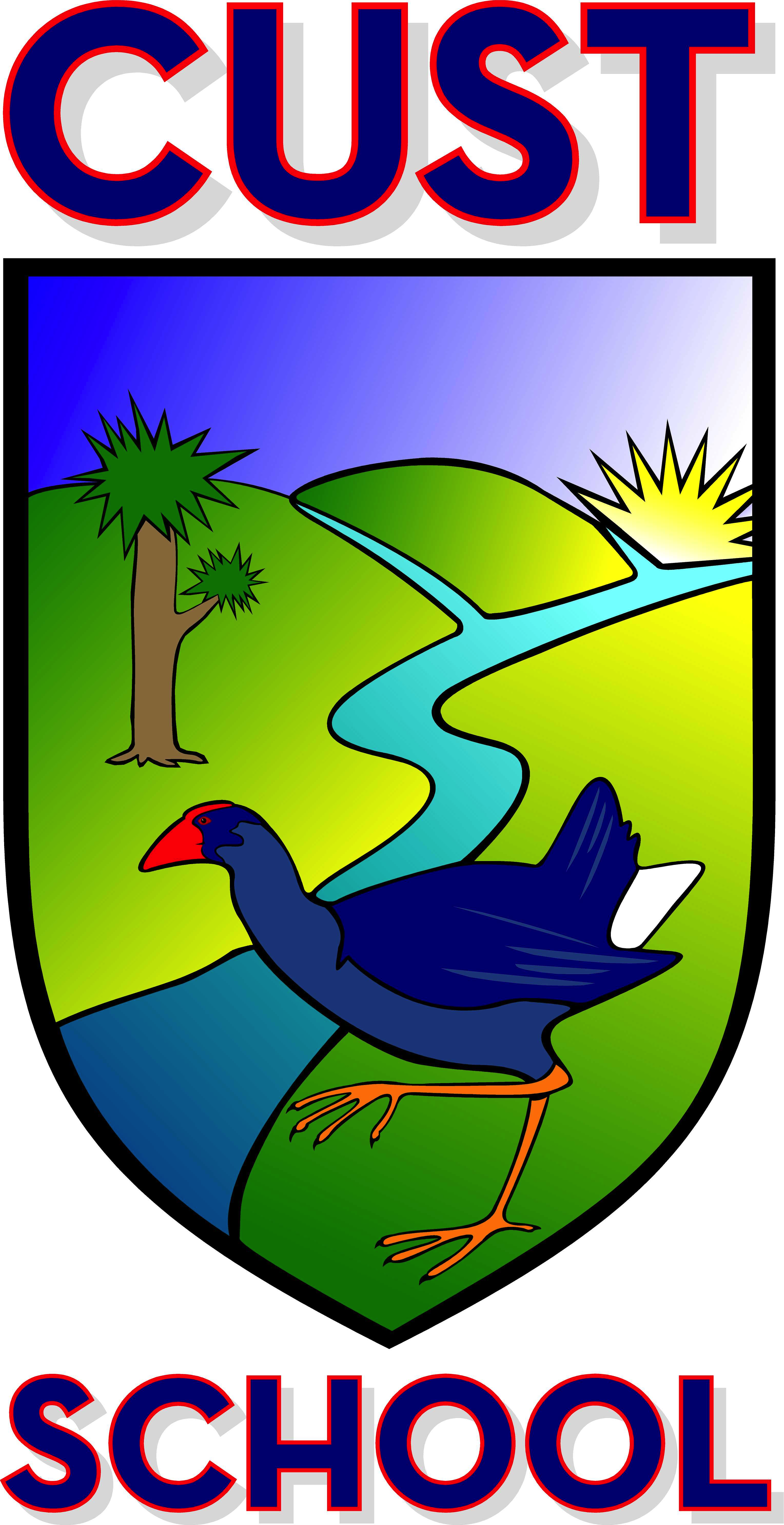
** CUST SCHOOL**

**2013 Annual Report**

**and**

**Financial Statements**

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**Cust**

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Board and Principal Report

It is our pleasure to reflect on the 2013 year, which has been centered on: maintaining robust self review procedures, showing shifts in learning, how the Cust Curriculum can best reflect National Standards, and present this annual report.

Many thanks must first go to the Staff, Board of Trustees, parents and community who have again provided outstanding support for the children of Cust School. The dedicated staff, who is willing to be innovative and reflective, always provides consistently good teaching and learning programmes and enjoys the opportunities each day brings. The Board whose focus is always on improving the education of the Cust School children with their strategic planning and community whose continued support in many ways is always appreciated.

The children continue to be our biggest asset. They are confident, articulate and portray themselves with pride in all situations. Throughout the year the many highlights have always been an opportunity for the children to be fully engaged and they make the most of these situations.

**CURRICULUM:**

A number of curriculum areas were reviewed throughout the year in relation to achievement and programmes of work. It is extremely pleasing to have reported to the Board and Community on the academic achievement of Cust children, that overall they perform well above national norms. Our children are achieving well when assessed against the National Standards, with over 90% of children achieving at or above in Reading, Writing and Mathematics.

Whilst this analysis is important, it is vital for the school to do something with the information collected. Throughout the year we have put in place programmes/interventions that support the children’s continual improvement. Increased teacher support, through in-class support, more explicit, direct teaching, coupled with professional development in these areas, are examples.

Using this data, classroom and school wide programmes have been adapted to meet the needs of groups of children.

Individual children were identified and a specific programme planned. Parents were informed of the nature and outcomes of these programmes through informal discussions, parent interviews and written reports. Goals for 2013 were to communicate these more comprehensively in Gifted and Talented education to parents,

improve the standards achieved by children underachieving in Maths and shift the number of children achieving at the national standard to above. Action plans were developed to achieve these.

The staff has reflected on the learning model that has been developed for our teaching and learning of topics and have trialled, within many aspects of the curriculum, SOLO Taxonomy. Through our consolidation of this model, the children are fully engaged and are beginning to understanding how to improve their attainment. Our theme for 2013 was ***PIKO PRESENTS.....THE ARTS - Ko Tui Te Uri O Mahara Pohewa - Art is the Child of Imagination***, which involved individual, class and school based Art Education studies.

Major highlights have been:

* Piko Presents – The Arts Theme:
  1. The knowledge and skills that took place around individual classes throughout the year in The Arts
  2. Art Exhibition
  3. Rock of Ages Concert
  4. Piko’s Pandemonium – The Musical
* The Year 5-8 children participating in very successful camps to Wellington and Living Springs

**SELF REVIEW:**

As mentioned earlier there was a good deal of self review in curriculum areas, particularly in Numeracy and Literacy, which is assisting us in the direction of the school and self review in the Boards strategic planning.

A major development has been the alignment and linking of our current self review practices to other current practices. To this end we have now developed and implemented guidelines to self review, a timetable and a process. Our next step, for 2014, is to consolidate these and further strengthen them.

The Board reviewed the current Charter and has developed an updated charter, in consultation with the community, and utilised ERO’s Self Review tools to complete an internal self review audit.

A focus has been to ensure these Self Review processes were robust and through an external audit by the Education Review Office, who gave a very positive report, with a four / five year review cycle, showed that our processes were robust and specific.

**EEO:**

There were no issues to report.

Cust School is required by the State Sector Act to be a “good employer”, that is:

* to maintain, and comply with their school's Equal Employment Opportunities policy, and
* to include in the Annual Report a summary of the year’s compliance.
* To achieve this, the board:
* appoints a member to be the EEO officer. This role may be taken by the principal.
* shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
* maintains an EEO database, such as a folder of [**EEO surveys**](http://cust.schooldocs.co.nz/EEODataCollection.pdf).
* recognises the value of attracting people from all possible sources of talent
* selects the person most suited to the position in terms of skills, experience, qualifications and aptitude
* ensures that employment and personnel practices are fair and free of any bias.

**Key Strategic Goals for 2014:**

1. **Student Learning and Achievement**
   * For children to lead their own learning – be responsible owners and managers of their own learning
   * For all students to access the NZ Curriculum, as evidenced by progress and achievement in relation to national standards
   * To recognise the individual competencies of each student and provide relevant pathways to support their learning and attainment of “Being Your Best”
2. **Future Focus**

* To participate in the Greater Christchurch Education Renewal Cluster

1. **Environment**

* To provide a safe physical and emotional environment that promotes self-esteem and a positive attitude towards work, participation and learning.

1. **Community**

* To create a curriculum that meets and reflects the needs of the local community

(refer to Cust Charter for details on strategies and action plans to achieve these)

**CONCLUSION:**

*“Enabling children to be the best that they can be…”* is our Mission Statement. All representatives of the Staff and Board are heading in this direction. We must continue to improve the quality of learning and teaching that occurs at Cust School and, knowing that we have the support of the wider community in achieving this, we are sure that we can build on our successes.

Signed………………………………..Chairperson

Signed………………………………..Principal

Dated…………………………………

Analysis of Variance:

CUST SCHOOL

for the year ended 31st December 2013

Cust School: Analysis of variance of Writing target

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus:  V | STRATEGIC PLAN— WRITING (Achievement) 2013 | | | |
| Strategic aim: | STRATEGIC AIM:  ALL STUDENTS ARE ABLE TO ACCESS THE NEW ZEALAND CURRICULUM, AS EVIDENCED BY PROGRESS AND ACHIEVEMENT IN RELATION TO NATIONAL STANDARDS | | | |
| Annual aim  for 2013: | *We chose this strategic aim because evidence we collected over the previous two years showed  a disproportionate number of students were not achieving at the expected level.*  To increase the number of children achieving at or above the National Standard in Writing | | | |
| Baseline data 2012: | Base Data: Analysis of school wide data in December 2012 showed that we have approximately 89% of children achieving at or above the National Standard for writing. Further analysis shows that nearly 60% are at while 30% are above. Given the results in other curriculum areas, teachers reflected that there were a number of children who could be shifted from meeting the at standard to meeting the above standard | | | |
| Target 2013: | By the end of 2013 at least 50% of all students will be achieving above the National Standard for writing | | | |
| Actions  (what did we do?) | | Outcomes  (what happened?) | Reasons for the variance (why did it happen?) | Evaluation  (where to next?) |
| Teachers’ overall teacher judgements identified the individual students and their learning needs and the support each student needed to improve their progress and achievement. | | While we achieved a significant number of children who achieved at or above the National Standard in Writing we did not achieve our target of getting 50 % of children achieving above the National Standard.  We did achieve 95% of Cust children are achieving at or above National Standard. This is a slight increase from last year (89%). This may be due to a short focus on “quality writing” – using student voice and clear expectations.  We continue to have a heavier weighting in the “at” category (59%), compared to children in the “above” category (36%). This does not reflect or align itself with the Reading data and will be an area for development in 2014.  We had no children in the school achieve *well below* the National Standard for writing**.** |  | Continue to identify learning needs of each individual student and support required to improve progress and achievement – through self review processes. |
| Teachers developed targeted programmes, in class and specialist teachers, to meet the needs of these students – student voice. | | Use of teacher aides in the writing process helped individuals who were achieving below. | We will focus on the programmes that made a measurable improvement in student achievement - writing programmes to be targeted and specific.  Continue to use teacher aides, for targeted children.  Children to be engaged and motivated to write – continue to develop ways in which student voice in writing topics is utilized – particularly gender voice. |
| Teachers participated in school based professional development – linked with quality writing and appraisal systems | | Lack of quality in-depth professional development meant we did not achieve the desired results. | In 2014 we are participating in Ministry led PDL in Literacy and updating our Literacy Programme. |
| Teachers, through in school professional development, trialled a variety of teaching methods to increase engagement and achievement eg use of SOLO in teaching and assessment practices | | With the trialing of SOLO the children had very specific criteria, with aspects of their writing, that were easily identified and worked on – providing more targeted learning | Staff to continue to trial and share their work with a variety of assessment methods – expanding the use of SOLO |
| Teachers developed moderation processes for the assessment of children’s written work | | There appears to be more in-school consistency regarding moderation of students achievement against National Standards | Staff to trial / consolidate moderation process-  class, school and cluster moderation  Investigate other school’s moderation processes  Investigate possibility working with cluster on  writing moderation |
| Planning for next year:  An annual target will be set in next year’s annual plan:  By the end of 2014 at least 50% of all students will be achieving above the National Standard for writing  Participation in the Literacy Professional Development (MOE) | | | | |

Cust School: Analysis of variance of Maths target

|  |  |  |  |
| --- | --- | --- | --- |
| Focus:  V | STRATEGIC PLAN— MATHS (Achievement) 2013 | | |
| Strategic aim: | ALL STUDENTS ARE ABLE TO ACCESS THE NEW ZEALAND CURRICULUM, AS EVIDENCED BY PROGRESS AND ACHIEVEMENT IN RELATION TO NATIONAL STANDARDS | | |
| Annual aim  for 2013: | *We chose this strategic aim because evidence we collected over the previous year showed  a small group of students, who were not achieving at the expected level.*  To increase the number of students achieving at or above the National Standard for Maths | | |
| Baseline data 2012: | Analysis of school wide data in December 2012 showed that we have approximately 90% of children achieving at or above the National Standard for maths. Further analysis shows that of the 10% that are achieving below the National Standard, 10 out of the 12 children (83%) are boys. 86% of boys are achieving at or above while 96% of girls are achieving at or above. Given the results, teachers reflected that there were a number of these children, who could be shifted from below to at, with focused and specific teaching of numeracy skills | | |
| Targets 2013: | By the end of 2013, 95% of boys will be achieving at or above the National Standard for Maths | | |
| Actions  (what did we do?) | Outcomes  (what happened?) | Reasons for the variance (why did it happen?) | Evaluation  (where to next?) |
| To gather data on boys attitude and achievement | While we did not achieve our aim of getting 95% of boys achieving at or above the National Standard for Maths, we did shift 7 out of the 10 boys who were achieving below the National Standard in 2012.  This showed a 70% (significant) shift with most students who were *below* in 2013.  This would normally mean we would achieve our aim, however we do have another cohort of children who took their place in the below section. | Data was collected and gave us clear evidence on how these boys wanted to learn – programmes were adapted to meet their needs – this improved their attitude towards Maths | As part of the ALiM professional development we will re-survey specific children in Maths. |
| To provide a classroom programme which provides structure and focus teaching | Expert / precision teaching in – together with very clear expectations – provided an extremely solid foundation for these children to progress. We taught what was important and prioritised learning outcomes | We will focus on the programmes that made a measurable improvement in student achievement – daily basic facts programmes to be targeted and specific.  We will implement programmes as palnned for within the ALiM professional development. |
| To review data / resources and develop plans Provide teacher assistance for those children with needs. | Use of teacher aides in maths (targeted programmes) helped individuals / groups who were achieving below. | Continue to use teacher aides, for targeted children. |
| To analyse mid and year-end data to inform progress  To communicate with families around ways to  support student’s learning | With regular feedback to children and parents, everyone knew what had to be done to ensure these children progessed – team effort. | Staff to continue provide regular and meaningful feedback to children and parents and if need be assist in providing “extra” work (help) to families that require this. |
| Planning for next year:  To continue to monitor this cohort of children, ensuring progress is maintained.  To monitor and plan interventions for the “new” cohort of children who are achieving below the National Standard  Participation in ALiM Professional Development | | | |

Cust School: Analysis of variance of Charter target

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus:  V | STRATEGIC PLAN— GIFTED AND TALENTED (Process) 2013 | | | |
| Strategic aim: | TO MEET THE LEARNING NEEDS OF ALL CHILDREN, THROUGH TEACHING AND SPECIALIST PROGRAMMES | | | |
| Annual aim  for 2013: | *We chose this strategic aim because as a school we need to ensure all our children are provided with high quality learning, which caters for their needs.*  To implement a variety of classroom and specialist programmes which meet the needs of our Gifted and Talented | | | |
|  |  | | | |
| Target 2013: | To provide high quality classroom and specialist programmes that meet the needs of our children | | | |
| Actions  (what did we do?) | | Outcomes  (what happened?) | Reasons for the variance (why did it happen?) | Evaluation  (where to next?) |
| Develop guidelines / procedures for Gifted and Talented Education at Cust School.  To develop an informal identification process / school register | | We developed / established:  1.Curriculum Plan shows  Cust School guidelines  2.Gifted and Talented Folder  3.Enrolment Pack displays procedures  4.Gifted and Talented Folder shows methods of how to identify possible children and a formal process given  5.Regular staff meetings were held to assist in professional development  6.Teachers communicated with parents on how they were catering for gifted and talented children in their class.  7. Staff trialled a variety of methods to cater for these children | The staff member and Principal responsible for this participated in Gifted and Talented course (Reach Education) and their assignments were to develop these actions. | Continue to review these guidelines and discuss children who might be Gifted and Talented (and the identification processes for this) |
| To provide professional development for staff  Review guidelines / procedures  Practice identification process  Trial a variety of teaching methods to meet needs  Review teaching and learning | | Regular staff meetings were held and professional development was provided for staff. This followed the Reach Education model. |  |
| Set up regular and effective communication between school and parents of gifted and talented students. | | Models of letters were provided for staff and the letter had to have an aspect of Gifted and Talented Education. | Ensure that term letters continue to have an aspect regarding Gifted and Talented Education |
| Begin to gather, trial and identify best practice classroom teaching strategies to cater for these children eg SOLO taxonomy, choice, reflection, goal setting, key competency  development, discovery and Inquiry to promote CHiLL | | Teachers (and children) were given opportunities to experiment with a variety of strategies. As part of our end of year review staff were required to review what they had done and show examples. | Continue to explore new strategies to cater for these children. Have honest discussions between staff and parents to ensure their needs are met. |
| Planning for next year:   * 1. Explore what schools in our Cluster are doing to cater for these children   2. Within our theme, Piko’s Hauora, these children are given opportunities to explore the inquiry process (with SOLO and choice) | | | | |

Cust School: Analysis of variance of Charter target

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus:  V | STRATEGIC PLAN-OXFORD/EYRE LEARNING COMMUNITY CLUSTER (Process) 2013 | | | |
| Strategic aim: | TO PARTICIPATE IN THE GREATER CHRISTCHURCH EDUCATION RENEWAL CLUSTER. | | | |
| Annual aim  for 2013: | *We chose this strategic aim because as a school we want to ensure the success of our Learning Community Cluster.*  To explore opportunities for our learners to achieve the best possible educational outcomes | | | |
|  |  | | | |
| Target 2013: | Collaborate with our cluster schools to create innovative learning opportunities | | | |
| Actions  (what did we do?) | | Outcomes  (what happened?) | Reasons for the variance (why did it happen?) | Evaluation  (where to next?) |
| To develop a draft plan for Oxford / Eyre Learning Community | | We completed:  1.Draft plan was developed and  a copy given to Ministry  2.Meeting held and priorities  established  3.Meeting held and priorities discussed so that action plan can be made – Principals only | Draft plan established but there needs to be clear expectations and goals for the future set. Lack of leadership within group led to false starts | Plan was established but it is not a “living” document so there needs to be some discussion around priorities, clear expectations and what is manageable to achieve. |
| To set up a meeting – Principals / BOT – beginning  of 2013 | | A number of meetings were held – under the guidance of the Ministry and advisors.  Principals meet and discussed sports and set a meeting time for the future, with possible agendas | A leader needs to be chosen so that they can co-ordinate meetings etc |
| To set up a meeting – teachers – based on priorities | |  | Once priorities have been set then teachers can become involved |
| To develop an action plan based on priorities | |  | See above |
| Planning for next year:  1. Collaborate with our cluster schools to create innovative learning opportunities.  2. Action Plan for 2014 developed | | | | |

Cust School: Analysis of variance of Charter target

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus:  V | STRATEGIC PLAN— PARENT TEACHER ASSOCIATION (Process) 2013 | | | |
| Strategic aim: | TO ENHANCE PHYSICAL FEATURES OF THE SCHOOL, IN ORDER TO PROVIDE FUNCTIONAL, FLEXIBLE LEARNING SPACES. | | | |
| Annual aim  for 2013: | *We chose this strategic aim because as a school we needed to ensure “buy in” from all our stakeholders*  To develop an environmental plan and begin to implement this | | | |
|  |  | | | |
| Target 2013: | Develop and implement an environmental enhancement plan in consultation with community and school related groups | | | |
| Actions  (what did we do?) | | Outcomes  (what happened?) | Reasons for the variance (why did it happen?) | Evaluation  (where to next?) |
| To develop a systematic and regular means of communication between stakeholders | | We completed:  1.A review of how the BOT communicates with  the community and school related groups was completed and communication methods were trialled  2.Meeting held of interested stakeholders  3.Focus Group set up / re-established (PTA)  4.Focus Group procedures established (PTA)  5.Priorities / actions for Focus Group to be clearly defined (PTA)  6. Fundraising / social etc actions were completed | Communication has improved due to the feedback received in the survey.  Website more productive in this way | Board needs to continue to communicate clearly with parents – using a variety of methods |
| To develop an action plan for the Focus Group | | A group of very motivated parents wanted to re-establish the PTA and developed / completed all legal processes for this to happen | No Board action required as goals achieved |
| To implement environmental plan and actions of Focus Group | | As above – group held working bees to implement environmental plan | Continue to look at ways of working together to  enhance the school’s environment |
| Planning for next year:  1. The Board will allow the newly formed PTA to plan events (social and fundraising) and continue to communciate with them in a meaningful way on ways of enhancing the school. | | | | |

Cust School: Analysis of variance of Charter target

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus:  V | STRATEGIC PLAN— APPRAISAL (Process) 2013 | | | |
| Strategic aim: | TO DEVELOP THE STAFF INTO A COMMUNITY OF LEARNERS THROUGH PROFESSIONAL LEARNING AND USEFUL PERFORMANCE MANAGEMENT PROCESSES | | | |
| Annual aim  for 2013: | *We chose this strategic aim because as a school we want to ensure our teachers are reflective in a meaningful way (linked to our goals)*  To utilise SOLO and Class Review (Teaching as Inquiry) to improve classroom teaching | | | |
|  |  | | | |
| Target 2013: | Develop a staff appraisal process, which promotes and fosters high levels of performance | | | |
| Actions  (what did we do?) | | Outcomes  (what happened?) | Reasons for the variance (why did it happen?) | Evaluation  (where to next?) |
| To review current appraisal practices – where are we now as teachers? | | Staff completed a PMI on our current appraisal system  Students, staff and parents completed surveys on teachers  Results analysed and feedback was given to staff  Goals were set for future  A SOLO taxonomy on using data  was developed  Teachers reflected on their practice using this and then established next steps  Staff completed at least 1 major review of classroom teaching and shared it | Staff were given opportunity to give honest feedback on current appraisal system and what changes could be made. Strong links to student achievement was developed because of this. | Continue to maintain strong links with self review |
| To trial / consolidate 360 degree appraisal process | | Due to feedback given to the staff, from surveys, teachers set new gaols in their teaching and changes implemented. These were mentioned in their appraisal documentation. | Will do this again in 2015 (every two years)  Instead will make sure reflection is robust and meaningful |
| To trial a SOLO taxonomy teacher assessment on using data | | Staff reflected on their use of data and with SOLO taxonomy given next steps | New SOLO Taxonomy developed on Use of NZC and Teaching as Inquiry |
| To consolidate “Classroom Teaching Review” | | Classroom Review showed next steps for school / staff. | Ensure model of classroom review is consistent and linked to above systems |
| Planning for next year:   1. Maintain strong links with student achievement etc (reflected in charter) 2. Establish new goals – linked to theme / inquiry / professional development | | | | |

**REPORTING STUDENT ACHIEVEMENT**

**NATIONAL STANDARDS TO BOT 2013**

**ANNUAL REPORT**

**Introduction**

Achievement describes the level of students’ learning at a single point in time, for example, working at a National Standard level for reading. Identifying the level of achievement is important in pinpointing students who need to make accelerated progress to meet expected achievement levels, or students who need to be challenged further.

Progress means the difference in achievement between two points in time. For example, students who are below the standard one year and at a year later have made more than one year’s progress (accelerated progress). Progress is vital to understand how much difference teaching is making for all our students, regardless of their starting point. This type of analysis will highlight the areas where support needs to be targeted for students or particular groups of students. This could include gifted and talented students who require extending, and under-achieving students who need to make accelerated progress. We are beginning to get data this year to enable an analysis of progress.

The following results are end of year – this means they show **achievement against** national standards.

There are some junior children (year 0-3) who, because of their birthday, have interim results – therefore show **progress towards** the national standard.

To gather these we use an overall teacher judgement (OTJ). This involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgement about a students’ progress and achievement ...... for the purpose of reporting to the student and his/her parents.

|  |
| --- |
| **NAG2A (b)**  Schools are required to report school-level data on National Standards under three headings:  i. School strengths and identified areas for improvement  ii. The basis for identifying areas for improvement  iii. Planned actions for lifting achievement |

|  |
| --- |
| **NAG2A (b)(i) Areas of strength** |
|  |
| Discussion:   * Maths - 89% of Cust children are achieving at or above National Standard - 98% of our Year 0-3 children are achieving at or above National Standards. We have spent much of the year reviewing our teaching and learning practices, particularly strategies for children who are achieving below the National Standard. This focused teaching, with identified priorities in what should be taught, has meant a significant shift for this group of children, with 70% of children in this group moving from below to at. * Reading - 96% of Cust children are achieving at or above National Standard. We continue to have a significant number of children achieving above the National Standard – 66%. Most of our Maori children are achieving well above National Standard in Reading. * Writing – 95% of Cust children are achieving at or above National Standard. This is a slight increase from last year (89%). This may be due to a short focus on “quality writing” – using student voice and clear expectations.   Overall it is pleasing to see our Maori children achieving well in line with their peers – with the vast majority achieving at or above the National Standard |
| **NAG2A (b)(i) Areas for improvement** |
|  |
| Discussion:   * Writing – We continue to have a heavier weighting in the “at” category (56%), compared to children in the “above” category (33%). This does not reflect or align itself with the Reading data and will be an area for development in 2014. * Reading – While we have 96% of children achieving at or above the National Standard in Reading, it is interesting to see that of the 66% of children achieving above the National Standard, girls make up most of this number   i.e. Boys achieving “at” = 44%, achieving “above” = 51% Girls achieving “at” = 14%, achieving “above” = 83%   * Maths – With a targeted group of boys in 2013 – there were 10 who were identified as under-achieving at the end of 2012 – we did manage to shift 70% of this group (see areas of strength). However there appears to be another group of children who have taken their place. |
| **NAG2A (b)(ii) Basis for identifying areas for improvement** |
| Discussion:  **Identifying Areas of Improvement:**  When looking at areas of improvement we considered a variety of data (see above) and analysis.  Two key areas we focused on were:  Analysis of school-level, year level data (as seen by staff and BOT), broken down by Māori students and by gender on National Standards progress and achievement in reading, writing and mathematics.  Analysis of variance - between the targets that were set in our annual plan and what was actually achieved.  We continue to use ETAP (Student Management Systems) to help manage data and analyse it.  The tables under development in ETAP, which will be fully utilised in 2013, will be able to show year level data of student progress and achievement. They should identify patterns of progress and achievement across year levels for different groups of students (for example, gender or ethnicity). They will also be useful for identifying groups of students who require more assistance.  Most importantly we should also find these tables useful in identifying students who need targeted support at a classroom level and to adjust teaching and learning programmes accordingly. |
| **NAG2A (b)(iii) Planned actions for lifting achievement** |
|  |
| Discussion:  The Cust Board considered and discussed student progress and achievement data from previous years. The board also reviewed the areas for improvement from the analysis of variance and the school-level National Standards data from the current year. From the trends and patterns of the data, we have identified our board needs to focus on improving student progress and achievement in the National Standard for Writing and Maths. To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. We will review these in November and include them in next year’s charter. Cust School’s participation in Ministry lead Professional Development Learning in Literacy and Maths will support these targets.  Targets  **WRITING:**  **Strategic Area:** Student Learning and Achievement  **Strategic Goal:** For all students to access the NZ Curriculum, as evidenced by progress and achievement in relation to national standards  Annual Goal: To increase the number of students achieving above the National Standard for writing  Base Data: Analysis of school wide data in December 2013 showed that we have approximately 95% of children achieving at or above the National Standard for writing. Further analysis shows that nearly 60% are at while 35% are above. Given the results in other curriculum areas, teachers reflected that there were a number of children who could be shifted from meeting the at standard to meeting the above standard  Target: By the end of 2014 at least 50% of all students will be achieving above the National Standard for writing  Strategy: Review student achievement and curriculum areas in relation to National Standards  **MATHS: Strategic Area:** Student Learning and Achievement  **Strategic Goal:** For all students to access the NZ Curriculum, as evidenced by progress and achievement in relation to national standards  Annual Goal: To increase the number of students achieving at or above the National Standard for maths  Base Data: Analysis of school wide data in December 2013 showed that we have approximately 90% of children achieving at or above the National Standard for maths. Further analysis shows that of the 10% that are achieving below the National Standard, 10 out of the 13 children are boys. Given the results, teachers reflected that there were a number of these children, who could be shifted from below to at, with focused and specific teaching of numeracy skills  Target: By the end of 2014, 95% of boys will be achieving at or above the National Standard for maths  Strategy: Review student achievement and curriculum areas in relation to National Standards |

**2013 National Standards Report – Cust School – NAG 2A**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MoE # | Name | SMS | | Version | Date | | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | **2013-12-31** | | **March annual**  **charter update** | | **11** | **9** |
| Reading All students  Years 1- 8 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 3 | 5% | 27 | 44% | 31 | 51% | [61](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042x1037x1035x1032x1025x1002x1005x1004x1254x1006x1008x1136x1188x1012x1014x1231x1017x1024x1127x1261x1019x1268x1135x1263x1162x1139x1140x1143x1144x1146x1149x1150x1156x1165x1164x1167x1187x1169x1172x1176x1177x1182x1185x1199x1203x1209x1214x1212x1226x1276x1232x1234x1246x1245&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 2 | 3% | 8 | 14% | 48 | 83% | [58](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1039x1175x1153x1264x1034x1033x1192x1031x1029x1026x1027x1028x1001x1007x1010x1205x1015x1180x1132x1138x1131x1134x1141x1170x1275x1148x1259x1158x1161x1238x1168x1273x1171x1173x1178x1186x1200x1201x1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235x1244x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 5 | 4% | 35 | 29% | 79 | 66% | [119](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1039x1040x1041x1175x1042x1037x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1026x1027x1028x1001x1002x1005x1004x1254x1007x1006x1008x1136x1010x1188x1012x1014x1205x1015x1231x1017x1024x1127x1261x1180x1019x1268x1132x1135x1138x1263x1131x1134x1162x1139x1140x1141x1170x1143x1144x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1238x1168x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199x1202x1203x1206x1209x1214x1212x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235x1246x1244x1245x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 2 | 50% | 2 | 50% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1135x1144x1212&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 25% | 1 | 25% | 2 | 50% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039x1026x1007x1138&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 13% | 3 | 38% | 4 | 50% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039x1037x1026x1007x1135x1138x1144x1212&sid=0&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=0&tid=50&yl=&rt=&yr=2013) |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 2 | 4% | 25 | 45% | 29 | 52% | [56](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042x1035x1032x1025x1002x1005x1004x1254x1006x1008x1136x1188x1012x1014x1231x1017x1024x1127x1261x1019x1263x1162x1139x1140x1143x1146x1149x1150x1156x1165x1164x1167x1187x1169x1172x1176x1177x1182x1185x1199x1203x1209x1214x1226x1276x1232x1234x1246x1245&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 2% | 7 | 13% | 46 | 85% | [54](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1175x1153x1264x1034x1033x1192x1031x1029x1027x1028x1001x1010x1205x1015x1180x1132x1131x1134x1141x1170x1275x1148x1259x1158x1161x1238x1168x1273x1171x1173x1178x1186x1200x1201x1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235x1244x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 3 | 3% | 32 | 29% | 75 | 68% | [110](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1040x1041x1175x1042x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1027x1028x1001x1002x1005x1004x1254x1006x1008x1136x1010x1188x1012x1014x1205x1015x1231x1017x1024x1127x1261x1180x1019x1132x1263x1131x1134x1162x1139x1140x1141x1170x1143x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1238x1168x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199x1202x1203x1206x1209x1214x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235x1246x1244x1245x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | Date | | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | **2013-12-31** | | **March annual**  **charter update** | | **NA** | **0** |
| Reading After 1 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1245&sid=8672&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 20% | 4 | 80% | [5](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1244x1247x1248x1249x1250&sid=8672&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1244x1245x1247x1248x1249x1250&sid=8672&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1245&sid=8672&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 20% | 4 | 80% | [5](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1244x1247x1248x1249x1250&sid=8672&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1244x1245x1247x1248x1249x1250&sid=8672&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | Date | | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | **2013-12-31** | | **March annual**  **charter update** | | **NA** | **0** |
| Reading After 2 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1203x1209x1214x1212x1226x1276x1232x1234&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 8% | 11 | 92% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 3 | 15% | 17 | 85% | [20](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1203x1206x1209x1214x1212x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1212&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1212&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 2 | 29% | 5 | 71% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1203x1209x1214x1226x1276x1232x1234&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 8% | 11 | 92% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235&sid=8674&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 3 | 16% | 16 | 84% | [19](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1203x1206x1209x1214x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235&sid=8674&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | Date | | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | **2013-12-31** | | **March annual**  **charter update** | | **NA** | **0** |
| Reading After 3 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1187x1169x1172x1176x1177x1182x1185x1199&sid=8676&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1171x1173x1178x1186x1200x1201&sid=8676&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | 6% | 15 | 94% | [16](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199&sid=8676&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1187x1169x1172x1176x1177x1182x1185x1199&sid=8676&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1171x1173x1178x1186x1200x1201&sid=8676&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | 6% | 15 | 94% | [16](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199&sid=8676&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | Date | | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | **2013-12-31** | | **March annual**  **charter update** | | **NA** | **2** |
| Reading Year Level 4 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 6 | 60% | 4 | 40% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1143x1144x1146x1149x1150x1156x1165x1164x1167&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1141x1170x1275x1148x1259x1158x1161x1168&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 8 | 44% | 10 | 56% | [18](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1141x1170x1143x1144x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1168&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1144&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1144&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 5 | 56% | 4 | 44% | [9](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1143x1146x1149x1150x1156x1165x1164x1167&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1141x1170x1275x1148x1259x1158x1161x1168&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 7 | 41% | 10 | 59% | [17](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1141x1170x1143x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1168&sid=8425&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Reading Year Level 5 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 2 | 18% | 6 | 55% | 3 | 27% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1231x1017x1024x1127x1261x1019x1268x1135x1263x1162x1139&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1180x1132x1138x1131x1134&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 3 | 17% | 8 | 44% | 7 | 39% | [18](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1231x1017x1024x1127x1261x1180x1019x1268x1132x1135x1138x1263x1131x1134x1162x1139&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1135&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1138&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 50% | 0 | 0% | 1 | 50% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1135x1138&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=8425&tid=50&yl=&rt=&yr=2013) |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 1 | 11% | 6 | 67% | 2 | 22% | [9](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1231x1017x1024x1127x1261x1019x1263x1162x1139&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 33% | 4 | 67% | [6](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1180x1132x1131x1134&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 7% | 8 | 53% | 6 | 40% | [15](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1231x1017x1024x1127x1261x1180x1019x1132x1263x1131x1134x1162x1139&sid=8425&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | Date | | Report Name | | Excl ≥ Mar | Excl No OTJ | |
| **3325** | **Cust School** | **eTAP** | | **13.35** | **2013-12-31** | | **March annual**  **charter update** | | **NA** | **0** | |
| Reading Year Level 6 | | Well Below | | Below | | At | | Above | Total | | |
| No | % | No | % | No | % | No | % | | No |
| All students | Male | 0 | 0% | 0 | 0% | 6 | 60% | 4 | 40% | | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1002x1005x1004x1254x1006x1008x1136x1188x1012x1014&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 33% | 2 | 67% | 0 | 0% | | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1007x1010&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 8% | 8 | 62% | 4 | 31% | | [13](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1002x1005x1004x1254x1007x1006x1008x1136x1010x1188x1012x1014&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Female | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1007&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1007&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 6 | 60% | 4 | 40% | | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1002x1005x1004x1254x1006x1008x1136x1188x1012x1014&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1010&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 8% | 7 | 58% | 4 | 33% | | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1002x1005x1004x1254x1006x1008x1136x1010x1188x1012x1014&sid=8425&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Reading Year Level 7 | | Well Below | | Below | | At | | | Above | | Total |
| No | % | No | % | No | | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 3 | | 75% | 1 | 25% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1035x1032x1025&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 11 | 100% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1034x1033x1192x1031x1029x1026x1027x1028&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 3 | | 20% | 12 | 80% | [15](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1037x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1026x1027x1028&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 1 | | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1026&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | | 50% | 1 | 50% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1026&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 2 | | 67% | 1 | 33% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1035x1032x1025&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 10 | 100% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1034x1033x1192x1031x1029x1027x1028&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 2 | | 15% | 11 | 85% | [13](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1027x1028&sid=8425&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Reading Year Level 8 | | Well Below | | Below | | At | | | Above | | Total |
| No | % | No | % | No | | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 2 | | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 4 | 100% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1039&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 2 | | 17% | 10 | 83% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1039x1040x1041x1042&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 2 | | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 3 | 100% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046&sid=8425&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 2 | | 18% | 9 | 82% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1040x1041x1042&sid=8425&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **11** | **9** |
| Writing All students  Years 1- 8 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 6 | 10% | 46 | 75% | 9 | 15% | [61](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042x1037x1035x1032x1025x1002x1005x1004x1254x1006x1008x1136x1188x1012x1014x1231x1017x1024x1127x1261x1019x1268x1135x1263x1162x1139x1140x1143x1144x1146x1149x1150x1156x1165x1164x1167x1187x1169x1172x1176x1177x1182x1185x1199x1203x1209x1214x1212x1226x1276x1232x1234x1246x1245&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 24 | 41% | 34 | 59% | [58](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1039x1175x1153x1264x1034x1033x1192x1031x1029x1026x1027x1028x1001x1007x1010x1205x1015x1180x1132x1138x1131x1134x1141x1170x1275x1148x1259x1158x1161x1238x1168x1273x1171x1173x1178x1186x1200x1201x1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235x1244x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 6 | 5% | 70 | 59% | 43 | 36% | [119](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1039x1040x1041x1175x1042x1037x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1026x1027x1028x1001x1002x1005x1004x1254x1007x1006x1008x1136x1010x1188x1012x1014x1205x1015x1231x1017x1024x1127x1261x1180x1019x1268x1132x1135x1138x1263x1131x1134x1162x1139x1140x1141x1170x1143x1144x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1238x1168x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199x1202x1203x1206x1209x1214x1212x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235x1246x1244x1245x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 1 | 25% | 1 | 25% | 2 | 50% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1135x1144x1212&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 25% | 3 | 75% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039x1026x1007x1138&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 13% | 2 | 25% | 5 | 63% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039x1037x1026x1007x1135x1138x1144x1212&sid=0&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=0&tid=50&yl=&rt=&yr=2013) |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 4 | 7% | 45 | 80% | 7 | 13% | [56](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042x1035x1032x1025x1002x1005x1004x1254x1006x1008x1136x1188x1012x1014x1231x1017x1024x1127x1261x1019x1263x1162x1139x1140x1143x1146x1149x1150x1156x1165x1164x1167x1187x1169x1172x1176x1177x1182x1185x1199x1203x1209x1214x1226x1276x1232x1234x1246x1245&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 23 | 43% | 31 | 57% | [54](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1175x1153x1264x1034x1033x1192x1031x1029x1027x1028x1001x1010x1205x1015x1180x1132x1131x1134x1141x1170x1275x1148x1259x1158x1161x1238x1168x1273x1171x1173x1178x1186x1200x1201x1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235x1244x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 4 | 4% | 68 | 62% | 38 | 35% | [110](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1040x1041x1175x1042x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1027x1028x1001x1002x1005x1004x1254x1006x1008x1136x1010x1188x1012x1014x1205x1015x1231x1017x1024x1127x1261x1180x1019x1132x1263x1131x1134x1162x1139x1140x1141x1170x1143x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1238x1168x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199x1202x1203x1206x1209x1214x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235x1246x1244x1245x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Writing After 1 | | Well Below | | Below | | At | | | Above | | Total |
| No | % | No | % | No | | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 2 | | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1245&sid=8682&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 5 | | 100% | 0 | 0% | [5](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1244x1247x1248x1249x1250&sid=8682&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 7 | | 100% | 0 | 0% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1244x1245x1247x1248x1249x1250&sid=8682&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 2 | | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1245&sid=8682&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 5 | | 100% | 0 | 0% | [5](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1244x1247x1248x1249x1250&sid=8682&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 7 | | 100% | 0 | 0% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1244x1245x1247x1248x1249x1250&sid=8682&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Writing After 2 | | Well Below | | Below | | At | | | Above | | Total |
| No | % | No | % | No | | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 7 | | 88% | 1 | 13% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1203x1209x1214x1212x1226x1276x1232x1234&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 6 | | 50% | 6 | 50% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 13 | | 65% | 7 | 35% | [20](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1203x1206x1209x1214x1212x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1212&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1212&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 7 | | 100% | 0 | 0% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1203x1209x1214x1226x1276x1232x1234&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 6 | | 50% | 6 | 50% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235&sid=8684&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 13 | | 68% | 6 | 32% | [19](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1203x1206x1209x1214x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235&sid=8684&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Writing After 3 | | Well Below | | Below | | At | | | Above | | Total |
| No | % | No | % | No | | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 6 | | 75% | 2 | 25% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1187x1169x1172x1176x1177x1182x1185x1199&sid=8686&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 5 | | 63% | 3 | 38% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1171x1173x1178x1186x1200x1201&sid=8686&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 11 | | 69% | 5 | 31% | [16](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199&sid=8686&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 6 | | 75% | 2 | 25% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1187x1169x1172x1176x1177x1182x1185x1199&sid=8686&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 5 | | 63% | 3 | 38% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1171x1173x1178x1186x1200x1201&sid=8686&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 11 | | 69% | 5 | 31% | [16](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199&sid=8686&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **2** |
| Writing Year Level 4 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 3 | 30% | 7 | 70% | 0 | 0% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1143x1144x1146x1149x1150x1156x1165x1164x1167&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 38% | 5 | 63% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1141x1170x1275x1148x1259x1158x1161x1168&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 3 | 17% | 10 | 56% | 5 | 28% | [18](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1141x1170x1143x1144x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1168&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1144&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1144&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 2 | 22% | 7 | 78% | 0 | 0% | [9](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1143x1146x1149x1150x1156x1165x1164x1167&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 38% | 5 | 63% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1141x1170x1275x1148x1259x1158x1161x1168&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 2 | 12% | 10 | 59% | 5 | 29% | [17](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1141x1170x1143x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1168&sid=8457&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Writing Year Level 5 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 2 | 18% | 7 | 64% | 2 | 18% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1231x1017x1024x1127x1261x1019x1268x1135x1263x1162x1139&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 43% | 4 | 57% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1180x1132x1138x1131x1134&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 2 | 11% | 10 | 56% | 6 | 33% | [18](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1231x1017x1024x1127x1261x1180x1019x1268x1132x1135x1138x1263x1131x1134x1162x1139&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1135&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1138&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | 50% | 1 | 50% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1135x1138&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=8457&tid=50&yl=&rt=&yr=2013) |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 1 | 11% | 7 | 78% | 1 | 11% | [9](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1231x1017x1024x1127x1261x1019x1263x1162x1139&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 33% | 4 | 67% | [6](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1180x1132x1131x1134&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 7% | 9 | 60% | 5 | 33% | [15](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1231x1017x1024x1127x1261x1180x1019x1132x1263x1131x1134x1162x1139&sid=8457&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Writing Year Level 6 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 7 | 70% | 3 | 30% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1002x1005x1004x1254x1006x1008x1136x1188x1012x1014&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 67% | 1 | 33% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1007x1010&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 9 | 69% | 4 | 31% | [13](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1002x1005x1004x1254x1007x1006x1008x1136x1010x1188x1012x1014&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1007&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1007&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 7 | 70% | 3 | 30% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1002x1005x1004x1254x1006x1008x1136x1188x1012x1014&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1010&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 9 | 75% | 3 | 25% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1002x1005x1004x1254x1006x1008x1136x1010x1188x1012x1014&sid=8457&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Writing Year Level 7 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 4 | 100% | 0 | 0% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1035x1032x1025&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 100% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1034x1033x1192x1031x1029x1026x1027x1028&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 4 | 27% | 11 | 73% | [15](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1037x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1026x1027x1028&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1026&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | 50% | 1 | 50% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1026&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 3 | 100% | 0 | 0% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1035x1032x1025&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 100% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1034x1033x1192x1031x1029x1027x1028&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 3 | 23% | 10 | 77% | [13](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1027x1028&sid=8457&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | | Report Name | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | | **March annual**  **charter update** | **NA** | **0** |
| Writing Year Level 8 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 1 | 13% | 6 | 75% | 1 | 13% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 100% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1039&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 8% | 6 | 50% | 5 | 42% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1039x1040x1041x1042&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 1 | 13% | 6 | 75% | 1 | 13% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 100% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046&sid=8457&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 9% | 6 | 55% | 4 | 36% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1040x1041x1042&sid=8457&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **11** | **9** |
| Mathematics All students  Years 1- 8 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 10 | 16% | 36 | 59% | 15 | 25% | [61](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042x1037x1035x1032x1025x1002x1005x1004x1254x1006x1008x1136x1188x1012x1014x1231x1017x1024x1127x1261x1019x1268x1135x1263x1162x1139x1140x1143x1144x1146x1149x1150x1156x1165x1164x1167x1187x1169x1172x1176x1177x1182x1185x1199x1203x1209x1214x1212x1226x1276x1232x1234x1246x1245&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 3 | 5% | 32 | 55% | 23 | 40% | [58](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1039x1175x1153x1264x1034x1033x1192x1031x1029x1026x1027x1028x1001x1007x1010x1205x1015x1180x1132x1138x1131x1134x1141x1170x1275x1148x1259x1158x1161x1238x1168x1273x1171x1173x1178x1186x1200x1201x1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235x1244x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 13 | 11% | 68 | 57% | 38 | 32% | [119](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1039x1040x1041x1175x1042x1037x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1026x1027x1028x1001x1002x1005x1004x1254x1007x1006x1008x1136x1010x1188x1012x1014x1205x1015x1231x1017x1024x1127x1261x1180x1019x1268x1132x1135x1138x1263x1131x1134x1162x1139x1140x1141x1170x1143x1144x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1238x1168x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199x1202x1203x1206x1209x1214x1212x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235x1246x1244x1245x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 1 | 25% | 1 | 25% | 2 | 50% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1135x1144x1212&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 25% | 2 | 50% | 1 | 25% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039x1026x1007x1138&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 2 | 25% | 3 | 38% | 3 | 38% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039x1037x1026x1007x1135x1138x1144x1212&sid=0&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=0&tid=50&yl=&rt=&yr=2013) |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 8 | 14% | 35 | 63% | 13 | 23% | [56](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042x1035x1032x1025x1002x1005x1004x1254x1006x1008x1136x1188x1012x1014x1231x1017x1024x1127x1261x1019x1263x1162x1139x1140x1143x1146x1149x1150x1156x1165x1164x1167x1187x1169x1172x1176x1177x1182x1185x1199x1203x1209x1214x1226x1276x1232x1234x1246x1245&sid=0&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 2 | 4% | 30 | 56% | 22 | 41% | [54](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1175x1153x1264x1034x1033x1192x1031x1029x1027x1028x1001x1010x1205x1015x1180x1132x1131x1134x1141x1170x1275x1148x1259x1158x1161x1238x1168x1273x1171x1173x1178x1186x1200x1201x1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235x1244x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 10 | 9% | 65 | 59% | 35 | 32% | [110](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1040x1041x1175x1042x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1027x1028x1001x1002x1005x1004x1254x1006x1008x1136x1010x1188x1012x1014x1205x1015x1231x1017x1024x1127x1261x1180x1019x1132x1263x1131x1134x1162x1139x1140x1141x1170x1143x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1238x1168x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199x1202x1203x1206x1209x1214x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235x1246x1244x1245x1247x1248x1249x1250&sid=0&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics After 1 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1245&sid=8692&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 60% | 2 | 40% | [5](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1244x1247x1248x1249x1250&sid=8692&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 5 | 71% | 2 | 29% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1244x1245x1247x1248x1249x1250&sid=8692&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1245&sid=8692&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 60% | 2 | 40% | [5](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1244x1247x1248x1249x1250&sid=8692&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 5 | 71% | 2 | 29% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1246x1244x1245x1247x1248x1249x1250&sid=8692&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics After 2 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 7 | 88% | 1 | 13% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1203x1209x1214x1212x1226x1276x1232x1234&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 8% | 9 | 75% | 2 | 17% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 5% | 16 | 80% | 3 | 15% | [20](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1203x1206x1209x1214x1212x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1212&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1212&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 7 | 100% | 0 | 0% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1203x1209x1214x1226x1276x1232x1234&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 8% | 9 | 75% | 2 | 17% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1206x1215x1213x1217x1216x1218x1224x1233x1228x1229x1235&sid=8694&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 5% | 16 | 84% | 2 | 11% | [19](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1202x1203x1206x1209x1214x1215x1213x1217x1216x1218x1224x1226x1276x1233x1232x1228x1229x1234x1235&sid=8694&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics After 3 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 0 | 0% | 5 | 63% | 3 | 38% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1187x1169x1172x1176x1177x1182x1185x1199&sid=8696&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 7 | 88% | 1 | 13% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1171x1173x1178x1186x1200x1201&sid=8696&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 12 | 75% | 4 | 25% | [16](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199&sid=8696&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 0 | 0% | 5 | 63% | 3 | 38% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1187x1169x1172x1176x1177x1182x1185x1199&sid=8696&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 7 | 88% | 1 | 13% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1171x1173x1178x1186x1200x1201&sid=8696&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 12 | 75% | 4 | 25% | [16](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1238x1273x1187x1169x1172x1171x1173x1176x1177x1178x1182x1185x1186x1200x1201x1199&sid=8696&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **2** |
| Mathematics Year Level 4 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 3 | 30% | 5 | 50% | 2 | 20% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1143x1144x1146x1149x1150x1156x1165x1164x1167&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1141x1170x1275x1148x1259x1158x1161x1168&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 3 | 17% | 7 | 39% | 8 | 44% | [18](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1141x1170x1143x1144x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1168&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1144&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1144&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 2 | 22% | 5 | 56% | 2 | 22% | [9](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1143x1146x1149x1150x1156x1165x1164x1167&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1141x1170x1275x1148x1259x1158x1161x1168&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 2 | 12% | 7 | 41% | 8 | 47% | [17](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1140x1141x1170x1143x1146x1275x1149x1148x1150x1259x1158x1156x1161x1165x1164x1167x1168&sid=8489&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics Year Level 5 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 3 | 27% | 5 | 45% | 3 | 27% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1231x1017x1024x1127x1261x1019x1268x1135x1263x1162x1139&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 2 | 29% | 4 | 57% | 1 | 14% | [7](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1180x1132x1138x1131x1134&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 5 | 28% | 9 | 50% | 4 | 22% | [18](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1231x1017x1024x1127x1261x1180x1019x1268x1132x1135x1138x1263x1131x1134x1162x1139&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1135&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1138&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 50% | 0 | 0% | 1 | 50% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1135x1138&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1268&sid=8489&tid=50&yl=&rt=&yr=2013) |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 2 | 22% | 5 | 56% | 2 | 22% | [9](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1231x1017x1024x1127x1261x1019x1263x1162x1139&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 1 | 17% | 4 | 67% | 1 | 17% | [6](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1180x1132x1131x1134&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 3 | 20% | 9 | 60% | 3 | 20% | [15](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1205x1015x1231x1017x1024x1127x1261x1180x1019x1132x1263x1131x1134x1162x1139&sid=8489&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics Year Level 6 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1002x1005x1004x1254x1006x1008x1136x1188x1012x1014&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 100% | 0 | 0% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1007x1010&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 2 | 15% | 7 | 54% | 4 | 31% | [13](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1002x1005x1004x1254x1007x1006x1008x1136x1010x1188x1012x1014&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1007&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1007&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1002x1005x1004x1254x1006x1008x1136x1188x1012x1014&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1010&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 2 | 17% | 6 | 50% | 4 | 33% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1001x1002x1005x1004x1254x1006x1008x1136x1010x1188x1012x1014&sid=8489&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics Year Level 7 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 1 | 25% | 3 | 75% | 0 | 0% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1035x1032x1025&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 4 | 36% | 7 | 64% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1034x1033x1192x1031x1029x1026x1027x1028&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 7% | 7 | 47% | 7 | 47% | [15](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1037x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1026x1027x1028&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1026&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | [2](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1037x1026&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 1 | 33% | 2 | 67% | 0 | 0% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1035x1032x1025&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 3 | 30% | 7 | 70% | [10](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1034x1033x1192x1031x1029x1027x1028&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 8% | 5 | 38% | 7 | 54% | [13](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1175x1153x1264x1035x1034x1033x1032x1192x1031x1029x1025x1027x1028&sid=8489&tid=50&yl=&rt=&yr=2013) |

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| MoE # | Name | SMS | | Version | | Date | Report Name | | Excl ≥ Mar | Excl No OTJ |
| **3325** | **Cust School** | **eTAP** | | **13.35** | | **2013-12-31** | **March annual**  **charter update** | | **NA** | **0** |
| Mathematics Year Level 8 | | Well Below | | Below | | At | | Above | | Total |
| No | % | No | % | No | % | No | % | No |
| All students | Male | 0 | 0% | 1 | 13% | 5 | 63% | 2 | 25% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 100% | [4](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046x1039&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 8% | 5 | 42% | 6 | 50% | [12](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1039x1040x1041x1042&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Maori | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | [1](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1039&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Pasifika | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Asian | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| MELAA | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Other | Male | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Total | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NZ/European | Male | 0 | 0% | 1 | 13% | 5 | 63% | 2 | 25% | [8](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1189x1044x1191x1040x1041x1042&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Female | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 100% | [3](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1051x1052x1046&sid=8489&tid=50&yl=&rt=&yr=2013) |
| Total | 0 | 0% | 1 | 9% | 5 | 45% | 5 | 45% | [11](http://etap.co.nz/report/schoolwide/standalone/pupillist.php?pids=1068x1049x1051x1052x1189x1044x1191x1046x1040x1041x1042&sid=8489&tid=50&yl=&rt=&yr=2013) |

### Reports on special and contestable funding

**Kiwisport**

Kiwisport is a Government funding initiative to support students’ participation in organised sport. In 2013, the school received total Kiwisport funding of [*$1584.31*] (excluding GST)*.* The funding was spent on swimming (community pool costs). The number of students participating in swimming was 100%.

**BOARD OF TRUSTEES:**

Parent rep, Chairperson : Tim Heidmann Elected May 2013 Term expires May 2016

Parent Rep Jim Gilbert Elected May 2013 Term expires May 2016

Parent rep Andrew Frost Re-elected May 2013 Term expires May 2016

Parent Rep Kate Powell Elected May 2013 Term expires May 2016

Parent rep David Mossop Elected May 2013 Term expires May 2016

Principal Robert Schuyt Appointed January 2003

Staff Rep Eddie Foskett Elected May 2013 Term expires May 2016

**REMUNERATION:**

As required under section 87 (2) (ca) (iv) of the Education Act 1989, the total remuneration paid to the School’s principal (in the principal’s capacity as an employee) is as follows – in the band of $100,000 - $110,000.