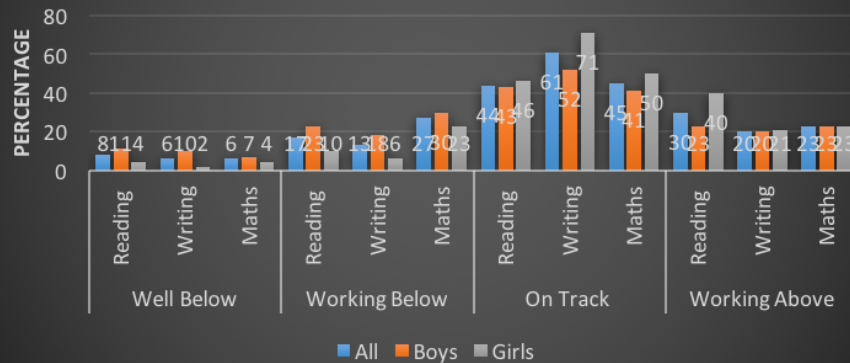


Reporoa Primary School Curriculum data analysis 2018:

Whole Cohort 2018 EOY Curriculum Report:



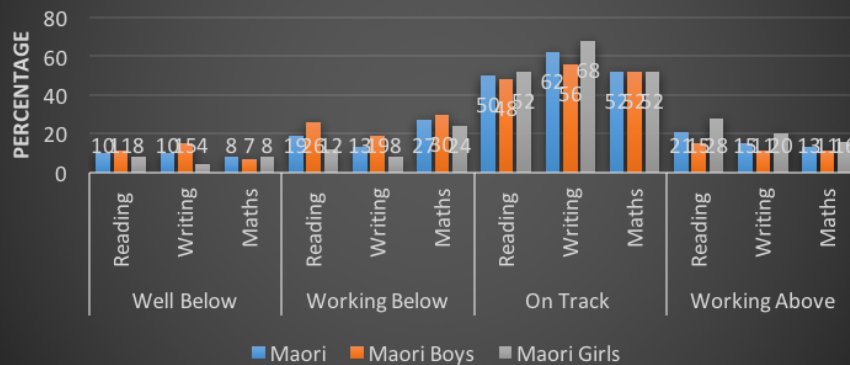
Strengths:

- 74% of the whole cohort are at or above expected curriculum levels in reading.
- 81% of the whole cohort are at or above expected curriculum levels in writing.
- 86% of the whole cohort are at or above expected curriculum levels in mathematics.
- 92% of the girls cohort are at or above expected curriculum levels in writing.

Challenges:

- 34% of boys are below/well below expected curriculum levels in reading.
- Boys are over represented in the tail across all areas.

Maori 2018 EOY Curriculum Report:



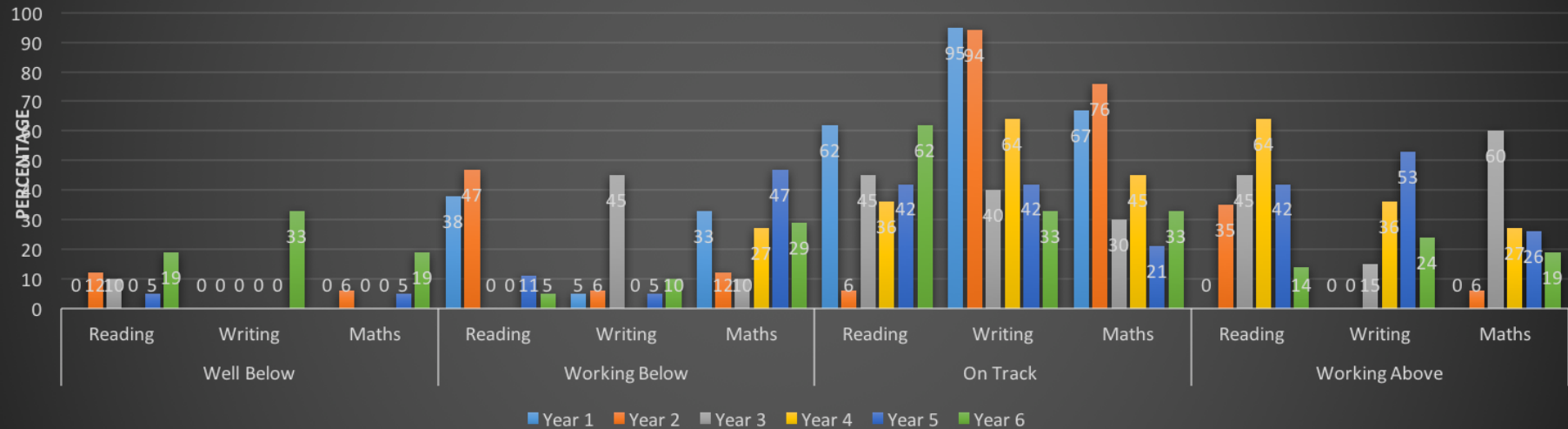
Strengths:

- 28% of Maori girls are above expected curriculum levels in reading.
- 88% of Maori girls are at or above expected curriculum levels in writing.

Challenges:

- 37% of Maori boys are below/well below expected curriculum levels in reading.
- Boys are over represented in the tail across all areas.

2018 EOY curriculum report by year level:



Strengths:

- Year 1, 2, 3, 4, 5 are not working well below the expected curriculum level in writing.
- 95% of year 1 and 94% of year 2 students are at their expected curriculum level in writing.
- 90% of year 3 students are at or above their expected curriculum level in maths.
- 100% of Year 4 students are at or above their expected curriculum level in reading.

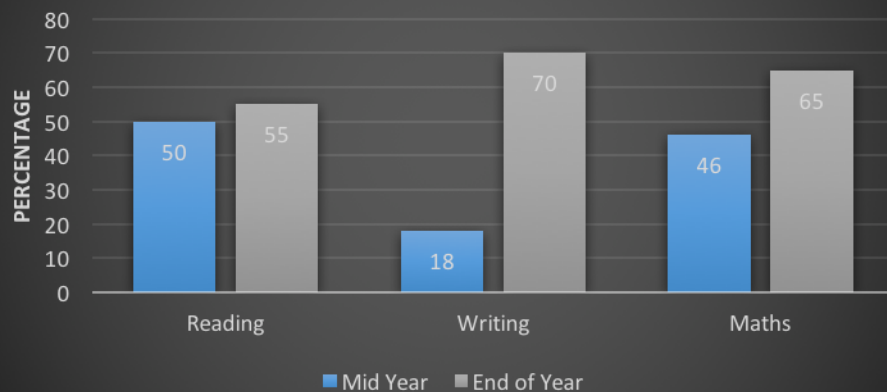
Challenges:

- Year 1 (38%) and 2 (59%) students have a large tail in reading. Actual data shows that a large group of year 2 students are very close to their expected curriculum level.
- Year 6 students are over represented in working well below their expected curriculum levels.
- 45% of year 3 students are below their expected curriculum level in writing.

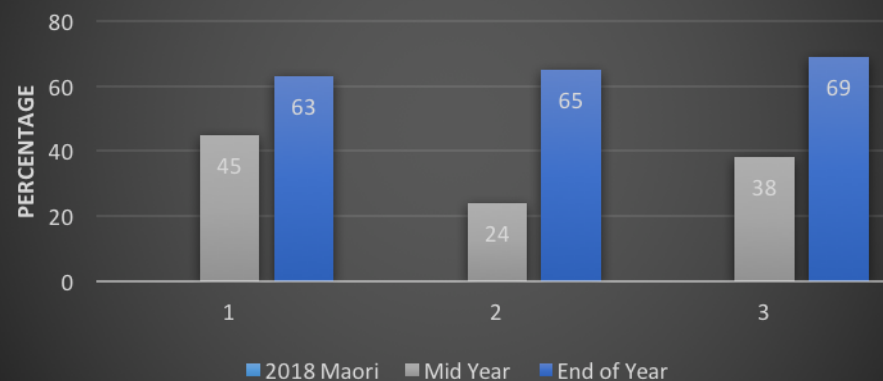
2019 Actions:

- *Continue with ALL*
- *Continue collaborating across the COL*
- *Strengthen the Peer Coaching process for teachers and students.*
- *Continue using the appreciative model of inquiry with some minor adjustments to gain better clarity around expectations.*
- *Use the CaAP with fidelity.*
- *Continue to focus on moderation and support teachers with this.*
- *Community/whanau education.*
- *Continue with AtoO, quick60 and MiniLit*
- *Continue to use RTLB and RTLit resources for students and teachers in need.*
- *Implement maths as a focus for TAI in 2019*
- *Build on the learning maps work.*
- *Continue working within the COL to develop the Register template to reflect the needs of the COL.*
- *Review and refine register entry for consistency and accuracy.*
- *Explore the disparity of identification of additional needs in Numeracy with a school wide inquiry around the disparity.*
- *Use the register to target support for Year Levels that show the greatest need. Eg senior school.*
- *Consider professional development that explores boys education e.g. professional reading eg <https://success-for-boys.tki.org.nz> , school inquiry, speakers eg Joseph Driessen*
- *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.*

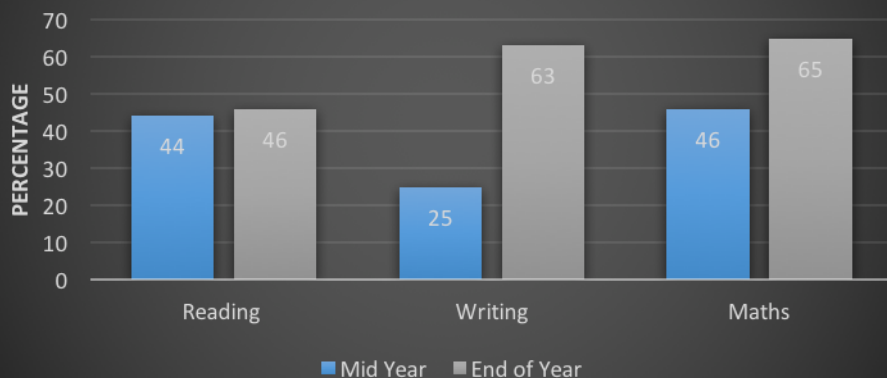
2018 Whole Priority Cohort Acceleration Rates:



2018 Maori Priority Cohort Acceleration Rates:



2018 Boys Priority Cohort Acceleration Rates:



Strengths:

- Every area is above the 40% benchmark that ERO see as being worth celebrating in terms of accelerating progress.
- A huge shift in progress in writing in the second half of the year.

Challenges:

- Our priority student boy cohort have not accelerated as much as other cohorts in reading, however still over 40%.
- To maintain this progress next year.
- Many priority students moved on (6 reading, 7 writing, 8 maths - not counted in this data) and new students arrived who are priority students and will need special attention next year.