

Ouruhia School Annual Report Term 1 2022

How did we go with our Student Achievement focuses in 2021?

Student Achievement Report and Analysis of Variance 2021

Annual Target: 2021/1

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

Reading & Writing:

Student Groups: Yrs 2 - 8

Gender	All	Boys: (12)	Girls: (14)
Ethnicity	All	Maori: (3)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2020 or “at risk”) in Years 2 - 8 will make more than one year’s progress (accelerated progress) in relation to Reading (and Writing) in the NZ Curriculum.

Why this target?

Reading and Writing achievement had been lower than we wanted and had become a focus both at Ouruhia School and in our Kāhui Ako Kātote. Some local schools have been getting positive results in the past 2 years through “**Structured Literacy**”, so we wanted to find out more about that and whether it would work in our school. At the end of 2020 around ⅔ of our pupils (64% of boys and 68% of girls) were judged to be achieving at or above the expected curriculum level for Reading, and just over half (55%) of our pupils (42% of boys and 63% of girls) achieving at or above expected levels in Writing. Since the earthquakes, we seem to have been having more and more children requiring Reading Recovery as they have not been responding as well as in the past to classroom literacy programmes. We identified 12 boys and 14 girls causing concern from last year’s Reading data, and initial testing at the beginning of 2021 (Total 26 children, including 3 Māori ākongā)

What did we do?

- **Implemented Structured Literacy:**
- **Identified target children** from last year’s data and initial testing in 2021
- **Pre-tested** to identify specific phonemic knowledge needs (**The Code** assessment)
- **Held staff meetings PLD and worked with AST** : Helping Teachers understand key features of Structured Literacy... ensuring school-wide consistency
- **Decided how to start in each class...** decided on a changed approach in teaching, using ideas and resources from **Structured Literacy** PLD, to accelerate progress of at least 3 children from the Target group (Teaching As Inquiry focus)
- **Monitoring & assessment** of all Target children week by week as part of group teaching and mid- and end- of-year reports
- **Observed** others teaching using Structured Literacy approach and resources
- **Shared successes and challenges** with colleagues at Admin meetings
- **Analysed year-end data (Reading and Writing)** 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 workshops run after school and in-class support by Kāhui Ako AST’s for teachers at no cost to the school. Teachers used some Classroom Release Time, and meetings with colleagues after school to share practice and fine tune management of structured literacy groups and best use of teaching resources.

Cost of **new books/resources**: \$3000 budgeted; \$3022 spent

Staff commitment: **many hours** reading, observing, discussing, giving and receiving feedback.

What did we achieve?

Of the chosen Target group, there were 25 remaining at end of year: 11 boys, 14 girls.

- 8 children (1 boy, 7 girls) were judged to be achieving **at or above** the expected curriculum level in **BOTH Reading and Writing** by the end of the year.
- 6 children (4 boys, 2 girl) were judged to be achieving at or above the expected curriculum level in **Reading but not Writing**, and
- 1 child (boy) achieved at **Writing but not Reading**.

(Total 15/25 children achieving at expected levels in at least one curriculum area.)

16 of the children made measurable progress from the beginning of the year in at least one area (but not necessarily enough to bring them up to expected levels); 9 children did not show any measurable progress, but many of these showed attitudinal improvements and gains in confidence. **(Target achieved for 15 of the 25 children, with another 1 making some progress)**

Analysis:

School was locked down for COVID-19 in 2021 during Term 3 August-September, so teaching time was interrupted (as it was in 2020), and this may be part of the reason for smaller than hoped for gains in achievement.

One class did not implement the structured literacy approach, except for a small target group for a short time. Of the 10 Target children in this class, 3 were achieving **at or above** the expected curriculum level in **BOTH Reading and Writing**, and 3 were achieving at or above the expected curriculum level **in Reading but not Writing** by the end of the year. Reading and writing were still important focuses in this class, although the “structured literacy” approach was not fully implemented. Student gains in this class were similar to other classes using structured literacy (approx 60% showing good improvement). This may indicate that the structured literacy approach may be more effective with younger readers, and also points to the fact that traditional reading and writing approaches are still effective teaching tools.

When looking at structured literacy assessment data (letter & sound knowledge, but not over-all reading comprehension or writing performance), almost every child made significant gains within one to two terms. *(See graphs below)*. It could be that improvements in reading comprehension measures and over-all writing do not show up initially, but the big gains in phonetic understanding and decoding words lead to improvements in comprehension and writing further down the track. We need to work out if the big improvements we saw in letter and sound knowledge/decoding actually make a difference in over-all reading and writing performance. Other schools working with structured literacy for much longer than us have noticed such improvements.

What do we believe made the difference?

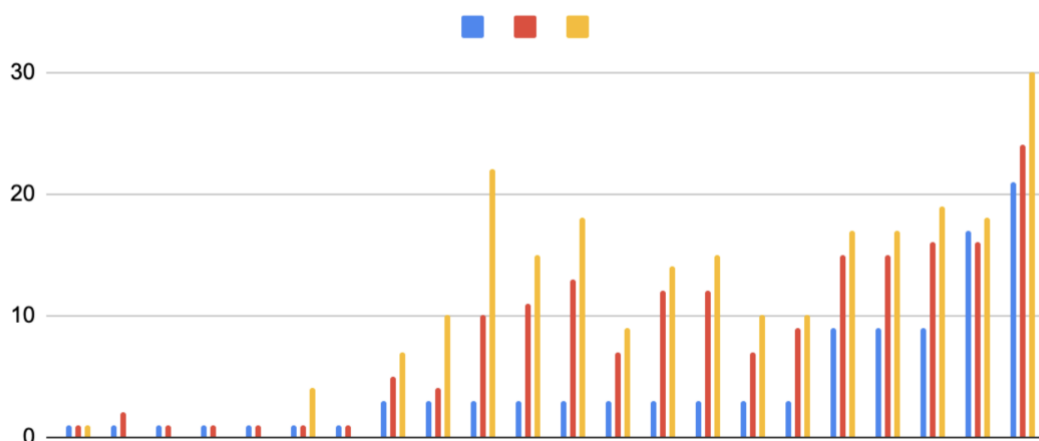
Teachers shared their successes and challenges regularly at Admin time, creating good collegial support, and keeping structured literacy uppermost in teachers’ minds. Teachers were inspired to “borrow” ideas from their colleagues to improve their practice. Being able to observe colleagues teaching with the structured literacy approach in other schools was very beneficial. Networking of teachers within the Kāhui Ako and allowing teachers time and space to reflect on practice and student progress was vital.

Where to next?

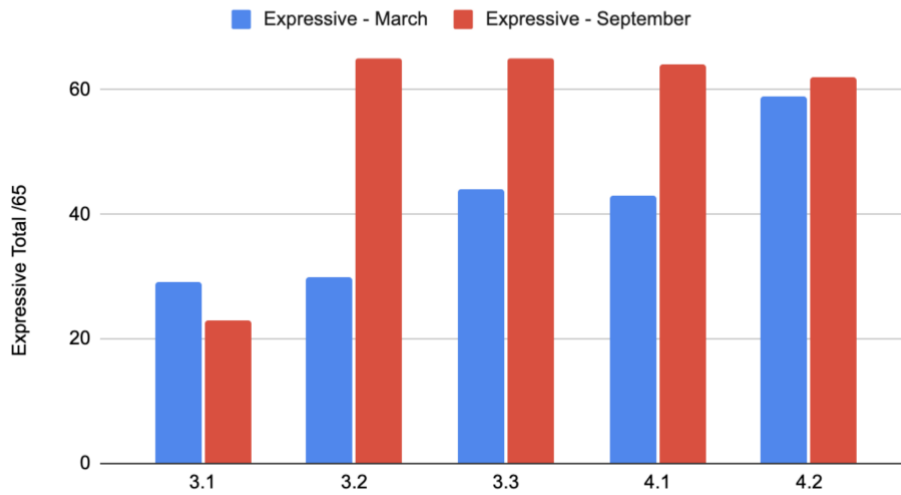
Next steps:

- *Further Better Start Literacy PLD (New staff in 2022)*
- *Continue refining practice and modifying the way we do Reading & Writing. (e.g. not sending a new book home each day to read; instead share and read together more familiar texts; maintain love of books and confidence)*
- *See if improvement in decoding and phonic knowledge is improving other reading measures (Comprehension scores, Vocab scores, Reading levels).*

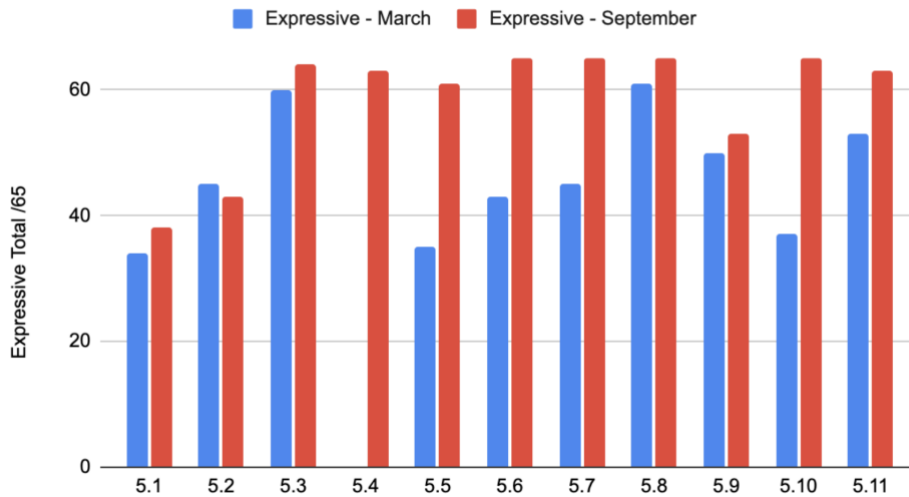
Team Tipu Reading Levels February, July and November 2021



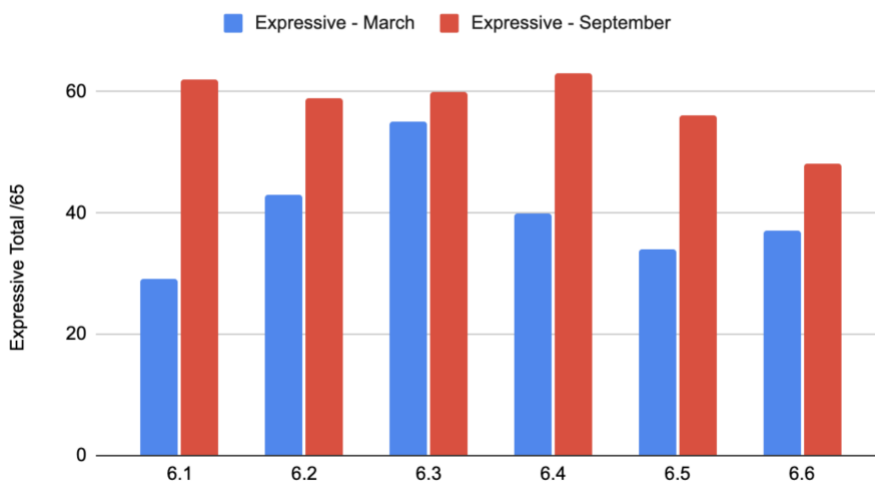
Year 3&4 Expressive Structured Lit Results March - Sept 2021



Year 5 Expressive Structured Lit Results March - Sept 2021



Year 6 Expressive Structured Lit Results March - Sept 2021



Annual Target: 2021/2

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

Student Groups: Yrs 2 - 8			
<u>Gender</u>	All	Boys: (10)	Girls: (22)
<u>Ethnicity</u>	All	Maori: (5)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2020 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 from 2018 to 2020 (some of which may have been due to turnover of students). At the end of 2020 only about half (51%) of our children were judged to be achieving at or above the expected curriculum level for Maths. 36% of our Maori students, 48% of our boys and 54% of our girls achieved at expected levels. We identified 10 boys and 22 girls causing concern from last year’s data and initial testing at the beginning of 2021 (Total 32 children, including 5 Māori ākonga.)

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, & reviewed 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. Began exploring a new approach: **Maths No Problem**/ Singapore Maths, which combined best-practice elements we had been trialling in previous years.
- Periodic monitoring of Target students through one-on-one discussions with teachers
- Regular testing and goal-setting for basic facts.
- Re-tested 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 was no external facilitator engaged, so no external cost. We held a Teacher Only Day in the April holidays (no reliever costs) using the Maths No Problem resource person (no cost) and she also visited Ouruhia in July to demonstrate.

Staff meetings were held to share successes and challenges with the new approach.

We spent \$800 on new text book resources.

What did we achieve?

There were 32 children “at risk”, below and well-below the *expected curriculum level* at the start of the year, but one left during the year. Nine (3 boys, 6 girls) were achieving at the expected curriculum level by the end of the year, and another eight made more than a year’s progress (two sub-levels in aTTle). So a total of 17 of the 31 remaining children made significant progress during the year. 11 of the other children made some measurable progress, and but we did not make the accelerated gains we had hoped for. 3 children did not show any measurable progress, but at times showed attitudinal improvements and gains in confidence.

(Target achieved for 17 of the 31 children, with another 11 making some progress)

Analysis:

Just over a half of the target children (17/31) showed significant progress during the year...for the others, they effectively fell further behind. Although 11 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 17 children who made significant progress comprised of 10 of the 22 girls and 7 of the 9 boys. 3 of the 4 Maori children in the target group made accelerated progress.

School was locked down for COVID-19 in 2021 during Term 3 August-September, so teaching time was interrupted (as it was in 2020), and this may be part of the reason for smaller than hoped for gains in achievement.

What do we believe made the difference?

The introduction of Maths No Problem (Singapore Maths) was encouraging for teachers, and enough progress and positive engagement from students was noticed that a fuller trial will be made in 2022. The MNP approach and resources have a number of positives for us:

Key points/ strengths:

- Full coverage of curriculum and good structure building year on year
- Teacher talks less, children talk more
- Useful Teacher strategies promoted e.g. Rewording: “So what you are saying is...”; “Check another way”; “Are you sure?”; “What is another way to show that?”; “Can you prove that?”
(Don't say “Yes that's right.” “Good boy/girl”)
- Students required to do *journaling* - explaining thinking, independently thinking about how to explain, draw diagram, use appropriate resources
- Hands on materials...*Explore* tasks
- Mixed ability grouping, not streaming
- Results in other schools

Challenges/ concerns

- Need to provide independent activities for the group we are not working with...purposeful and developing skill, not free time
- Text books...need to ensure teachers are thoughtful and prepared about the lessons
- Workbooks and Hub costs ongoing
- Keep doing emphasis on basic facts (not covered in MNP)
- Being able to give higher ability children meaningful activities/ extension

Sometimes our target children showed little or no progress when looking solely at the big picture assessment tools (like aTTle and PAT), but when we drilled down to the detail, we often found that these children improved in some smaller aspects of the curriculum. Teachers need to identify any indications of improvement (e.g. basic facts, attitude & engagement) to celebrate with the learner and whānau, not just relying on the big formal assessments.

Where to next?

Next Steps:

- *Commit to whole Math No Problem programme for a year, including workbooks and journaling*
- *Continue refining practice and working out how to manage multi-levels with the text-book resources.*
- *Further networking with other local schools and Alex (MNP) to iron out practical challenges with this new approach*
- *See if key indicators show good progress (What are these indicators? How will we know if MNP is working? Do we use At/Above/Below expected levels; or PATs; or Number checks?)*