

Oamaru Intermediate 2017 Strategic Plan Variance

Goals / Targets

2017 Outcomes

Strategic Goal 1:

Teachers will inquire into the impact of embedding digital fluency into their classroom practices with the aim of raising student achievement levels particularly in Literacy.

Teachers worked alongside an external Professional Learning and Development provider for a total of 77 hours with a further 65 hours of internal PLD.

Teachers' inquiry practices were strengthened by using the Spiral of Inquiry Format of Timperley, Halbert and Kaiser. The integration of digital tools along with developing pedagogy around writing and digital fluency was the basis of classroom teachers professional learning and their inquiries.

All classrooms operate on the google platform. Teacher capacity and pedagogy was extended with the implementation of Google Apps for Education and the use of Hapara to customise work for students and monitor that in real time.

The development of a Google site to store shared information and video links enabled teacher to revisit aspects of their new learning in their own time as they were ready for next stages of implementation into their classroom programmes.

There was a disparity between classes with the number of students bringing their own device to school. This limited access for many students relying on using school devices and consequently the degree to which teachers could develop programmes implementing new learning.

This is something that needs serious consideration if we are to provide equity for learning in our school.

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Writing Target:

Accelerate progress and raise student achievement in Writing.

Target Group:

Boys and Pasifika girls not achieving the National Standard in 2016.

2017 Outcomes

A total of 58 target students were identified. Teachers focussed their planning to ensure targetted support was given to these students. Ensuring target students had priority access to devices and introducing tools such as speech to text enabled students to work from a strengths base and record their stories orally. The text to speech tool allowed them to listen to, and critique their story writing. Student voice and teacher observations noted the increased confidence and engagement of this group of boys in their writing. Student engagement in blogging and quad blogging with other schools was a way of engaging with authentic audiences and receiving feedback.

With 25 of these students needing to make 3 or more years progress in 2017 in order to meet the National Standard and the remaining students needing to make 2 years progress, it was not the expectation that all these students would be at the Year 8 standard by November 2018. The target was to accelerate their learning.

The following table indicates results of accelerated progress, which are impressive. Of particular note was that 26% of the target group met the National Standard, and in total 34% recorded accelerated progress.

Most others in the group recorded a year's progress, which is something they have not managed previously. (This data is not reflected in the table.)

Accelerated Progress of Year 8 Target Writing 2017

Target Group	Number of students	Achieved 2 years progress	Achieved National Standards
Group total	58	(20) 34%	(15) 26%
Maori	10	(2) 20%	(1) 10%
Pasifika	10	(4) 40%	(3) 30%
Others	38	(14) 37%	(9) 24%

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Reading Target:

Accelerate progress and raise student achievement in reading.

Target Group:

The 53% of Year 8 students who were below the standard at the end of Year 7.

2017 Outcomes

Due to the nature of our student turnover in a two year period, tracking progress of a particular cohort is more pertinent than looking at aggregated school-wide data which has limited value. The real value in progress is comparison of the November achievement data for 2016 students, with their achievement data in November 2017. Progress here was significant with a 19% increase of students achieving the standard. This included percentage increases across all groups of students in this target group.

Students Achieving the National Standard in Reading			
	Year 7 Cohort Nov 2016	Year 8 Cohort Nov 2017	Percentage Increase achieving NS over a 12 month period
All students in Cohort	47%	66%	19%
Maori	42%	60%	18%
Pasifika	31%	38%	7%
European/Pakeha	48%	65%	17%
Male	49%	65%	14%
Female	44%	67%	13%

A further 11% of students showed accelerated learning of 2 years progress but did not achieve the standard.

Accelerated progress of students not achieving the National Standard		
All students	(17)	11%
Maori	(1)	3%
Pasifika	(5)	31%
European/Pakeha	(11)	9%

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Mathematics Target:

Accelerate progress and increase the number of Y8 students achieving the National Standard by 8%.

Target Group:

The 41% Year 8 students who were below the standard at the end of Year 7 (2016)

2017 Outcomes

Teachers have continued in to their second year of prioritising written place value strategies in their number teaching. This simplified approach continues to show benefit for many students below the National Standard. Leadership in this area has included modelling of problem solving approaches for teaching and reinforcement.

The target group of students numbered 67. Accelerated progress of 2 years was recorded for 25 of these students with a total of 12 students achieving more than two year's progress to achieve the Standard.

Accelerated Progress of Year 8 Targeted Mathematics			
Target Group	Number of students	Achieved 2 years progress	Achieved National Standards
Group Total	67	25/37%	12/18%
Maori	15	(4) 27%	(2) 13%
Pasifika	9	(2) 22%	
Others	43	(19) 44%	(10) 23%

These are pleasing results achieved by the accelerated learning of the target group of students.

Unfortunately our goal to increase Year 8 achievement of the National Standard by 8% was not realised. This was due to some students in the non target group plateauing and not reaching the standard.

Our total number of students achieving the standard was 53% which was 6% lower than 2016.

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Strategic Goal 2:

Further develop systems and practices to support students to make positive behaviour choices.

Target:

To progress to Tier 2 strategies.

Strategic Goal 3:

Further development of culturally responsive understanding and practices to meet the needs of Maori and Pasifika students and whanau/fanau.

2017 Outcomes

School-wide practices and expectations for developing classroom and school environments in line with the philosophy underpinning Positive Behaviour for Learning were reviewed with all staff. Staff reviewed procedures to deal with major and minor behaviours in a consistent manner. New staff were involved in a refresher course run by John Taylor MOE.

Systems were refined for recording positive behaviour in line with our 4 values – Dare to Succeed, Engage with Mana, Act with Respect, Learn with Purpose. Badges were introduced to acknowledge those who had received 10 vouchers for the same value. The data gathered was regularly shared with teachers and provided insights into different aspects of practice. Negative behaviours were recorded on our Student Management System. Data from this was also shared with staff. This data meant areas of concern could be pinpointed and strategies developed or awareness raised in response. Data in this area was not entirely accurate as there were technical hitches and not all incidences were logged. Procedures were reviewed accordingly.

Following observations staff received feedback on their environment and management. We received a 100% rating on our external set evaluation following a 95% rating in 2016. Which meant we were eligible to progress to Tier 2 training. In light of other Professional Development commitments we have declined to engage in Tier 2 training as we do not have the personnel capacity to run two teams. We will continue our involvement and development with the current cluster.

Maori and Pasifika perspectives were included in classroom programmes. Teachers are encouraging of students to share perspectives of their cultures within their classrooms. Collaborative practices operate in all classrooms and tuakana/teina relationships are fostered.

All students participate in a 6 week module focussed on things Maori and Pasifika. The whole school was involved in a powhiri for James Hargest Junior High School. All year 7 students experienced a marae visit to Moeraki. The kapahaka group performed in the North Otago Hui Ako. The Pasifika group performed at Polyfest in Dunedin.

Maori and Pasifika Progress Achievement data is reported to the BOT and shared with whanau/fanau. Achieving accelerated progress in this area remains a focus for the future. We have had a positive response to our Pasifika consultation fono but were disappointed by the lack of response for attendance at our hui. Further work needs to be done in this area if we are to develop a collaborative approach to meeting Maori aspirations.

OIS maintains an active role in the Oamaru Pasifika Success Talanoa Cluster with both staff and student engagement. The annual Fiefia night is always a celebration of academic achievement, music and dance.

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Strategic Goal 4:

Collaborate with schools in the Whitestone Community of Learning to raise student achievement.

The Principal worked collaboratively with other Principals in the Whitestone Community of Learning – sharing data and using this to identify ways to address achievement challenges. In June additional schools were seeking to be part of a Kahui Ako/Community of Learning and as a result a second COL was established in North Otago and endorsed by the Ministry of Education in August.

Oamaru Intermediate is part of the new Community known as Waitaki Ara Community of Learning along with Kindergarten, Oamaru North School, Fenwick, Waitaki Girls' High School and Waitaki Boys' High school. This group was seen as a much better fit for us and there is a very clear pathway for our students and families to connect with.

Mary Healey was appointed as the Lead Principal of the Kahui Ako/Community of Learning and it is her role to oversee the establishment, consult and facilitate the development of the Achievement Plan and work with key across school and in-school lead teachers to action the plan.