



WRITING

TERM 4 2020

Te Kura ā Rohe o Whaingaroa

ALL YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

64%



ALL YEAR 0-6 STUDENTS

INCREASE FROM 31% IN TERM4 2019

71%



ALL GIRLS

INCREASE FROM 51% IN TERM4 2019

58%



ALL BOYS

INCREASE FROM 18% IN TERM4 2019

MĀORI YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF MĀORI STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

50%



ALL MĀORI STUDENTS

INCREASE FROM 22% IN TERM 4 2019

57%



MĀORI GIRLS

INCREASE FROM 42% IN TERM 4 2019

42%



MĀORI BOYS

INCREASE FROM 27% IN TERM 4 2019

PĀKEHĀ YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF PĀKEHĀ STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM

73%



ALL PĀKEHĀ STUDENTS

INCREASE FROM 36% IN TERM 4 2019

83%



PĀKEHĀ GIRLS

INCREASE FROM 51% IN TERM 4 2019

68%



PĀKEHĀ BOYS

INCREASE FROM 24% IN TERM 4 2019



READING

TERM 4 2020

Te Kura ā Rohe o Whaingaroa

ALL YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF ALL STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

77%



ALL YEAR 0-6 STUDENTS



INCREASE FROM 50% IN TERM 4 2019

83%



ALL GIRLS



INCREASE FROM 57% IN TERM 4 2019

71%



ALL BOYS



INCREASE FROM 38% IN TERM 4 2019

MĀORI YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF MĀORI STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

72%



ALL MĀORI STUDENTS



INCREASE FROM 41% IN TERM 4 2019

84%



MĀORI GIRLS



INCREASE FROM 53% IN TERM 4 2019

61%



MĀORI BOYS



INCREASE FROM 28% IN TERM 4 2019

PĀKEHĀ YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF PĀKEHĀ STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

81%



ALL PĀKEHĀ STUDENTS



INCREASE FROM 55% IN TERM 4 2019

83%



PĀKEHĀ GIRLS



INCREASE FROM 59% IN TERM 4 2019

79%



PĀKEHĀ BOYS



INCREASE FROM 47% IN TERM 4 2019



MATHS

TERM 4 2020

Te Kura ā Rohe o Whaingaroa

ALL YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF ALL STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

70%



ALL YEAR 0-6 STUDENTS



INCREASE FROM 45% IN TERM 4 2019

67%



ALL GIRLS



INCREASE FROM 49% IN TERM 4 2019

72%



ALL BOYS



INCREASE FROM 50% IN TERM 4 2019

MĀORI YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF MĀORI STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

57%



ALL MĀORI STUDENTS



INCREASE FROM 35% IN TERM 4 2019

57%



MĀORI GIRLS



INCREASE FROM 40% IN TERM 4 2019

58%



MĀORI BOYS



INCREASE FROM 30% IN TERM 4 2019

PĀKEHĀ YEAR 0-6 STUDENTS

Kura Auraki - English Medium

PERCENTAGE OF PĀKEHĀ STUDENTS WORKING WITHIN OR ABOVE THE EXPECTED CURRICULUM LEVEL

77%



ALL PĀKEHĀ STUDENTS



INCREASE FROM 60% IN TERM 4 2019

72%



PĀKEHĀ GIRLS



INCREASE FROM 55% IN TERM 4 2019

83%



PĀKEHĀ BOYS



INCREASE FROM 64% IN TERM 4 2019

KEY FACTORS

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

TE KURA Ā 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:

- Write that Essay
- Structured Literacy/ Science of Reading
- Accelerating Literacy Learning
- Positive Behaviour 4 Learning

Quality teaching and learning opportunities impact on student outcomes.



Whānau Tangata

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

- Increased Individual Learning Plans
- Access to Hauora Team
- Learning Support Co-ordinator funded by the RAS BoT



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.



Coaching

Strengthening in-school coaching structures through deliberate and targeted evidenced-based systems that support the growth of our kaiako and kaiāwhina further.

- Individualised professional development and coaching for each kaiako as required.



Learning barriers

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

- English as a Second Language
- Range of learning and behaviour needs in every class.

We have addressed this with a dedicated Learning Support Coordinator across our whole kura to navigate and streamline support pathways.



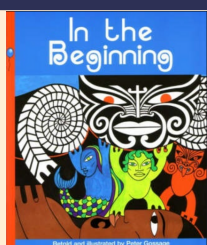
Raglan Area School
Te Kura A Rohe O Whaingaroa

Term 4 2020



Raglan Area School
Te Kura A Rohe O Whaingaroa

THE NUMBERS TELL OUR STORY FOR 2020



Mahi Toi

A retelling of the Māori creation story
with a musical journey through the Pacific.

158

students on stage

2

performances

5

languages sung

52

hrs for practice

10

kaiako

2

many kaiāwhina to count

5

curriculum areas

3

ECE attended



Camp Raglan

Year 4-6 camp. Learning through play and exploration.

30

hours on camp

85

students with

20

adults supporting

8

activities

Peninsular exploration



30

weeks

158

5-8 year olds spent

1

hour per week down at the peninsular
untold hours of fun and laughs and joy and learning

30

weeks

98

8-11 year olds spent

45

minutes every

2

weeks down at the peninsular

Professional Development Professional Development

STRUCTURED LITERACY

5 RAS staff

20 hours of targeted PLD over 13 weeks

17 tracked pilot project students with 49 students all together

30 years of science to inform practice with 8 organisations

1 specialist

\$3500 invested in resources

\$12,650 worth of PLD for FREE

8 teachers involved in 2021

100% buy-in from staff

Best PLD ever done

100% success on

improving student outcomes