

Reporoa Primary School EOY 2020 Reading data

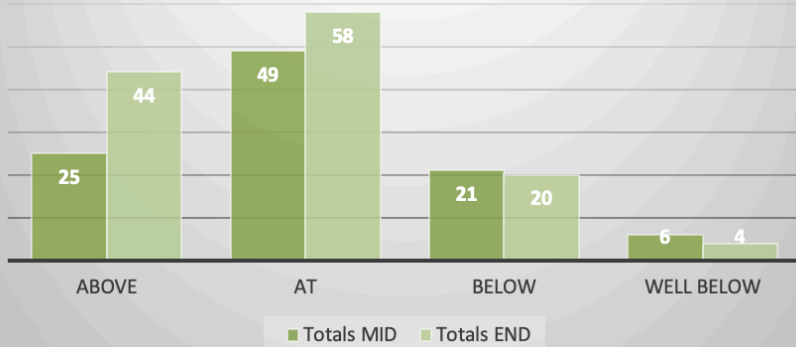
OTJ based on goal progressions in HERO and checked against formative and summative assessments.



Note: 2020 has been a very disruptive year with COVID-19 meaning that not only has school been closed for a large portion of term 2, attendance has been very intermittent for many. Whānau have had a clear message to keep children home at any sign of illness and some children who have had attendance issues have not returned to full schooling as they should have. Another factor on the EOY data is that the MID data was collected very late (again due to COVID-19). The effect of this has meant a short window to move students from their MID curriculum expectations to their EOY expectations. The expectation moves up 6-12 months' worth of learning, but the teacher realistically has had 3 months in which to make these gains with their students. We have also had 26 new students arrive since the MID data was reported. This has a significant impact on the data.

READING DATA 2020															
Whoee Cohort	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	5	1	2		1	3	3	9	8	5	12	7	13	25	44
At	5	9	5	2	11	8	7	5	13	14	10	11	7	49	58
Below		1	5	11	2	2	5	5	6	2	1		1	21	20
Well below				3	3			1	1			2		6	4
Totals	10	11	12	16	17	13	15	20	28	21	23	20	21	101	126
Males	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	3					2	2	4	2	3	6	3	7	12	20
At	2	4	3		6	5	4	3	7	7	6	6	2	25	30
Below			2	7	2			5	5	1	1			13	10
Well below				2	2			1	1			1		4	3
Totals	5	4	5	9	10	7	6	13	15	11	13	10	9	54	63
Female	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	2	1	2		1	1	1	5	6	2	6	4	6	13	24
At	3	5	2	2	5	3	3	2	6	7	4	5	5	24	28
Below		1	3	4		2	5		1	1			1	8	10
Well below				1	1							1		2	1
Totals	5	7	7	7	7	6	9	7	13	10	11	10	11	47	63
Maori	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	2					2	2	5	4		4	2	6	9	18
At	4	5	3	1	5	3	3	4	8	7	6	6	4	26	33
Below		1	2	7	2	1	3	2	2	2			1	13	10
Well below				2	2			1	1			2		5	3
Totals	6	6	5	10	8	6	8	12	15	9	11	10	10	53	64

Whole Cohort Reading 2020



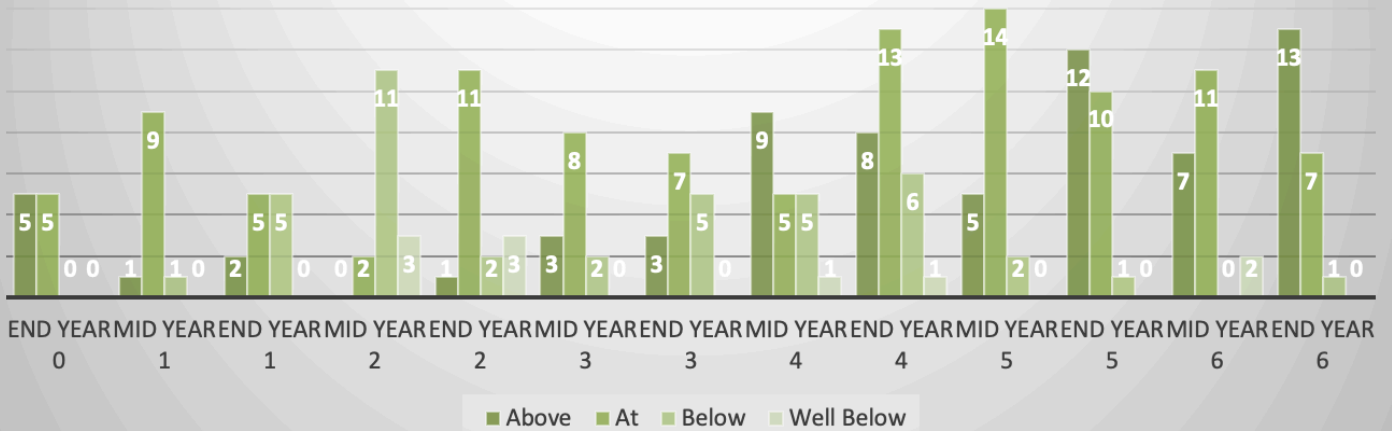
Strengths:

We have had a strong positive shift in students reading above their expected level. 7 of these are new to the school since mid-year data was recorded, the other 12 have made accelerated progress.

Challenges:

Our challenge in 2021 is to make a bigger shift for the students working below and well below. Many of our new students have had a positive impact on our data but from our students with learning needs identified from 2019 we accelerated 40%.

Year Level Reading 2020



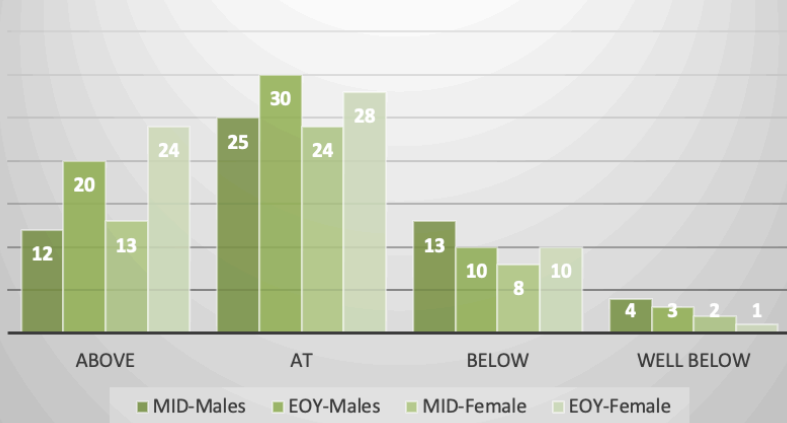
Strengths:

Mid-year 74 students were reading at or above, this increased by 28 to 102 students by the end of the year. (However, 21 of these students were new to the school).

Challenges:

Students reading above their expectation have dropped between mid and end of year in years 4, 5, and 6. This is because the expectation is higher and they have not quite made it (see note at the beginning).

Gender Reading 2020



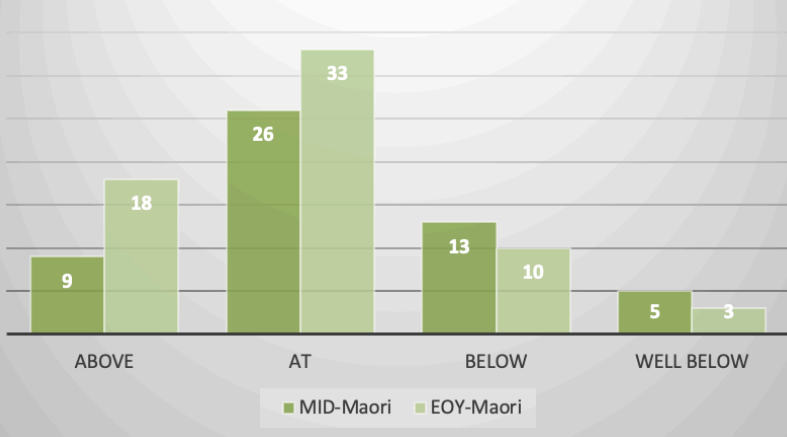
Strengths:

Apart from a slight increase to females reading below expectation (2 – both new students) the shifts are all positive. More students at and above since mid-year and less students below or well below.

Challenges:

The gender disparity sits in the ‘reading above expectation’ sector, with girls trending better than boys. Capturing our boys in reading is an on-going focus.

Maori Reading 2020



Strengths:

The shifts are 100% positive. More students at and above since mid-year and less students below or well below.

Challenges:

Maori are over represented in reading well below expectation (5 out of 6 students’ mid-year and 3 out of 4 students end of year). These children are all receiving interventions through SENCO.

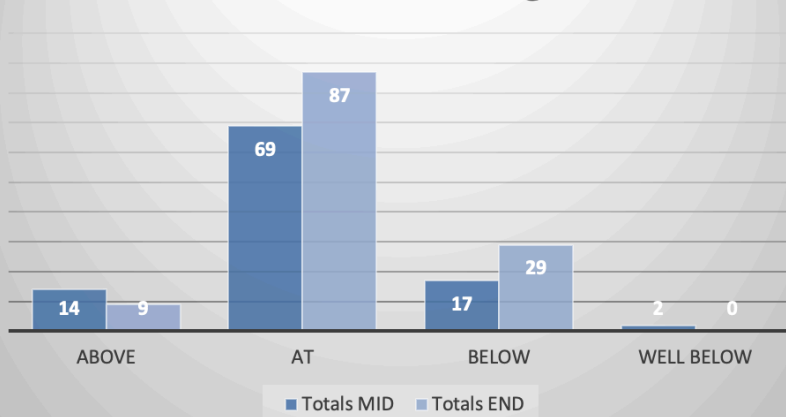
Reporoa Primary School EOY 2020 Writing data

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



WRITING DATA 2020															
Whole Cohor	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	1		1				1	5	4	5	2	4		14	9
At	9	7	6	14	14	12	11	8	16	15	17	13	15	69	87
Below		4	5	2	3	1	3	8	8	1	5	1	5	17	29
Well below													2	2	0
Totals	10	11	12	16	17	13	15	21	28	21	24	20	20	102	126
Males															
Above	1						1	1		2	2			3	4
At	4	1	2	7	8	6	4	5	8	9	7	8	7	36	40
Below		3	3	2	2	1	1	7	7	1	4	1	2	15	19
Well below												1	1	1	0
Totals	5	4	5	9	10	7	6	13	15	12	13	10	9	55	63
Females															
Above			1					4	4	3		4		11	5
At	5	6	4	7	6	6	7	3	8	6	10	5	8	33	48
Below		1	2		1		2	1	1		1		3	2	10
Well below												1	1	1	0
Totals	5	7	7	7	7	6	9	8	13	9	11	10	11	47	63
Maori															
Above							1	2	2	1		2		5	3
At	6	4	3	9	7	5	5	5	9	7	8	5	6	35	44
Below		2	2	1	2	1	2	5	4		3	1	4	10	17
Well below												2	2	2	0
Totals	6	6	5	10	8	6	8	12	15	8	11	10	10	52	64

Whole Cohort Writing 2020



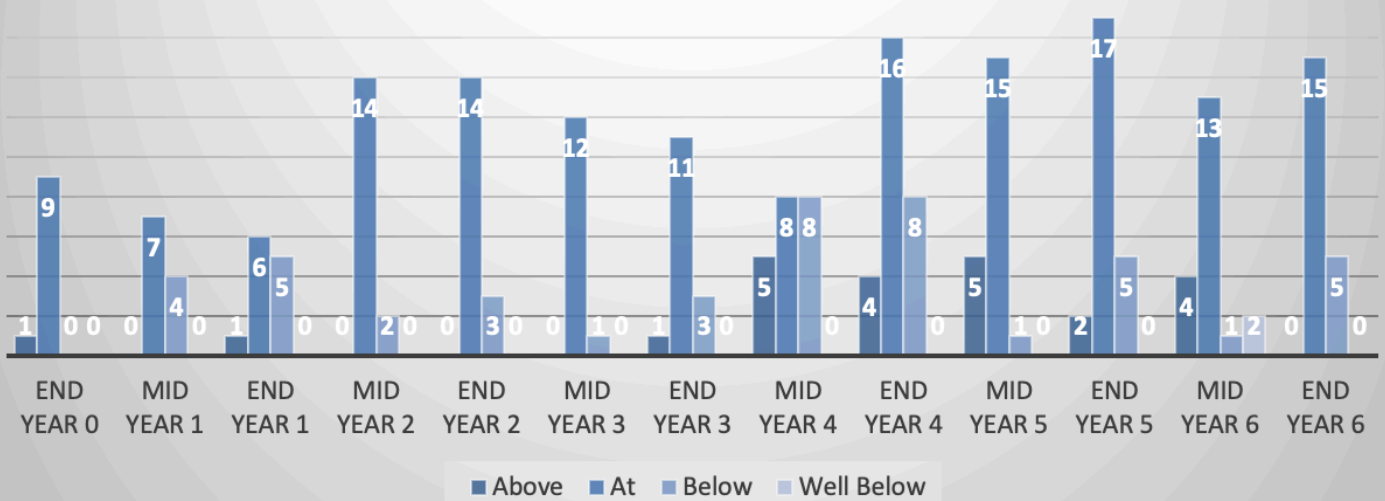
Strengths:

Our two students writing well below have made accelerated progress and are now just below expectation.

Challenges:

We have had an increase in the number of students writing below expectation. 23% of the whole cohort are not where they should be. Only 5 of these students are new since mid-year reporting. That means 7 students did not make expected progress and remain at their level since mid-year.

Year Levels Writing 2020



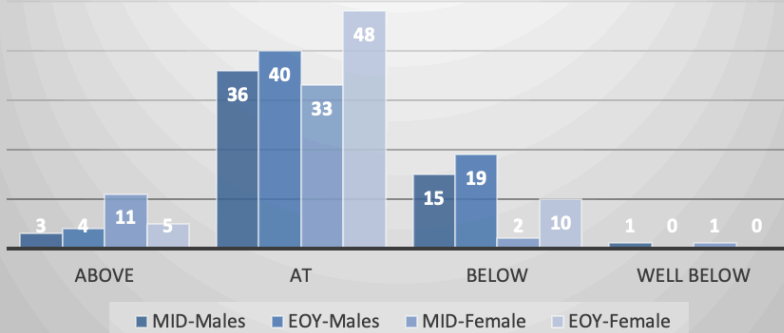
Strengths:

We have no children writing well below their expected level at any year level.

Challenges:

Shifts in accelerating writing have been minimal at each year level this year, except in year 4 with 13 at or above changing to 20 at or above their expected level in writing but 5 of these were new to school.

Gender Writing 2020



Strengths:

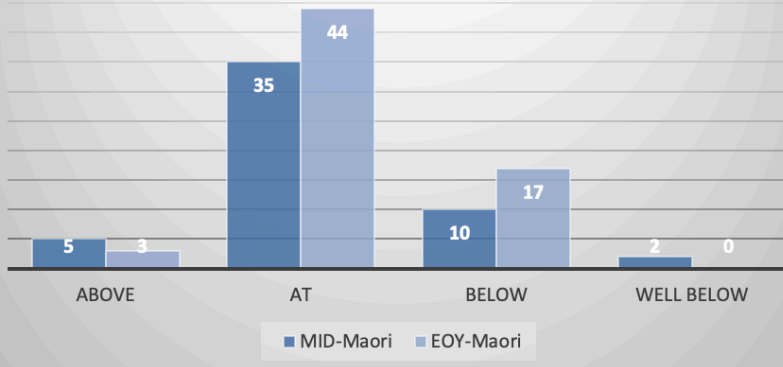
70% of boys are achieving at or above their expected writing levels.

84% of girls are achieving at or above their expected writing levels.

Challenges:

Our boys continue to dominate the tail in writing at 30% compared to 16% of females. Boys and writing needs to be a focus in 2021. Our work in science is having a writing focus next year which we hope will engage our boys.

Maori Writing 2020



Strengths:

75% Maori are reading at or above their expected level.

Challenges:

The gap has widened from 3% last year to 8% this year. We have 64 Maori students, 28 out of our 47 new students in 2020 are Maori. Of these students 16 are writing targets, 10 of them Maori.

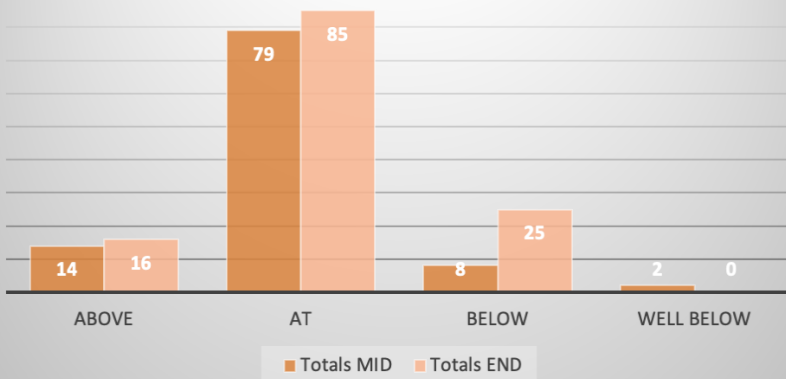
Reporoa Primary School EOY 2020 Mathematics data

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



MATHEMATICS DATA 2020															
Whole Cohor	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	2	4	1		2	1	4	1		7	5	1	2	14	16
At	8	7	9	14	6	10	10	17	24	14	14	17	14	79	85
Below			2	2	9	2	1	3	4		5	1	4	8	25
Well below										1		1		2	0
Totals	10	11	12	16	17	13	15	21	28	22	24	20	20	103	126
Male	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above	2	1			1	1	2	1		5	4	1	2	9	11
At	3	3	3	8	2	5	4	10	12	7	7	9	7	42	38
Below			2	1	7	1		2	3		2			4	14
Well below														0	0
Totals	5	4	5	9	10	7	6	13	15	12	13	10	9	55	63
Female	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above		3	1		1		2			2	1			5	5
At	5	4	6	6	4	5	6	7	12	7	7	8	7	37	47
Below				1	2	1	1	1	1		3	1	4	4	11
Well below										1		1		2	0
Totals	5	7	7	7	7	6	9	8	13	10	11	10	11	48	63
Maori	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals MID	Totals END
Above		2				1	2	1						4	2
At	6	4	5	9	4	3	5	9	12	8	7	9	7	42	46
Below			1	5	2	1	2	3			4		3	5	16
Well below										1		1		2	0
Totals	6	6	5	10	9	6	8	12	15	9	11	10	10	53	64

Whole Cohort Maths 2020



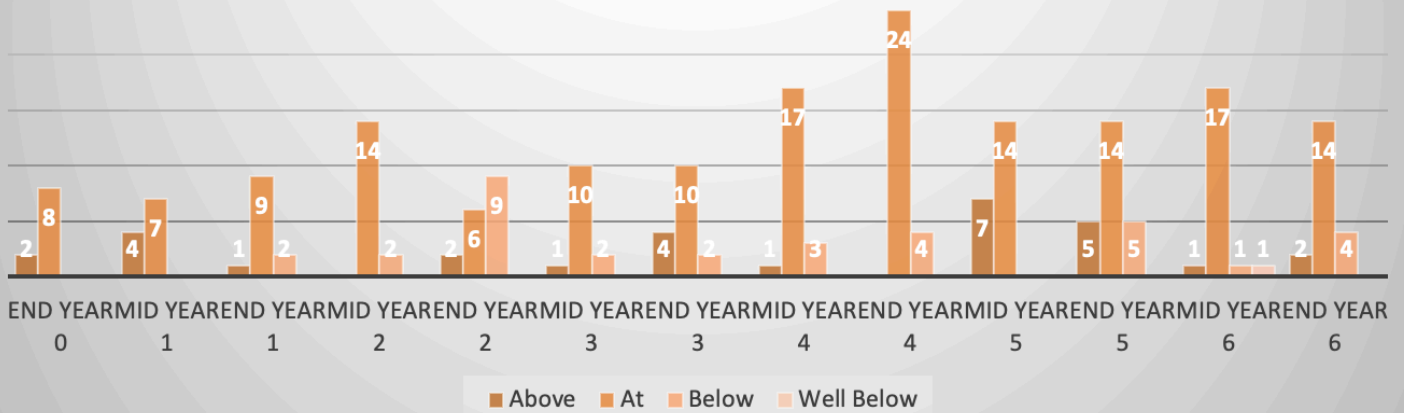
Strengths:

80% of the whole cohort are achieving at or above their expected level in mathematics. 16 students are working above expectation.

Challenges:

25 students are of concern, spread across year levels. 6 of these students are new since mid-year reporting. This means 11 students did not make expected progress between mid and end of year.

Whole Cohort Number 2020



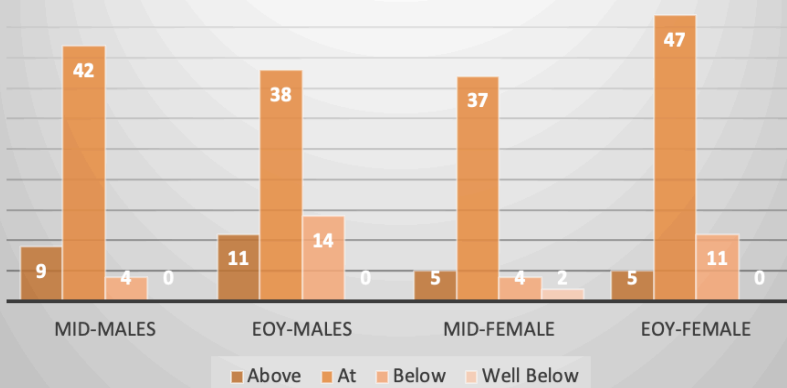
Strengths:

We have no children working well below their expected level in mathematics at any year level.

Challenges:

Shifts in accelerating math have been minimal at each year level this year, except in year 4 with 18 at or above changing to 24 at or above their expected level but 18 of these 24 are new to school.

Gender Number 2020



Strengths:

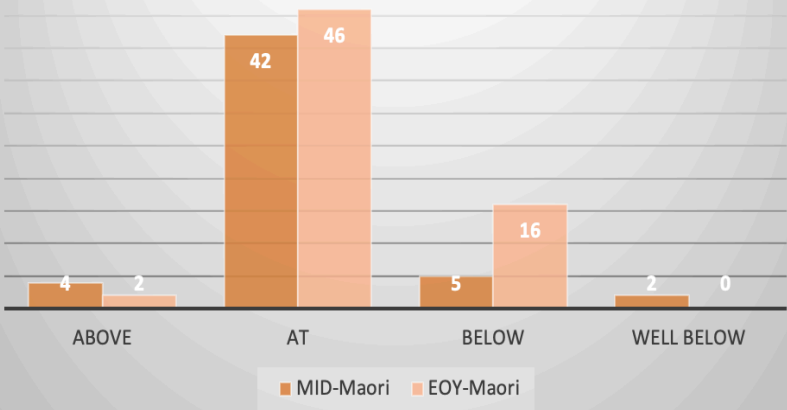
78% of boys are achieving at or above their expectation.

83% of girls are achieving at or above their expectation. Girls no longer dominate the tail in math.

Challenges:

The tail has grown in math since mid-year data was reported. 3 girls and 3 boys achieving below their expectation are new to school since the mid-year data was reported.

Maori Number 2020



Strengths:

75% of Maori are achieving at or above their expected level in mathematics. We have no Maori working well below their expected level in mathematics.

Challenges:

We have 64 Maori students, 28 out of our 47 new students in 2020 are Maori. Of these students 12 are writing targets, 7 of them Maori.

Achievement disparity between Maori and Non-Maori:

	2015	2018	2019	2020
Reading	43%	6%	6%	2%
Writing	38%	7%	3%	8%
Maths	45%	5%	11%	10%

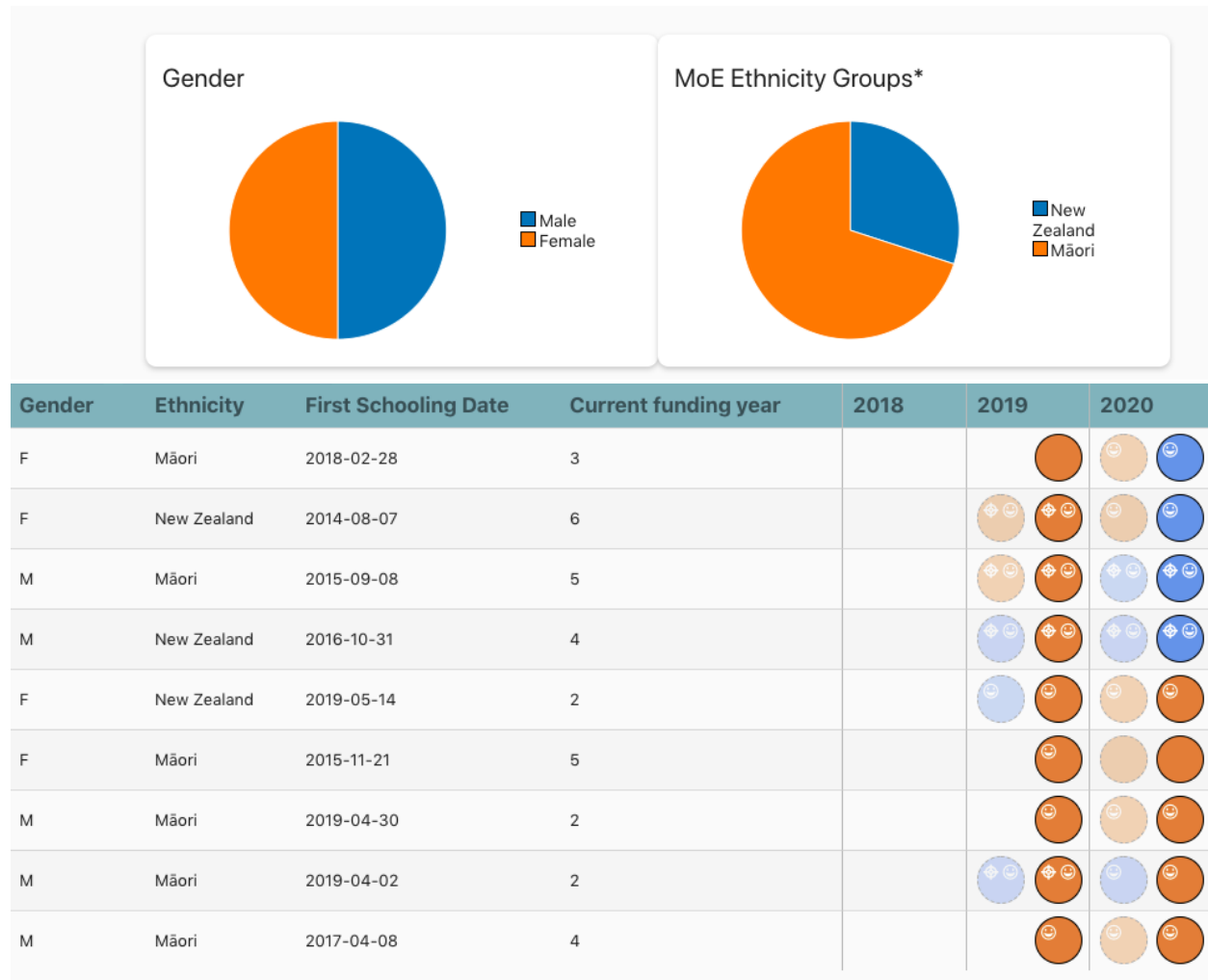
2021 Actions: (SENCO)

- Continue monitoring LSR and needs, and ensure all are using the [Accessing Learning Support](#) process.
- Work more effectively with Learning Support Coordinators (LSC), COL Lead, Across School COL and other COL SENCO by attending regular hui.
- Test for learning needs using iCEPT testing (eye tracking, visual (span, count and spatial) and auditory discrimination) in conjunction with ELT and LSC, then implement an iCEPT differentiated programme for students with identified needs, using LSC, teacher aides, ICS, AND promoting teacher support for this.
- Continue to support & monitor classroom practices for learners in need, such as Steps Web, ELT programmes, Irlen's glasses, coloured screens being used, Voice to Text, classroom adjustments, etc.
- Set up structure for Google Classrooms for Yr 2 - Yr 6 so students can store their voice to text writing work effectively, and for the teacher to be able to monitor regularly.
- Special Education Learning Disabilities (SPELD) training for at least 2 teachers in 2020 (Friday & Saturday course).
- Work with teachers and leaders to monitor Target/Priority learners, their needs and attendance more closely.
- Continued support and training for teachers and students around dyslexia and how to best manage it in the class, conferring with LSC Action Plan and COL to make a plan around meeting these students' needs effectively. Involving LSC to drive staff PD sessions across COL twice a term for awareness of different learning difficulties.
- Quick 60 - establish another group for Term 1 & 2, 2021 and maybe Term 3 & 4, 2021
- Liaise with RTLB regarding funding for phonics programme support and increase teacher capability with TOLD (Oral Language) training for the junior school.
- Establish clear goals and a written programme for the 2 ICS children, and continue to support Teacher Aides in their role, with their goals, timetables and resourcing.
- Work on how to get written consent from the whanau of every child to be on the LSR in readiness for roll over to the Standardised LSR.

2021 Actions: (ADDITIONAL)

- Finish ALL (Accelerated Literacy learning) and begin AliM (Accelerated Learning in Math)
- Science in writing PLD with Anne Barker (Centrally Funded)
- Research mathematics assessment tools and decide on the best to suit our needs.
- Strengthen the Peer Coaching process for teachers and students.
- Continue using the appreciative model of inquiry woven into the HITS (High Impact Teaching Strategies)
- Continue to focus on moderation in reading, writing and math.
- Community/whanau education in assisting with educational goals at home.
- Continue with quick60 and early words interventions.
- Investigate intervention to assist in writing and math (at present all of our intervention programmes are in reading).
- Run Panel hui across the CoL/Kahui Ako to meet regularly and identify common needs. Address these common needs as a collective.
- Investigate how to track/assess/report in other curriculum areas (e.g science and HPE which are 2021 areas of focus too).

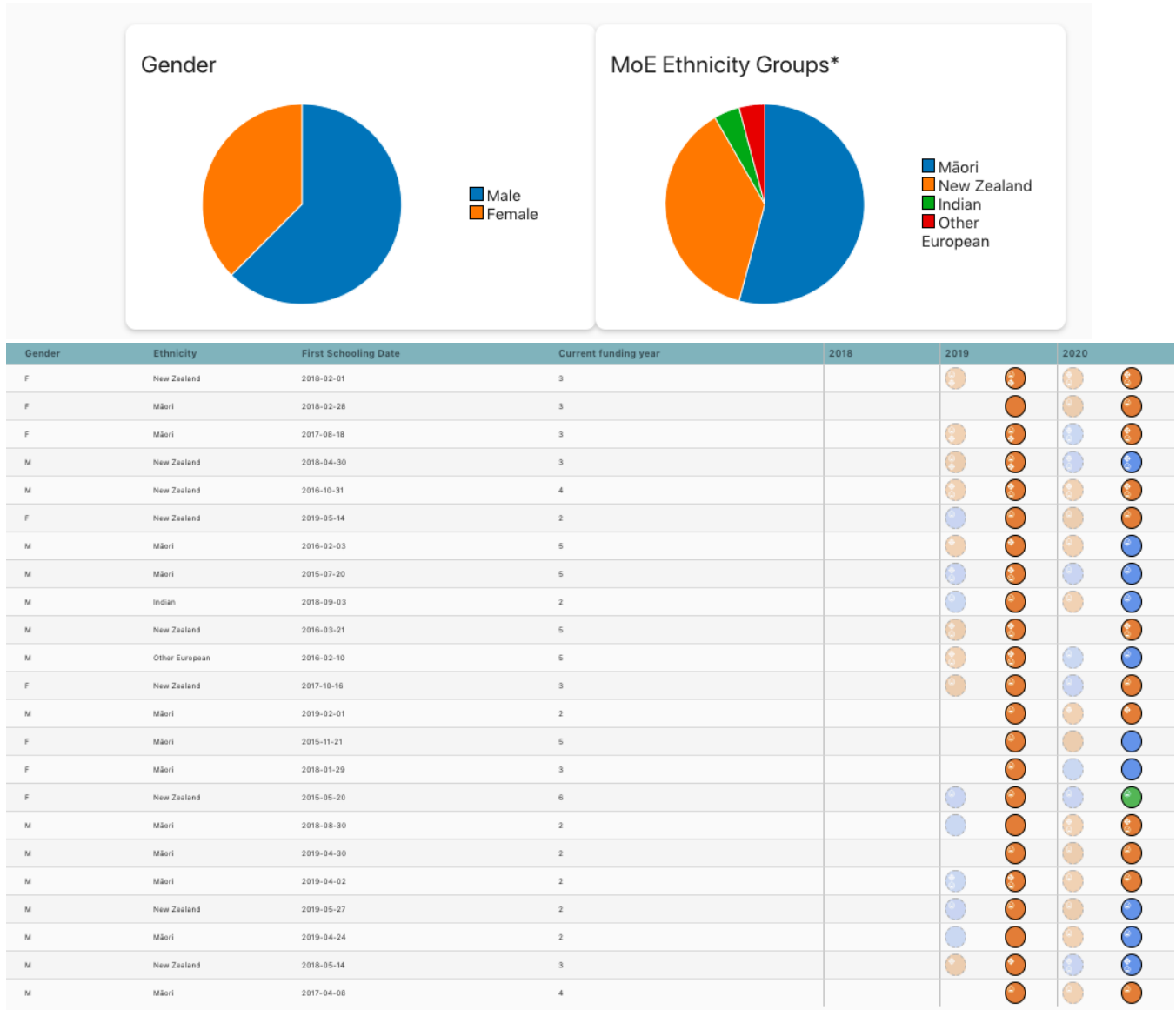
2020 Target students - Mathematics:



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 1 left, 4 have made accelerated progress and are working at their expected level in mathematics.

Since then, we have 15 new target students in mathematics who we are monitoring also. 12 of these students are new to the school this year.

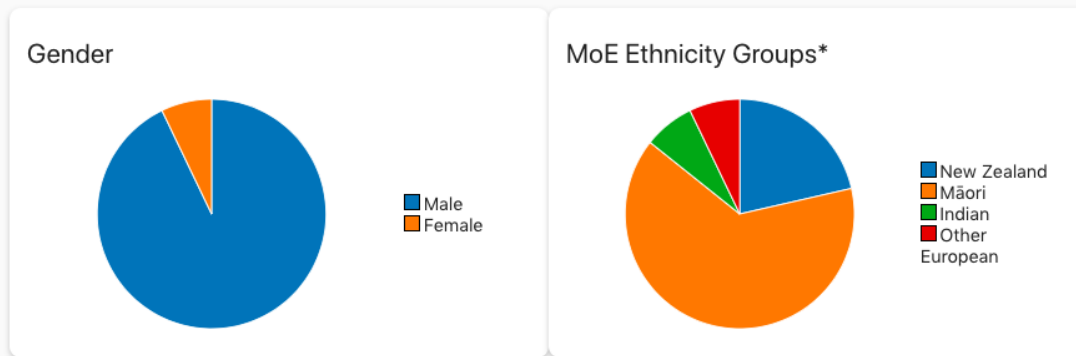
2020 Target students - Reading:



At the end of 2019, we had 24 students remaining as targets in reading based on our end of year data. Of these students 1 left, 10 have made accelerated progress and are working at their expected level in reading, 1 has made exceptional progress and is now reading above their expected level..

Since then, we have 12 new target students in reading who we are monitoring also. 10 of these students are new to the school this year.

2020 Target students - Writing:



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 6 have made accelerated progress and are working at their expected level in writing.

Since then, we have 21 new target students in reading who we are monitoring also. 16 of these students are new to the school this year.