

# HOW OUR SCHOOL DID ACADEMICALLY THIS YEAR

## We View Our Learning Journey Over a Two-Year Period

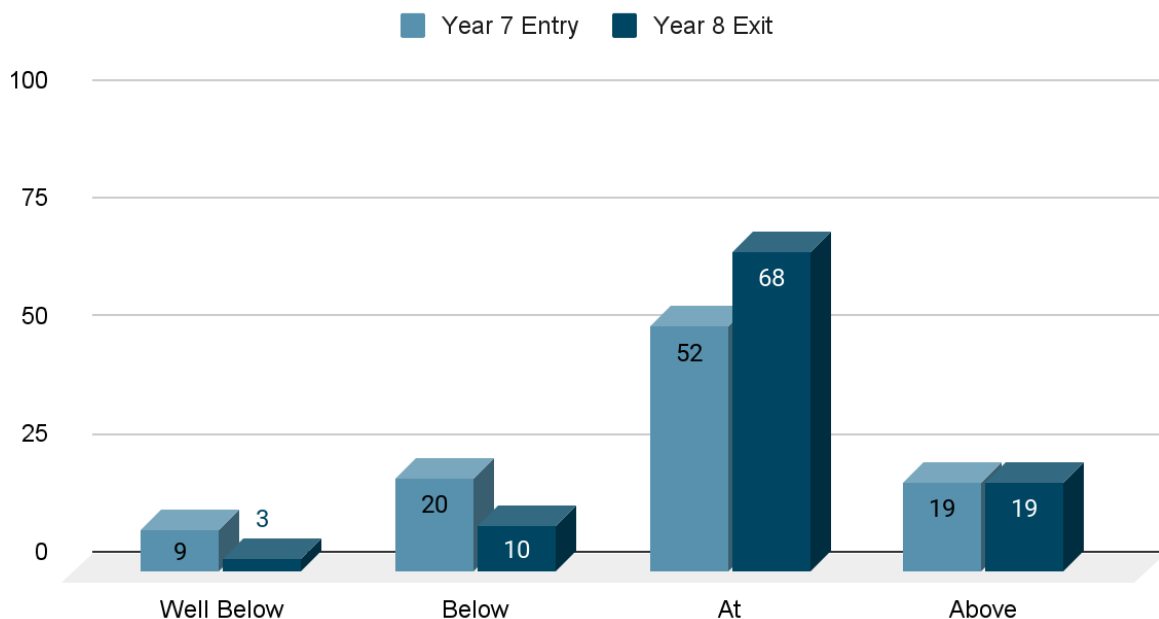
At Ōtūmoetai Intermediate, a major area of strength is the ability of our teachers to accelerate student learning and achievement levels over the short space of two years they attend our school. A significant number of year 7 students enter our school with their reading, writing and mathematics below or well below the expected curriculum level. The following graphs demonstrate the gains made by the 2022 year 8 students as a group from their entry to Intermediate in 2021 to exit for College at the end of 2022.

By the end of year 8, the school has met its aspirational target of 85% of students graduating at or above the expected curriculum level in Reading. The final result was 87%. We are particularly satisfied with this result coming after a number of disruptive years of learning with the presence of Covid-19. The students are to be commended for coping admirably over this time and continuing to make learning gains.

Our final results in Writing and Maths (78% and 80% respectively at or above the expected curriculum level) were also strong, although the 85% aspirational target was not achieved in both subjects. These are good results and again a testament to the resilience of Ōtūmoetai students and the strength of the teaching staff.

### Reading

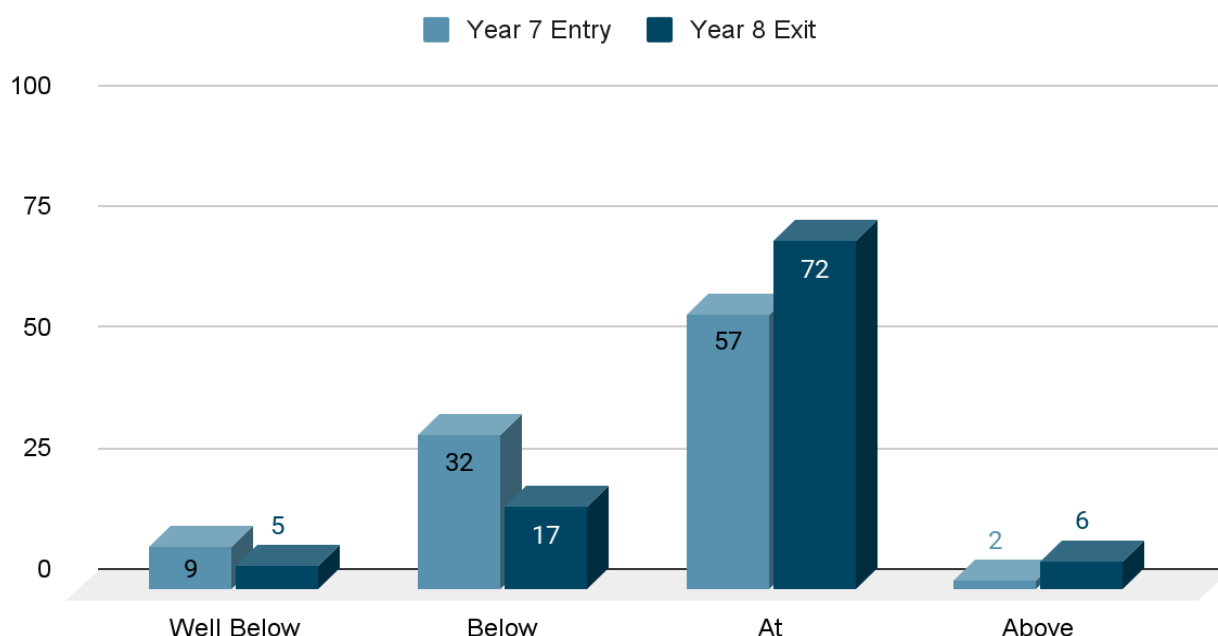
#### Entry to Exit Reading percentage Year 7 2021 - Year 8 2022



As our Year 8 students graduate from school, the data shows **87%** of those students are at or above the expected curriculum level for Reading at the end of the year.

## Writing

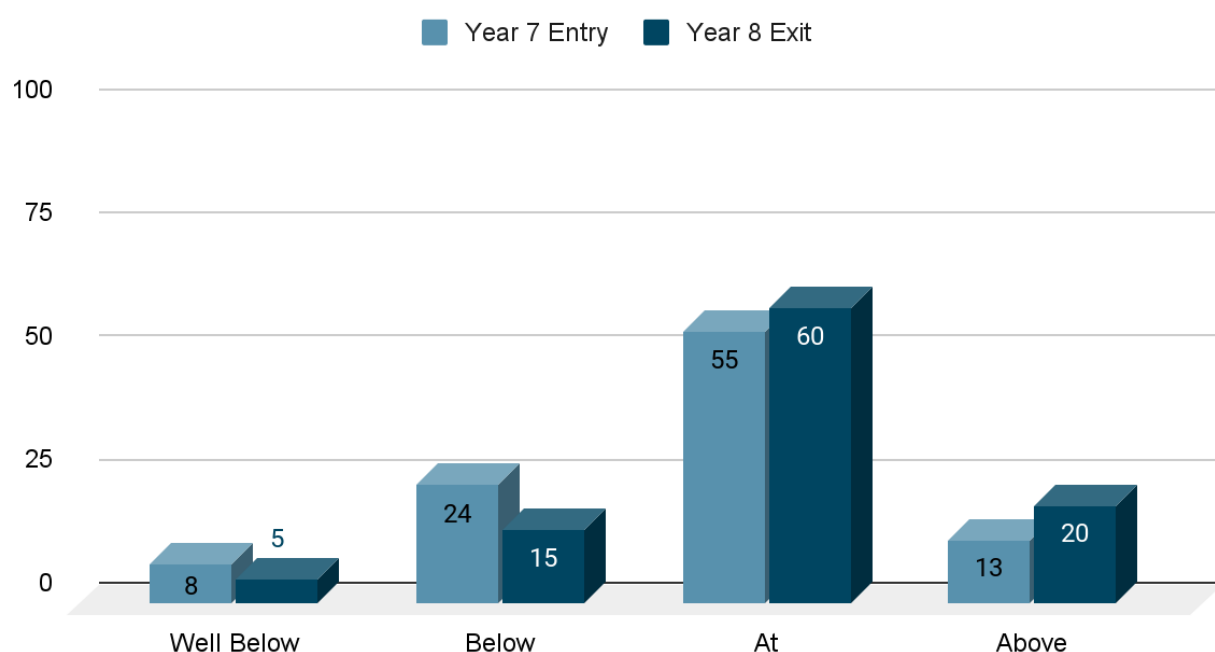
### Entry to Exit Writing percentage Year 7 2021 - Year 8 2022



As the year 8 students graduate from our school, school wide data shows **78%** are achieving at or above expectation in Writing which is slightly down on the previous year's result.

## Maths

### Entry to Exit Maths percentage Year 7 2021 - Year 8 2022



As the year 8 students graduate from our school, our school wide data shows **80%** are achieving at or above expectation in Mathematics.

## Commentary: Summary of Learning Analysis

The student data shows that it has been another good year of learning for the majority of our students at Ōtūmoetai Intermediate. This is despite a number of disrupted years for these students due to the Covid-19 pandemic. Both students and staff are to be commended for maintaining learning standards during these trying times from which we still see a high number of students being absent from school for periods of time. We are now hoping the pandemic is largely behind us and that 2023 will be a very settled year at school.

Teachers have continued to embed the 'Writer's Toolbox' programme into classroom practice. The school wide writing results achieved this year are slightly down on last year's results, however, the College is indicating a solid improvement in the standard of writing from the year 9 cohort and we are expecting this trend to continue. The Kāhui Ako Literacy Leaders and the Across School Teacher will maintain a focus on writing in the 2023 year. Our Within School Writing Teacher will be tasked with ensuring the writing gains being made by the school are maintained.

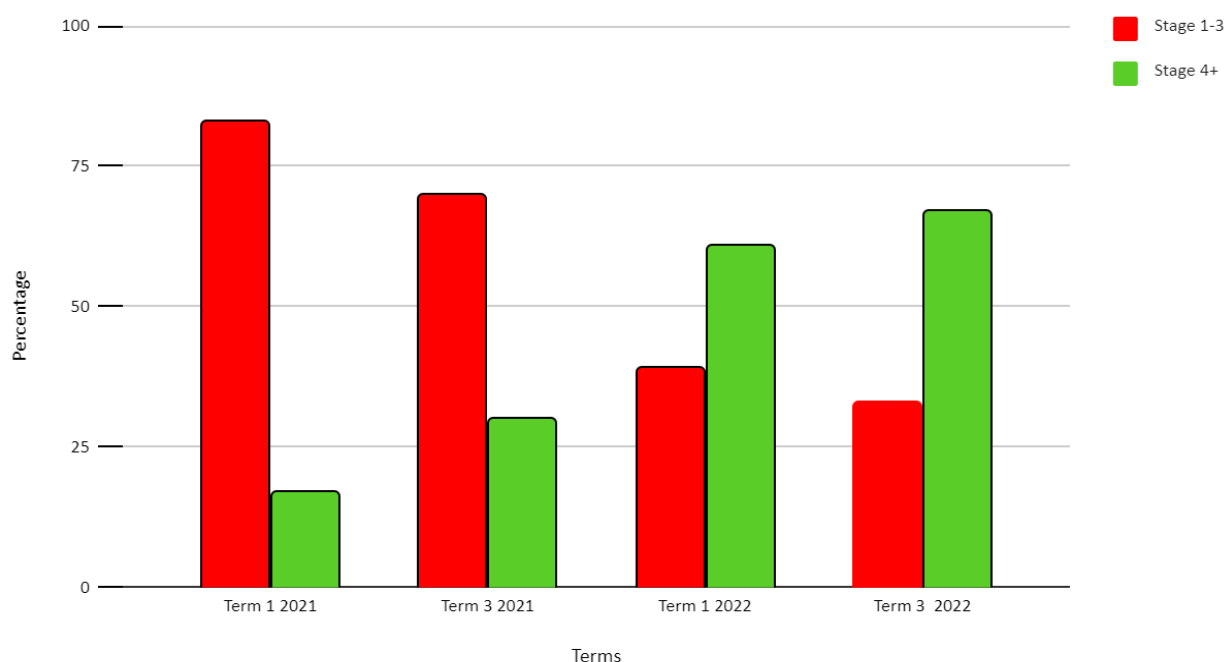
In 2021, the school embarked on a Structured Literacy PLD journey with the provider Learning Matters, to upskill our teachers on how to teach phonetic awareness, alphabetic principles and reading fluency. Providing these reading 'building blocks' for struggling readers, and in particular for our dyslexic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

Structured Literacy 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 two years.

### School-Wide Spelling Results – Year 8's from 2021-2022

iDeal Stages	2021 – Term 1 Percentage of OIS Students at this Stage	2022 – Term 3 Percentage of OIS Students at this Stage
Stages 1-3	83%	33%
Stage 4+	17%	67%

### iDeaL Spelling Results Tracking Year 7 Students from 2021 - 2022



iDeaL Stages	2021 – Term 1 Percentage of OIS Students at this Stage	2022 – Term 3 Percentage of OIS Students at this Stage
Stage 1	2%	0.2%
Stage 2	22%	5.8%
Stage 3	59%	27%
Stage 4	17%	53%
Stage 4+	Did not get data	15%

In 2022, our two senior teachers appointed as reading WSTs provided PLD to classroom teachers on aspects of the reading curriculum, also providing resources that could be used to teach those aspects of reading. Along with observing in classrooms and supporting teachers, these teachers will continue PLD sessions in 2023. Our existing and highly effective multi lit teachers will continue to target small groups of struggling students and support them with their reading. Our Structured Literacy WSTs will ensure teachers are delivering an outstanding spelling programme and will also be training staff in the use of decodable texts.

Maths programmes continue to combine a mix of problem solving sessions, direct teaching and practice, backed up by the use of the Mangahigh online maths resource, to consolidate and extend maths knowledge and skills. In 2022, we added a new structure to our maths programmes to ensure coverage of the year 7 and 8 maths curriculum. This included pre and post assessments for each area of maths taught giving teachers the ability to 'heat map' and track the progress of student learning.

We are currently assessing the effectiveness of our 2022 maths programme. Maths results were slightly down on the previous year although they were still strong. We have appointed an MST trained teacher as our Within School Maths teacher for 2023. This teacher will be tasked with ensuring problem solving maths (DMIC) is being used well in classrooms and will provide PLD to teachers on the most up to date pedagogy in this area.

## Major Focus for Growth in 2023 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. We have the benefit of having the maths Across School Teacher for the Kāhui Ako as a teacher in our school. We also have a highly trained MST teacher appointed as Within School Teacher. 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 were fortunate to receive this programme from Mount Intermediate and we are grateful for their assistance.
- We will continue to consolidate the writing skill base of our teachers using the expertise of our writing WST 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 2023. 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 2023.

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, maths or both, and/or in class support from a teacher aide or a part time teacher for at least part of the day.

In 2020, the school started a Learning Support class in year 7. The fundamental concept for this class was to group students with dyslexic traits and students whose confidence in learning had been eroded over their primary school years, in one class to better target their learning needs. This class has operated for three years and has been a huge success at lifting confidence and engagement of students. In 2022, a year 8 Learning Support class was added to ensure many of the same students are provided with ongoing support over two years. These classes will continue in 2023.