# Reporoa Primary School MID 2020 Reading data

OTJ based on goal progressions in HERO and checked against formative and summative assessments.

Reading-MID 2020							
Whole Cohort	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above	1		3	9	5	7	25
At	9	2	8	5	14	11	49
Below	1	11	2	5	2		21
Well Below		3		1		2	6
Totals	11	16	13	20	21	20	101

Males	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above			2	4	3	3	12
At	4		5	3	7	6	25
Below		7		5	1		13
Well Below		2		1		1	4
Totals	4	9	7	13	11	10	54

Females	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above	1		1	5	2	4	13
At	5	2	3	2	7	5	24
Below	1	4	2			1	8
Well Below		1				1	2
Totals	7	7	6	7	10	10	47

Maori	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above			2	5		2	9
At	5	1	3	4	7	6	26
Below	1	7	1	2	2		13
Well Below		2		1		2	5
Totals	6	10	6	12	9	10	53

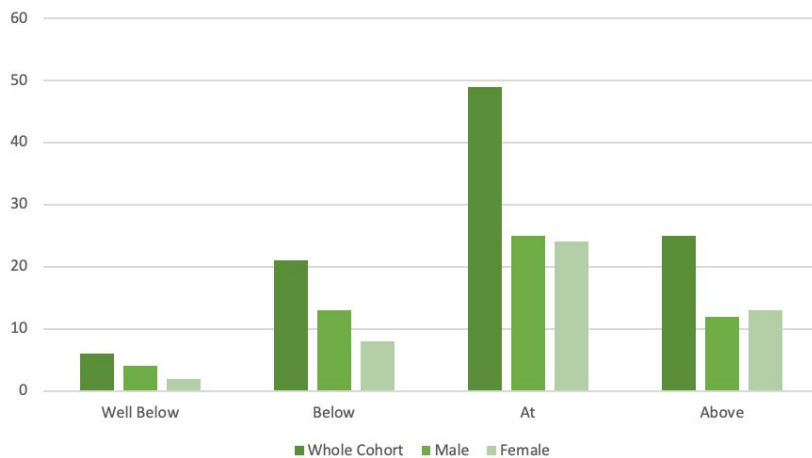## Reading - MID 2020 - Year Levels

Legend: Well Below, Below, At, Above
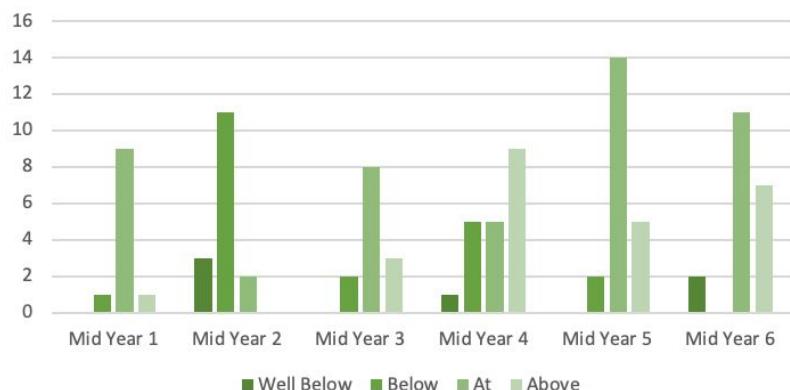
Strengths:
We have a large group of capable readers who are achieving above their expectation (25 in total, 9 of them in year 4).

Challenges:
Our year 2 cohort has 3 students well below and 11 students below with only 2 at their expected reading level.
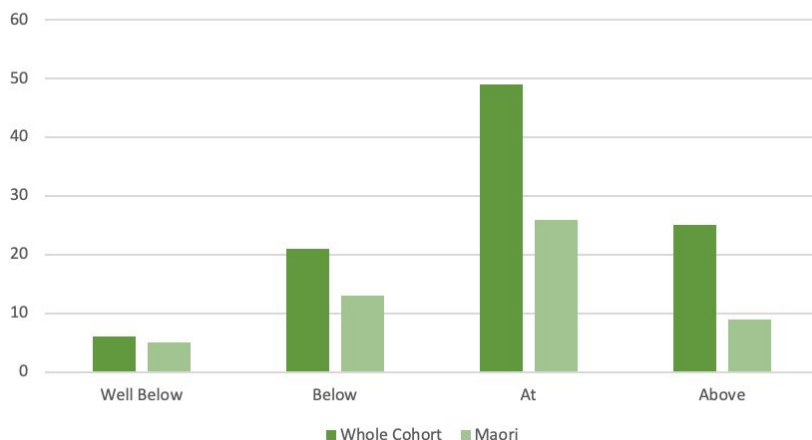
Reading - MID 2020 - Gender

Legend: Whole Cohort, Male, Female

Strengths:
79% of girls are achieving at or above their expected reading level. (Up from 72% last year)

Challenges:
All year 2 males are reading below or well below expectation.
69% of boys are achieving at or above their expected reading level.

Reading - MID 2020 - Maori

Legend: Whole Cohort, Maori

Strengths:
5 out of the 9 year 4 students reading above their expected level are Maori

Challenges:
66% Maori compared with 81% non-Maori are reading at or above their expected level. This gap has widened from 6% last year to 15% this year. It is interesting to note the increase in roll after lockdown. Our Maori roll has gone up from around 50% to 63%. 25 out of our 39 new students in 2020 are Maori. Of these students 6 are reading targets, 4 of them Maori.

Reporoa Primary School MID 2020 Writing data

OTJ based on goal progressions in HERO and checked against formative and summative assessments.

Writing-MID 2020

Whole cohort	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above				5	5	4	14
At	7	14	12	8	15	13	69
Below	4	2	1	8	1	1	17
Well Below						2	2
Totals	11	16	13	21	21	20	102

Males	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above				1	2		3
At	1	7	6	5	9	8	36
Below	3	2	1	7	1	1	15
Well Below						1	1
Totals	4	9	7	13	12	10	55

Females	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above				4	3	4	11
At	6	7	6	3	6	5	33
Below	1			1			2
Well Below						1	1
Totals	7	7	6	8	9	10	47

| Maori	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above				2	1	2	5
At	4	9	5	5	7	5	35
Below	2	1	1	5		1	10
Well Below						2	2
Totals	6	10	6	12	8	10	52

Writing - MID 2020 - Year Levels
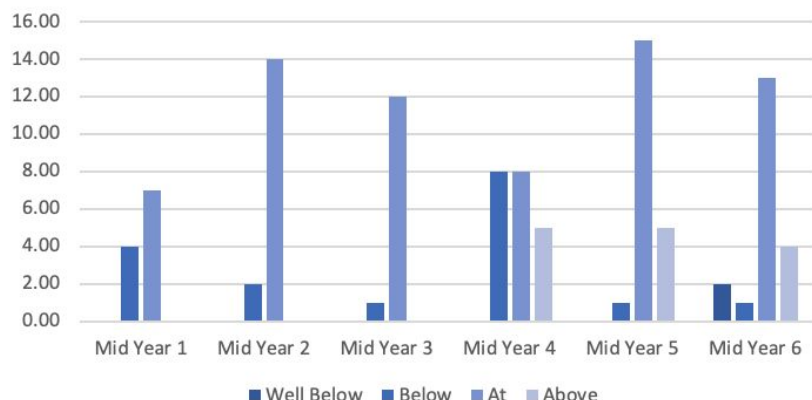
Strengths:
81% of the whole cohort are writing at or above their expected level. 12 out of 13 year 3s and 20 out of 21 year 5s are writing at or above expectation.

Challenges:
We have 2 year 6 students who are critical and 4 year 1s, 8 year 4s who are of concern in writing.
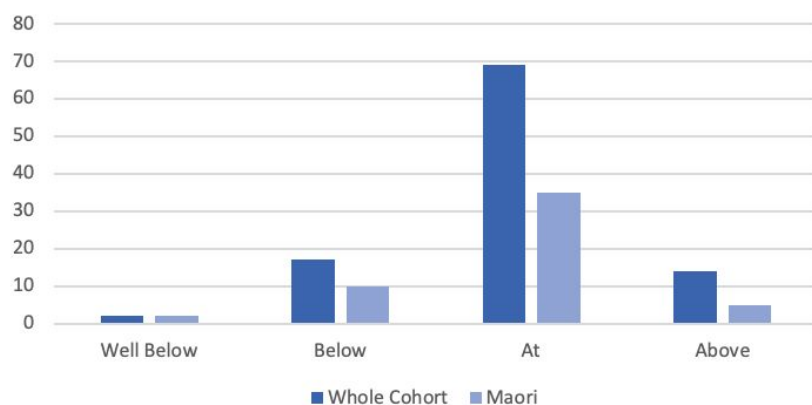
Writing - MID 2020 - Gender
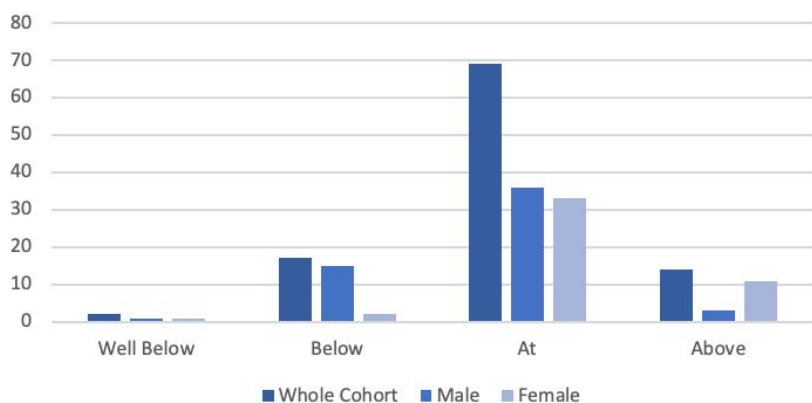
Strengths:
71% of boys are achieving at or above their expected writing levels.
94% of girls are achieving at or above their expected writing levels.

Challenges:
Our boys dominate the tail in writing at 29%. This equates to 15 boys spread across all levels.

Writing - MID 2020 - Maori

Strengths:
77% Maori are reading at or above their expected level.

Challenges:
The gap has widened from 3% last year to 9% this year. It is interesting to note the increase in roll after lockdown. Our Maori roll has gone up from around 50% to 63%. 25 out of our 39 new students in 2020 are Maori. Of these students 12 are writing targets, 8 of them Maori.

Reporoa Primary School MID 2019 Mathematics data
OTJ based on goal progressions in HERO and checked against formative and summative assessments.

| Number and Algrbraic thinking-MID 2020							
Whole cohort	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above	4		1	1	7	1	14
At	7	14	10	17	14	17	79
Below		2	2	3		1	8
Well Below					1	1	2
Totals	11	16	13	21	22	20	103
Males	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above	1		1	1	5	1	9
At	3	8	5	10	7	9	42
Below		1	1	2			4
Well Below							0
Totals	4	9	7	13	12	10	55
Females	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above	3				2		5
At	4	6	5	7	7	8	37
Below		1	1	1		1	4
Well Below					1	1	2
Totals	7	7	6	8	10	10	48
Maori	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	Totals
Above	2		1	1			4
At	4	9	3	9	8	9	42
Below		1	2	2			5
Well Below					1	1	2
Totals	6	10	6	12	9	10	53

Maths - MID 2020 - Year Levels
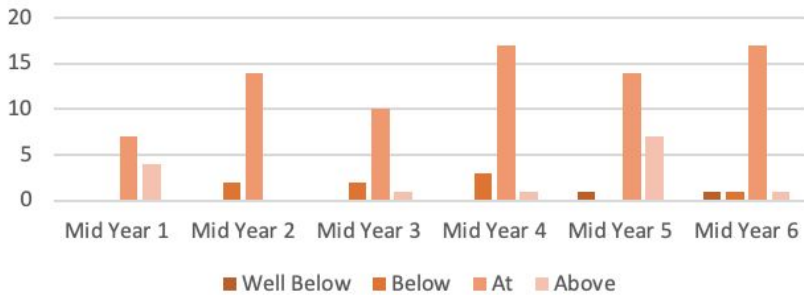
Strengths:
90% of the whole cohort are achieving at or above their expected level in mathematics. This compares with 66% at the same time last year. 14 students are above expectation.

Challenges:
2 students are critical (one in year 5 and one in year 6). 8 students are of concern, spread across year levels.
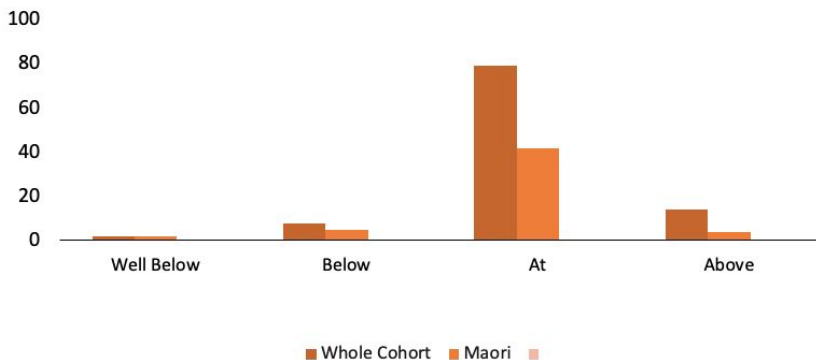
Maths - MID 2020 - Gender
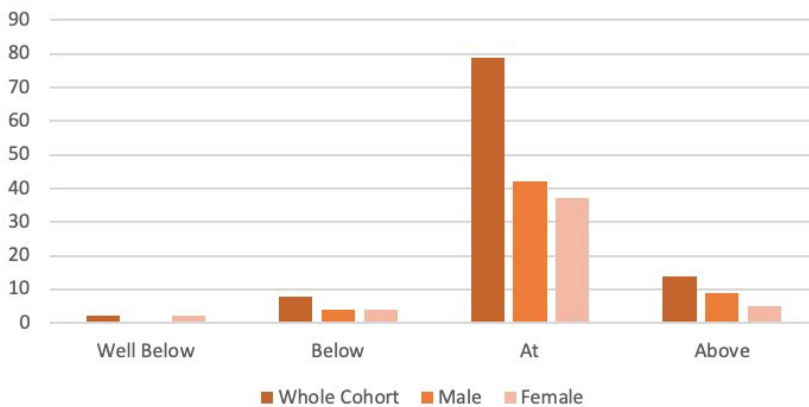
Strengths:
93% of boys are achieving at or above their expectation.

Challenges:
Our girls dominate the tail in maths with 22% achieving below or well below their expected curriculum level. This equates to 6 girls across all levels.

Maths - MID 2020 - Maori

Strengths:
87% of Maori are achieving at or above their expected level in mathematics. The gap has closed from 11% last year to 7% this year.
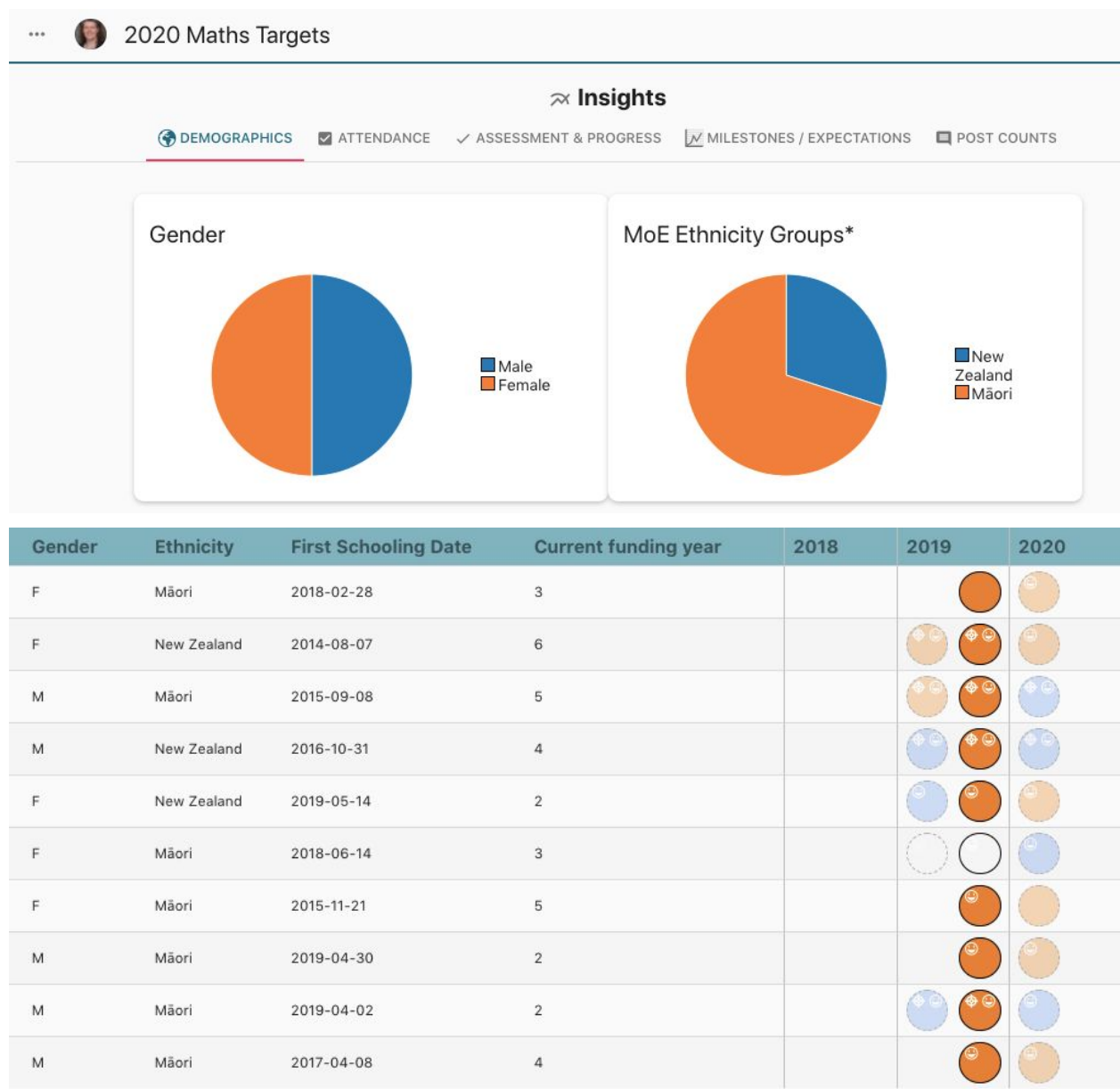
Challenges:
It is interesting to note our Maori roll has gone up from around 50% to 63%. 25 out of our 39 new students in 2020 are Maori. Of these students 5 are maths targets, 3 of them Maori.

Achievement disparity between Maori and Non-Maori:				
	2015	**2018**	**2019**	**2020**
Reading	43%	6%	6%	15%
Writing	38%	7%	3%	9%
Maths	45%	5%	11%	7%

2020 Actions:

- Continue with ALL
- Continue collaborating across the COL/Kahui Ako
- Strengthen the Peer Coaching process for teachers and students.
- Continue using the appreciative model of inquiry.
- Use the CaAP with fidelity.
- Continue to focus on moderation and support teachers with this.
- Community/whanau education.
- Continue with quick60 and early words interventions.
- RTLB support with a group of year 2 students.
- RTLit support with a group of junior students.
- Work with the LSCs to develop the Support Register to identify the needs of the COL/Kahui Ako and streamline support provided.
- Create a flow chart for Learning Support and ensure all teachers are familiar with the referral process.
- LSCs/SENCO to explore options for identifying and screening students with dyslexia, dysgraphia and dyspraxia and dyscalculia. This may include research with different agencies and technologies.
- Set up Panel across the CoL/Kahui Ako to meet regularly and identify common needs.
- PLD in teaching students with anxiety.
- PLD in teaching students with dyslexia.

2020 Target students:

2020 Maths Targets

Insights

DEMOGRAPHICS　ATTENDANCE　ASSESSMENT & PROGRESS　MILESTONES / EXPECTATIONS　POST COUNTS

Gender
- Male
- Female

MoE Ethnicity Groups*
- New Zealand
- Māori

Gender	Ethnicity	First Schooling Date	Current funding year	2018	2019	2020
F	Māori	2018-02-28	3			
F	New Zealand	2014-08-07	6			
M	Māori	2015-09-08	5			
M	New Zealand	2016-10-31	4			
F	New Zealand	2019-05-14	2			
F	Māori	2018-06-14	3			
F	Māori	2015-11-21	5			
M	Māori	2019-04-30	2			
M	Māori	2019-04-02	2			
M	Māori	2017-04-08	4			

At the end of 2019, we had 10 students remaining as targets in mathematics as based on our end of year data. Of these students 4 have made accelerated progress and are working at their expected level in mathematics.

Since then, we have 7 new target students in mathematics who we are monitoring also. 5 of these students are new to the school this year.
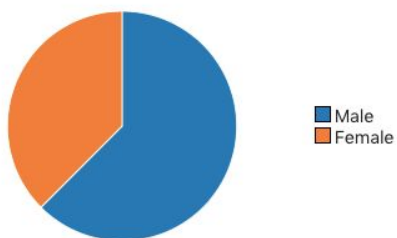
⤳ Insights

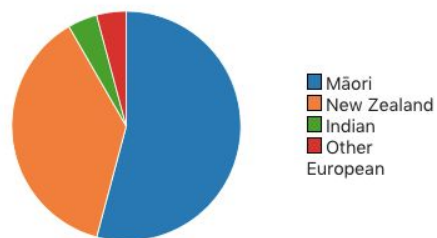🌐 DEMOGRAPHICS   ☑ ATTENDANCE   ✓ ASSESSMENT & PROGRESS   📈 MILESTONES / EXPECTATIONS   🗔 POST COUNTS

Gender

■ Male
■ Female

MoE Ethnicity Groups*

■ Māori
■ New Zealand
■ Indian
■ Other European

Gender	Ethnicity	First Schooling Date	Current funding year	2018	2019	2020
F	New Zealand	2018-02-01	3			
F	Māori	2018-02-28	3			
F	Māori	2017-08-18	3			
M	New Zealand	2018-04-30	3			
M	New Zealand	2016-10-31	4			
F	New Zealand	2019-05-14	2			
M	Māori	2016-02-03	5			
M	Māori	2015-07-20	5			
M	Indian	2018-09-03	2			
M	New Zealand	2016-03-21	5			
M	Other European	2016-02-10	5			
F	New Zealand	2017-10-16	3			
F	Māori	2018-06-14	3			

	M	Māori	2019-02-01	2		
	F	Māori	2015-11-21	5		
	F	Māori	2018-01-29	3		
	F	New Zealand	2015-05-20	6		
	M	Māori	2018-08-30	2		
	M	Māori	2019-04-30	2		
	M	Māori	2019-04-02	2		
	M	New Zealand	2019-05-27	2		
o	M	Māori	2019-04-24	2		
	M	New Zealand	2018-05-14	3		
	M	Māori	2017-04-08	4		

At the end of 2019, we had 24 students remaining as targets in reading based on our end of year data. Of these students 8 have made accelerated progress and are working at their expected level in reading.

Since then, we have 14 new target students in reading who we are monitoring also. 6 of these students are new to the school this year.
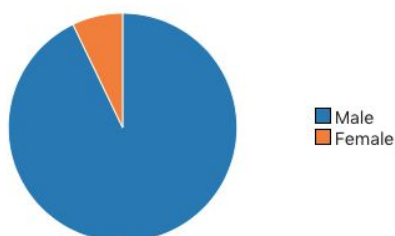
⊹ Insights

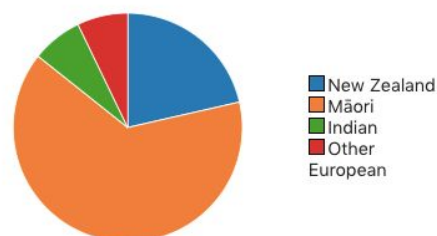🌐 DEMOGRAPHICS ☑ ATTENDANCE ✓ ASSESSMENT & PROGRESS 📈 MILESTONES / EXPECTATIONS 💬 POST COUNTS

Gender

- ■ Male
- ■ Female

MoE Ethnicity Groups*

- ■ New Zealand
- ■ Māori
- ■ Indian
- ■ Other European

Gender	Ethnicity	First Schooling Date	Current funding year	2018	2019	2020
M	New Zealand	2016-10-31	4			
F	New Zealand	2019-05-14	2			
M	Māori	2016-02-03	5			
M	Indian	2018-09-03	2			
M	Māori	2017-01-31	4			
M	New Zealand	2014-07-21	6			
M	Other European	2016-02-10	5			
M	Māori	2019-02-01	2			
M	Māori	2015-10-12	5			
M	Māori	2018-08-30	2			
M	Māori	2019-04-30	2			
M	Māori	2019-04-02	2			
M	Māori	2017-01-31	4			
M	Māori	2017-04-08	4			

At the end of 2019, we had 14 students remaining as targets in writing based on our end of year data. Of these students 9 have made accelerated progress and are working at their expected level in writing.

Since then, we have 18 new target students in reading who we are monitoring also. 12 of these students are new to the school this year.