



## Ouruhia School Annual Report 2017

### Principal's Report on the 2016 Calendar Year:

*As part of the Board of Trustees team, I am pleased to present this report on Student Achievement and developments in the area of **Curriculum** during 2016.*

Key areas of development for the year were:

#### a) Student Achievement

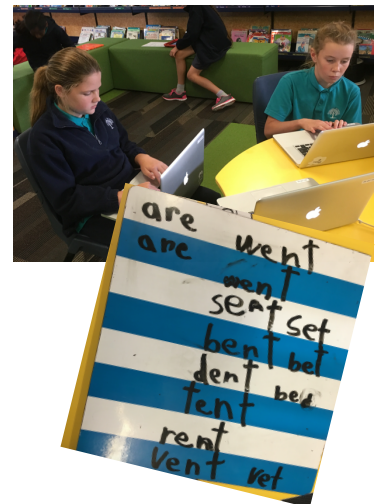
During 2016 Maths was the main areas of focus, but we identified children for targeted assistance in Writing as well. Children who were "Below" or "Well Below" the "National Standard" were identified, and provided with programmes designed for their needs. For some children, this was achieved within groupings in the class; for others, they received specialist small-group or individual tuition out of the classroom. These initiatives proved successful for most of the "Target" children

### Summary of targets and achievements:

#### Written Language:

There were 18 children below and well-below the "Standard" in the Target group at the start of the year. Six of these achieved the "Standard" by the end of the year, and another seven made more than a year's progress. So a total of 13 of the 18 children made significant progress during the year.

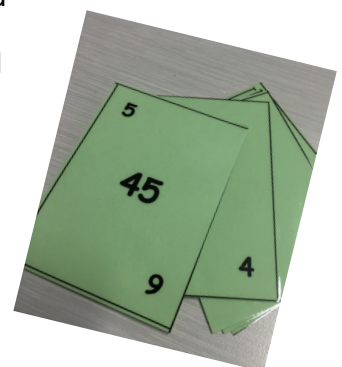
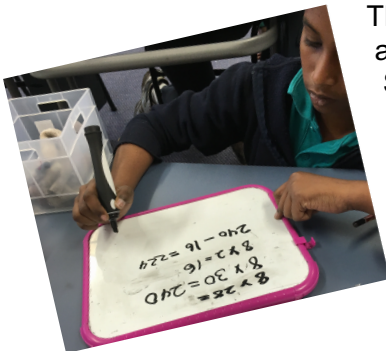
(Target achieved for 13 of the 18 children).



#### Maths:

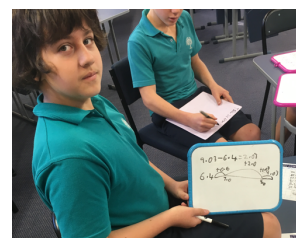
There were 13 children below and well-below the standard at the start of the year, and another 6 considered at risk. Seven achieved the standard by the end of the year, and another six made more than a year's progress. So a total of 13 of the 19 children made significant progress during the year.

(Target achieved for 13 of the 19 children).



## Other curriculum development in 2016

- **Maths:** Two teachers were again involved with the Ministry Of Education-led ALiM (Accelerating Learning in Maths) initiative, with one group of children being withdrawn from class for a term to do additional Maths (i.e. in addition to their normal Maths programme), and two groups having an in-class focus for a term (as well as their normal Maths programme). Results after only a term's intervention were very positive, particularly with children's attitude to Maths and confidence. When retested at the end of the year, 9 of the 17 ALiM children improved significantly on the PAT test and others improved when tested in other ways.
- **PB4L:** In our third year participating in Positive Behaviour For Learning – a Ministry of Education initiative, we developed lesson plans for teaching positive behaviour in a variety of settings at school, began using Google Docs as a way of tracking minor behaviour issues, revised and improved our PB4L resource folder, and made sure the staff were all on board with our PB4L focus by having regular before-school meetings and admin meetings.
- **MLP/ Collaborative Teaching:** All teachers attended professional development and undertook teaching inquiries to explore the potential of collaborative teaching practice and flexible, student-centred learning programmes. Rooms 1 & 2 combined for the Literacy part of their programme, team-teaching and planning, and developing effective systems of communication and record-keeping. The children were encouraged to make choices and self-manage their learning at times of the day. The next step is to modify the design of the cloakroom/toilet area of Rooms 1 & 2 to provide more flexible learning spaces.



## What Happened in 2016?

- Maree Fraser joined our teaching staff in Room 2, Mon – Thurs mornings.
- Swimming Sports at Kaiapoi Aquatic Centre; Three Ouruhia swimmers went on to achieve top 4 placings in 4 events in Pegasus zone.
- Meet & Greet picnic in school grounds for parents & children.
- Hagley Theatre Production: "Aladdin"
- "MAC" (make & create) clubs begin...art, science, music, dance...
- Room 5 camp at Living Springs
- Wizard of Oz NZ Ballet performance at Theatre Royal
- Judy Billcliff – poet & author, visited in May
- Jamie Oliver Healthy Breakfast held at school in June
- Four chn in Yrs 5-8 involved in Pegasus Zone Cross Country – 1 Ouruhia runner selected to represent Pegasus at the Canterbury finals
- Book Week with Gavin Bishop in July
- **Court Theatre** production of "**Matariki - Little Eyes in the Sky**", performed at the Ouruhia Hall.
- Kapu Waretini, a **Sir Peter Blake** Award recipient, spoke to Room 5 about **leadership**
- R4 & 5 Early Canterbury study and visit to Riccarton House, Gondola, Bridle Path & Pigeon Bay
- Hot Tips for Parents – coffee mornings held in staff room
- Cantamaths teams at Clarkville and Horncastle Arena
- Choir at Horncastle Arena; Zoe McConnell, Yr 7, in senior special choir
- Athletics Sports; 6 chn finish in top 10 in 8 events at Pegasus zone finals; 2 chn qualify to compete in Canterbury Champs at Ashburton (discus & shot)
- Mainpower sponsored swimming lessons at Kaiapoi Aquatic Centre
- End of year break-up held in school grounds – Ouruhia's Got Talent
- Bridget Panagiotidis resigned to take up a leadership position at Addington School



## Future Directions: 2017

Our 2017 Annual Plan shows the Board's key objectives for the next 12 months.

In the Curriculum area, our main priorities will be Writing and PB4L (Positive Behaviour For Learning), while wanting to maintain our ALiM Maths success from previous years. We will be working with other local schools (The "Katote" Community of Learning, or CoL) to identify student achievement challenges and possible solutions.

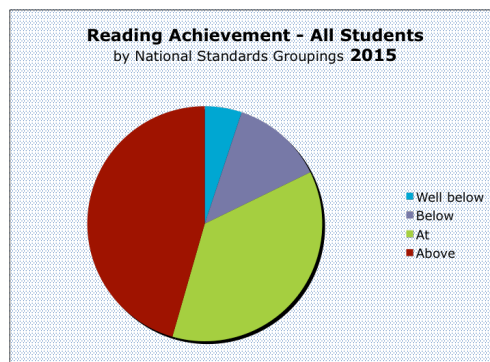
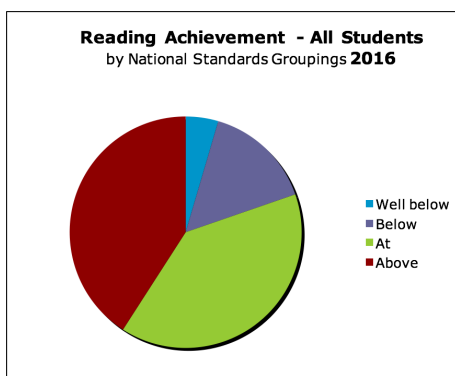
We are also excitedly looking forward to our work with ECan next year, propagating plants, planting at Brooklands Lagoon, and learning about our local eco-systems. One of my dreams is to expand our school garden and develop a shade-house/glasshouse area. There is a great opportunity here to make this science real and authentic for our kids.



Mark Ashmore-Smith  
Principal

## Whole School Data on “National Standards”

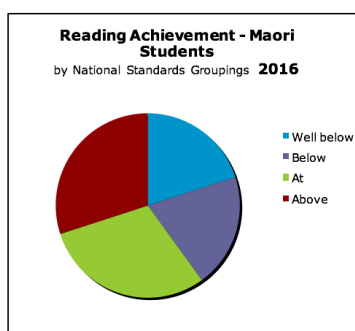
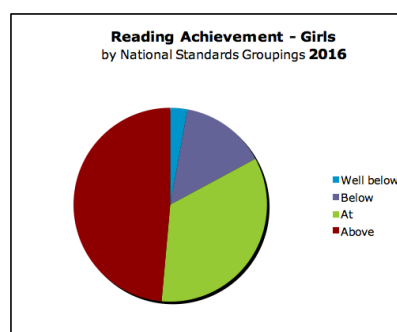
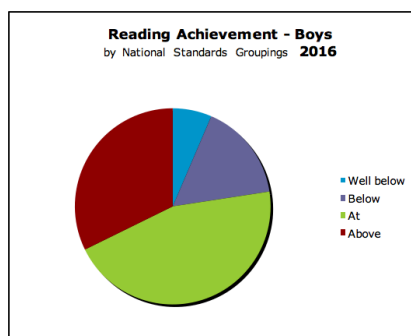
**School-level data** for 2016 showing **progress and achievement** in relation to the National Standards for **Reading** obtained from overall teacher judgements in November 2016



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%)

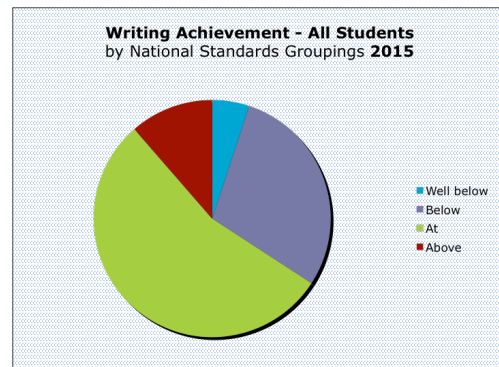
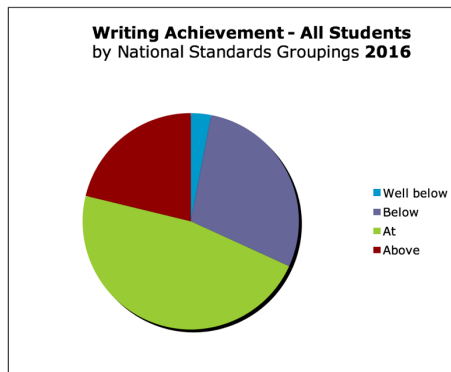
When the 2016 data is broken down by **gender** and **ethnicity** we can see that...



- 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.*

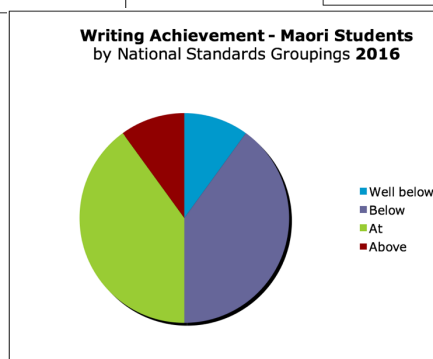
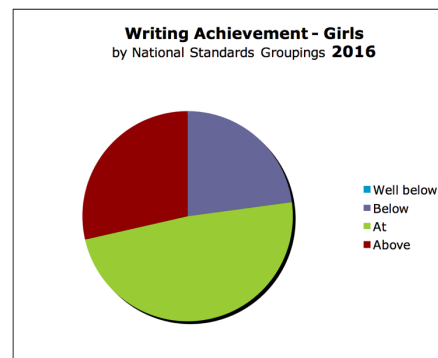
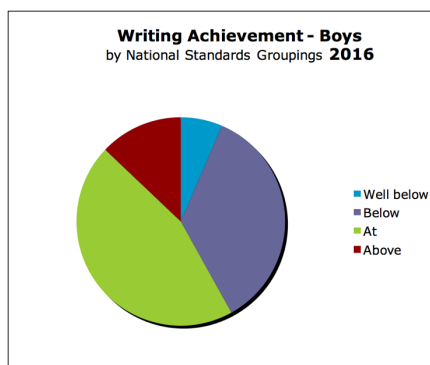
**School-level data** for 2016 showing **progress and achievement** in relation to the National Standards for **Writing** obtained from overall teacher judgements in November 2016



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

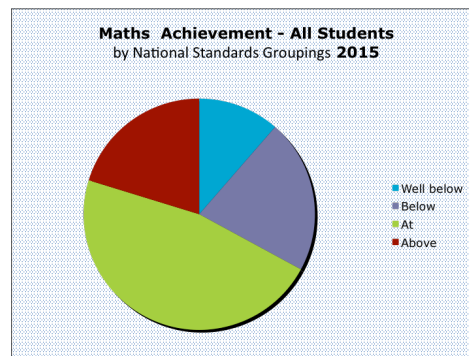
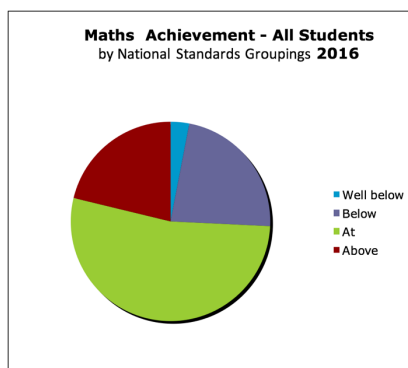
When the 2016 data is broken down by **gender** and **ethnicity** we can see that...



- 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

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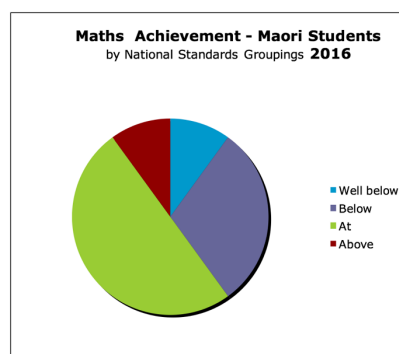
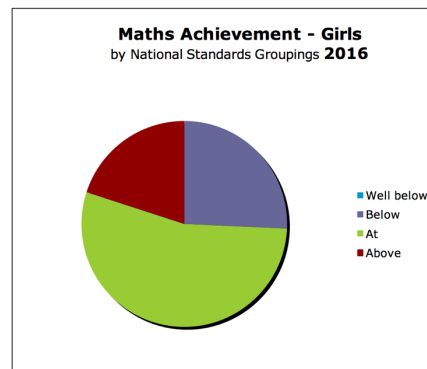
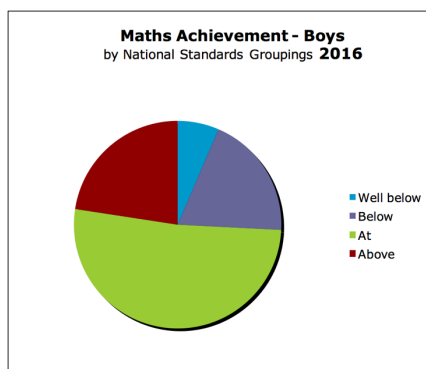
**School-level data** for 2016 showing **progress and achievement** in relation to the National Standards for **Mathematics** obtained from overall teacher judgements in November 2016



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.*