

Ouruhia School Annual Report Term 1 2017

Student Achievement Report and Analysis of Variance 2016

Annual Target: 2016/1

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

Student Groups: Yrs 2 - 8

Gender	All	Boys: (12)	Girls: (7)
Ethnicity	All	Maori: (6)	Other:

Targets:

Target children (below and well below the standard in 2015 or “at risk”) in Years 2 - 8 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 2015 two out of three of our children were judged to be achieving at or above the Writing Standard. Traditionally our data shows fewer children meeting the standard when they step up to Level 3 (in Year 5) and Level 4 (in Year 7) as there is a lot of new learning involved. Between a third and a half of our boys and just under half of our Maori students met or exceeded the Writing Standard in 2015. Too many writers get stuck at Level 2 and do not progress through Levels 3 & 4 of the curriculum. Therefore 19 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.
- 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 16 children below and well-below the “Standard” at the start of the year, with another 2 considered at risk. Out of the 18 targeted children, six achieved the “Standard” by the end of the year, and another seven made 1-2 years’ progress. So a total of 13 of the 18 children made significant progress during the year. (1-2 years’ progress calculated by comparing each student’s score increase with the mean increase in the modelling process – e-asTTle Writing manual 6.3.1).

(Target achieved for 13/18 children).

Analysis:

13 of the 18 children made significant progress during the year. This comprised of 8 boys and 5 girls, and included 3 of the 5 Maori children in the group. Of the 12 children still “Below” the “Standard” at the end of the year, seven had made good progress of a year or more.

What do we believe made the difference?

Although Writing was not a full-time focus during 2016 because of other initiatives, teachers are continuing to get better at knowing the critical features of writers at each Level, which leads to better targeted teaching and more accurate assessment. Use of exemplars or models of good writing is proving to be pivotal in helping children understand what they need to do to improve their writing...i.e. knowing their “next steps” in a meaningful way.

Where to next?

As with previous years, 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.

Intended use of ICTs (e.g. ipads; speech to text), and oral language/ scaffolding approaches (eg Gail Loane) didn't happen much in 2016 due to other focuses, but we hope to pursue these in 2017.

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: 2016/2 **To increase the number of students achieving at or above** **the National Standard for Maths:**

Student Groups: Yrs 2-8

<u>Gender</u>	All	Boys: (11)	Girls: (10)
<u>Ethnicity</u>	All	Maori: (5)	Other:

Targets:

Target children (below and well below the standard in 2015) in Years 2 - 8 will make more than one year's progress (accelerated progress) in relation to the Maths Standards.

Why this target?

At the end of 2015 two out of three of our children were judged to be achieving at or above the Maths Standard. 57% of Year 7s and 36% of Year 8s met the standard (although many of the Yr 7&8s were near the top of Level 3, only just below the standard). 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. Therefore 21 children in Yrs 2-8 who were "at risk" or 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 and extra staffing was provided by the Ministry of Education contract. Existing classroom Mathematics resources were added to (Maths budget of \$200).

What did we achieve?

There were 13 children below and well-below the standard at the start of the year, and another 6 considered at risk. Seven achieved the standard by the end of the year, and another six made more than a year's progress. So a total of 13 of the 19 children made significant progress during the year.

(Target achieved for 13 children).

Analysis:

Almost all children showed significant progress during the year, some by as much as 2 years' improvement.

Out of the 13 children who made good progress, 7 were boys and 6 were girls. Three of the five Maori children in this group made more than a year's progress.

What do we believe made the difference?

As in 2015, 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 ("withdrawal") focus group. The "in-class" groups were hard to manage, due to competing demands from other class members; extra teaching with these children didn't happen as often as hoped... although one of these groups was eventually taken in a separate room by the Principal/Lead Teacher. Teachers noticed improved student engagement and attitude in the 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. Our challenge is to maintain this sort of targeted teaching initiative without being given extra staffing.



NAG 2A (c) Report:

How students are progressing against the “Standards”

The following pages summarise some of the key changes we noticed between 2014 and 2016 with regard to numbers and proportions of our children achieving in relation to the National Standards.

Ouruhia School National Standards data, November 2016

% of class judged to be at or above National Standard				
2016 Class	2017 Class	Reading	Writing	Maths
Yr1	Yr2	65%	65%	77%
Yr2*	Yr3	*78%	*68%	*78%
Yr3*	Yr4	*57%	*57%	*57%
Yr4	Yr5	100%	60%	90%
Yr5*	Yr6	*100%	*67%	*83%
Yr6	Yr7	100%	91%	64%
Yr7*	Yr8	*100%	*50%	*100%
Yr8*		*50%	*50%	*50%
<i>* Fewer than 10 children in these cohorts, so percentages can vary greatly with the difference of just 1 child (10-50%). Small percentage shifts from previous years can be misleading.</i>				
All students		80%	68%	74%

Compared with the last 2 years' results...

Ouruhia School National Standards data,

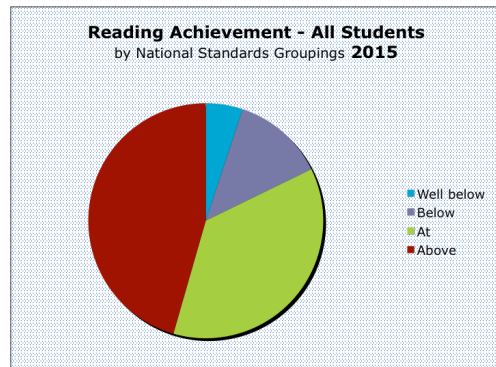
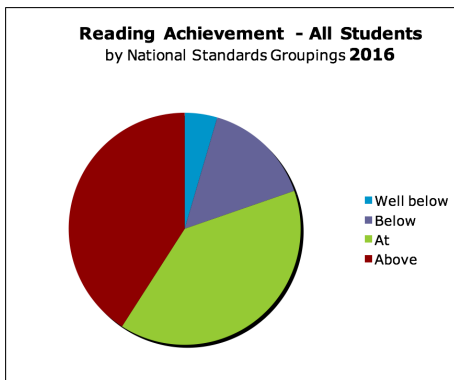
November 2015;

% 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%

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%

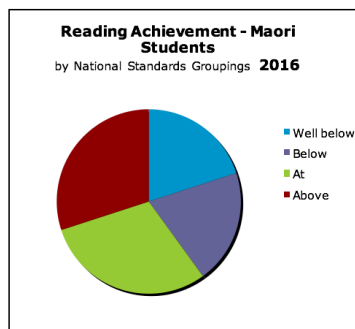
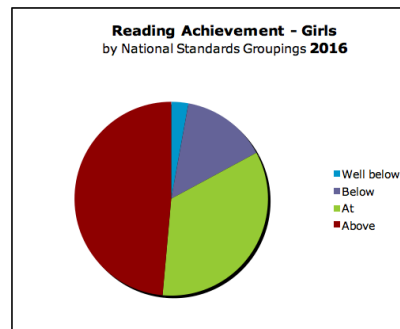
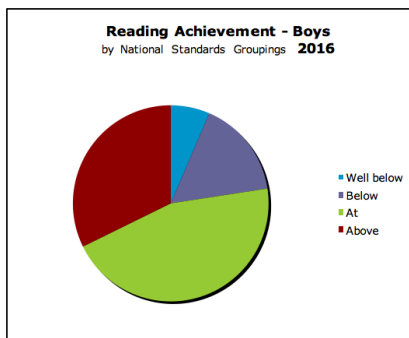
School-level data for 2016 showing **progress and achievement** in relation to the National Standards for **Reading** obtained from overall teacher judgements in November 2016



From this data we can see that...

- around 4 out of 5 (80%) of all students achieved at or above the “Standard” in Reading in 2016
- this proportion is about the average for the last 5 years (Range 74%-85%)

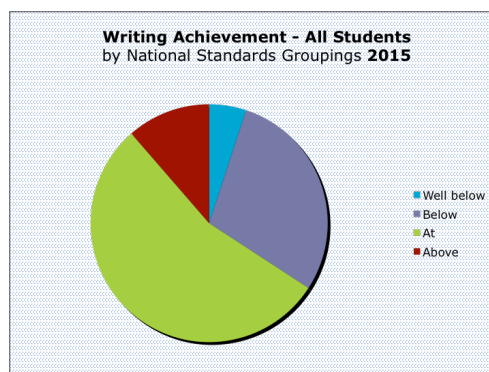
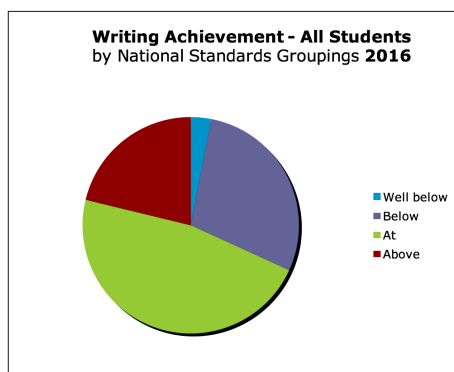
When the 2016 data is broken down by **gender** and **ethnicity** we can see that...



- a greater proportion of girls (83%) than boys (77%) achieved at or above the “Standard” in Reading in 2016
- the boys’ results in 2016 (77% at or above the standard) were slightly better than previous years: 2013 (69%), 2014 (75%), 2015 (75%)
- a smaller proportion of Maori children achieved at or above the “Standard” in Reading in 2016 (60%) than all students combined (80%). (Previous years’ figures are 57% in 2015, 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 10-50% of a group) and there can also be errors in validity due to the subjective nature of some of these judgments.

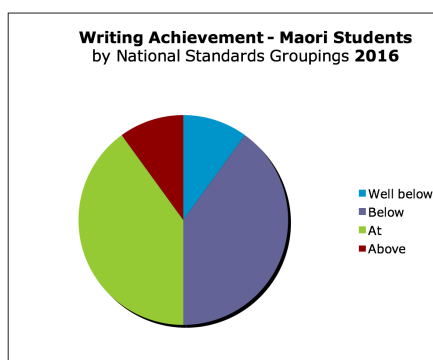
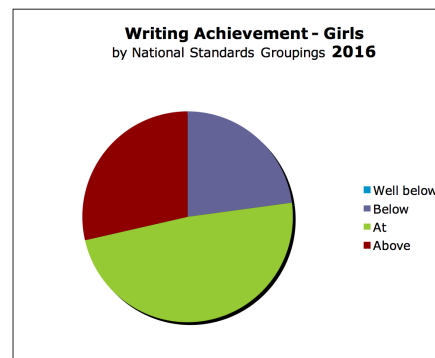
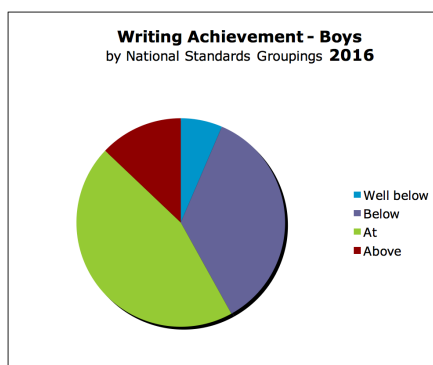
School-level data for 2016 showing **progress and achievement** in relation to the National Standards for **Writing** obtained from overall teacher judgements in November 2016



From this data we can see that...

- about two thirds (68%) of all students achieved at or above the “Standard” in Writing in 2016
- 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

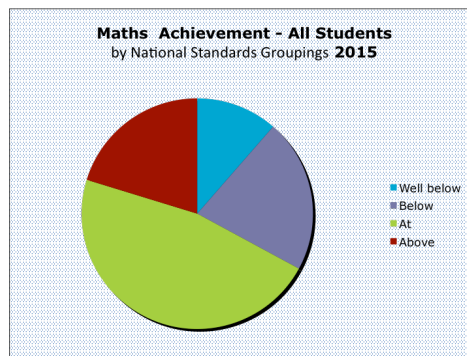
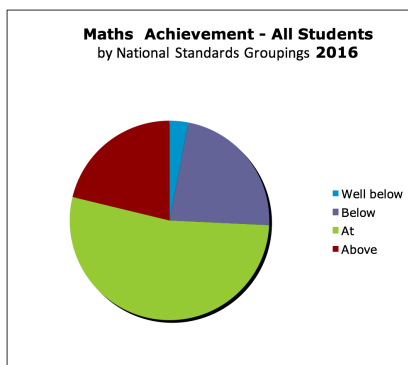
When the 2016 data is broken down by **gender** and **ethnicity** we can see that...



- a greater proportion of girls (77%) than boys (58%) achieved at or above the “Standard” in Writing in 2016.
- the boys’ results in 2016 (58% at or above the standard) are at about the average for the past 5 years. (Range 47%-65%)
- a much smaller proportion of Maori children achieved at or above the “Standard” in Writing in 2016 (50%) than All Students combined (68%), but the trend continues to improve. Previous years’ figures are 43% in 2015; 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 10-50% of a group) and there can also be errors in validity due to the subjective nature of some of these judgments.

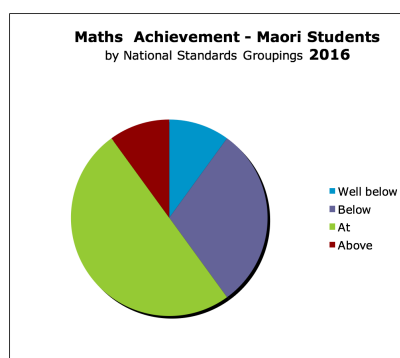
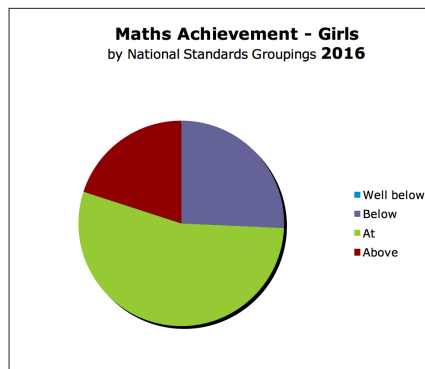
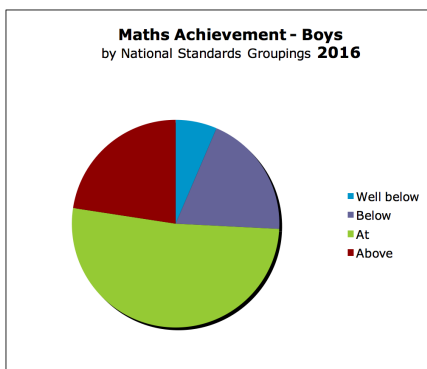
School-level data for 2016 showing **progress and achievement** in relation to the National Standards for **Mathematics** obtained from overall teacher judgements in November 2016



From this data we can see that...

- around three quarters (74%) of all students achieved at or above the “Standard” in Maths in 2016
- this proportion was slightly better than the last 4 years: 67% in 2015 & 2014; 70% in 2013 & 2012
- Maths achievement (74% at or above the “Standard”) is slightly better than Writing (68%) but not quite as strong as Reading (80%).

When the 2016 data is broken down by gender and ethnicity we can see that...



- Boys and girls both had 74% achieving at or above the “Standard” in Maths in 2016
- a smaller proportion of Maori children achieved at or above the “Standard” in Maths in 2016 (60%) than All Students combined (74%) but the trend continues to improve. Previous years’ figures are 48% in 2015; 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 10-50% of a group) and there can also be errors in validity due to the subjective nature of some of these judgments*

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 2 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 10-50%.*
- *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 (80%), Writing (68%) and Maths (74%).
- Writing has shown steady improvement for our Maori children from 27% in 2010 to 50% in 2016
- Maori achievement in Maths has continued to improve significantly from 2011 (18%) to 2016 (60%).
- 13 out of 18 of our Writing children, and 13 out of 19 Maths children who were "Below" or "Well Below" the "Standard" at the start of the year, made "normal" or accelerated progress during 2016 (i.e. 1-2 years progress in a year). Some hadn't reached the "Standard" yet, but were not falling further behind or losing confidence.

Areas for improvement

- Nearly half of our **boys** are below the "Standard" in Writing, compared with a quarter of the girls.
- In previous years we have noticed that it takes some children much more than the expected 4 years to progress through Levels 2 & 3 (Numeracy Stages 5&6). There is a lot of learning to be done at these levels, and it takes some of our students until the end of Year 7 or 8 to master Stage 6. We need to get 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
- 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 nearly half of our boys in Writing, a quarter 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 2017:

- 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 2017

1. Target children in Years 2 - 8 (12 boys & 8 girls) will make more than one year’s progress (accelerated progress) in relation to the **Writing** Standard. Pay special attention to Year 3, 5 & 7 programmes and progress of boys and Maori students.
2. Target children in Years 2 - 8 (6 boys & 7 girls) will make more than one year’s progress (accelerated progress) in relation to the **Maths** Standard. Pay special attention to accelerating children through Numeracy Stages 4 and 6, and to the 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). Community of Learning Maths focus (“Katote” cluster of schools). School focus on Writing pedagogy and student engagement.

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 **Writing** there were 16 children below and well-below the “Standard” at the start of the year, with another 2 considered at risk. Out of the 18 targeted children, six achieved the “Standard” by the end of the year, and another seven made 1-2 years’ progress. So a total of 13 of the 18 children made significant progress during the year. This comprised of 8 boys and 5 girls, and included two of the five Maori children in the group.

In **Maths** there were 13 children below and well-below the standard at the start of the year, and another 6 considered at risk. Seven achieved the standard by the end of the year, and another six made more than a year’s progress. So a total of 13 of the 19 children made significant progress during the year. This comprised of 7 boys and 6 girls, and included three of the five Maori children in the group.

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.

It also needs to be remembered that differences of one or two children can skew the data by 10 to 50%. Small percentage differences between year levels and from one year to the next are not significant and do not tell the full story. (Sometimes the “story” is that up to half of a year group changes with children leaving to go to other parts of NZ, and new children arriving...so the changes in our data are sometimes because the children are quite different 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.