

HOW OUR SCHOOL DID ACADEMICALLY LAST YEAR

General Comments

At Ōtūmoetai Intermediate, the aim of our teachers is to accelerate student learning and achievement levels over the short space of two years the students attend our school. The School Charter has for many years set an aspirational target of 85% of students graduating at or above the expected curriculum level in Reading, Writing and Maths by the time they leave us as year 8s. Recent changes mean that School Charters are to be replaced by a three-year strategic plan and an annual implementation plan. It is an appropriate time to review the school achievement targets given this change and in light of the introduction of Te Mātaiaho (The Refreshed New Zealand Curriculum).

There remains some uncertainty as to if and/or how the new coalition government will proceed with the education initiatives introduced by the prior government. It may be that recent changes that the Intermediate has made to its data reporting in 2022 and 2023 will need to be reviewed again over the next few years as the direction from the government, in terms of education policy, becomes clearer.

Because of the change in data reporting, this year's report is unable to compare the 2022 entry year 7 achievement results with the 2023 exiting year 8 achievement results, however, the data will be comparable from the 2024 year onwards.

As referred to above, Te Mātaiaho (The Refreshed New Zealand Curriculum) has been introduced by the previous government. Te Mātaiaho assigns 'Phases' to the journey of a student through their NZ school education. The learning that should be achieved in each curriculum area is set out in each Phase. For Intermediate students (years 7 & 8) most students should be working in Phase 3 and looking to master the learning in that Phase before reaching secondary school. As curriculum levels will no longer exist under this system of assessment, school-wide data reporting will necessarily change again. There has yet to be any direction from the Ministry of Education as to how schools should manage this change. Until that happens, Ōtūmoetai Intermediate will report the start of year and end of year data in terms of curriculum levels.

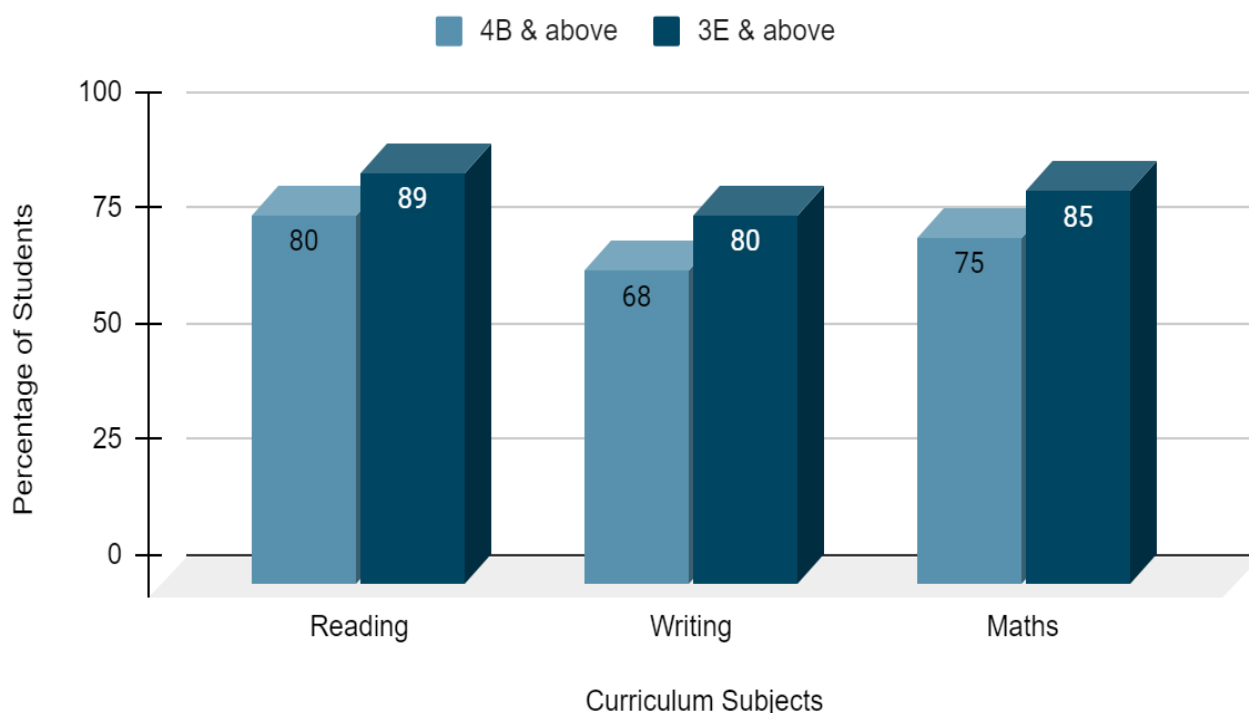
2023 Results:

The final results for our year 8 students in 2023 show that 80% of the students are working in or above level 4 of the curriculum in Reading, 75% in Maths and 68% in Writing. This is a pleasing result. These students are all working in or above level 4 of the curriculum. Conversations with the College have confirmed that a large number of graduating year 8 students will again work in curriculum level 4 at year 9, with the Advanced Learner classes working in level 5. This means all of these graduating students have either met or exceeded learning expectations.

Of the students who have yet to move from level 3 to level 4 while at the Intermediate, the data indicates a large group in each of the core subjects sit at the end of level 3 and very close to achieving level 4 results. Taking these students into account, the overall results improve to 89% Reading, 85% Maths, and 80% Writing. These results are indicated in the graph below.

The following graph demonstrates the percentage of students that leave us at year 8 '*at and above*' the expected curriculum level (we have also presented data (dark blue) that includes in the total percentage, students who are very close to achieving the expected level i.e. sitting at the end of level 3).

Year 8 Reading Writing Maths - Percentage of students at and above at year end (level 4B+) - then adding Level 3E students



In the writer's view, the assessment data paints a realistic picture of the learning success in the school. Our job as teachers is to improve the results year by year and to not be satisfied with maintaining learning but to accelerate learning over two years. As an example to support our belief that the school reported data results are now better aligned with the College's results, the Ōtūmoetai College Co-requisite assessment for Writing at year 10 in 2023 showed a pass rate of 66% (OIS 68%). This result was well above the national average of 41%. Student writing across the curriculum is seen by College staff as having greatly improved since the Writer's Toolbox PLD was undertaken by teachers in the Kāhui Ako. This is an area that will continue to be a focus for improvement year by year.

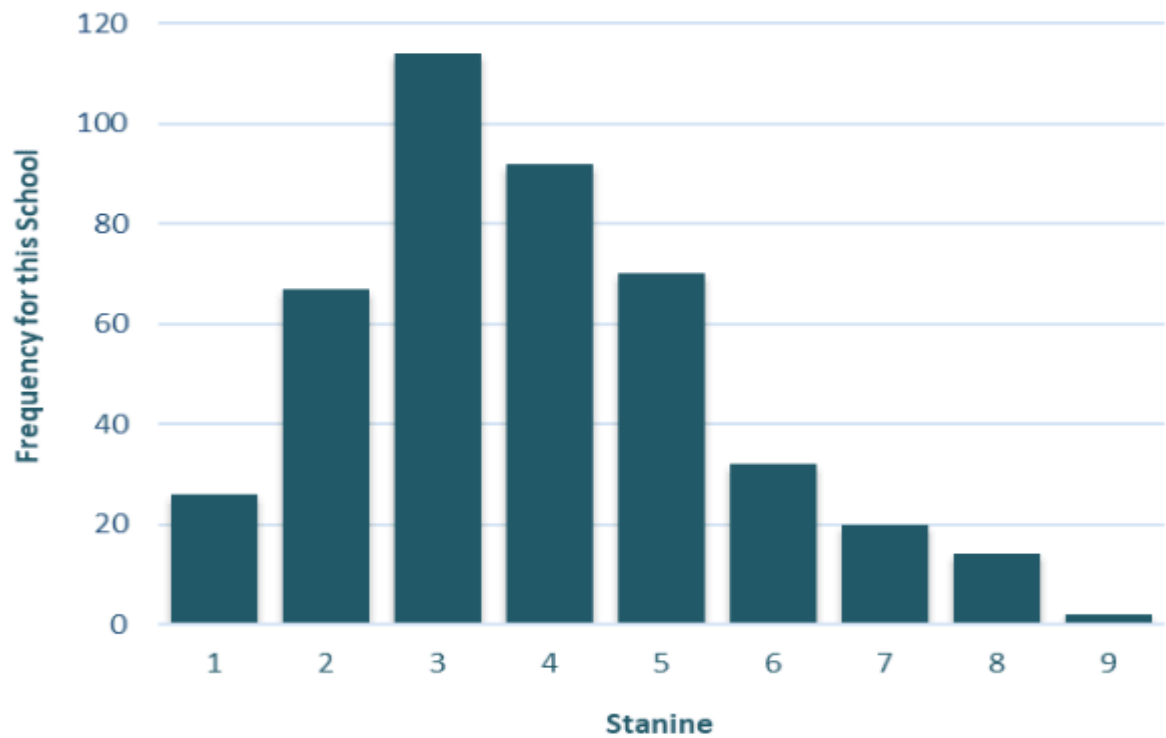
2023 - Incoming Year 6 Cohort:

A significant number of year 6 students enter our school as year 7s still struggling with their Reading, Writing and Mathematics. The strength of the incoming year 6 cohort in any given year will often dictate how close the Intermediate gets to achieving its learning targets over the two years the students are with us.

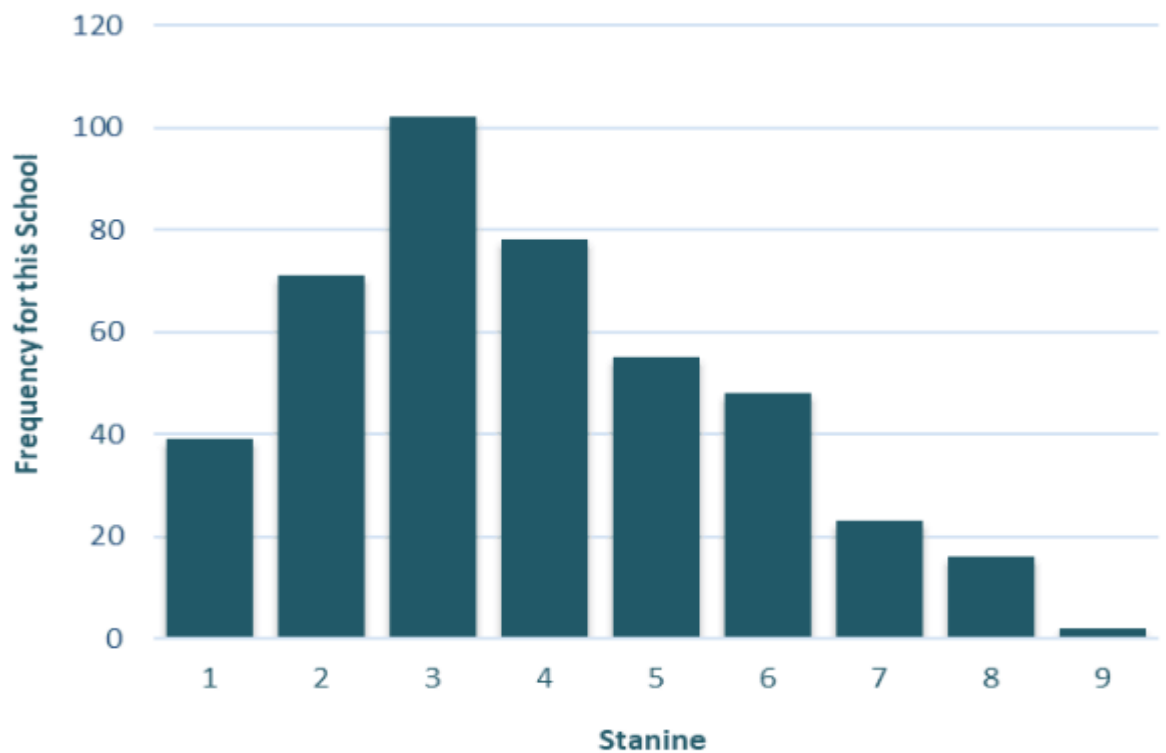
In 2023, all incoming year 6 students sat English and Mathematics assessments provided by the Centre for Assessment and Monitoring (CAM) at Canterbury University. For many years, our year end year 8 students have sat CAM assessments to supply further learning data for our Ōtūmoetai College colleagues. The results from this year's assessments indicate that a large percentage of our incoming year 6 students sit in the lower stanines in both English and Maths. In 2024, we will be able to compare the results for the exiting year 8s with the 2023 incoming year 6 results as an additional data stream to determine the extent of the shift in learning that takes place at the Intermediate.

Incoming Year 6 CAM Test Results 2023

English Stanine Distribution



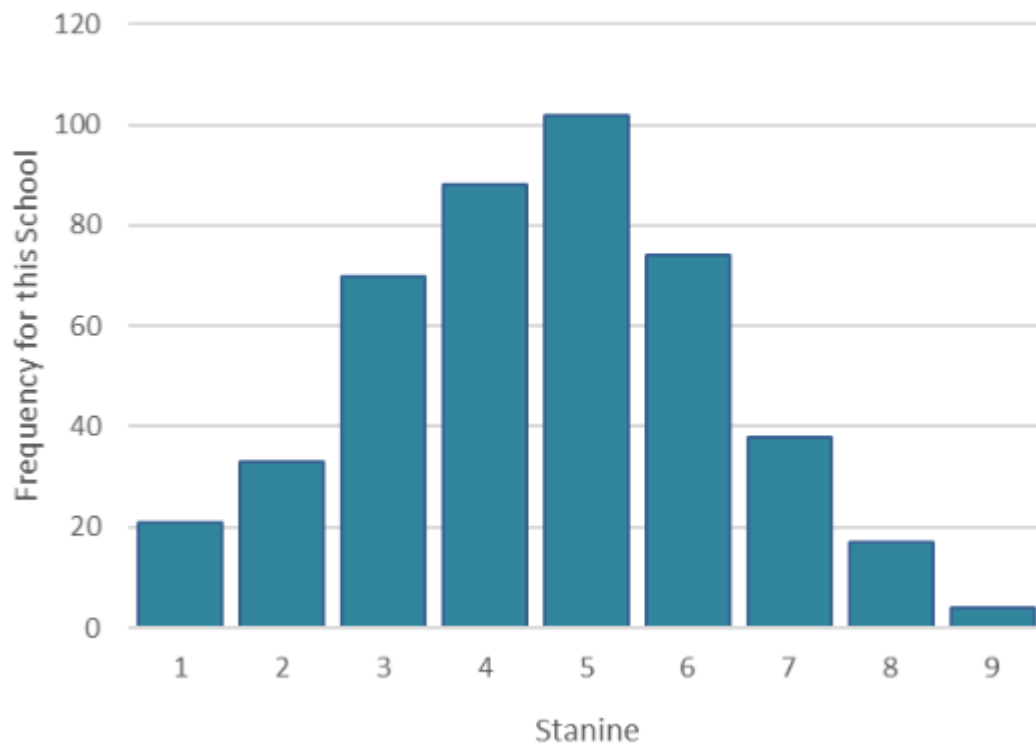
Mathematics Stanine Distribution



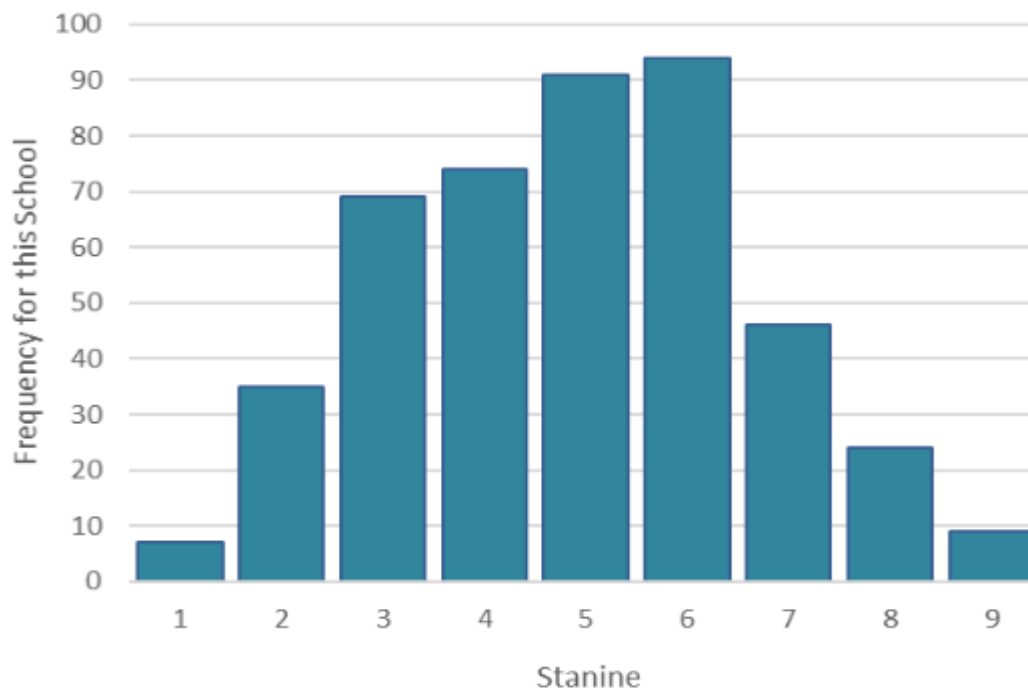
Results clearly indicate that students are in the mid to low stanines when they enter the school.

Outgoing Year 8 CAM Test Results 2023

English Stanine Distribution



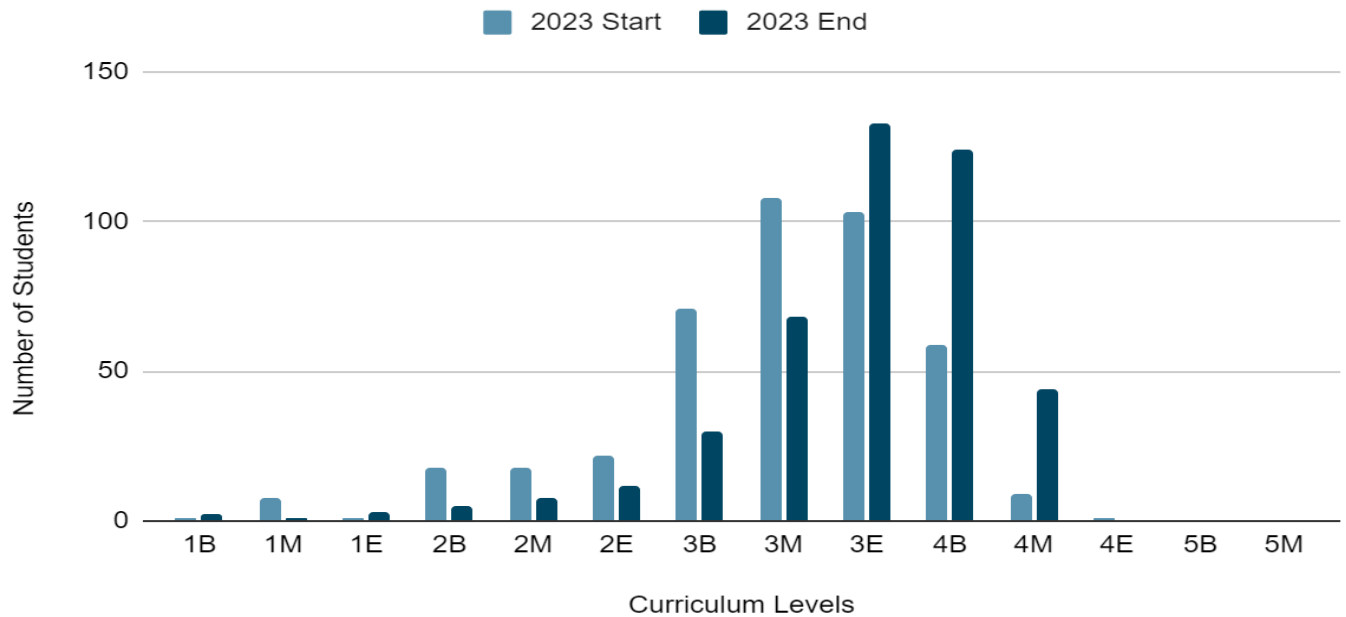
Mathematics Stanine Distribution



Results indicate a shift to mid to high stanines at the end of year 8 (different cohorts so not comparable).

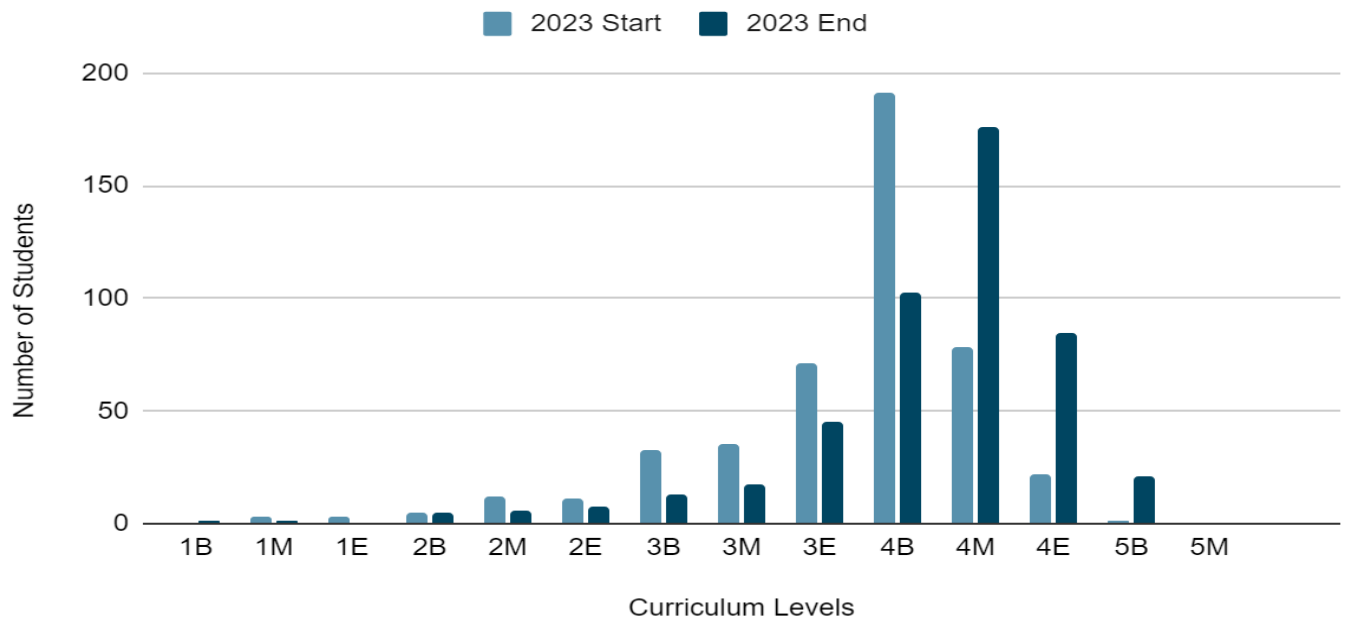
2023 Reading Results

2023 Year 7 Reading Results - Start to End



As our Year 7 students finish their first year at the Intermediate, the data shows 70% of those students are at or above the expected curriculum level (3E and above) for Reading at the end of the year.

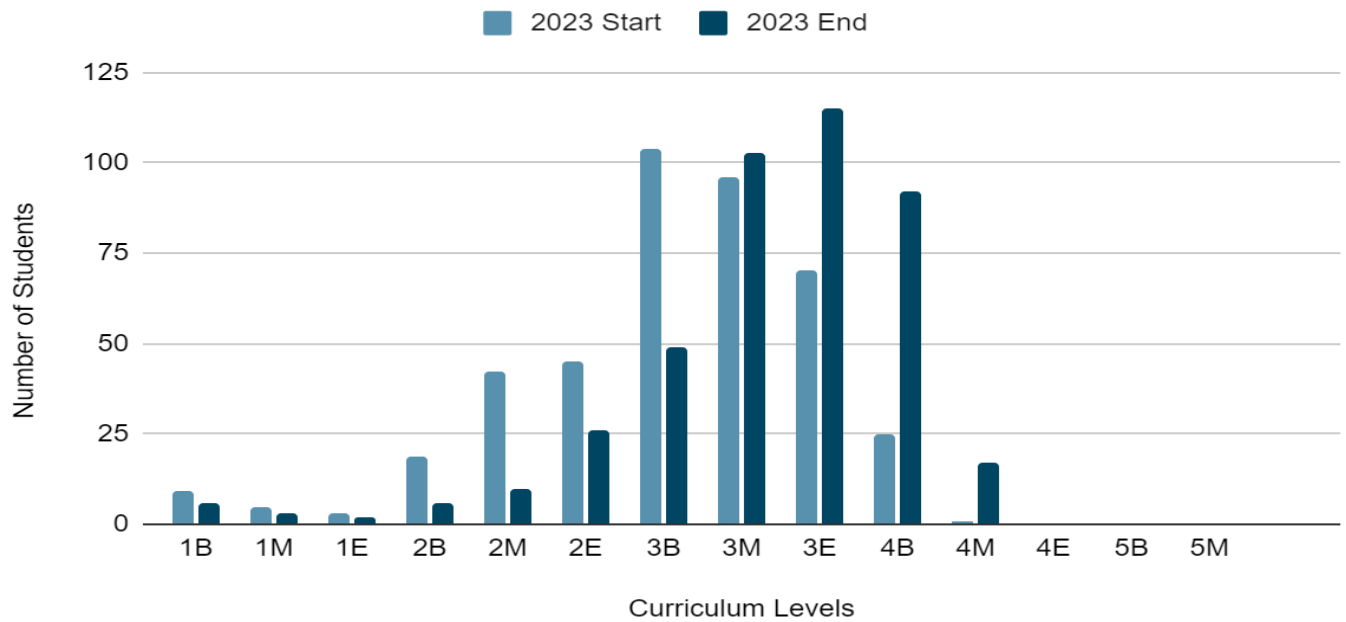
2023 Year 8 Reading Results - Start to End



As our Year 8 students graduate from school, the data shows 80% of those students are at or above the expected curriculum level (4B and above) for Reading at the end of the year.

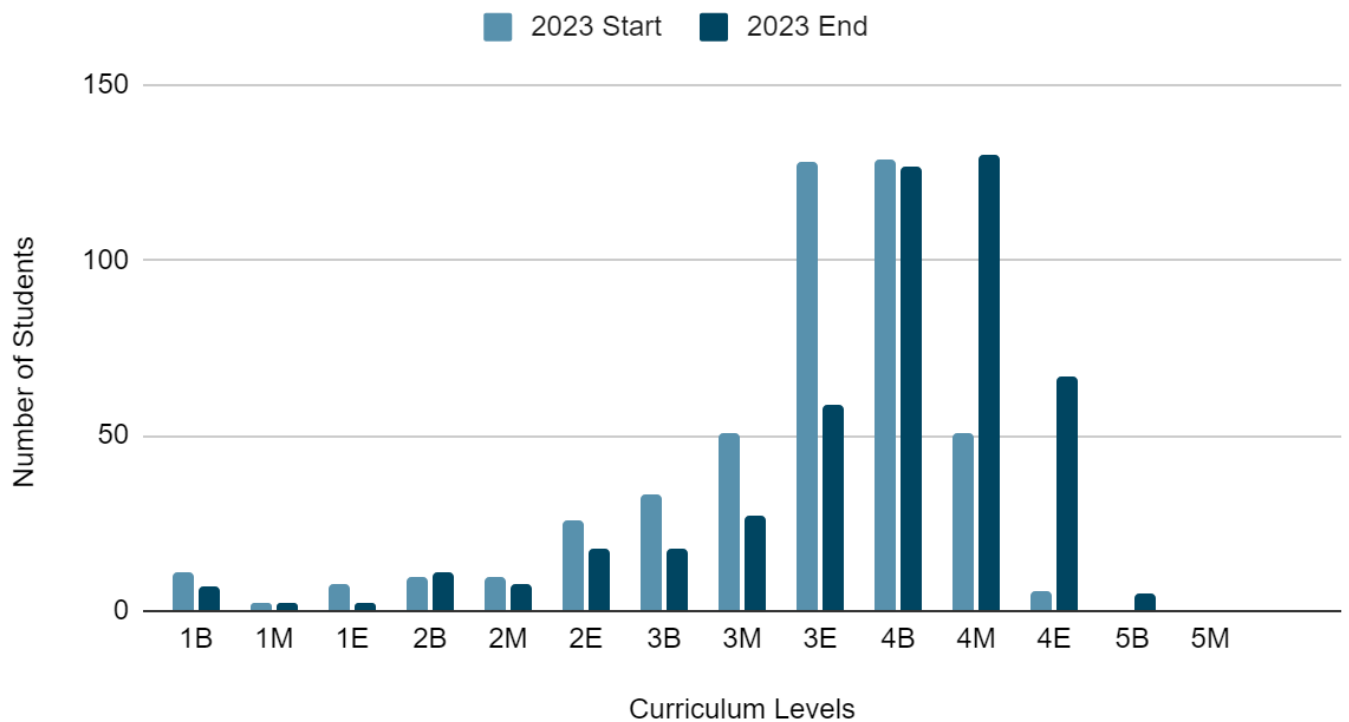
2023 Writing Results

2023 Year 7 Writing Results - Start to End



As our Year 7 students finish their first year at the Intermediate, the data shows 52% of those students are at or above the expected curriculum level (3E and above) for Reading at the end of the year.

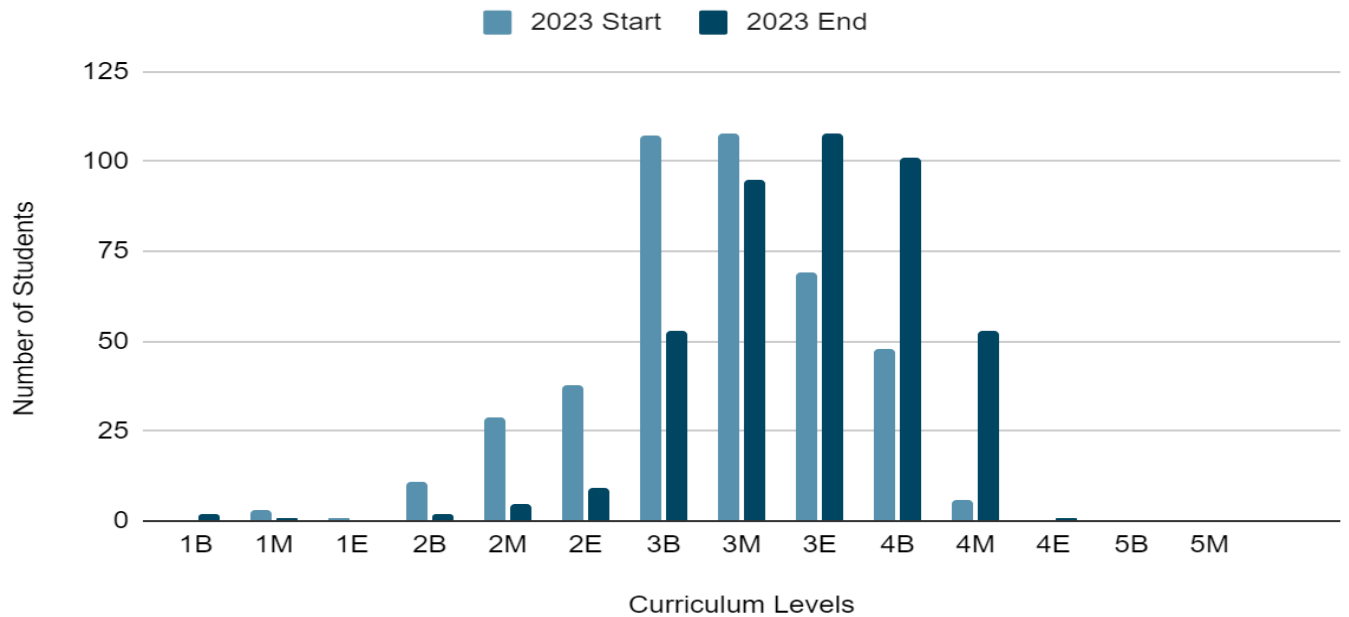
2023 Year 8 Writing Results - Start to End



As the year 8 students graduate from our school, school wide data shows 68% are achieving at or above expectation in Writing (4B and above).

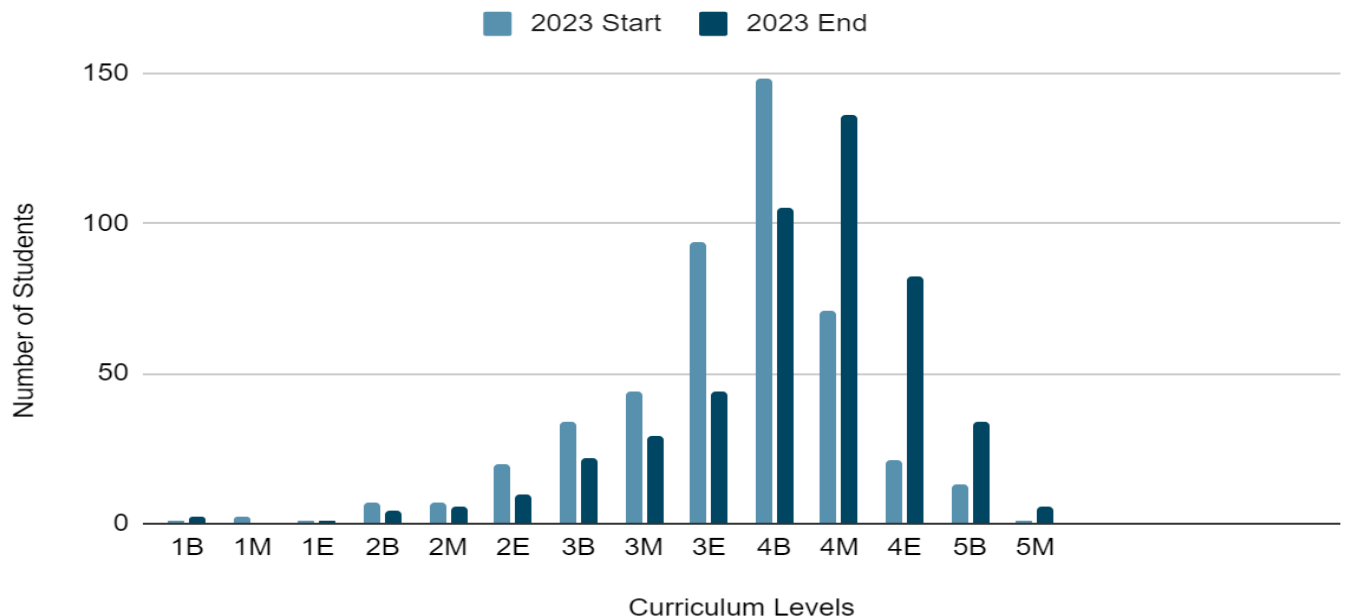
2023 Maths Results

2023 Year 7 Mathematics Results - Start to End



As our Year 7 students finish their first year at the Intermediate, the data shows 61% of those students are at or above the expected curriculum level (3E and above) for Reading at the end of the year.

2023 Year 8 Mathematics Results - Start to End

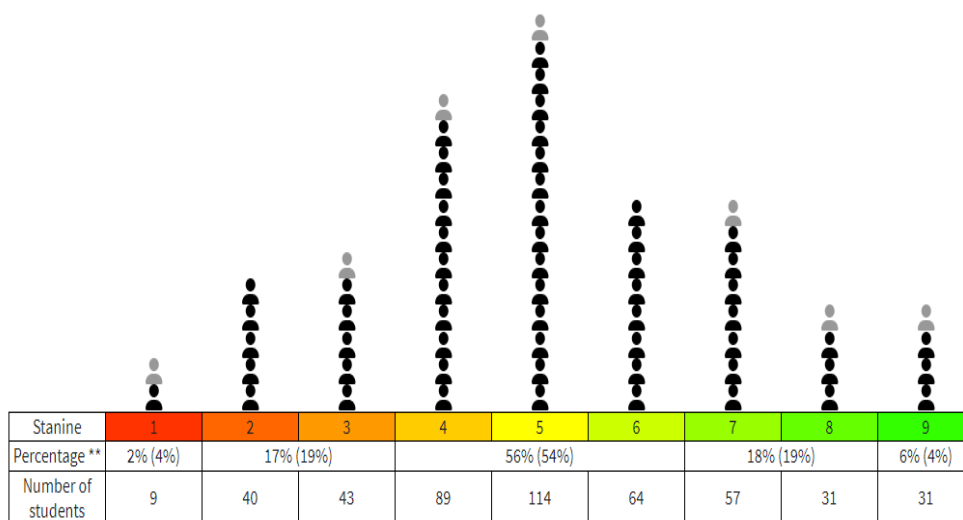


As the year 8 students graduate from our school, our school wide data shows 75% are achieving at or above expectation in Mathematics.

2023 PAT Results at the End of the Year for Year 8 Students

PAT Comprehension Test 5

Number of Students (Completed)	Mean Stanine
478 / 478	5.1 (5)*

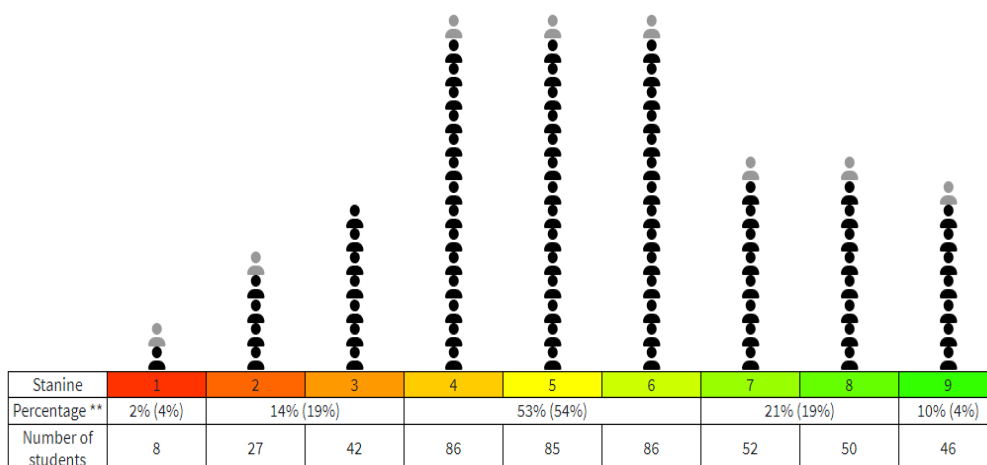


Stanine Distribution (● = 8 student)

The Term 4 Reading PAT result shows that 81% of students at year 8 achieved At or Above their expected curriculum level at the end of the year. This percentage reflects the overall teacher judgements of 80%.

PAT Mathematics Test 5

Number of Students (Completed)	Mean Stanine
482 / 482	5.5 (5)*



Stanine Distribution (● = 6 student)

The Term 4 Maths PAT result for year 8 students shows that 84% of students at year 8 achieved At or Above their expected curriculum level at the end of the year (stanine 4-9). This percentage is higher than the reported teacher judgements of 75% and indicates teachers have a focus on formative assessment when making their overall teacher judgements. Either way, it remains a strong result for our year 8 students in Maths.

Commentary: Summary of Learning Analysis

The student data shows that it has been a good year of learning for the majority of our students at Ōtūmoetai Intermediate. The philosophy of the school is to always push harder and to challenge the students to achieve at a higher level. Teachers are committed to improving and refining practice and work collaboratively to create the most effective learning programmes for students.

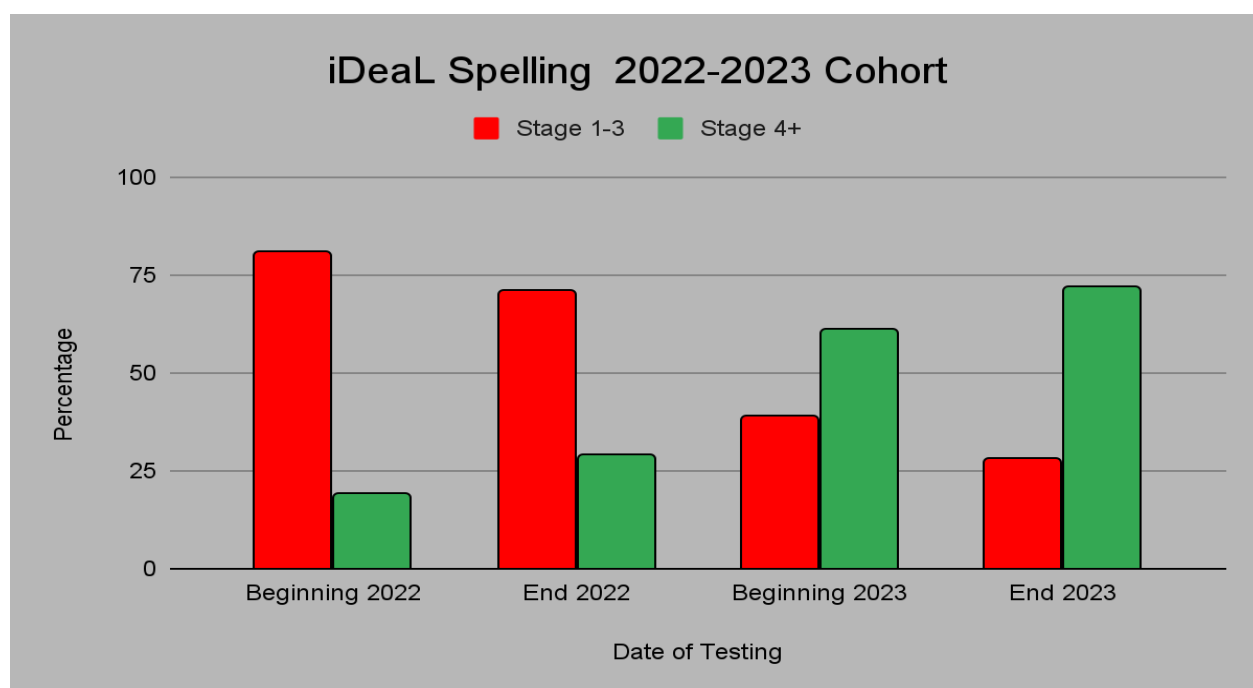
Teachers have continued to embed the 'Writer's Toolbox' programme into classroom practice. While the data suggest a drop in achievement in writing results this year, this result can be attributed to teachers being better aware of how to assess using our new school writing rubric and the moderation within the school, and with College teachers on writing. As a school, we now feel better aligned with the results the College is recording. We are confident that writing is improving across the Kāhui Ako.

In 2021, the school embarked on a Structured Literacy PLD journey with the provider Learning Matters, to upskill our teachers on how to teach phonetic awareness, alphabetic principles and reading fluency. Providing these reading 'building blocks' for struggling readers, and in particular for our dyslexic students, is assisting to plug the gaps that we were seeing with these students when they arrived in our school.

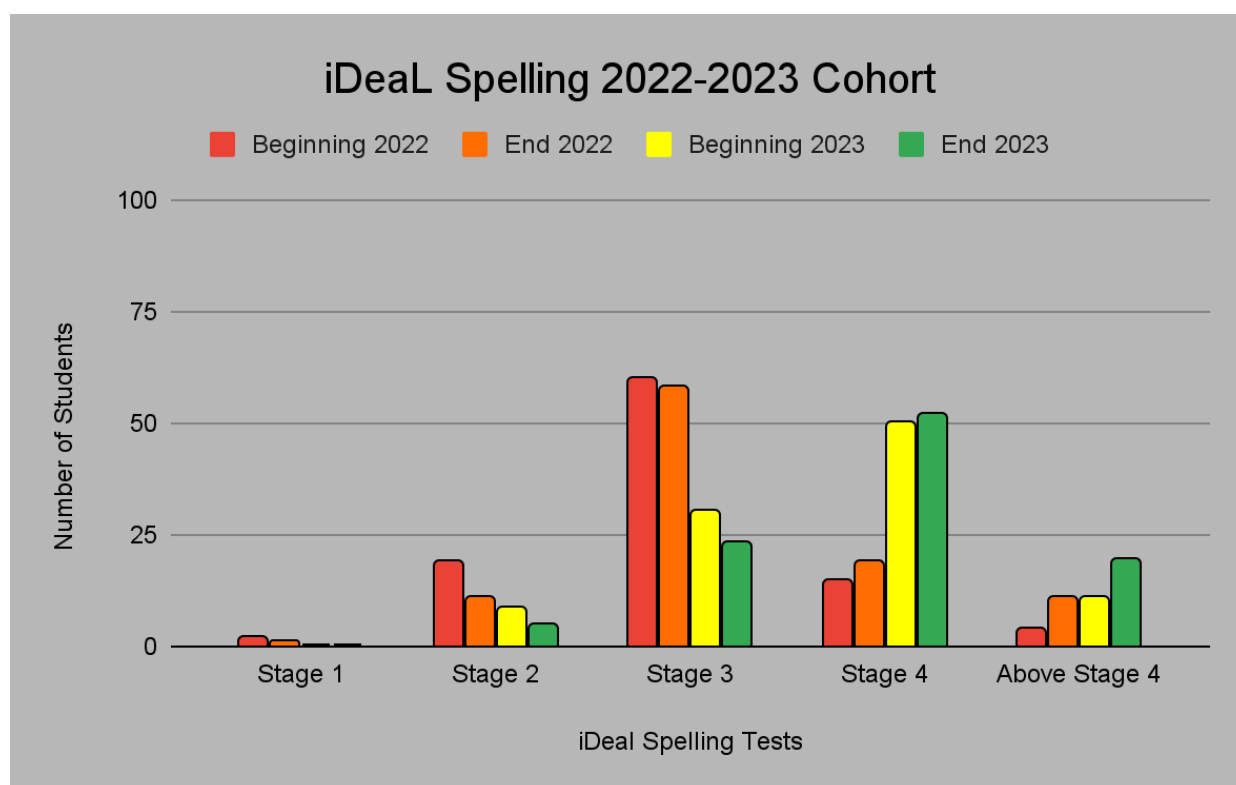
Structured Literacy Spelling programmes are now taking place on a daily basis across the school and the data shows there has been substantial improvement in students' spelling over the last three years.

School-Wide Spelling Results – Year 7 2022 to Year 8 2023

iDeaL Stages	2022 – Term 1 Percentage of OIS Students at this Stage	2023 – Term 4 Percentage of OIS Students at this Stage
Stages 1-3	83%	28%
Stage 4+	17%	72%



iDeal Stages	2022 – Term 1 Percentage of OIS Students at this Stage	2023 – Term 4 Percentage of OIS Students at this Stage
Stage 1	2%	0%
Stage 2	19%	5%
Stage 3	60%	23.5%
Stage 4	15%	52%
Stage 4+	4%	19.5%



Summary

The results show that our students continue to improve over the two-year period at our school. These results are similar to the previous year's results, with our top end, Stage 4 + improving another 5% (last year 67%) The Stage 2's improved by 0.8%, going from 5.8% of the Year 8's at Stage two to 5%.

21% of the Year 8 cohort were identified as being in stage 1 or 2 upon entry to our school. By the end of their time here, only 5% were at stage 2 (this 5% included our students who were initially at stage 1). Therefore, our students that need this learning the most, are making excellent progress.

Whilst the programme is primarily focused on spelling, there are other aspects of written language that are included in this programme including: auditory processing, working memory (dictation), sentence structure, sentence types, explicit teaching of punctuation, capitalisation, vocabulary work- homonyms, prefixes, suffixes, and the etymology of words.

Major Focus for Growth in 2024 Will Be:

- Continue to embed the Structured Literacy programme into classrooms. Testing in classes will start early and from there, teachers will be expected to identify where to start their programmes and be consistent in their approach across teams and across the school. Our Within School Structured Literacy teachers in charge of this aspect of literacy will maintain oversight.
- Guided by our Within School reading teachers, ensure that all classroom reading programmes are robust and that they are extending the learning of students. These teachers will provide regular PLD sessions for teachers across the year.
- Maths is a focus area for the Kāhui Ako. Professional development of teacher practice in maths is planned across the Kāhui Ako in 2024. We have the benefit of having the maths Across School Teacher for the Kāhui Ako as a teacher in our school. We will use the skills of both these teachers to identify areas in which maths programmes can improve in the school and provide teachers with support in those areas. The scope and sequence approach to teaching maths at year 7 and year 8 will be assessed and refined where necessary after feedback from teachers.
- We will continue to consolidate the writing skill base of our teachers using the expertise of our writing WST's who will support teachers and model excellence in the teaching of writing for them. We have refined the school writing rubric assessment system to ensure it is in line with rubrics being used across the Kāhui Ako in order to bring about consistency to the way writing is assessed through years 0 – 10.
- We are currently working on the 'how' of introducing the new New Zealand Histories curriculum into classroom programmes. It is likely this will be integrated slowly across the course of the year.
- Improve the use of Te reo in the classroom. Teachers are being assisted in the use of Te reo in the classroom by attending Monday afternoon Te reo sessions run by Miss Neale. These sessions have been well attended and will continue into 2024. A good number of teachers have participated in the Te Ahu o te Reo Māori programme and others are intending to undertake this course in 2024.

It will be another busy and highly focused year of continuous improvement for all learners in the school - both teachers and students. Staff will once again be called upon to meet the challenges that our new Year 7 cohort brings with them.

Gifted and Talented Students

As in recent years, the two year journey for students at Ōtūmoetai Intermediate has resulted in an acceleration of learning for many of those students. This has occurred for students of all academic abilities including those for whom accessing the school curriculum is difficult and also for those students who demonstrate high ability. The Mangahigh resource has been well utilised in classrooms and has proved an effective tool to extend our gifted maths students into level 5 of the curriculum and beyond. The Rutherford and Mansfield academic academies run on Fridays provide an opportunity for high academic achievers to be further extended.

Students with Learning Support Needs

For students entering our school who were functioning at level 2 or below, learning has been tracked very carefully by our Learning Support Coordinator. All of these students are identified for intervention and support across the course of a year. This intervention or support is in the shape of being part of a booster programme in literacy and/or in class support from a teacher aide or a part time teacher for at least part of the day.