

Ouruhia School Annual Report Term 1 2023

How did we go with our Student Achievement focuses in 2022?

Student Achievement Report and Analysis of Variance 2022

Annual Target: 2022/1

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: (7)	Girls: (8)
Ethnicity	All	Maori: (1)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2021 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?

This target continues work begun in 2021. 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 ⅓ 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 7 boys and 8 girls causing concern from the last year’s Writing data, and initial testing at the beginning of 2022 (Total 15 children, including 1 Māori ākongā)

What did we do?

- Continued to implement **Structured Literacy** in classes Yr1-Yr4
- Ensured new staff were confident and capable of teaching structured literacy.
- Identified target children from last year’s data and initial testing in 2022
- Pre-tested to identify specific phonemic knowledge needs (**The Code** assessment)
- Held staff meetings PLD: Helping Teachers understand key features of Structured Literacy... ensuring school-wide consistency
- Continued adapting Reading and Writing programmes to ensure they aligned with structured literacy teaching
- Monitoring & assessment of all Target chn week by week as part of group teaching and mid- and end- of-year reports
- 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. One of the new teacher appointments during the year was very experienced in structured literacy and was able to support and advise other staff. 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. Staff commitment: **many hours** planning and responding to individual needs in classes.

What did we achieve?

Reading: 77% of all pupils achieved At or Above the expected curriculum level in 2022 (73% of the Boys; 80% of the Girls) This compares with 2020 data of 66% of all pupils (64% Boys, 68% Girls). 54% Māori pupils achieved At or Above the expected curriculum level in 2022

Writing: 57% of all pupils achieved At or Above the expected curriculum level in 2022 (50% of the Boys; 65% of the Girls) This compares with 2020 data of 55% of all pupils (42% Boys, 63% Girls). 46% Māori pupils achieved At or Above the expected curriculum level in 2022

Achievement: Of the chosen Target group of 15: (7 boys, 8 girls).

- 1 girl was judged to be achieving **At or Above** the expected curriculum level in **BOTH Reading and Writing** by the end of the year.
- 8 children (3 boys, 5 girls) were judged to be achieving at or above the expected curriculum level **in Reading but not Writing**, and
- none achieved at **Writing but not Reading**.

(Total 9/15 children achieving at expected levels in at least one curriculum area.)

Progress:

- 5 of the children improved Reading, but not Writing, by at least 1 year
- 1 child improved Writing but not Reading by at least 1 year.
- 5 children improved Reading **and** Writing by at least 1 year.
- 4 children did not show any measurable progress, but did show attitudinal improvements and gains in confidence.

(Target achieved for 11 of the 15 children)

Analysis:

More of the target children improved in Reading (10) than in Writing (6). It is known that receptive language develops and improves before expressive language, so these results are not surprising.

Some progressed by about a year in Reading or Writing but were still Below or Well Below expected levels. Therefore, despite progress, they were not “catching up” to their peers (but they were not falling further behind either).

What do we believe made the difference?

School was again affected by Covid-19 during 2022. Two new teachers were appointed around the start of Term 2, and these staff changes along with student absences made it difficult to achieve as much success as hoped for, for all students.

Reading Recovery (intensive one-on-one focused teaching to develop phonic knowledge and word attack skills) resulted in dramatic improvements of about 2 years for two of our children, moving from Below expected level to being At expected level.

Having a sharper focus on a target group for literacy can bring about improvement, but it may not be in both Reading **and** Writing. Some children improved, but not enough to be at the expected level for their age group. It is hoped that with a continued focus on structured literacy and the richness of language, the Writing scores will match Reading scores in time. We are beginning to see some improvements.

Where to next?

See if strengthening Oral language programmes (strengthening enjoyment of language and richness of vocabulary through speaking, listening and drama) improves motivation and engagement in Writing, and eventually higher achievement.

See if improvement in structured literacy (decoding and phonic knowledge) is improving other reading measures (Comprehension scores, Vocab scores, Reading levels).

Annual Target: 2022/2

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: (6)	Girls: (12)
<u>Ethnicity</u>	All	Maori: (2)	Other:

Targets:

Target children (achieving below the expected curriculum level in 2021 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 Māori students.

Why this target?

This target continues work begun in 2021.

Traditionally Maths achievement has been lower than Reading at Ouruhia. 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. In **2021** we introduced **Singapore Maths / Maths No Problem**, and results improved to 62% of our children judged to be achieving at or above the expected curriculum level for Maths. 50% of our Maori students, 71% of our boys and 57% of our girls achieved at expected levels.

For 2022 we identified 6 boys and 12 girls causing concern from the last year’s data and initial testing at the beginning of 2022 (Total 18 children, including 2 Māori ākongā.)

What did we do?

- Attended Maths No Problem refresher/Teacher Only Day, recapping on key philosophies and methods
- Reviewed assessment data with staff and determined particular learning needs of target students. Tested GLOSS/JAM and/or PAT
- Committed to whole MNP programme for a year, including workbooks and journaling
- Continued refining practice and working out how to manage multi-levels with the text-book resources.
- Further networking with Pegasus Bay & Clarkville Schools and Alex (MNP) to iron out practical challenges with this new approach
- 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?

We held a Teacher Only Day before Term 1 started (no reliever costs) using the Maths No Problem resource person (no cost) and she also visited Ouruhia in March and August to demonstrate.

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

We spent \$1000 on new text book resources and teacher subscriptions. PTA paid for student workbooks (\$1350)

What did we achieve?

Over all, our Maths results continued to improve:

In 2022 **69% of all pupils achieved At or Above the expected curriculum level in 2022 (70% of the Boys; 68% of the Girls)**. 55% Maori pupils achieved At or Above the expected curriculum level in 2022. *This compares with 2021 data of 62% of all pupils achieving At or Above (71% Boys, 57% Girls, 50% Māori)*

Achievement: Of the chosen Target group of 18: (6 boys, 12 girls).

- 3 girls were judged to be achieving **At or Above** the expected curriculum level by the end of the year.

Progress:

- 8 of the children improved by at least 1 year. 6 of these were still below expected curriculum level, but were not falling further behind.
- 2 children improved by at least 2 years. One of these was still below expected curriculum level, but was making accelerated progress.
- 8 children did not show any measurable progress, but did show attitudinal improvements and gains in confidence.

(Target achieved for 10 of the 18 children)

Analysis:

The overall pattern of improvement in Maths results since 2020 has continued, and that gives us confidence that our change in approach to Maths teaching and learning is working.

10 of the 18 target children made good progress during the year; 3 of these ended up achieving at the expected level, and 2 of them made accelerated progress (more than 2 years progress in 12 months). 6 of the 18 children progressed by about a year in Maths but were still Below or Well Below expected levels. Therefore, despite progress, they were not “catching up” to their peers (but they were not falling further behind either).

School was again affected by Covid-19 during 2022. Two new teachers were appointed around the start of Term 2, and these staff changes along with student absences made it difficult to achieve as much success as hoped for, for all students.

What do we believe made the difference?

Since introducing Maths No Problem (Singapore Maths) part way through 2021, we have seen enough progress and positive engagement from students to continue with this approach. Each year as teachers and students become more used to the language, the materials and the textbook/workbook approach, there seems to be greater understanding, enjoyment and engagement in the lessons.

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

Where to next?

Next Steps:

- *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*
- *Work out how to measure progress and report to parents. How do we know if children are working at, above or towards expected curriculum levels? (What are the key indicators? How will we know if MNP is working? Do we use At/Above/Below expected levels; or PATs; or Number checks?)*