



Ouruhia School Annual Report Term 1 2019
How did we go with our Student Achievement focuses in 2018?
 Student Achievement Report and Analysis of Variance 2018

Annual Target: 2018/1

To increase the number of students achieving *at or above* the expected curriculum level for

Writing:

Student Groups: Yrs 2 - 8			
Gender	All	Boys: (19)	Girls: (12)
Ethnicity	All	Maori: (8)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2017 or “at risk”) in Years 2 - 8 will make more than one year’s progress (accelerated progress) in relation to the relevant Writing Curriculum level. Pay special attention to progress of boys and disengaged students.

Why this target?

Traditionally Writing achievement has been lower than Reading or Maths at Ouruhia. At the end of 2017 four out of five of our children were judged to be achieving at or above the Writing Standard, but we have concerns about fluctuating scores and “fragile” motivation and engagement with some pupils. We identified 19 boys and 12 girls causing concern from the previous year’s data. (Total 31 children.) Through working with a Literacy facilitator, we focused in particularly on 16 of these children.

What did we do?

- Worked closely with Written Language facilitator from UC+ to identify focus children, familiarise ourselves with Literacy Progressions, reflect on best teaching practice, have observations of teaching and 1-1 mentoring about teacher practice.
- Reviewed assessment data with staff and determined particular learning needs of target students...Spelling? Ideas? Language?
- Planned teaching approach & reviewed resources for target children.
- Periodic monitoring of Target students through teaching observations and 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?

Release for our Literacy Leader for 7 days cost \$2310 from our PD Budget. The Literacy facilitator from UC+ was funded from Ministry of education PLD. The Principal released teachers to allow teaching observations and discussions about target children. Staff meetings for moderation of writing samples were held in-school, so there was no extra cost.

What did we achieve?

2 children left during the year. Of the others, there were 23 children below and well-below the *expected curriculum level* at the start of the year, with another 6 considered at risk. Out of these 29 targeted children, 11 achieved the *expected curriculum level* by the end of the year, and another six made 1-2 years’ progress. So a total of 17 of the 29 children made significant progress during the year. *(1-2 years’ progress considered to be 2 or more sub-levels increase in asTTle score, as it is expected that students will progress one level, or 3 sub-levels, in a 2 year period).*

(Target achieved for 17/29 children).

Analysis:

17 of the 29 target children made significant progress during the year, of whom 12 achieved the *expected curriculum level*. This comprised of 9 boys and 8 girls, and included 4 of the 8 Maori children in the group. Of the 18 children still “Below” the *expected curriculum level* at the end of the year, four had made some progress (1 sub-level), three had made good progress of a year or more (2 sub-levels), and two had shown significant progress of 2 yrs + (3 sub-levels)

What do we believe made the difference?

PD with UC+ gave teachers more tools and ideas for teaching. Teachers provided more variety in their programmes, which helped with enjoyment of writing.

Awareness of a variety of teaching strategies and allowing some student choice resulted in improved student engagement and attitude.

Poetry and visiting authors provided a real boost to children’s interest and love of language.

Parent involvement (survey; goal setting; background context; scribing) also contributed to teachers knowing their students better.

PD focus on the LLPs (Literacy Learning Progressions) helped clarify teacher judgments about writing levels, contributing to more valid assessments.

Where to next?

Next steps:

- Teachers to observe in a class where effective teaching of writing is happening
- Use of Teaching As Inquiry to plan teachers’ next steps, including what changes they are going to make to their own practice to improve outcomes for their students. eg ‘How to work with a small focus group during writing time.’
- Regular progress of target student sessions at admin meetings.
- Peer observation of teachers and feedback provided.
- Observations by the literacy leader.
- Moderating writing samples across the school
- 20 week testing a priority and identifying at risk students as soon as possible and implementing strategies for their improvement.
- Katote (Kahui Ako) writing focus with Across School Teacher and Within School Teacher support

Annual Target: 2018/2

To increase the number of students achieving at or above the expected curriculum level for

Maths:

Student Groups: Yrs 2-8

Gender	All	Boys: (7)	Girls: (13)
Ethnicity	All	Maori: (4)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2017 or “at risk”) in Years 2 - 8 will make more than one year’s progress (accelerated progress) in relation to the relevant Maths Curriculum level. Pay special attention to progress of Maori students.

Why this target?

Traditionally Maths achievement has been lower than Reading at Ouruhia. At the end of 2017 four out of five of our children were judged to be achieving at or above the Maths Standard, but we have concerns about fluctuating scores and “fragile” motivation and engagement with some pupils. We identified 7 boys and 13 girls causing concern (Total 20 children.)

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 (ALiM-like focus which we used in 2015-2016?)
- Reviewed and updated our Maths Resource folder for teachers
- Periodic monitoring of Target students through one-on-one discussions with teachers
- Two teachers attended 4 workshops with former Maths adviser
- Explored and used rich tasks and multi-ability groupings with focus on student-talk to enhance engagement and thinking
- Regular testing and goal-setting for basic facts.
- Re-tested at end of year to gauge progress
- Analysed year-end data to inform progress and planning for following year

How did we resource it?

In previous years, extra staffing was provided by the Ministry of Education (ALiM) contract. In 2018 we didn’t have access to this resource and tried to use collaborative staffing arrangements across classes (and using the teaching principal) to provide extra targeted assistance. Teacher workshops off-site had a minimal cost of around \$300.

What did we achieve?

There were 20 children “at risk”, below and well-below the *expected curriculum level* at the start of the year. Four achieved the expected curriculum level by the end of the year, and another one made more than a year’s progress (two sub-levels in aSTtle). So a total of 5 of the 20 children made significant progress during the year.

(Target achieved for 5/20 children).

Analysis:

Only a quarter of the target children showed significant progress during the year...for the others, they effectively fell further behind. Ten of the other children made some progress, but they needed to make *accelerated* progress (more than a normal year’s progress in a year) to “catch up”.

The 5 children who made good progress were all girls. None of the Maori children in the target group and none of the boys made accelerated progress. On reflection it is probably fair to say that our main focus and resourcing was absorbed by Written Language, due largely to the Ministry funded PLD provided.

As in 2017, we found it very difficult to provide extra targeted assistance to our at-risk learners in Maths, as we had done in previous years when ALiM resourcing was provided. The Principal was able to work with some of these children (mainly in Term 2), but it was not as regular as previous years when we were funded for it. When the Principal had other commitments, and when on sabbatical in term 3, the target maths groups didn’t happen. As a result, the accelerated progress was not as great as hoped for. To make accelerated progress, there needs to be some extra targeted assistance i.e. in addition to what the teacher can do in

the normal class programme...so we need to either find extra money, or work our current staffing in more creative ways.

What do we believe made the difference?

Teachers made some gains by using Teaching as Inquiry with a Maths and mixed-ability grouping focus. Teachers are motivated to improve their Maths programmes, and are using good planning and assessment tools.

Where to next?

Further familiarisation with our updated **teaching resource folder** will be needed to help fine-tune the identification and monitoring of “at risk” children. Continued exploration by teachers of using a problem-solving approach which focuses heavily on “**student speak**”... i.e. children having to plan and **explain and justify their thinking**...will be encouraged.

Where possible, within the constraints of our staffing, teachers will provide extra **accelerated Maths support** for targeted individuals (on top of, not instead of, normal class programmes).