

Ouruhia School Annual Report 2016 Student Achievement Report and Analysis of Variance 2015

Annual Target: 2015/1

To increase the number of students achieving at or above the National Standard for **Reading**:

Student Groups: Yrs 2-8

Gender	All	Boys: (9)	Girls: (6)
Ethnicity	All	Maori: (3)	Other:

Targets:

Target children in Years 2 - 8 (9 boys & 6 girls) will make more than one year's progress (accelerated progress) in relation to the Reading Standard.

Why this target?

At the end of 2014 there were 70% of Year 5s, 23% of Year 7s and 33% of Year 8s judged to be achieving at or above the Reading Standard. Most other Year groups had figures of around 80-91% achieving at or above the Standard. Therefore 15 children in this year's Yrs 2-8 who were below and well below the Standard have been chosen as the Target group.

What did we do?

- Reviewed assessment data with staff and determined particular learning needs of target students
- Planned teaching approach & resources for target children, especially Yr 7&8 children well below standard; programme needed intensive, focused teaching to accelerate learning. Individualised Rainbow Reading Programme used for 4 Yr 7&8 students
- Purchased new resources - which appealed especially to older boys
- Periodic monitoring of Target students through one-on-one discussions with teachers
- Increased use of SMS (Student Management System) software for monitoring and reporting progress more effectively.
- Used Reading Recovery teacher for advice and extra support for struggling readers
- Running Record procedures moderated to ensure school-wide consistency
- Analysed year-end data to inform progress and planning for following year

How did we resource it?

An additional \$600 was spent on Reading resources for ages 8-10. Our Reading Recovery teacher taught some older children for short periods when we could afford it.

What did we achieve?

There were 15 children from Year 2-8 below and well-below the "Standard" in the Target group at the start of the year, but one left during the year. Of the remaining 14 children, nine achieved the "Standard" by the end of the year. 12 children made more than a year's progress.

(Target achieved for 12 children)

Analysis:

Almost all children showed significant progress during the year.

Of the nine children who achieved the "Standard" by the end of the year, five were **boys**. One Maori child left during the year; the other two Maori children made more than a year's progress. Two of the three **Yr 7&8** children, who were "Well Below" or "Below" the "Standard" at the end of the year, had made more than a year's progress during the year.

What do we believe made the difference?

Individualised reading programmes, the use of the Reading Recovery/Literacy specialist teacher with small groups, and individualised phonics and spelling support helped children to progress. Successful programmes used in the school, include "Early Words", "Rainbow Reading" and buddy reading. Some teachers committed to an hour a day of Reading, 5 days a week, and felt that this was significant in their success.

Where to next?

We need to ensure that monthly monitoring of reading progress (teachers collaborating and analysing current data) takes place and intensive specialist individualised teaching of reading is used for children failing to progress quickly enough. Learning support (with Teacher Aides) needs to be quite specific in its focus. If progress is not happening after a term, then a re-think is necessary. (Specialist Reading support has been successful, but is a scarce resource.) Further development is needed of a simple Special Needs Register which clearly indicates progress for at-risk children.

Annual Target: 2015/2

To increase the number of students achieving *at or above* the National Standard for **Writing**:

Student Groups: Yrs 2 - 8

Gender	All	Boys: (14)	Girls: (8)
Ethnicity	All	Maori: (4)	Other:

Targets:

Target children in Years 2 - 8 (14 boys & 8 girls) will make more than one year's progress (accelerated progress) in relation to the Writing Standard. Pay special attention to Level 3&4 programmes and progress of boys and Maori students.

Why this target?

At the end of 2014 there were only 39% of Year 7s and 33% of Year 8s judged to be achieving at or above the Writing Standard. Other Year groups contained children well below the National Standard, or making very slow progress. Only two thirds of our boys and a third of our Maori students met or exceeded the Writing Standard in 2014. Too many writers get stuck at Level 2 and do not progress through Levels 3 & 4 of the curriculum. Therefore 22 children in Yrs 2-8 who were below and well below the Standard have been chosen as the Target group.

What did we do?

- Reviewed assessment data with staff and determined particular learning needs of target students
- Planned teaching approach & reviewed resources for target children.
- Used ICTs (e.g. ipads; speech to text), and oral language/ scaffolding approaches (eg Gail Loane) to initiate ideas and develop confidence
- Periodic monitoring of Target students through one-on-one discussions with teachers
- Moderated Writing samples at L 2, 3 & 4 to ensure school-wide consistency
- Analysed year-end data to inform progress and planning for following year

How did we resource it?

There were no special extra costs as existing classroom literacy resources were used. Staff meetings for moderation of writing samples were held in-school, so there was no extra cost.

What did we achieve?

There were 22 children below and well-below the "Standard" in the Target group at the start of the year, but one left during the year. Five of the remaining 21 children achieved the "Standard" by the end of the year, and another eight made more than a year's progress (improving more than the mean increase in the modelling process – e-asTTle Writing manual 6.3.1).

(Target achieved for 13 children).

Analysis:

13 of the 21 children made significant progress during the year. This comprised of 9 boys and 3 girls, and included 2 of the 3 Maori children in the group (one child left during the year). Of the 13 children "Below" the "Standard" at the end of the year, five had made good progress of at least 2 asTTle sub-levels.

What do we believe made the difference?

Teachers this year again felt that whole-school marking and moderating of a range of scripts at staff meetings led to improved understanding of the many complexities of writing and key indicators of each curriculum level. Teachers became quicker at marking scripts, and better able to justify their judgments. This improved understanding led to teachers knowing exactly what to teach to move children to the next level.

Where to next?

Professional Development about OTJ's and moderation to gain better consistency of Writing assessment will be on-going. Teachers need to debate the relative weightings and importance of spelling, punctuation, vocabulary, complexity of sentences, and other deeper features, and consider how well everyday writing tasks are carried out across the curriculum.

We also need to ensure that monthly monitoring of progress takes place and intensive specialist individualised or small-group teaching of writing is used for children failing to progress quickly enough. (This relies on school staffing and funding being adequate.) Teachers need to identify the aspects of writing that need to be developed to move children to the next level (e.g. punctuation, spelling, vocabulary, sentence structures) and make sure there is deliberate teaching in the areas of weakness. Spelling and word study programmes also need to be evaluated for effectiveness.

Annual Target: 2015/3

To increase the number of students achieving at or above the National Standard for **Maths**:

Student Groups: Yrs 2-8

Gender All Boys: (8) Girls: (11)

Ethnicity All Maori: (2) Other:

Targets:

Target children in Years 2 - 8 (8 boys & 11 girls) will make more than one year's progress (accelerated progress) in relation to the Maths Standard. Pay special attention to Level 3&4 programmes and progress of older girls

Why this target?

At the end of 2014 there were 70% of Yr5s, 23% of Yr7s, and 33% of Yr 8s judged to be achieving at or above the Maths Standard (although many of the Yr 7&8s were near the top of Level 3, only just below the standard). Other Year groups contained children below the National Standard, or making very slow progress. Just under two thirds of our girls met or exceeded the Maths Standard in 2014. Therefore 17 children in Yrs 2-8 who were below and well below the Standard have been chosen as the Target group. Focus will be on getting younger children more quickly to Stage 5 (EA) and more of the older children to Stage 7/8 (Level 4) by progressing quickly through Stage 6/Level 3

What did we do?

- Reviewed assessment data with staff and determined particular learning needs of target students
- Planned teaching approach, groupings, & reviewed resources for target children
- Periodic monitoring of Target students through one-on-one discussions with teachers
- Lead teacher workshops each term and sharing ideas with staff
- ALiM target teaching one hour a day for 15 weeks
- Explored and used web-based resources, apps and other games to reinforce Number Knowledge, Basic Facts, Place Value & Part-Whole thinking
- Regular testing and goal-setting for basic facts.
- Re-tested (GLOSS & PAT) at end of year to gauge progress
- Analysed year-end data to inform progress and planning for following year

How did we resource it?

There were no special extra costs as our ALiM PLD was provided by the Ministry of Education contract. Existing classroom Mathematics resources were added to (Maths budget of \$1300).

What did we achieve?

There were 19 children below and well-below the standard in the Target group at the start of the year. Four achieved the standard by the end of the year, and another ten made more than a year's progress (as measured by aSTTle Maths scores).

(Target achieved for 14 children).

Analysis:

Almost all children showed significant progress during the year.

Out of the 14 children who made good progress, 6 were boys and 8 were girls. Both Maori children in this group made more than a year's progress.

What do we believe made the difference?

The ALiM (Accelerated Learning in Maths) funding and training with Ministry-funded facilitators was of great value to the two key teachers involved. We needed the funding to release the Lead ALiM teacher to work with the main focus group. The other main group was managed in-class, but this was only sustainable for one term due to demands from other curriculum areas. Teachers noticed improved student engagement and attitude in the two main groups which received additional Maths teaching as well as their normal Maths sessions.

Where to next?

Teachers will continue to monitor "at risk" children closely throughout the year, and target teaching to their specific needs. Maintaining children's confidence and attitude is seen as key to their success...this can be achieved by ensuring progress can be seen. Teachers look forward to participation in the second year of the ALiM contract (Accelerating Learning in Maths) in 2016.



NAG 2A (c) Report:

How students are progressing against the “Standards”

The following pages summarise some of the key changes we noticed between 2013 and 2015 with regard to numbers and proportions of our children achieving in relation to the National Standards.

Ouruhia School National Standards data, November 2015

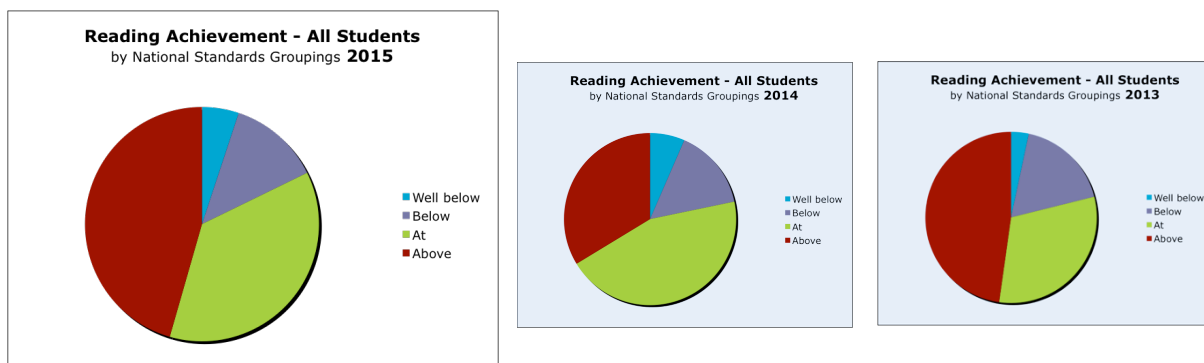
% of class judged to be at or above National Standard				
2015 Class	2016 Class	Reading	Writing	Maths
Yr1	Yr2	58%	67%	83%
Yr2	Yr3	78%	67%	78%
Yr3	Yr4	100%	60%	70%
Yr4	Yr5	100%	83%	83%
Yr5	Yr6	100%	69%	69%
Yr6	Yr7	88%	75%	75%
Yr7	Yr8	73%	71%	57%
Yr8		71%	50%	36%
All students		82%	66%	67%

Compared with last year’s results...

Ouruhia School National Standards data, November 2014

% of class judged to be at or above National Standard				
2014 Class	2015 Class	Reading	Writing	Maths
Yr1	Yr2	55%	64%	91%
Yr2	Yr3	81%	81%	81%
Yr3	Yr4	100%	80%	80%
Yr4	Yr5	93%	93%	79%
Yr5	Yr6	100%	70%	70%
Yr6	Yr7	100%	91%	91%
Yr7	Yr8	69%	39%	23%
Yr8		42%	33%	33%
All students		78%	68%	67%

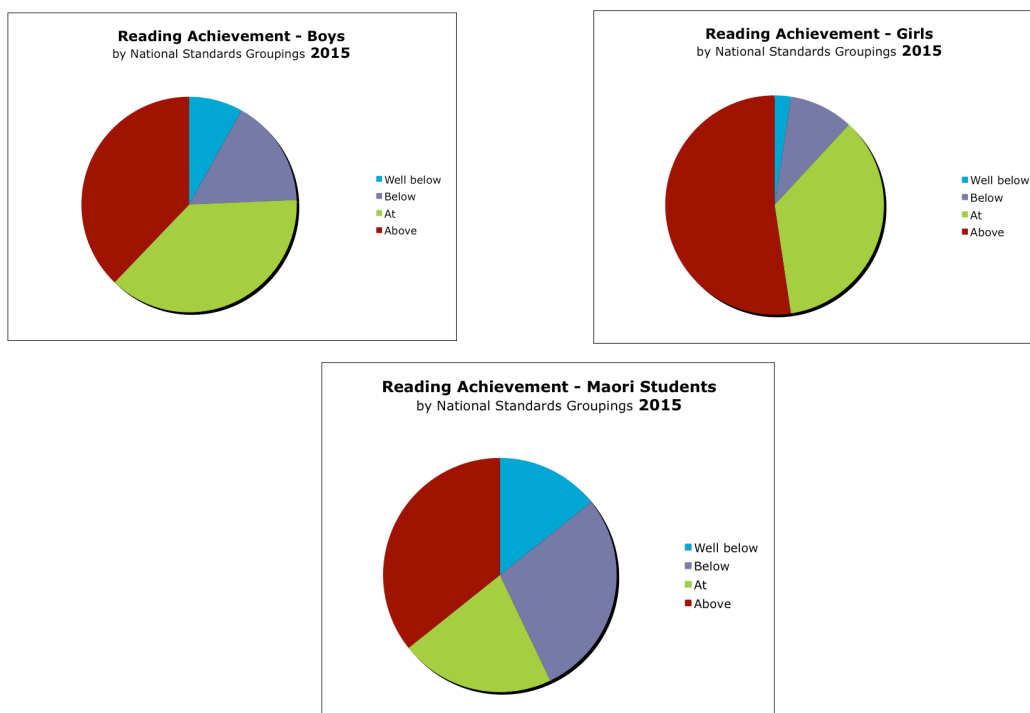
School-level data for 2015 showing **progress and achievement** in relation to the National Standards for **Reading** obtained from overall teacher judgements in November 2015



From this data we can see that...

- around 4 out of 5 (82%) of all students achieved at or above the “Standard” in Reading in 2015
- this proportion is about the average for the last 5 years (Range 74%-85%)

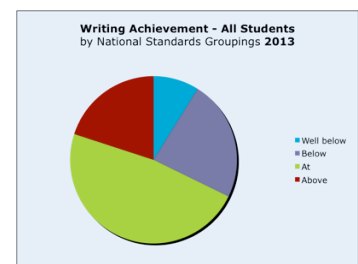
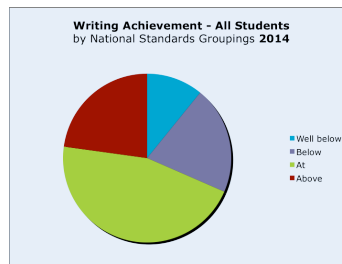
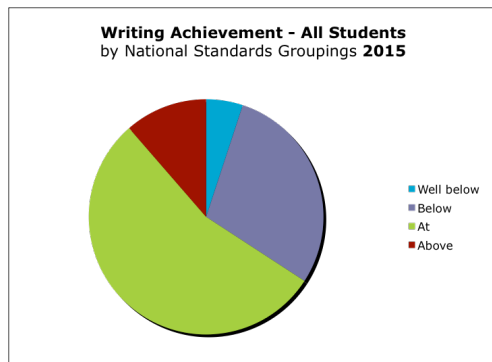
When the 2015 data is broken down by **gender** and **ethnicity** we can see that...



- a greater proportion of girls (88%) than boys (75%) achieved at or above the “Standard” in Reading in 2015
- the boys’ results in 2015 (75% at or above the standard) were slightly better than 2013 (69%) and the same as 2014 (75%) *
- a smaller proportion of Maori children achieved at or above the “Standard” in Reading in 2015 (57%) than all students combined (82%). (Previous years’ figures are 42% in 2014, 46% in 2013; 60% in 2012; 18% in 2011 and 36% in 2010) *

* These figures can vary widely from year to year due to mobility or low numbers of children in some groups (one or two children could represent 10-20% of a group) and there can also be errors in validity due to the subjective nature of some of these judgments.

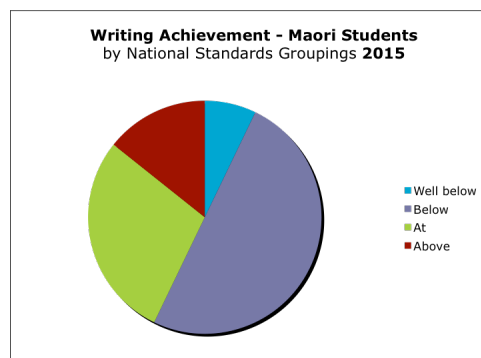
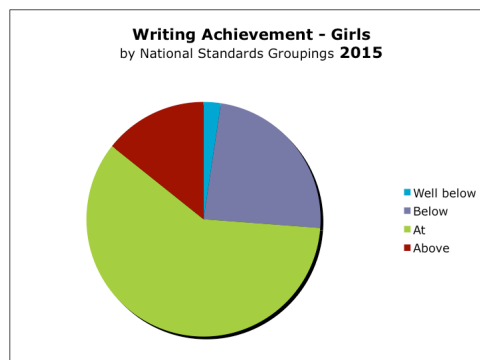
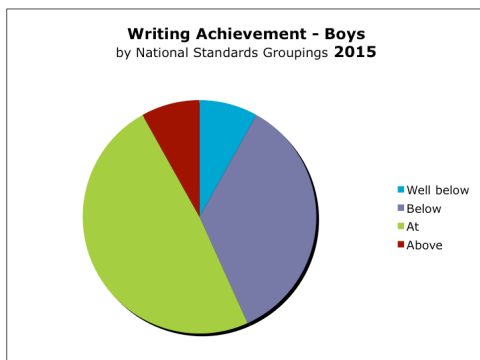
School-level data for 2015 showing **progress and achievement** in relation to the National Standards for **Writing** obtained from overall teacher judgements in November 2015



From this data we can see that...

- about two thirds (66%) of all students achieved at or above the “Standard” in Writing in 2015
- this proportion is at about the average for the last 5 years (Range 60%-73%)*
- fewer students achieve at or above the “Standard” in Writing than in Reading

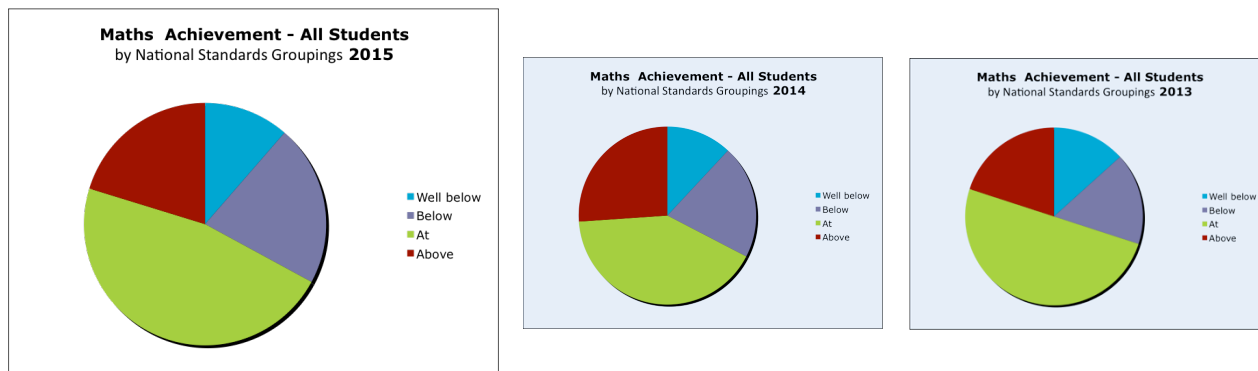
When the 2015 data is broken down by **gender** and **ethnicity** we can see that...



- a greater proportion of girls (74%) than boys (57%) achieved at or above the “Standard” in Writing in 2015.
- the boys’ results in 2015 (57% at or above the standard) are lower than last year (64%) but sit at about the average for the past 5 years. (Range 47%-65%; average 58%)*
- a much smaller proportion of Maori children achieved at or above the “Standard” in Writing in 2015 (43%) than All Students combined (66%). Previous years’ figures are 33% in 2014; 31% in 2013; 26% in 2012; 9% in 2011 and 27% in 2010*

* These figures can vary widely from year to year due to mobility low numbers of children in some groups (one or two children could represent 10-20% of a group) and there can also be errors in validity due to the subjective nature of some of these judgments.

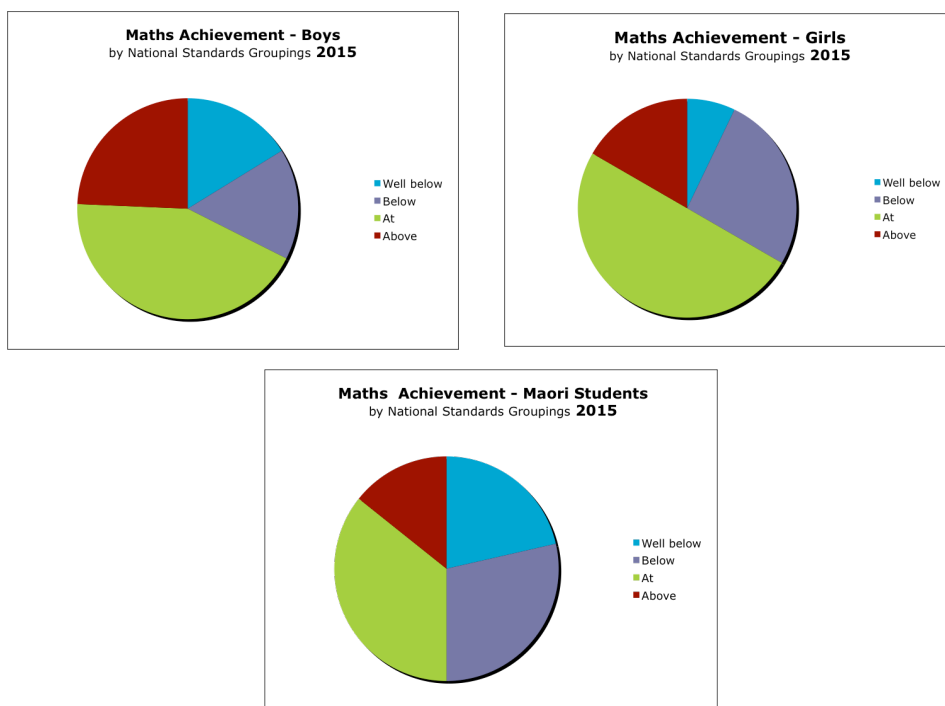
School-level data for 2015 showing **progress and achievement** in relation to the National Standards for **Mathematics** obtained from overall teacher judgements in November 2015



From this data we can see that...

- around two thirds (67%) of all students achieved at or above the “Standard” in Maths in 2015
- this proportion was similar to the last 4 years*
- Maths achievement (67% at or above the “Standard”) is similar to Writing (66%) but not quite as strong as Reading (82%).

When the 2015 data is broken down by gender and ethnicity we can see that...



- boys (68%) and girls (67%) had similar proportions achieving at or above the “Standard” in Maths in 2015
- a smaller proportion of Maori children achieved at or above the “Standard” in Maths in 2015 (48%) than All Students combined (67%). Previous years’ figures are 50% in 2014; 46% in 2013; 33% in 2012; 18% in both 2011 and 2010 *

* These figures can vary widely from year to year due to mobility or low numbers of children in some groups (one or two children could represent 10-20% of a group) and there can also be errors in validity due to the subjective nature of some of these judgements

NAG 2A (b) Report:

Ouruhia School's identified areas of strength and areas for improvement

N.B. Caution in interpreting statistics and "National Standards" data:

- *With the numbers of children in some groupings at Ouruhia School (some gender groups in some year levels only having between 3 and 6 children), large fluctuations in the statistics can be caused by movement of only one or two children. e.g. A new child arriving at Ouruhia School, or one leaving, can affect the results for that grouping by 10-20%. **Nine of our children in the "Below/Well Below" categories had only been at Ouruhia for between 3 and 10 months.***
- *All National Standards data must be viewed in the knowledge that the teacher judgments about where children are in relation to "standards" are extremely variable; they rely on subjective judgments that may vary from teacher to teacher depending on the relative weightings a teacher gives to each of the many complex dimensions of the learning area. Apparent shifts from year to year, or differences between boys and girls, might best be viewed as possible indicators of a trend rather than hard data.*

Areas of strength

- Most students at Ouruhia achieve at or above the "Standard" in Reading (82%), Writing (66%) and Maths (67%).
- Writing has shown steady improvement for our Maori children from 27% in 2010 to 43% in 2015
- Maori achievement in Maths has continued to improve significantly from 2011 (18%) to 2015 (48%).
- At least 15 of our children who were "Below" or "Well Below" various "Standards" in 2015, had made "normal" progress over the previous 2 years (i.e. 2 years progress in 2 years). They hadn't reached the "Standard" yet, but were not falling further behind or losing confidence.

Areas for improvement

- Between a third and a half of our **boys** are below the "Standard" in Writing, compared with a quarter of the girls.
- In **Maths** there is a lot of learning to be done at Level 3/ Year 5&6, and it takes some of our students until the end of Year 7 to master it. Therefore only a third to a half of our Year 7&8s are meeting the Maths Standard at Level 4 before they go to High School. (Maths advisers tell us that this is a common situation across schools.)
- The proportion of **Maori** students achieving at the expected level is lower than non-Maori in all areas, despite there being improvements in the past five years.

Basis for identifying areas for improvement

- All students “below” and “well-below” the National Standard are a concern to the Board and to teachers, although many of them are making progress. We want all of these students to “accelerate” so they can catch up to their peers.
- Closer analysis of results reveals that some of our students get stuck at Level 2 for too long. We need more effective strategies for getting more children working at Levels 3 & 4 in Writing and Maths

Planned actions for lifting achievement

Our board considered and discussed student progress and achievement data from previous years. The board also reviewed the areas for improvement from the analysis of variance and the school-level achievement data (including, but not restricted to “National Standards”) from the current year.

Our board feels we need to focus particularly on improving student progress and achievement in Maths and Writing (especially at Levels 3&4 of the Curriculum), and to maintain monitoring of “at risk” individuals at **any** year level and in **any** curriculum area. (“At risk” students include more than a third of our boys in Writing, a third of our boys and girls in Maths, and about half of our Maori students.) To achieve this, we have developed the following annual goals and targets, including planned actions to achieve these. We will review these in November.

Student Achievement GOALS 2016:

- ❑ *To raise student achievement in Literacy.*
- ❑ *To raise student achievement in Numeracy.*
- ❑ *To develop curious and creative learners*
- ❑ *To develop independent life-long learners*
- ❑ *To develop fit, healthy and active New Zealanders*

Student Achievement Targets 2016

1. Target children in Years 2 - 8 (12 boys & 7 girls) will make more than one year’s progress (accelerated progress) in relation to the **Writing** Standard. Pay special attention to Level 3&4 programmes and progress of boys and Maori students.
2. Target children in Years 2 - 8 (11 boys & 10 girls) will make more than one year’s progress (accelerated progress) in relation to the **Maths** Standard. Pay special attention to Level 3&4 programmes and progress of Maori students.

Other Related Areas of Focus

3. Review teacher knowledge, pedagogy, support material, monitoring and assessment practices in Maths, particularly with a view to getting younger children more quickly to Stages 5 & 6 and more of the older children to Stages 7 & 8 (Level 4). ALiM Year 2 and Community of Learning focus (“Katote” cluster of schools)

Progress Statement

A good number of our students who were below or well below the “National Standard” at the beginning of the year made significant progress, but still remained below or well below the “Standard” at the end of the year.

In **Reading** there were 14 children from Year 2-8 below and well-below the “Standard” at the start of the year. Of these, nine achieved the “Standard” by the end of the year. 12 children made more than a year’s progress.

Almost all children showed significant progress during the year.

Of the nine children who achieved the “Standard” by the end of the year, five were **boys**. Both Maori children in the group made more than a year’s progress. Two of the three **Yr 7&8** children, who were “Well Below” or “Below” the “Standard” at the end of the year, had made more than a year’s progress during the year.

In **Writing** there were 21 children below and well-below the “Standard” at the start of the year. Five of these achieved the “Standard” by the end of the year, and another eight made more than a year’s progress. 13 of the 21 children made significant progress during the year. This comprised of 9 boys and 3 girls, and included both Maori children in the group. Of the 13 children “Below” the “Standard” at the end of the year, five had made good progress of at least 2 asTTle sub-levels.

In **Maths** there were 19 children below and well-below the standard at the start of the year. Four achieved the standard by the end of the year, and another ten made more than a year’s progress. Almost all children showed significant progress during the year.

Out of the 14 children who made good progress, 6 were boys and 8 were girls. Both Maori children in this group made more than a year’s progress.

Additional information:

We are aware that trends and patterns of this data can be misleading, partly due to the small numbers in some groupings at our school. Moreover, the data does not always show good progress, where children often improve during the year, but do not change their National Standards grouping.

Differences of one or two children can skew the data by 10 or 20%. In our 2015 data we have included ORS funded children and another nine children below or well-below the Standard, who had only been at Ouruhia between 3 and 10 months. This group represents 15% of our school population for whom it has been difficult to demonstrate significant improvement by the end of the year.

The National Standards data can be useful for identifying children needing targeted assistance, but is highly invalid for making judgments and assumptions about the quality of teaching and learning in particular groups, especially when individual “stories” are not known.