

**Amuri Area School Achievement Report to The Community
2016**





Self-Review Written Report Template



Subject / Review Area	Senior Management Team Overview
Name of Reviewer	James, Penny Kylee
Year Under Review	2016

Data Section:-

National Standards

See Literacy and Maths HELA report for NS Data broken down into subgroups.

National Standards 1-8 Overall Reading: 80.7% at or above

National Standards 1-8 Overall Writing: 71.9% at or above

National Standards 1-8 Overall Maths: 72% at or above

NCEA

At Level 1 – 85% gained Level 1 - 30% of the students gained a certificate endorsement of Excellence or Merit and 40% gained subject endorsements

At Level 2 - 96% gained Level 2 - 23% gained certificate endorsements and 27% gained subject endorsements

At Level 3 – 80% gained Level 3 - 40% gained certificate endorsements and 50% subject endorsements. (One student is currently having reassessment which we anticipate will be successful).

Outline of the previous year and actions taken to address issues in previous years' report

National Standards:

There has been substantial development for primary staff with focus groups of children particularly around writing. This is reported to be valuable particularly around the identification of focus students and targeted learning action.

NCEA: Some improvements in student tracking of progress from Form tutors. This tracking through the year is critical and continues to be a focus for us as a SMT. Additional BOT support for students in year 11 to acquire numeracy made a real difference to outcomes.

2016 Student Achievement Goals Summary

- 1) 85% of students will achieve at NCEA Level 1 with 25% receiving course endorsement **(Achieved 85% and 40%)** Note: 30% Gained full certificate Endorsement
- 2) 85% of students will achieve at NCEA level 2 with 25% receiving a course endorsement **(Achieved 96% and 27%)** Note: 23% achieved full certificate endorsement
- 3) 85% of students will achieve at NCEA level 3 with 33% receiving a course endorsement **(Part achieved 80% achieved with 50% endorsed)** Note: 40% achieved full certificate endorsement.
- 4) Year 1-8 students will show an increase from below and well below to at or above in writing from 72.5% to 80%. **(Not achieved 71.9% at or above the standard 149 at and 58 below)**
- 5) Year 1-8 Maori student achievement in National Standards will average 85% at or above across reading writing and maths. (Maori Reading 83.3%, Maori Writing 62.5%, Maori Maths 78%) **(Not achieved although this was pretty ambitious This gives us a combined achievement rate of 74.6%)**

Analysis of Current data/Information

National Standards

Writing:

Although the writing results are still not where we would like them to be across all year groups it is important to note that of the junior cohort 43 students are ESOL: Of these students 20 are below or well below the National standards and spread from year 2 to 7. What is encouraging is that the data shows that by year 8 this corrects substantially with 89% of the entire cohort being at or above the standard indeed 100% of the ESOL students (2) in year 8 are at the National Standard for both reading and writing. E-asttle analysis identifies Vocabulary as one of the major barriers which makes some sense when placed alongside the ESOL intake. Punctuation and Spelling has however improved.

Reading:

80.7% across the school. Overall in year 8 once again 89% of students are at or above the standard suggesting a need to look at the data in more depth to see the true accelerated progress that is evident. Our task is to now dig deeper into this data and isolate specific students for teacher based inquiry linked to the appraisal process. Continued focus on reading and investment in the acceleration of ESOL and priority learners remains critical.

Maths:

The data for Math's suggests a need to shift focus and make this a priority with a decrease in achievement from 2015. When we look at the specific students within the below/well below cohort these students are a mixture of ethnicity with the largest percentage of NZ/European ethnicity therefore the ESOL argument whilst being a factor does not apply to such an extent. Some of this can perhaps be explained by the arrival of a significant number of new students at various ages across the primary school however there is also less of a recovery in year 8 when compared to writing. Analysis of students who entered our school outside of year one and two (i.e. transfers in) over the past 18 months shows over 50% of these students are below or well below in one or more aspects of National Standards. It is highly likely the combination of ESOL increase and increased roll will have contributed to this data however our efforts must now be solution based.

We have already started the discussion around the teaching of math's and the impact of the Ministry Endorsed numeracy project (NMP) on New Zealand math's achievement as a whole. Whilst there has been a slight increase in National Standards achievement the simple fact is that NZ is slipping when compared internationally. Our development with Audrey Tan this year highlighted the downturn in mathematics in NZ since the implementation of NMP and as a teaching staff we have concerns over the impact of this on students. A particular concern is the aspects of NMP that directly contradict the work of Piaget and arguably ask students to think in abstract terms and provide multiple solutions before their intellect allows.

There is also a second argument over the amount of direct teaching vs small group work particularly in the early years. This serves as a warning to us with our new classroom on the way that the introduction of an MLE (Modern Learning Environments) needs to be approached with care and not to buy into the unproven fads that may piggy back in without care on our part. We need to focus on having teachers who teach.

There needs to be a hard look at the direction of mathematics teaching in NZ and if we as a school will continue to endorse this approach that appears to have a gathering momentum for lowering achievement. The Board can be assured this discussion is already well underway and we will be sourcing relevant development to meet this need over the coming year. We have recently appointed a new head of Primary Mathematics from within the primary staff to take a lead role in this and have identified a target group of students to shift from below to at over the coming year in Mathematics as identified in our proposed Charter goals.

NCEA:

We were pleased with the level 1 and 2 results and the endorsements across all levels. 2 students did not achieve level 3 which contributed to the 80% rate (10 students in the cohort). Analysis of these 2 students identified attendance and failure to complete work as the primary causes. One student in particular did not apply across all subject areas and missed critical assessments particularly in outdoor education where attendance is crucial. BOT support for numeracy in terms of extra staffing has paid off for the year 11 cohort as this group had some very specific needs in this area that were met in order for them to achieve.

A lack of credit achievement in one subject area as discussed at BOT level in 2016 has contributed to one student needing a re-assessment in 2017 in order to pass at level 3.

Action Plan for following year

National Standards

Developing a strong discussion and action plan based on how we teach Maths from year 1-10 at Amuri and sourcing relevant development and outside expertise to make this happen.

Students will be clearly identified to incoming teachers to ensure they are fully aware of who the priority groups may be. Our writing development has had time to embed and the significant work around developing teacher inquiry may indeed take time to embed and show in results.

Mathematics needs a more considered view and not necessarily a knee jerk response. We need to consider thoroughly what we believe and what evidence shows in the teaching of mathematics and take steps to ensure our children are not part of the National decline.

NCEA

More clarification has been provided to form tutors around the role of academic monitoring / coaching as we have seen improvements in this area but some inconsistency. Due to the size of the year 13 cohort Penny will continue to track alongside the form tutor. Our development of the numeracy pathway continues with a great start to the year and development that should influence the priorities and learning progressions as this often is the barrier to success at level 2.

The recent events have also highlighted the need to better manage the risks around external assessment practice opportunities. The secondary team have agreed to distribute assessment opportunities across the year and not be reliant on exam week as the only opportunity. The SMT have met with NZQA and they are pleased with the steps we have taken as a result of the Earthquake to reduce the risk to students moving forward.

Our overall judgement is that the Earthquake has not had a major impact on achievement as a whole however it has in all probability affected individual results in specific subjects.

Resources required to achieve this plan

The increasing amounts of ESOL children entering the school is something we need to consider particularly those that arrive after year 3 as the hill they have to climb is so much larger. Extra ESOL resource has been added for 2017 and we will need to monitor if this is sufficient to keep up with demand.

Math's: Sourcing the right development and direction for our school and this may not necessarily be the MOE endorsed version. Having a new HOD math's from within the primary staff will ensure we have a greater focus on the primary context moving forward. This may not be Ministry funded.

Suggested Targets for 2017

NCEA

-  85% of students will achieve at NCEA Level 1 with 35% receiving certificate endorsement.
-  85% of students will achieve at NCEA level 2 with 25% receiving certificate endorsement.
-  85% of students will achieve at NCEA level 3 with 25% receiving certificate endorsement.

National Standards

-  From our identified group of 41 students who are currently below the National Standard for Mathematics we will shift 56% (23) to AT or above the National Standard.

Maori

-  80% of our identified Maori students in year 1-8 who are currently below the National Standard in Mathematics will shift to At or Above

