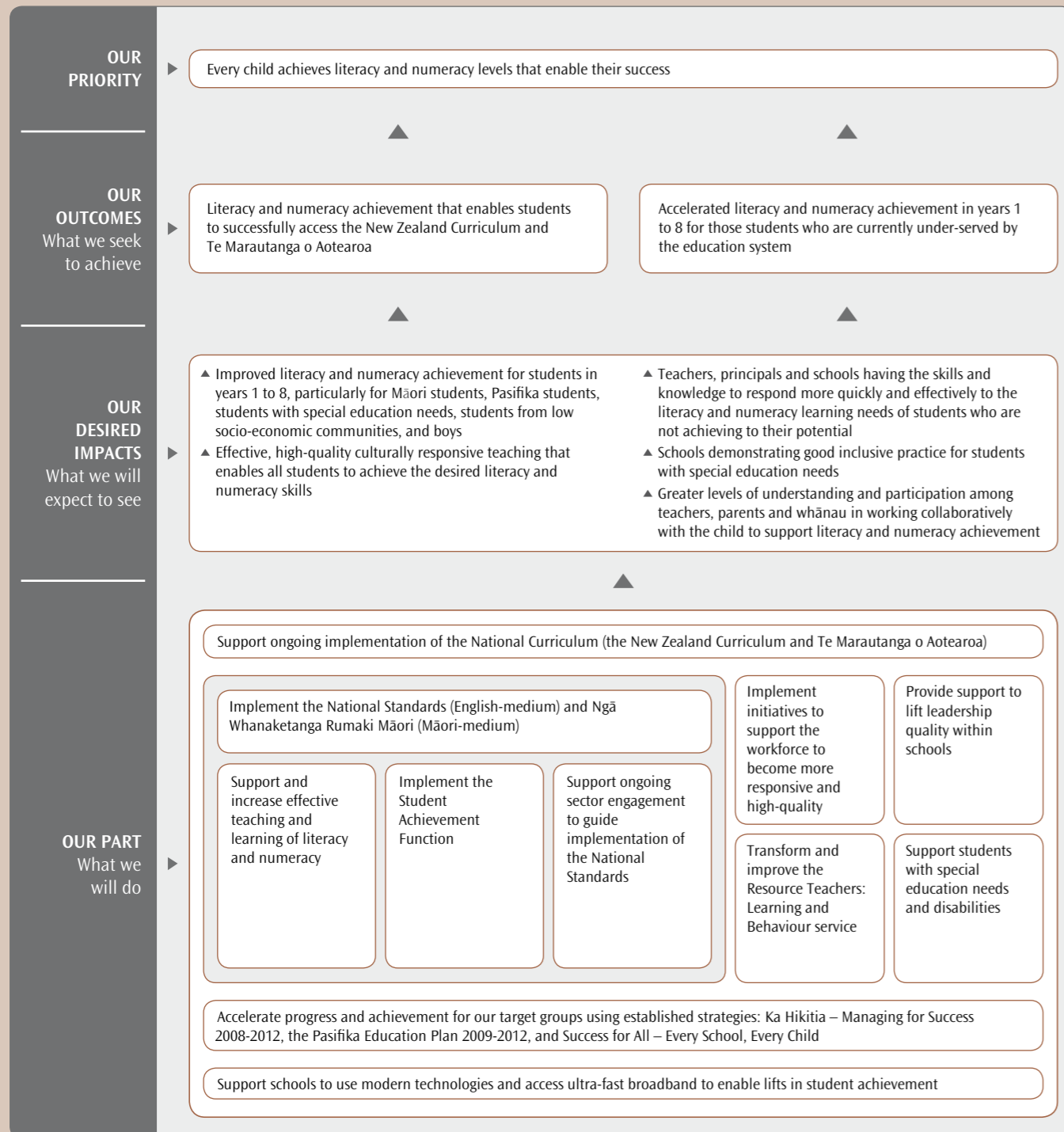


# Every child achieves literacy and numeracy levels that enable their success



## How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE
<b>Reduced disparity gap between our top-achieving students and lower-achieving students</b>		
Proportion of students <b>ACHIEVING</b> the National Standards or Ngā Whanaketanga Rumaki Māori	New measure	Between 2011 and 2013 we will develop benchmarks to assess performance against the National Standards and Ngā Whanaketanga Rumaki Māori for students including Māori students, Pasifika students, students from schools in low socio-economic communities, and boys. An individual education plan process will be developed to help measure literacy and numeracy achievement for children with special needs. The project includes surveying parents regularly to measure their satisfaction with the quality of reporting in years 1 to 8. <b>TARGET (2012/13):</b> Evidence of increasing proportions of students achieving 'at' or 'above' 2011/12 benchmarks (National Standards) <b>TARGET (2013/14):</b> Evidence of increasing proportions of students achieving 'at' or 'above' 2012/13 benchmarks (Ngā Whanaketanga Rumaki Māori)
National monitoring information for literacy and numeracy <b>ACHIEVEMENT</b>	New measure	Between 2011 and 2014 we will develop and implement a new national monitoring project which will assess literacy and numeracy achievement in years 4 and 8. This replaces the discontinued National Education Monitoring Project.
<b>Improved support for teachers, principals and schools to lift student literacy and numeracy achievement through the Student Achievement Function</b>		
<b>STUDENT ACHIEVEMENT PRACTITIONERS</b> will work with selected schools	New measure	<b>TARGET (2011/12):</b> 50 student achievement practitioners working with 600 schools
The successful implementation of sustainable solutions for students will see an <b>ACCELERATED RATE OF PROGRESS</b>	New measure	<b>TARGET (2011/12):</b> Evidence of improved student outcomes measured through identified local measurement processes – as measured against valued social, cultural and academic student outcomes
<b>Schools demonstrate inclusive practice</b>		
Schools will demonstrate <b>INCLUSIVE PRACTICE</b> for students with special needs	New measure	<b>TARGET (2014):</b> 80% of schools will demonstrate highly inclusive practice with 20% demonstrating good practice as measured through Education Review Office assessments
<b>Teachers, parents and whānau working collaboratively to support child achievement</b>		
Participants receiving the parents and whānau programmes report that they are more <b>CONFIDENT AND BETTER EQUIPPED</b> to support their children, as a result of the programme	New measure	<b>TARGET (2011/12):</b> At least 95% of participants surveyed on completion of their programme show a rating of 'positive' or higher
<b>Improved student literacy and numeracy achievement compared with other countries</b>		
<b>IMPROVE</b> year 5 New Zealand students' achievement in the PIRLS and TIMSS international studies	■	<b>LATEST RESULTS (2005/06):</b> Mean reading score 532 Mean mathematics score 492 <b>TARGET PIRLS (2015 STUDY – RESULTS RELEASED IN 2017):</b> Improved mean score <b>TIMSS (2014 STUDY – RESULTS RELEASED IN 2016):</b> Improved mean score
<b>IMPROVE</b> achievement in the PISA international reading and mathematics study for 15-year-old New Zealand students	■	<b>LATEST RESULTS (2009):</b> Mean reading score 521 (OECD average 493) Mean mathematics score 519 (OECD average 496) <b>TARGET (2012 STUDY – RESULTS RELEASED IN 2013):</b> Improved mean scores
<b>REDUCE</b> the proportion of year 5 students who do not reach the lowest level of proficiency in the PIRLS and TIMSS international studies	■	<b>LATEST RESULTS (2005/06):</b> 8% (reading), 13% (mathematics) <b>TARGET PIRLS (2015 STUDY – RESULTS RELEASED IN 2017):</b> Lower proportions overall <b>TIMSS (2014 STUDY – RESULTS RELEASED IN 2016):</b> Lower proportions overall
<b>REDUCE</b> the proportion of 15-year-old students who do not reach the lowest level of proficiency in the PISA international study	■	<b>LATEST RESULTS (2009):</b> 14% (reading), 15% (mathematics) <b>TARGET (2012 STUDY – RESULTS RELEASED IN 2013):</b> Lower proportions overall
<b>KEY</b> ↑ Overall improvement                   ↕ Mixed results                   ■ No change                   ↓ Overall decline		