

Mid-Year Data 2020 - Board of Trustees Report

This data is an indication of how students are tracking towards the end of year curriculum expectation.

As such the following categories are used;

- Needs support – these students have made progress from where they were previously, however most are likely to require considerable support and acceleration in order to meet the end of year expectation. For some this may not be possible given the gap in achievement and their individual needs and circumstances.
- On track – these students are likely to meet the end of year expectation if their current pace and rate of learning is maintained. There is a possibility that some of these students may not meet the end of year expectation should pace not be maintained.
- Already there – these students have already met the end of year expectation in the range of learning experiences observed so far. They are likely to either meet the end of year expectation or exceed it.
- Already beyond – these students are already achieving the end of the next year level's expectation (e.g. they are Year 5 and meeting the end of Year 6 expectation). They already exceed the end of year expectation.

There are immediate actions that have been outlined for the remainder of this year and long term actions to strengthen, embed and improve teacher practice in order to have achievement patterns less of a concern over time. The data reflects the current and future focus of our Strategic plan with teachers focusing on learning about and implementing culturally responsive practices and using the Universal Design for Learning Framework to design and implement programmes for individuals and groups. Due to our time away from school as a result of the Covid 19 level restrictions, much of our PLD has had to be postponed until the second half of the year.

It is worth noting that Covid 19 and subsequent level restrictions affected 9 weeks of the year, this reduced the instructional time in class with the teacher by just shy of a term. Our priority and focus when students returned was on their wellbeing, re-establishing connections and routines. The impact of this cannot be underestimated. While we did offer a home learning programme, not all families were able to access it, or were in a position to facilitate their children completing it.

Judgements are made on evidence that is gathered and present at that point in time. The ability to gather evidence was significantly impacted by our time away from school. In light of this teachers have erred on the side of caution when making Mid-Year judgements and have been, and continue to, actively seeking opportunities for students to demonstrate what they know and can do.

While we did adjust our year plan for learning given the time physically away from school, events like Cross Country, Year 7 & 8 Technology, Zero Waste, Ripa Rugby, etc. all were re-booked once we returned to school. This further impacted (and will continue to impact) on instructional learning time in Reading, Writing and Maths through till the end of the 2020 school year. There is the very real possibility that the impacts of Covid 19 could last beyond 2020.

Significant professional development has taken place in the form of moderation to ensure that teachers have common understandings of the curriculum levels and therefore are making consistent judgements across the school post national standards. This now occurs in Reading, Writing and Maths at least twice a year. Teachers now more clearly know what evidence to look for and what students are required to demonstrate at different curriculum levels, and within these levels. Teachers are becoming more confident in their use of observational evidence rather than relying solely on formal assessment tools – which only offer a snapshot in time and do not fully cover all aspects of the curriculum. All data collected is now triangulated.

Note: b = beginning, p = proficient, a = advanced

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Summary Points

Mid Year 2020 (Mid Year 2019)

Whole school	Reading	Writing	Maths
Needs Support	12.8% (10%)	20.2% (18%)	21.6% (21%)
On track	36.7% (34%) On track with support 2.75% (7%) On track 33.9% (27%)	46.3% (42%) On track with support 5.5% (10%) On track 40.8% (32%)	35.3% (42%) On track with support 3.2% (15%) On track 32.11% (27%)
Already there	39.9% (39%)	28.0% (33%)	36.7% (25%)
Already Beyond	10.6% (16%)	5.5% (7%)	6.4% (11%)

Celebrations;

Whole School

- 50.5% are already there or achieving beyond the end of year expectation in Reading, 33.5% in Writing and 43.1% in Maths.
- 36.7% are on track to meet the end of year expectation should pace be maintained in Reading, 46.3% in Writing, and 35.3% in Maths.

Gender

- Girls and boys achievement is similar across the whole school picture in Reading and Maths.

Māori compared to Non-Māori

- There is a smaller percentage of Māori needing support than Non-Māori in Writing and Maths.
- There is a higher percentage of Māori students when compared to Non-Māori who are on track or already there or beyond in Writing and Maths.

Areas of Concern:

Whole School

- 12.8% need support in Reading, this equates to 11 students in Y2-4 and 17 students in Y5-8
- 20.2% need support in Writing, this equates to 12 students in Y2-4 and 32 students in Y5-8
- 21.6% need support in Maths, this equates to 16 students in Y2-4 and 32 students in Y5-8

Gender

- Girls outperform boys in Writing.

Māori compared to Non-Māori

- Māori are not achieving as well as Non-Māori across the board in Reading
- Māori are not represented at all in the already achieving beyond category in Writing and only slightly in Maths.

Key Actions Taken

- Moderation to ensure that teachers have common understandings of the curriculum levels and therefore are making consistent judgements across the school post national standards. This now occurs in Reading, Writing and Maths at least twice a year.
- Target students identified earlier in the year and specific teaching strategies identified to try and accelerate progress
- Lucid Screening Tool used to screen and identify students with dyslexic traits
- Purchase and use of resources to engage and target learning, such as; Te Horo Maths Learning Hub, Te Horo Literacy Learning Hub, and STEPS
- Instruction of phonics reviewed and the same visual scaffolds now used in the Junior School
- RTLb, RTLit, Reading Recovery, Speech Language Therapy interventions and supports
- Adjustments to programmes to increase instructional time or practise - e.g. Buddy Reading time, Targeted Maths Groups, Learning Support Groups

- Play based Learning used to provide real life experiences, contexts and motivations
- Involvement in Tātaiako Cultural Competencies and Universal Design for Learning Professional learning Development

Key Additional Immediate Actions Moving Forth

- Prioritisation of Reading, Writing and Maths learning times in the weekly classroom programme so that students take part in at least 4-5 instructional sessions.
- Data to be unpacked with teachers.
- Specific teaching strategies reviewed and identified for those needing support and Māori students.
- Adjustments to programmes to increase instructional time or practise - Target Maths Groups at Year 3/4 & 5/6
- Targeted planning for adjusting the design for learning to more closely match students' needs and engage them (e.g. less whole class, more group based, flexible groupings, increasing visual prompts and scaffolds, including more choice and voice, increased use of materials and equipment, etc)
- "How you can help at home" messages for parents via the newsletter
- Rich Maths tasks run more frequently - low entry/ high ceiling tasks
- Where time and budget allows to increase the opportunity for in class modelling and alongside teaching professional development, particularly in Maths and Writing

Achievement Targets

Achievement Target 1

Year 2 - 8 students will be able to clearly identify at least 2 ways in which they manage themselves and their learning that works for them.

We are on track to achieve this.

Achievement Target 2

To reduce the disparity in achievement patterns for Year 2 – 8 Māori in Writing and Mathematics by at least 5%

We are on track to achieve this. There is a need to continue to focus on accelerating the progress to ensure less students are represented in the below category and more are beyond at the end of the year.

Achievement Target 3

To have an overall shift in achievement patterns upwards in Writing and Mathematics for Year 2 -8 students by at least 3%

We can see shifts within categories of more than 3%, however we are needing to shift students overall to accelerate more to At or Beyond by the end of the year.

Reading Mid-Year

School wide Year 2-8

Whole school	2020 mid
Needs Support	12.8%
On track	36.7%
Already there	39.9%
Already Beyond	10.6%

2020 mid	Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Needs Support		22.7%	8.0%	18.2%	9.68%	21%	2.8%	20.6%
On track	72.7%	22.7%	68.0%	31.8%	35.48%	28%	27.8%	11.8%
Already there	18.2%	45.5%	20.0%	50.0%	29.03%	45%	47.2%	61.8%
Already Beyond	9.1%	9.1%	4.0%	0.0%	25.81%	7%	22.2%	5.9%

Celebrations

- School wide 50.5% of students are already there or beyond the end of year expectation.
- School wide 36.5% are on track

Areas of concern

- 12.8% need support. Of these there are;
 - 11 students in Years 2 – 4, of these;
 - Attendance less than 85% - 3 students
 - New to Te Horo School - 1 (with attendance issues)
 - Receiving or received intervention support for Speech Language Therapy – 3 students (1 with attendance issues)
 - Receiving or received Reading Recovery – 4 students (1 with attendance issues)
 - Receiving or received funded In Class Support Intervention – 2 students
 - Has an Individualised Education Programme in place – 3 students
 - Have been tested on Lucid - low 1 student, moderate 1 student, high 2 students, very high 1 student
 - Needs support in both Reading and Writing – 1 student
 - Needs support in Reading and Maths – 2 students
 - Needs support in Reading, Writing and Maths – 6 students
 - Classroom based support programme in place – 3 students
 - Further investigations and adaptations to programmes planned or underway;
 - IEP for 2 students
 - RTLit referral 1 student
 - RTLB referral 1 student
 - ICS application 2 students
 - Continue to follow up attendance with 1 student
 - Lucid – 5 students
 - Additional classroom based support programme – 4 students

- 5 students in Year 2
- 2 students in Year 3
- 4 students in Year 4

- 17 students in Years 5-8, of these
 - Attendance less than 85% - 1 student
 - Receiving or received Reading Recovery – 5 students
 - Receiving or Received Resource Teacher of Literacy Intervention – 2 students
 - Receiving or Received Resource Teacher of Learning and Behaviour Intervention – 2 students
 - Has an Individualised Education Programme in place – 2 students
 - Has English as a Second Language needs – 2 students
 - Has been reclassified at a lower Year Level – 1 student
 - Investigations with Child Development Service – 1 student
 - Have been tested on Lucid – low 3 students, moderate 3 students, high 4 students, very high 1 student
 - Needs support in both Reading and Writing 1 student
 - Needs support in Reading, Writing and Maths 16 students
 - Additional classroom based support programme in place – Learning Support Reading 3x week for 8 students in Y7&8
 - Further investigations and adaptations to programmes planned or underway;
 - IEPs to be considered for 2 students
 - RTLit referral to be considered for 2 students
 - ICS application 1 student
 - Continue to follow up attendance for 1 student
 - Lucid testing – 5 students
 - Additional classroom based support programme – 4 Year 5&6 students, Y7&8 3x week Learning Support Programme

- 3 students in Year 5
- 6 students in Year 6
- 7 students in Year 8

Schoolwide Year 2-8 Mid Year

	Excluding new to THS 2020 students	Excluding new to THS 2019 students		End of 2019	End of 2018	All students End of 2017 (National standards)
Needs Support	14.86%	11%	Below	30.3%	14%	20.7%
On track	30.96%	42%				
Already there	43.78%	36%	At	50.5%	49%	44%
Already Beyond	10.40%	11%	Above	16.5%	37%	35.5%

Celebrations

- There are slightly more already meeting the end of year expectation or beyond as compared to mid-year 2019.

Areas of Concern

- There are slightly higher percentage needing support than at the middle of last year.

Ethnicity Mid-Year

	Māori 2020	Māori 2019	Pasifika 2020	Pasifika 2019	Non-Māori 2020	Non-Māori 2019
Needs Support	9.1%	4%			10.6%	11%
On track	59.1%	70%		50%	33.9%	29%
Already there	31.8%	23%		50%	43.4%	42%
Already Beyond		2%			12.2%	58%

Areas of Concern

- There is an equity difference for Māori students in achievement across the board.

Gender Mid-Year

Gender – Year Level Mid 2020		Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Needs Support		18.2%	9.5%	37.5%	7.14%	23%		23.5%
Boys	Needs Support		30%		7.1%	11.76%	19%	7.1%	17.6%
Girls	On track	90.9%	18.2%	66.7%	12.5%	28.57%	15%	33.3%	5.9%
Boys	On track	100%	30%	75%	42.9%	41.18%	38%	14.3%	17.6%
Girls	Already there	9.1%	63.6%	19%	50%	42.86%	46%	42.9%	64.7%
Boys	Already there		30%	25%	50%	17.65%	44%	57.1%	58.8%
Girls	Already Beyond			4.8%		21.43%	15%	23.8%	5.9%
Boys	Already Beyond		10%			29.41%		21.4%	5.9%

Gender – Year Level Mid 2019				Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Needs Support			17%		7%	14%	5%	22%	8%
Boys	Needs Support					7%	22%	12%	20%	
Girls	On track			25%	50%	64%	14%	29%	33%	53%
Boys	On track			80%	43%	53%	28%	35%	60%	72%
Girls	Already there			54%	50%	29%	36%	48%	22%	38%
Boys	Already there			20%	50%	40%	33%	35%	15%	27%
Girls	Already Beyond			4%			36%	19%	22%	
Boys	Already Beyond				7%		17%	18%	5%	

- In Year 2 girls overall are performing better than boys.
- In Year 3 there are significantly more girls than boys. The girls' spread of achievement is wider

and overall boys outperform girls.

- In Year 4 there are significantly more boys than girls. Boys are performing better overall.
- In Year 5 girls are outperforming boys, with a notably higher percentage already achieving the end of year expectation.
- In Year 6 girls outperform boys overall, with a notably higher percentage already beyond the end of year expectation and a notably higher percentage of girls as compared to boys needing support.
- In Year 7 more boys are needing support but less are on track.
- In Year 8 more girls are needing support but less are on track.

Gender – School wide Mid 2020		Number	%
Girls	Needs Support	17	15.5
Boys	Needs Support	17	16.7
Girls	On track	38	34.5
Boys	On track	34	33.3
Girls	Already there	43	39.1
Boys	Already there	42	41.2
Girls	Already Beyond	12	10.9
Boys	Already Beyond	9	8.8

Gender – School wide Mid 2019		Number	%
Girls	Needs Support	13	12%
Boys	Needs Support	11	11%
Girls	On track	39	35%
Boys	On track	48	48%
Girls	Already there	44	40%
Boys	Already there	32	32%
Girls	Already Beyond	14	13%
Boys	Already Beyond	8	8%

- The School wide picture would indicate that girls' and boys' achievement is similar.

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Reading.
- Reading Recovery and Resource Teacher of Learning interventions.
- Target Students identified earlier in the year and specific teaching. strategies identified to try to accelerate students' progress.
- Grouping students for instruction based on a similar reading level or need.
- Lucid dyslexia screening tool – training for SENCOs, used to screen students of concern and identify strategies to help.
- Teachers engaged in Tātaiako Cultural Competences and Universal Design for Learning Professional Development (though this has been affected by the lockdown)
- Reviewed the instruction of phonics at the end of last year. Ensured the same visual scaffolds are used across the Junior classes this year.

- Used STEPS Literacy programme for 5 students.
- Purchase of Te Horo School Literacy Hub
- Use of Supplementary Test of Achievement in Reading and thorough teacher analysis of the results
- Buddy reading between some students
- Moderation across the school and in teams prior to parent reporting (established in 2019 for Reading, Writing and Mathematics)

Actions moving forward

Immediate

- Prioritise Reading learning times in the classroom so that students take part in at least 4/5 sessions per week
- Reading Recovery students selected carefully.
- Data to be unpacked with teachers.
- Specific teaching strategies identified for those;
 - Needing support at all Year levels
 - Māori students to be at or above
- Reading Support Intervention at Year 7&8 to continue
- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning
- Resources currently available in the school are maximised, particularly the Te Horo School Literacy Learning Hub and Reading Eggs.

Long Term

- Professional development and in class modelling alongside teaching support for teachers as related to need.
- Explore the option of mixed levelled grouping on comprehension skill needs & interests rather than solely processing (decoding) for 'fluent' readers (Silver and beyond).
- Review the assessment processes.
- Review the resourcing – e.g. the type and range of instructional and shared texts available.

Immediate Implications for BOT

- Continue to support for funding in service/ professional development

Writing Mid-Year

This data is an indication of how they are tracking towards the end of year curriculum expectation.

School wide Year 2-8

Whole school	2020 mid
Needs Support	20.2%
On track	46.3%
Already there	28.0%
Already Beyond	5.5%

2020 mid	Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Needs Support		9.1%	20.0%	22.7%	19.35%	38%	11.1%	32.4%
On track	94.7%	54.5%	40.0%	9.1%	54.84%	41%	44.4%	41.2%
Already there	5.3%	31.8%	36.0%	68.2%	19.35%	14%	27.8%	26.5%
Already Beyond		4.5%	4.0%		6.45%	7%	16.7%	

Celebrations

- 33.5% of students are already or beyond the end of year expectation.
- 46.3% are on track

Areas of Concern

- 20.2% need support. Of these there are;
 - 12 Y1-4 students, of these;
 - Attendance less than 85% - 2 students
 - Receiving intervention support for Speech Language Therapy – 1 student (also with attendance concerns)
 - Receiving or received Reading Recovery – 3 students (1 also with attendance concerns)
 - Receiving or received In Class Support Intervention and has an Individualised Education Programme in place – 2 students
 - Needs support in both Reading and Writing – 1 student
 - Needs support in both Writing and Maths – 4 students
 - Further investigations and adaptations to programmes planned or underway – 4 students
 - Year 2 – 2 students
 - Year 3 – 5 students
 - Year 4 – 5 students
 - 32 students in Years 5-8, of these

- Attendance less than 85% 6 students
 - Received Reading Recovery – 8 students
 - Has an Individualised Education Programme in place – 2 students
 - Has English as a Second Language needs – 2 students
 - Has been reclassified at a lower Year Level – 1 student
 - Needs support in both Reading and Writing 1 student
 - Needs support in both Writing and Maths – 7 students
 - Needs support in Reading, Writing and Maths - 16 students
 - Further investigations and adaptations to programmes planned or underway;
 - IEPs to be considered for 2 students
 - RTLit referral to be considered for 2 students
 - ICS application 1 student
 - Continue to follow up attendance for 6 students
 - Lucid testing – 5 students
 - Additional classroom based support programme – 14 Year 5&6 students, Y7&8 3x week Learning Support Programme
- Year 5 – 7 students
 - Year 6 – 11 students
 - Year 7 – 3 students
 - Year 8 – 11 students

Schoolwide Year 2-8 Mid Year

	Excluding new to THS 2020 students	Excluding new to THS 2019 students		End of 2019	End of 2018	All students End of 2017 (National standards)
Needs Support	22.6%	17%	Below	32%	22%	19.6%
On track	40.3%	42%				
Already there	30.6%	33%	At	50.5%	64%	70.1%
Already Beyond	6.5%	8%	Above	17.5%	15%	10.3%

Celebrations

- 37.1% are already there or beyond the end of year expectation.
- There is less of a percentage of students needing support than at the end of last year.

Areas of Concern

- 22.6% need support

Ethnicity

	Māori	Pasifika	Non-Māori
Needs Support	15.0%		20.7%
On track	70.0%		43.9%
Already there	15.0%		29.3%
Already Beyond			6.1%

Celebrations

- There is less percentage of Māori students needing support as compared to Non-Māori

Areas of Concern

- When compared to Non-Māori students there are more on track, and less already there or beyond end of year expectation.
- This indicates an inequity in achievement results.

Gender Mid-Year

Gender – Year Level Mid 2020		Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Needs Support		8.3%	19%	37.5%	7.14%	30.8%	4.5%	33.3%
Boys	Needs Support		10%	25%	14.3%	29.41	43.8%	21.4%	31.3%
Girls	On track	90.9%	50%	33.3%		57.14%	30.8%	40.9%	27.8%
Boys	On track	100%	60%	75%	14.3%	52.94%	50%	42.9%	56.3%
Girls	Already there	9.1%	41.7%	42.9%	62.5%	28.57%	23.1%	31.8%	38.9%
Boys	Already there		20%		71.4%	11.76%	6.3%	28.6%	12.5%
Girls	Already Beyond			4.8%		7.14%	15.4%	22.7%	
Boys	Already Beyond		10%			5.88%		7.1%	

Gender – Year Level Mid 2019		Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b
Girls	Needs Support	25%	17%	14%			22%
Boys	Needs Support	40%	14%		22%	18%	30%
Girls	On track	63%	33%	7%	28%	19%	56%
Boys	On track	40%	43%	40%	55%	24%	65%
Girls	Already there	13%	33%	71%	36%	67%	22%
Boys	Already there	20%	36%	60%	17%	41%	5%
Girls	Already Beyond		17%	7%	36%	14%	
Boys	Already Beyond		7%		6%	18%	

- In Year 2 achievement is similar.
- In Year 3 there are significantly more girls than boys (21 vs 4). Overall girls are outperforming boys.
- In Year 4 there are more boys than girls (14 vs 9). Boys are performing better overall.
- In Year 5 girls are outperforming boys, with a notably higher percentage needing support.
- In Years 6 girls slightly outperform boys, with a notably higher percentage of both boys and girls needing support.

- In Year 7 girls outperform boys.
- In Year 8 girls slightly outperform boys, with a notably higher percentage of both boys and girls needing support.

Gender – School wide			
Girls	Needs Support	20	16.8%
Boys	Needs Support	24	24.2%
Girls	On track	49	41.2%
Boys	On track	51	51.5%
Girls	Already there	41	34.5%
Boys	Already there	21	21.2%
Girls	Already Beyond	9	7.6%
Boys	Already Beyond	3	3%

- Girls outperform boys.
- Significant percentage of boys needing support and needing acceleration across the board.

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Writing.
- Speech Language Therapy Group in Year 1-3
- Reading Recovery and Resource Teacher of Literacy Interventions.
- Target Students identified earlier in the year and specific teaching. strategies identified to try to accelerate students' progress.
- Lucid dyslexia screening tool – training for SENCOs, used to screen students of concern and identify strategies to help.
- Teachers engaged in Tātaiao Cultural Competences and Universal Design for Learning Professional Development (though this has been affected by the lockdown)
- Reviewed the instruction of phonics late last year, the same visual scaffolds are now used in the Junior School.
- Used STEPS Literacy programme for 5 students.
- Moderation across the school and in teams prior to parent reporting (established in 2019 for Reading, Writing and Mathematics)
- Purchase and use of the Te Horo School Literacy Hub
- Writing Learning Support Intervention at Year 7&8 3x week
- Reviewed instruction of 'looking and hearing word' strategies – come up with common language and prompts.

Actions moving forward

Immediate

- Prioritise Writing learning times in the classroom so that students take part in at least 4/5 sessions per week
- Reading Recovery students selected carefully.
- Data to be unpacked with teachers.
- Specific teaching strategies identified for those;
 - Needing support at all Year levels
 - Māori students to be at or above
- Writing Learning Support Intervention at Year 7&8 to continue

- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning
- Use of Lucid tool to screen students of concern and identify strategies to help.
- Resources currently available in the school are maximised, particularly the Te Horo School Literacy Learning Hub and Reading Eggs.

Long Term

- Review practice in line with researched and current best practice.
- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Explore the option of flexible groupings based on common instructional needs versus 'whole class' instruction.
- Increasing students' choice of topics in writing.

Immediate Implications for BOT

- Continue to support for funding in service/ professional development

Mathematics Mid-Year

This data is an indication of how they are tracking towards the end of year curriculum expectation.

School wide Year 2-8

	Whole school
Needs Support	21.6%
On track	35.3%
Already there	36.7%
Already Beyond	6.4%

	Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Needs Support		9.1%	36.0%	18.2%	19.35%	24.1%	19.4%	35.3%
On track	52.6%	50.0%	24.0%	22.7%	48.39%	37.9%	33.3%	20.6%
Already there	47.4%	36.4%	36.0%	59.1%	22.58%	27.6%	33.3%	41.2%
Already Beyond		4.5%	4.0%		9.68%	10.3%	13.9%	2.9%

Celebrations

- 43.1% of students are already or beyond the end of year expectation.
- 35.3% are on track

Areas of Concern

- 21.6% identified as needing support, of these there are;
 - 16 Y1-4 students, of these;
 - Attendance less than 85% - 3 students
 - Receiving intervention support for Speech Language Therapy – 3 students (1 also with attendance issues)
 - Receiving or received Reading Recovery – 4 students
 - Receiving or received In Class Support Intervention and has an Individualised Education Programme in place – 3 students
 - Needs support in both Reading and Maths – 2 students
 - Needs support in both Writing and Maths – 4 students
 - Needs support in Reading, Writing and Maths – 6 students
 - Further investigations and adaptations to programmes planned or underway –
 - IEP for 2 students
 - ICS application for 2 students
 - Continue to follow up attendance for 3 students
 - Additional classroom based support programme for 10 students

Year 2 - 2 students

Year 3 – 9 students

Year 4 - 5 students

- 32 Y5-8 students, of these;
 - Attendance less than 85% 6 students
 - Received Reading Recovery 6 students
 - Receiving or received In Class Support Intervention and has an Individualised Education Programme in place 2 students
 - English as a Second Language 2 students
 - Needs support in both Writing and Maths 2 students
 - Needs support in Reading, Writing and Maths 16 students
 - Further investigations and adaptations to programmes planned or underway;
 - IEP for 2 students to be considered
 - ICS application for 1 student
 - Continue to follow up attendance for 6 students
 - Additional classroom based support programme – Y7&8 3x week Learning Support Programme, Y7&8 Collaborative Programme allowing students to be seen more frequently for instruction

Year 5 – 6 students

Year 6 – 7 students

Year 7 - 7 students

Year 8 – 12 students

Schoolwide Year 2-8 Mid Year

	Excluding new to THS 2020 students	Excluding new to THS 2019 students		End of 2019	End of 2018	All students End of 2017 (National standards)
Needs Support	25.0%	21%	Below	33.5%	21%	18.4%
On track	32.3%	43%				
Already there	35.9%	25%	At	49.3%	58%	60.3%
Already Beyond	6.8%	11%	Above	17.2%	20%	21.4%

Celebrations

- There is a shift in the number of students needing support from the end of 2019

Areas of Concern

- The 25% needing support

Ethnicity

	Māori	Pasifika	Non-Māori
Needs Support	19.0%		22.8%
On track	57.1%		32.0%
Already there	23.8%		38.1%

Already Beyond

7.1%

Celebrations

- There is a slightly less percentage of Māori requiring support when compare to Non-Māori

Areas of Concern

- When compared to Non-Māori students there are more more on track, and less already there or beyond end of year expectation.
- This indicates an inequity in achievement.

Gender Mid-Year

Gender – Year Level Mid 2020		Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Needs Support		8.3%	30%	37.5%	14.3%	30.8%	23.8%	38.9%
Boys	Needs Support		10%	81.8%	7.1%	23.5%	18.8%	13.3%	31.3%
Girls	On track	55.6%	50%	25%	12.5	50%	30.8%	33.3%	16.7%
Boys	On track	62.5%	50%	9.1%	28.6%	47.1%	43.8%	33.3%	25%
Girls	Already there	44.4%	41.7%	40%	50%	28.6%	23.1%	33.3%	38.9%
Boys	Already there%	37.5%	30%	9.1%	64.3%	17.6%	31.3%	33.3%	43.8%
Girls	Already Beyond			5%		7.1%	15.4%	9.5%	5.6%
Boys	Already Beyond		10%			11.8%	6.3%	20%	

Gender – Year Level		Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b
Girls	Needs Support	25%	17%	14%	14%	5%	22%
Boys	Needs Support	20%	21%	20%	17%	29%	30%
Girls	On track	50%	50%	14%	50%	52%	56%
Boys	On track	80%	14%	13%	44%	24%	65%
Girls	Already there	25%	17%	57%	14%	38%	22%
Boys	Already there		29%	27%	17%	35%	5%
Girls	Already Beyond		17%	14%	21%	5%	
Boys	Already Beyond		36%	40%	22%	12%	

- In Year 3 there are significantly more girls than boys (21 vs 4). Overall girls outperform boys.
- In Year 4 boys are out performing girls.
- In Years 5 boys and girls are performing similarly
- In Year 6 & 7 there is a higher percentage of girls needing support, and overall boys are outperforming girls.
- In Year 8 boys and girls are performing similarly – there is a need to accelerate performance for all.

Gender – School wide			
Girls	Needs Support	28	24.3%
Boys	Needs Support	25	23.4%
Girls	On track	38	33%
Boys	On track	39	36.4%
Girls	Already there	42	36.5%
Boys	Already there	36	33.6%
Girls	Already Beyond	7	6.1%
Boys	Already Beyond	7	6.5%

- As a schoolwide picture achievement for boys and girls is similar.

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Maths.
- “Week of Inspirational Maths” at the beginning of Term 1, this was not done when we returned from Level 3 lockdown.
- Target Students identified earlier in the year and specific teaching. strategies identified to try to accelerate students’ progress.
- Teachers engaged in Tātaiako Cultural Competences and Universal Design for Learning Professional Development (though this has been affected by the lockdown).
- Y7&8 Collaborative Maths Programme began once we returned from Level 3 lockdown.
- Purchase and use of the Te Horo School Maths Hub
- Moderation across the school and in teams prior to parent reporting (established in 2019 for Reading, Writing and Mathematics)

Actions moving forward

Immediate

- Prioritise Maths learning times in the classroom so that students take part in at least 4/5 sessions per week
- Data to be unpacked with teachers.
- Specific teaching strategies identified for those;
 - Needing support at all Year levels
 - Māori students
- Resources currently available in the school are maximised, particularly the Te Horo School Maths Learning Hub.
- Use of the “Targeted Maths Programme” to target knowledge building needed for specific students – at Year 7&8, Year 5&6, Year 3&4.
- Revisit Talk Moves/Stems, Key Mathematical Ideas and re-introduce the Qualities of a Good Mathematician to teachers.
- Sharing of good reading and resources to support ‘rich maths’ problems.
- Rich tasks are run more frequently
- Involvement in Universal Design for Learning Professional Development and application of learning to plan for students
-
- “How you can help at home” messages for students

- Professional development and in class modelling and alongside teaching support for teachers as related to needs.

Long Term

- Review practice in line with researched and current best practice.
- Revisit designs of rich tasks and programme design
- Review assessment practices.
- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Maths information evening for parents

Immediate Implications for BOT

- Continue to support for funding in service/ professional development

Achievement Targets

Achievement Target 1

Year 2 - 8 students will be able to clearly identify at least 2 ways in which they manage themselves and their learning that works for them.

- We have not quantitatively measured this achievement target at this point in time. However, there is strong evidence in all students' school reports that they are reflecting on their own learning and behaviour, and know what their strengths and areas to focus and develop are.
- Observations of teachers in the work they have done with students on “The Zones of Regulation” show that in particular the older students are more readily able to identify their feelings accurately. The focus for teaching is now to identify personal strategies that will enable them to respond more constructively and positively when they feel angry, upset, frustrated and the like.

Achievement Target 2

To reduce the disparity in achievement patterns for Year 2 – 8 Māori in Writing and Mathematics by at least 5%

Writing Mid Year 2020

	Māori Mid Year	Non-Māori Mid Year
Needs Support	15%	20.7%
On track	70%	43.9%
Already there	15%	29.3%
Already Beyond		6.1%

Writing End of 2019

	Māori Mid Year	Non-Māori Mid Year
Not Yet Met	31.6%	32.9%
Met	57.9%	45.4%
Beyond	10.5%	21.7%

- Mid 2020 has 85% of Māori on track, already there or beyond.
- Mid 2020 has 79.3% of Non-Māori on track, already there or beyond.
- This is a difference of 5.7%, with Māori doing better than Non-Māori overall.
- Notably there are no Māori students already beyond, this is an area of focus for the second half of the year.

Maths Mid Year 2020

	Māori	Non-Māori
Needs Support	19%	22.8%
On track	57.1%	32%
Already there	23.8%	38.1%
Already Beyond		7.1%

Maths End of Year 2019

	Māori Mid Year	Non-Māori Mid Year
Not Yet Met	40%	31.3%
Met	52%	50.2%
Beyond	8%	18.4%

- Mid 2020 has 80.9% of Māori on track, already there or beyond.
 - Mid 2020 has 77.2% of Non-Māori on track, already there or beyond.
 - This is a difference of 3.7%, with Māori doing better than Non-Māori overall.
 - Notably there are less Māori students already beyond, this is an area of focus for the second half of the year.
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- When we look at both Writing and Maths Mid 2020 we have 82.95% of Māori on track, already there or beyond.
 - When we look at both Writing and Maths Mid 2020 we have 78.25 % of Non-Māori on track, already there or beyond.
 - This is a difference of 4.7%, with Non-Māori doing better than Māori.
 - Notably there are less Māori students already beyond in both Writing and Maths, this is an area of focus for the second half of the year.

Achievement Target 3

To have an overall shift in achievement patterns upwards in Writing and Mathematics for Year 2 -8 students by at least 3%

Writing

Schoolwide Year 2-8 Mid Year	Excluding new to THS 2020 students	Excluding new to THS 2019 students		End of 2019	End of 2018
Needs Support	22.6%	17%	Below	32%	22%
On track	40.3%	42%			
Already there	30.6%	33%	At	50.5%	64%
Already Beyond	6.5%	8%	Above	17.5%	15%

- We have shifted the students needing support from 32% to 22.6% this is a shift of 9.4%
- If we assume that those that are on track now move to already there then we have shifted this from 50.5% to 70.9%. This is a shift of 20.4%.
- At mid year we have not managed to shift the students in the already beyond category by 3%, there is in fact a reduction, keeping in mind that teachers are more cautious at mid year and there remains two teaching terms of the school year. However, there is a need to accelerate students' performance in writing from on track/already there to above.
- This remains an area of focus for the remaining part of the year. While there is a reduction in those needing support there are fewer students represented in the already beyond category.

Maths

Schoolwide Year 2-8 Mid Year	Excluding new to THS 2020 students	Excluding new to THS 2019 students		End of 2019	End of 2018
Needs Support	25%	21%	Below	33.5%	21%
On track	32.3%	43%			
Already there	35.9%	25%	At	49.3%	58%
Already Beyond	6.8%	11%	Above	17.2%	20%

- We have shifted the students needing support from 33.5% to 25% this is a shift of 8.5%
- If we assume that those that are on track now move to already there then we have shifted this from 49.3% to 68.2%. This is a shift of 18.9%.
- At mid year we have not managed to shift the students in the already beyond category by 3%, there is in fact a reduction, keeping in mind that teachers are more cautious at mid year and there remains two teaching terms of the school year. However, there is a need to accelerate students' performance in writing from on track/already there to above.
- This remains an area of focus for the remaining part of the year. While there is a reduction in those needing support there are fewer students represented in the already beyond category.

Reflection on Actions

What	Who	Indicators of Progress & Monitoring	Review  Green = achieved Orange = on track, more work to do Red = not achieved
Universal Design for Learning & Tātaiako Cultural Competencies Professional Learning Development (PLD) for teachers	Principal & Teachers	PLD is planned for and delivered each term. Teachers attend and take part.	 The ability to have PLD as planned has been affected by Covid Level restrictions. Teachers have been taking part in the PLD provided and have begun to apply learnings.
Teachers actively reflect upon and adjust practice to design learning to be more targeted and responsive to students needs in relation to UDL and Tātaiako learning.	Teachers	Teachers can evidence reflection and changes to their practice in discussions in staff and team meetings in relation to; <ul style="list-style-type: none"> · UDL · Tātaiako 	 The ability to have PLD as planned has been affected by Covid Level restrictions. Teachers have been taking part in the PLD provided and have begun to apply learnings.
Teaching programmes to include a regular focus on the teaching of strategies that enable students to; <ol style="list-style-type: none"> 1. effectively express their feelings and thoughts 2. effectively manage their own feelings and behaviour 3. make choices about their learning 	Teachers	In staff and team meetings teachers can talk to their plans and implementation of programmes, showing where; <ol style="list-style-type: none"> 1. explicit teaching of strategies for students to effectively express their feelings and thoughts occurs 2. explicit teaching of strategies for students to effectively manage their own feelings and behaviour occurs 	 <ol style="list-style-type: none"> 1. Teachers have focused on this in their class programmes using the Zones of Regulation, Sparklers and other resources. 2. This has become the focus of late, now that students have worked through identifying and naming feelings. For those that face regular challenges in the classroom and playground, Team Leaders have been providing ongoing support to teachers to

<p>4. reflect upon and evaluate their use of their strategies and choices</p>		<p>3. their programme has provided for students to make choices about their learning</p> <p>4. explicit teaching and opportunities for students to reflect upon and evaluate their own use of their strategies and choices has occurred.</p>	<p>address this with the students concerned.</p> <p>3. Programmes have choice involved - 'must do, can do' options, or 'first, then' approaches. Students are increasingly being offered more opportunities to make choices about what, where, with whom and how they learn.</p> <p>4. Reflection has taken place formally as part of the report writing process and informally in class programmes.</p>
<p>Teachers observe others in their Maths and Writing practice and offer feedback to others.</p>	<p>Teachers</p>	<p>At least one observation of another teacher occurs each term where feedback is given.</p>	<p></p> <p>Teachers have been encouraged and given the opportunity to do this, though the ability to do so has been affected by Covid Level restrictions.</p>
<p>Teachers take part in being observed and receiving feedback on their own practice.</p>	<p>Teachers</p>	<p>At least one observation of themselves occurs where they receive and reflect upon their own practice.</p>	<p></p> <p>Teachers have been encouraged and given the opportunity to do this, though the ability to do so has been affected by Covid Level restrictions. Not all have managed to do this yet.</p>
<p>Continual discussions are held to ensure school wide implementation plans are commonly understood, implemented, reviewed and evaluated.</p>	<p>Leadership Team</p>	<p>Termly Reviews. Opportunities to discuss, reflect and evaluate in staff and team meetings.</p>	<p></p> <p>Covid level restrictions have resulted in us re-prioritising staff meeting time and sessions. We have worked together on these where possible. The recent discovery that there are no curriculum statements and implementation plans in place for The Arts, Science, Social Sciences, Technology, PE & health, and the Languages curriculums will mean that these will need to be created and consulted on, rather than merely just reviewing. This will take time.</p>