



Ouruhia School Annual Report Term 1 2021

How did we go with our Student Achievement focuses in 2020?

Student Achievement Report and Analysis of Variance 2020

Annual Target: 2020/1

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: (11)
Ethnicity	All	Maori: (9)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2019 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.

Why this target?

Writing achievement has been lower than we want and has become a focus both at Ouruhia School and in our Kāhui Ako Kātote. At the end of 2019 around ¾ of our girls were judged to be achieving at or above the expected curriculum level for Writing, but fewer than half (39%) of our boys achieve at these levels. We have concerns about fluctuating scores and “fragile” motivation and engagement with some pupils. 47% of our Maori students achieved at expected levels. We identified 19 boys and 11 girls causing concern from last year’s data and initial testing at the beginning of 2020. (Total 30 children)

What did we do?

- Reviewed assessment data with staff and determine particular learning needs of target students...Spelling? Ideas & language?
- Entered **all students** on **monitoring sheet** (Google Doc) for Writing, showing clearly who is above, at, below or well below expected levels.
- Planned teaching approach & reviewed resources for target children.
- Moderated Writing samples at L 2, 3 & 4 to ensure school-wide consistency
- Shared classroom practice at Admin meetings each week during Terms 2 & 3.
- Periodic monitoring of Target students through teaching observations and one-on-one discussions with teachers
- Analysed year-end data to inform progress and planning for following year

How did we resource it?

There was no external facilitator engaged, so no external cost. Staff meetings for moderation of writing samples and sharing of classroom practice were held in-school, so there was no extra cost. There were 2 workshops run after school by Kahui Ako AST’s for teachers at no cost to the school. Teachers focused on Writing and individual progress (or road-blocks) during Classroom Release Time, class time, and after school.

What did we achieve?

There were 30 children below and well-below the expected curriculum levels chosen for the Target group, but three left during the year.

Five achieved the expected curriculum level by the end of the year, and another two made more than a year’s progress (two sub-levels in asTTle). So a total of 7 of the 27 children made significant progress during the year. 17 of the other children made some measurable progress, but we did not make the accelerated gains we had hoped for.

(Target achieved for 7 of the 27 children, with another 17 making some progress)

Analysis:

School was locked down for COVID-19 from 24 March until 18 May, so considerable term time was lost at school, and it took time to re-settle children back into normal routines afterwards. 7 of the 27 target children made significant progress during the year, of whom 5 achieved the *expected curriculum level*. This comprised of 3 boys and 4 girls, and included 2 of the 8 Maori children in the group. Of the 22 children still “Below” or “Well Below” the *expected curriculum level* at the end of the year, 17 had made some progress (1 sub-level), and two had made good progress of a year or more (2 sub-levels). Three children made no measurable progress.

What do we believe made the difference?

Teachers shared their successes and challenges weekly at Admin time, creating good collegial support, and keeping Writing uppermost in teachers’ minds. Teachers were inspired to “borrow” ideas from their colleagues to improve their practice.

Teachers provided more variety in their programmes, which helped with enjoyment of writing. Moderation of writing samples across the school helped improve understanding of the different writing levels and what was needed to improve. This helped improve consistency and validity of assessment.

The improved tracking sheet for writing (beginning, interim and end of year) helped teachers be aware of which students were progressing and which ones were not moving.

PD focus during the past 3 years on the LLPs (Literacy Learning Progressions) and PaCT contributed to better teacher understanding and judgements about writing levels, contributing to more valid assessments.

Where to next?

Next steps:

- Examining how oral language (and more shared writing and less individual writing) may contribute to better vocabulary and effective language use, especially for boys.
- Use of Teaching As Inquiry framework for teachers to decide and record 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.
- Moderating writing samples across the school and possibly between schools

Annual Target: 2020/2

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

Student Groups: Yrs 2 - 8

Gender	All	Boys: (15)	Girls: (16)
Ethnicity	All	Maori: (7)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2019 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. Some gains had been made while our school focused on Maths with ALiM (Accelerated Learning in Maths) in 2015 and 2016, but these gains were not maintained in 2018 or 2019 (some of which may have been due to turnover of students). At the end of 2019 about 2/3 of our children were judged to be achieving at or above the expected curriculum level for Maths, but we have concerns about fluctuating scores and “fragile” motivation and engagement with some pupils. 50% of our Maori students, 67% of our boys and 68% of our girls achieved at expected levels. We identified 15 boys and 16 girls causing concern from last year’s data and initial testing at the beginning of 2020 (Total 31 children.)

What did we do?

- Reviewed assessment data with staff and determined particular learning needs of target students. Tested GLOSS/JAM and PAT
- Entered **all students** on **monitoring sheet** (Google Doc) for Maths, showing clearly who is above, at, below or well below expected levels.
- Planned teaching approach (focused teaching as inquiry), groupings, & review resources for target children. Decided whether to use an ALiM-like focus for a target group, as we did in 2015 and 2016, or explore and use problem-solving approach with focus on student-talk to enhance engagement and thinking (TAI – how does problem solving and encouraging “student speak” affect student engagement and learning?)
- Periodic monitoring of Target students through one-on-one discussions with teachers
- Regular testing and goal-setting for basic facts.
- Re-tested GLOSS/JAM and 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?

In previous years, extra staffing was provided by the Ministry of Education (ALiM) contract. In 2020 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. The Principal taught Year 8s and other senior class students for Maths four days a week in Terms 3 & 4.

What did we achieve?

There were 31 children “at risk”, below and well-below the *expected curriculum level* at the start of the year, but two left during the year. Six achieved the expected curriculum level by the end of the year, and another two made more than a year’s progress (two sub-levels in asTTle). So a total of 8 of the 29 children made significant progress during the year. 15 of the other children made some measurable progress, but we did not make the accelerated gains we had hoped for.

(Target achieved for 8 of the 29 children, with another 15 making some progress)

Analysis:

Just over a quarter of the target children (8/29) showed significant progress during the year...for the others, they effectively fell further behind. Although 15 of the other children made **some** progress, they needed to make **accelerated** progress (more than a normal year’s progress in a year) to “catch up”.

The 8 children who made significant progress comprised of 3 girls and 5 boys. Two of the seven Maori children in the target group made accelerated progress.

School was locked down for COVID-19 from 24 March until 18 May, so considerable term time was lost at school, and it took time to re-settle children back into normal routines afterwards and limited attention was given to Maths in 2020, apart from the Principal taking a group of senior pupils, mostly Yr 8s, for Maths in Terms 3 & 4. This was able to happen because of

additional staffing funding provided by the Ministry of Education post-COVID for U1&2 (small) schools with teaching principals.

What do we believe made the difference?

All of the Year 8s made at least some measurable progress, and this was attributable to the fact that the group was small (1:8 teacher/pupil ratio) and individual needs could be met without stigmatising any learners by “streaming”. The growth of confidence in these Yr8 learners was noticeable over the second half of the year when they could see their own progress, even if it was just small steps forward. They also appreciated having “student agency” in having some say in what they focused on in Maths i.e. they chose the things they wanted to get better at, set priorities for learning, and were explicitly shown when they made progress. This all had a positive effect on their attitude and confidence in learning Maths. They saw that they were successful by measuring personal goals, rather than by feeling like failures in a group where everyone did the same (often irrelevant) work.

In 2020, some teachers were trialling a greater focus on “real-life” Maths, or authentic contexts, to make Maths more accessible and relevant for the children, and it was felt that this had a positive effect on learning.

Teachers are motivated to improve their Maths programmes, and are using good planning and assessment tools. An improved tracking sheet for Maths (beginning, interim and end of year) helped teachers be aware of which students were progressing and which ones were not moving. It was often found that these target children showed little or no progress when looking solely at the big picture assessment tools (like asTTle and PAT), but when we drilled down to the detail, we often found that these children improved in some smaller aspects of the curriculum (e.g. addition/subtraction facts) without making much of a difference (yet) to the global assessment. It is helpful to the learners to focus on any small steps forward, not solely on the “big” score.

Where to next?

Next steps:

- 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**...
- Plan and manage multi-level maths groupings so that learning happens for all pupils
- Provide extra **accelerated Maths support** for targeted individuals on top of, not instead of, normal class programmes. (Where possible, within the constraints of our staffing and budget.)