



# TUHITUHI

## TERM 4 2020

Te Kura ā Rohe o Whaingaroa

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME AT KURA**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



STUDENTS WHO HAVE SPENT ALL OF THEIR SCHOOLING IN MĀORI IMMERSION



STUDENTS WHO HAVE SPENT SOME OF THEIR SCHOOLING IN ENGLISH MEDIUM AND TRANSFERRED TO MĀORI MEDIUM

The time a student has spent in immersion class may vary. If you have a student who transferred from English medium in Year 5, by the end of Year 5 they would have spent one year in Māori immersion and 5 years at kura. So we look at their achievement in relation to learning through te reo Māori for one year in immersion and for five years at kura. This way we get a balanced view of the student's learning journey as a second language learner in te reo Māori.



# PĀNUI

## TERM 4 2020

Te Kura ā Rohe o Whaingaroa

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME AT KURA**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



STUDENTS WHO HAVE SPENT ALL OF THEIR SCHOOLING IN MĀORI IMMERSION



STUDENTS WHO HAVE SPENT SOME OF THEIR SCHOOLING IN ENGLISH MEDIUM AND TRANSFERRED TO MĀORI MEDIUM

The time a student has spent in immersion class may vary. If you have a student who transferred from English medium in Year 5, by the end of Year 5 they would have spent one year in Māori immersion and 5 years at kura. So we look at their achievement in relation to learning through te reo Māori for one year in immersion and for five years at kura. This way we get a balanced view of the student's learning journey as a second language learner in te reo Māori.



# KŌREERO

## TERM 4 2020

Te Kura ā Rohe o Whaingaroa

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME AT KURA**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



STUDENTS WHO HAVE SPENT ALL OF THEIR SCHOOLING IN MĀORI IMMERSION



STUDENTS WHO HAVE SPENT SOME OF THEIR SCHOOLING IN ENGLISH MEDIUM AND TRANSFERRED TO MĀORI MEDIUM

The time a student has spent in immersion class may vary. If you have a student who transferred from English medium in Year 5, by the end of Year 5 they would have spent one year in Māori immersion and 5 years at kura. So we look at their achievement in relation to learning through te reo Māori for one year in immersion and for five years at kura. This way we get a balanced view of the student's learning journey as a second language learner in te reo Māori.



# PĀNGARAU

## TERM 4 2020

TE TAU ME TE TAURANGI: NUMBER AND ALGEBRA  
Te Kura ā Rohe o Whaingaroa

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME AT KURA**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



ALL YEAR 0-8 STUDENTS



ALL GIRLS



ALL BOYS

### ALL YEAR 0-8 STUDENTS

Te Rōpū Aroha ki te Reo - Māori Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL **BASED ON TIME SPENT IN MĀORI IMMERSION**



STUDENTS WHO HAVE SPENT ALL OF THEIR SCHOOLING IN MĀORI IMMERSION



STUDENTS WHO HAVE SPENT SOME OF THEIR SCHOOLING IN ENGLISH MEDIUM AND TRANSFERRED TO MĀORI MEDIUM

The time a student has spent in immersion class may vary. If you have a student who transferred from English medium in Year 5, by the end of Year 5 they would have spent one year in Māori immersion and 5 years at kura. So we look at their achievement in relation to learning through te reo Māori for one year in immersion and for five years at kura. This way we get a balanced view of the student's learning journey as a second language learner in te reo Māori.



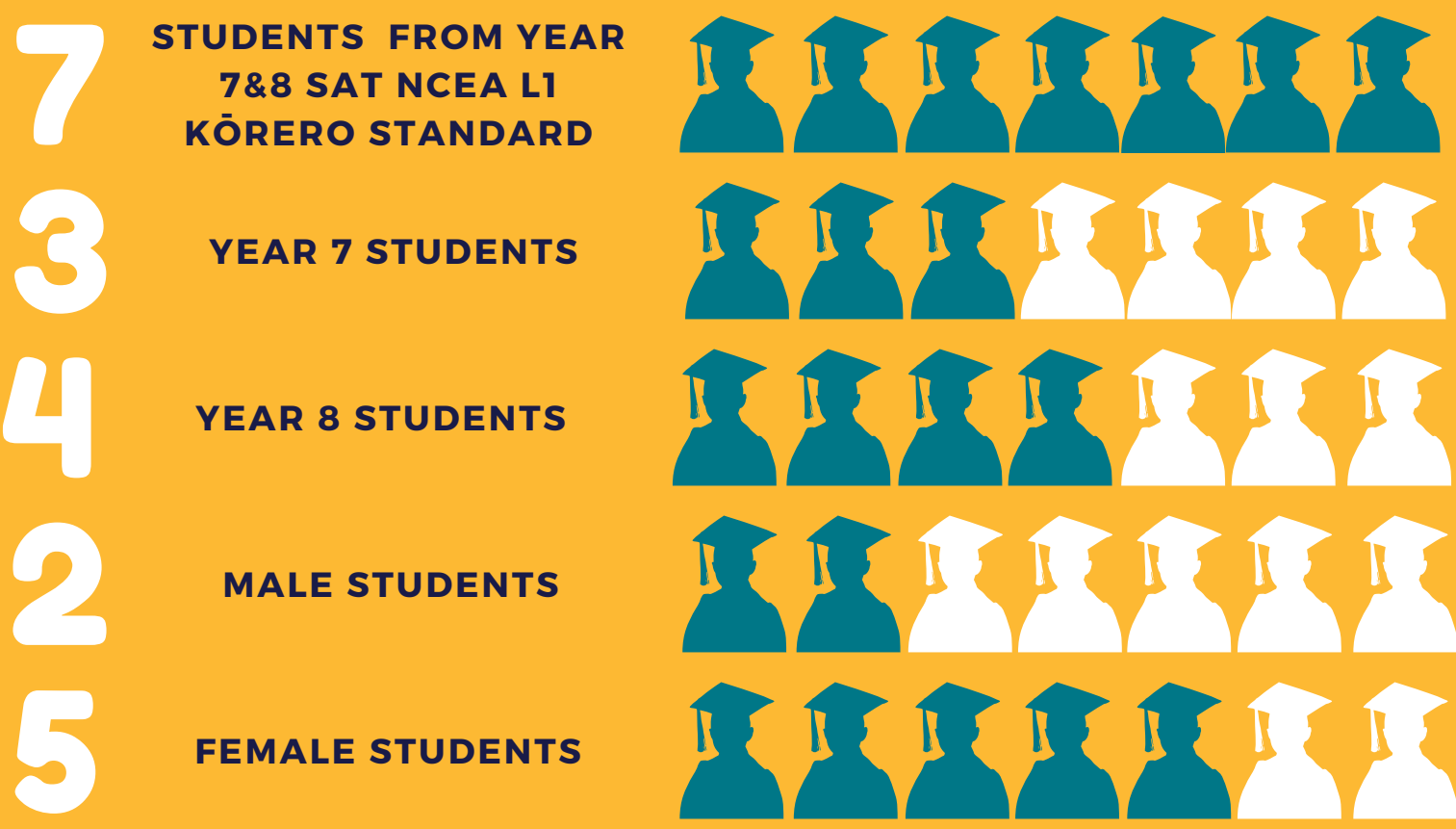
# NCEA RESULTS FOR 2020

Te Kura ā Rohe o Whaingaroa

## TE RŌPŪ AROHA KI TE REO

Te Rōpū Aroha ki te Reo - Māori Medium

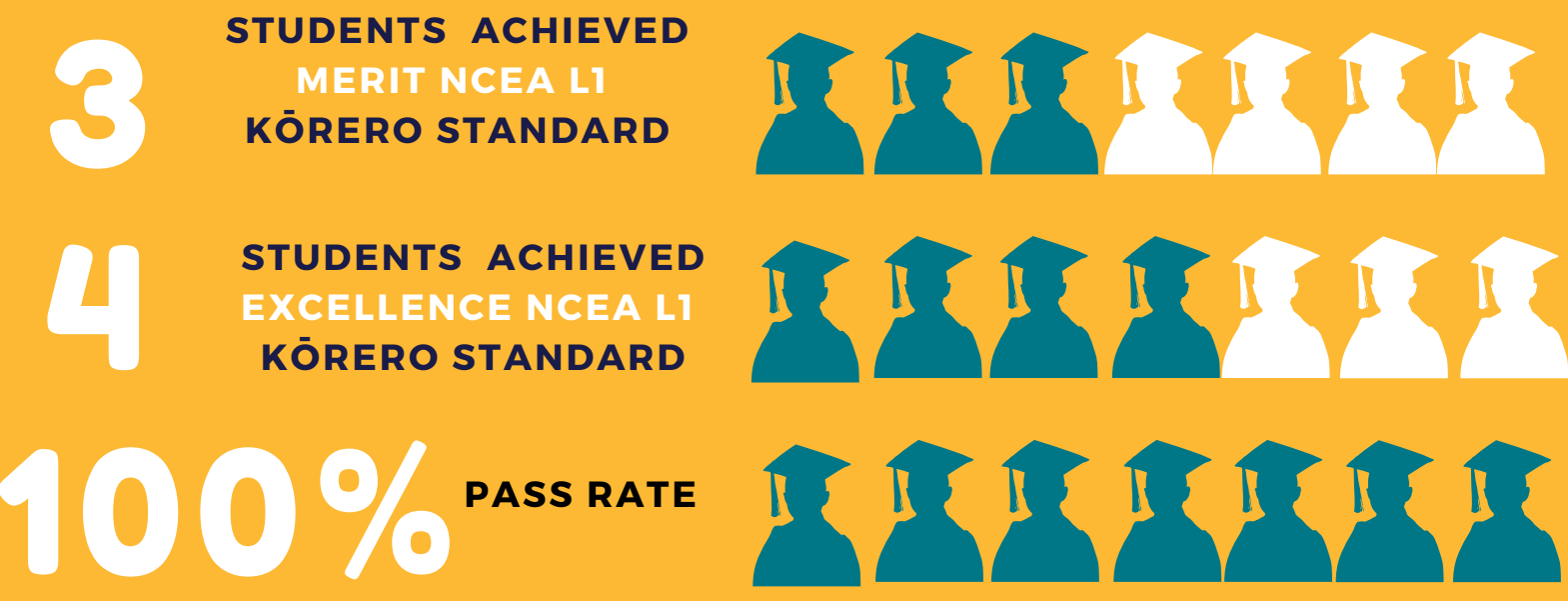
KEY INFORMATION ABOUT THE NUMBER OF STUDENTS SITTING NCEA LEVEL 1 FOR KŌRERO AND TUHITUHI FROM TE RŌPŪ AROHA KI TE REO



## YEAR 7-8 RESULTS FOR KŌRERO NCEA LEVEL 1

Te Rōpū Aroha ki te Reo - Māori Medium

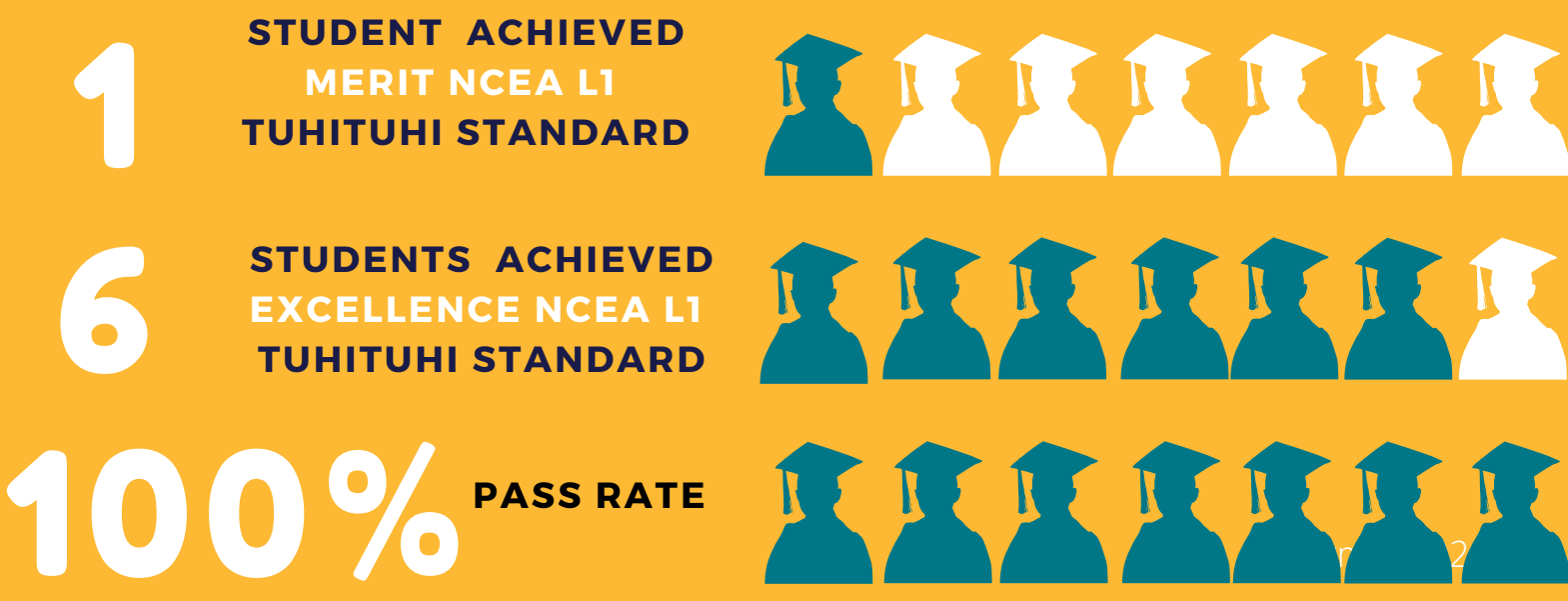
NUMBER OF STUDENTS ACHIEVING NCEA LEVEL 1 IN KŌRERO (ONE STANDARD SAT)



## YEAR 7-8 RESULTS FOR TUHITUHI NCEA LEVEL 1

Te Rōpū Aroha ki te Reo - Māori Medium

NUMBER OF STUDENTS ACHIEVING NCEA LEVEL 1 IN TUHITUHI (ONE STANDARD SAT)





# KEY FACTORS

IMPACTING ON STUDENT OUTCOMES  
IN KURA AURAKI- ENGLISH MEDIUM  
YEARS 0 - 6

TE KURA Ā ROHE O WHAINGAROA



Raglan Area School  
Te Kura A Rohe O Whaingaroa

## Teachers

### Professional Development

Other than students, teachers have the biggest impact on student outcomes. (J.Hattie 2008)

Targeted and evidence based professional development in 2020 included:

- Reo Matatini specialist in-class targeted teaching for most vulnerable students.
- Experienced reo Māori kaiako
- Confident speakers of te reo Māori

Considerations for 2021:

- retaining staff
- building knowledge of rumaki reo Māori teaching and learning strategies
- build reo Māori across all kaimahi
- aromatawai moderation for accuracy and consistency
- aromatawai tracking and monitoring consistencies



### Whānauगतंगा

Continuing to develop true partnerships with our whānau to focus on strength-based support.

- Increased knowledge of Individual Learning Plans
- Learning Support Co-ordinator funded by the RAS BoT

Considerations for 2021:

- increase whānau engagement at hui
- develop reo Māori pathways for our mokopuna from Te Kohanga Reo o Whaingaroa
- Clarity around structures and organisation of classes for whānau
- reo Māori development for whānau

### Data



Understanding that our data requires more than one lens to ensure the information is not skewed.

Against immersion can hyperbolate succes, amplify and therefore distort. Against time in kura can understate and mitigate any success and therefore distort. A consciousness is required.



### Attendance

The research confirms that student performance is related to school attendance. The affects are more visible as students go through kura. The attendance rates within a school can have an impact on the achievement overall of the students attending that school. Low attendance impacts negatively on the wellbeing of students.

Almost all of the students working towards curriculum expectations have concerning attendance, this includes lateness.

Attendance of whānau at hui-ā-whānau needs to be strengthened



### Structures

Considerations for 2021:

Strengthening in-school strucutres to grow a vibrant rumaki reo space.

- governance from our BoT: Charter and Annual plan have clear development and strength based strategic actions specifically for Te Rōpū Aroha ki te Reo.
- quality coaching structures through deliberate and targeted evidenced-based systems.
- Individualised professional development and coaching for each kaiako /kaiāwhina as required.
- Leadership structures need to be effective for sustainable and improved practices.
- Bi-lingual capabilities provided across the kura eg: develop LSC

STOP

### Learning barriers

Not all students have access to identifying their suspected learning barriers and if they do, this is a slow and arduous process.

- Māori as a Second Language
  - range of learning and behaviour needs in every class
  - access to te reo Māori at home
- We have addressed this with a dedicated Learning Support Co-ordinator across our whole kura to navigate and streamline support pathways. However the knowledge for Māori medium is limited.