

Evaluation and Analysis of Oceanview Heights School

Student's Progress and Achievement 2023

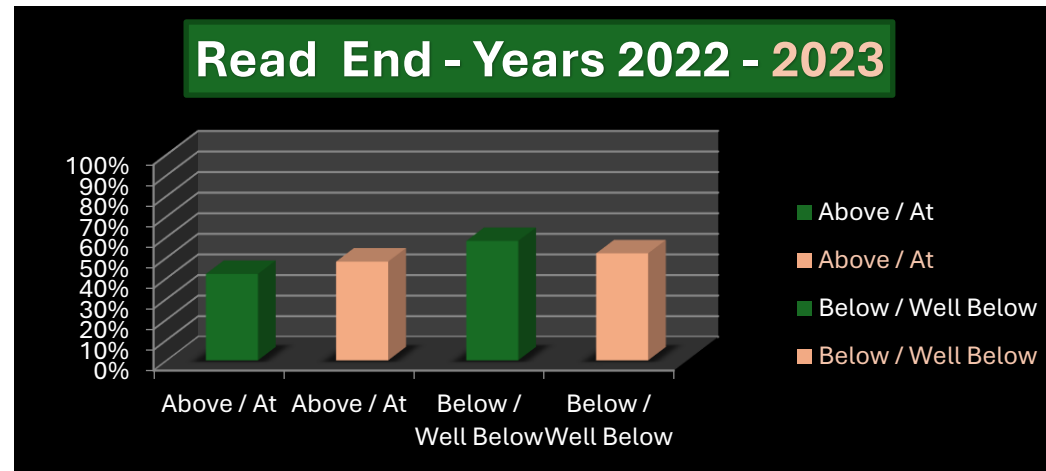
In November 2023, all children from Years 2 - 8 were assessed using a range of assessment tools. The teachers collected summative and formative data. This data was aggregated and forms the basis of this All (84 children) Progress Analysis of Curriculum Levels Report below.

We have included all our In – Class Support, Special Needs, “At Risk” and English Language Learners and ORS (and potential ORS) children in this report, since the 2022 End-Year Report. The data shows the individual children’s progress in the 3 core curriculum areas of Reading, Writing and Maths.

From the data analysis, teachers will design programmes to address the needs of their children for 2024. This will include teachers grouping their children according to needs, next Teaching and Learning steps and deciding on what resources and learning activities will be needed to meet the needs of their children. Children have also been identified with learning support needs and appropriate action will continue to be undertaken in 2024. This can include some new / existing programmes e.g. BSLA (Better Start Literacy) / Cluster Maths PD / Local Curriculum – with Impacted - Maths Review / Assessment for Learning.

A reminder that due to Covid 19 / Influenza (attendance issues due to illness) still being very prevalent in the school in 2023, an unusually higher proportion of Stand Downs and Suspensions and TODS, learning has been disrupted and staff have been doing their best with the children, when they are at school.

All children's Reading End 2022 / 23:



Reading:

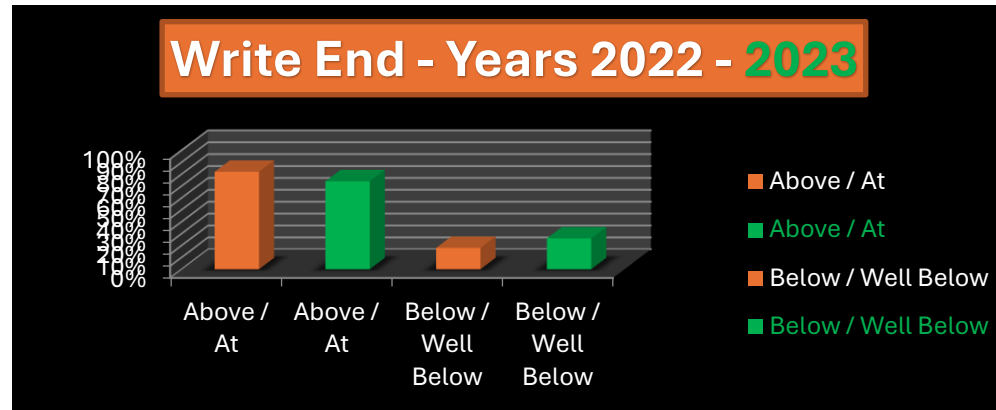
• Above / At	2022	42%	2023	48%
• Below / Well Below	2022	58%	2023	52%

- Teacher Aides supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had an impact on the improvement in Reading levels in the school for the underachievers
- During 2023 the Board has employed an additional Teacher Aide for Room 2 on Fridays to ensure continuity of teaching of these the children
- We have now employed 2 extra Teacher Aides in Room 1 to ensure BSLA can be taught as early as possible in our children's education
- Cross Groupings across all 4 classrooms enabled teachers to focus on smaller groups
- We have undertaken the Better Start Literacy programme in the junior part of the school and this is having a gradual impact on our junior underachievers
- We have also employed a 6th Teacher in Room 1 to support early Literacy through the BSLA programme.

We will continue to, in 2024:

- **Identify existing and new to the school At Risk of not Achieving / Underachieving children and track them using the BSLA assessments / PM Benchmarks / Running Records / Probe**
- **Identify Accelerated learners and track them using the BSLA Assessments / PM Benchmarks / Running Records / Probe - (PD provided by the Assessment for Learning PD)**
- **Have Teachers target specific underachievers and plan programmes to meet their needs**
- **The BSLA programme will be used as a Structured Literacy programme in the 3 junior rooms, with a focus towards a transition into the senior rooms**
- **2 of our Teacher Aides in Rooms 1 have been accepted onto Cohort 6 2024 BSLA training and Rose Cox has been accepted as a facilitator and will receive additional training in this area – a bonus for our school to have this Literacy expertise in the school. With Rose leaving the school we may need to change this facilitator to Tessa Cooper**
- **We have a transition to a senior Structured Literacy programme, with Tessa Cooper (who has her Masters with a University endorsement in Literacy) introducing and supporting this programme – again a bonus for our school to have this Literacy expertise in the school**
- **The Principal and Deputy Principal will undertake the TALL programme run by the MoE to assist our ESOL children’s progress**
- **Have Teachers focus on the Balanced Reader – Decoding - Encoding - Fluency and Phrasing - Comprehension skills – Oral Language**
- **Have explicit Reading lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are reading regularly.**
- **Encourage weekly recreational reading through using our library**
- **Have Teacher Aides support children in small groups in class**
- **Have Staff focus on this target during staff meetings**
- **All children have Next Steps for their learning, from assessments that have been undertaken by Teachers**
- **Middle and Senior classes Teachers will have higher order thinking and comprehension support activities to enhance reading skills that follow on from the Structured Literacy lessons**

All children's Writing End 2022 / 23:



Writing:

• Above / At	2022	82%	2023	74%
• Below / Well Below	2022	18%	2023	26%

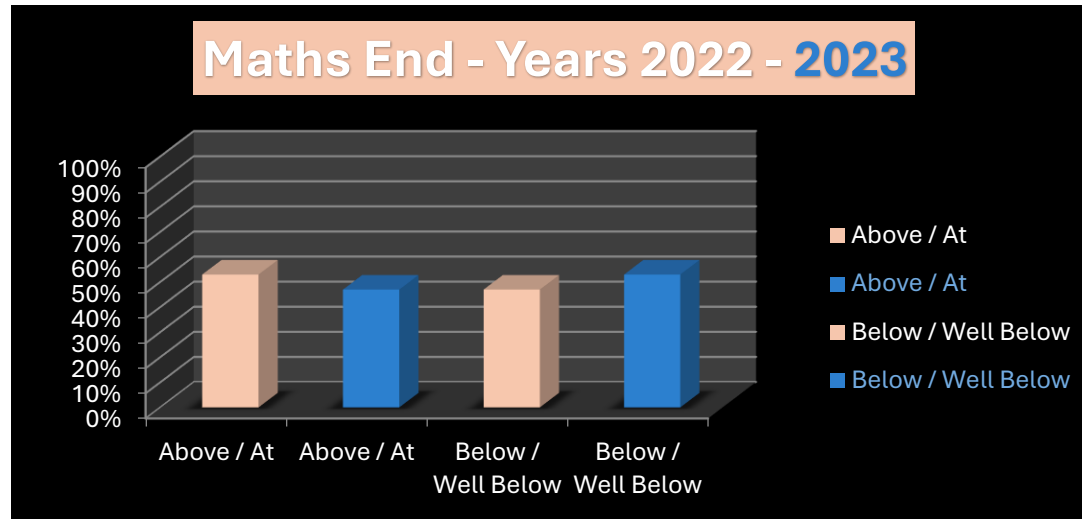
- Teacher Aides daily supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had an impact on the improvement in Writing levels in the school for the underachievers
- During 2023 the Board has employed an additional Teacher Aide for Room 2 on Fridays to ensure continuity of teaching the children of Room 2
- Cross Groupings across all 4 classrooms enabled teachers to have more 1 – 1 contact with the individual writer
- Experiential / high interest Writing was a focus across the school
- Senior writing focused on a wide range of genre e.g. reports / exposition
- We have a variety of differentiated Writing programmes in each class that identify and meet the specific writing needs of our children
- BSLA programme was used as a Structured Literacy programme in the junior room

- We have also employed a 6th Teacher in Room 1 to support early Literacy through the BSLA programme
- 2 of our Teacher Aides in Rooms 1 have been accepted onto Cohort 6 2024 BSLA training and Rose Cox has been accepted as a facilitator and will receive additional training in this area – a bonus for our school to have this Literacy expertise in the school. With Rose leaving we may need to change this facilitator to Tessa Cooper.
- We have now employed 2 extra Teacher Aides in Room 1 to ensure BSLA can be taught as early as possible in our children's education
- All children had specific Writing Goals that have come from Writing assessments
- High expectations with both surface and deep features of Writing were a focus

We will continue to, in 2024:

- Use teaching structures in the middle and senior classrooms to improve children's Writing deep and surface across the curriculum – breaking it down – e.g. Stephen Graham's Explicit Writing / Sheena Cameron programmes, with a transition to a senior Structured Literacy programme, with Tessa Cooper (who has her Masters with a University endorsement in Literacy) introducing and supporting this programme – again a bonus for our school to have this Literacy expertise in the school
- Have Structured Literacy taught daily in Junior rooms through the BSLA (Better Start Literacy) programme
- Have explicit Writing lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are writing regularly
- The Principal and Deputy Principal will undertake the TALL programme run by the MoE to assist our ESOL children's progress
- Cross group in 4 classrooms allow us to identify needs and teach accordingly
- Identify At Risk of not Achieving / Underachieving children and track through standardised / moderated Writing assessments e.g. asTTle Writing- (PD provided by the Assessment for Learning PD)
- Have Teacher Aides support children in small groups in class
- Focus on self - editing and being able to read what they have written
- Have each child have their own learning goals in Writing, that are monitored by the child and the teacher
- Have Teachers target specific underachievers and plan programmes to meet needs

All children's Maths End 2022 / 23:



Maths:

- **Above / At** 2022 53% 2023 47%
- **Below / Well Below** 2022 47% 2023 53%

- **Teacher Aides daily supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had a major impact on the improvement in Maths levels in the school for the underachievers**
- **During 2023 the Board has employed an additional Teacher Aide for Room 2 on Fridays to ensure continuity of teaching the children of Room 2**
- **We have also employed a 6th Teacher in Room 1 to support early Numeracy through the Cluster Maths programme**
- **Maths Cluster Professional Development in 2023 across the school has made a major impact in that children are starting to see themselves as mathematicians and are enjoying maths as a learning area**
- **All classes teach Key Ideas and Elaborations through Number Strategies / Number Knowledge / Equation and Expressions / Patterns and Relationships**

- **Cross groupings in all 4 classrooms allowed us to identify needs and teach accordingly**
- **Choosing Maths topics that teachers find relevant to our children e.g. Time / Money / Statistics**

We will continue to, in 2024:

- **From the Maths Cluster Professional Development in 2023, we will continue to be part of the Maths Cluster for South Canterbury, with Robb Proffitt - White and we will implement revised Maths strategies in our classroom programmes e.g. MoveNProve / DiscussNdefend / RevisitNretain / RecallNreason / OpeNups**
- **Cross group in 4 classrooms to allow us to identify needs and teach accordingly e.g. major focus on Basic Facts across the school**
- **The Principal and Deputy Principal will undertake the TALL programme run by the MoE to assist our ESOL children's progress**
- **Have Teacher Aides support children in small groups, in class**
- **Use a range of Maths assessments to inform learning programmes - (PD provided by the Assessment for Learning PD)**
- **Explicitly teach Maths, particularly around Subject Matter Knowledge and Pedagogical content Knowledge in Mathematics from the Curriculum Refresh – with a focus on Do / Know / Understand**
- **Finalise the review our Maths programme, in light of our Local Curriculum focus with ImpactEd and the Curriculum Refresh in Mathematics especially in the area of planning documentation – long / short term and weekly planning, as well as undertake the Assessment for Learning (as it is finalise by the MoE)**
- **Identify At Risk of Underachieving children and track through standardised / moderated Maths assessments e.g. newly designed Maths assessments, Basic Facts**
- **Identify Accelerated learners and track through standardised / moderated Maths assessments e.g. new Maths assessments, Basic Facts (PD provided by the Assessment for Learning PD)**
- **Have Teachers target specific underachievers and plan programmes to meet needs – as evidenced in Teacher's Growth Cycle documents**
- **Have Staff focus on this target during staff meetings**
- **Consolidate the Basic Facts: Level 2: addition to 10 x 1, 10, 2 and 5
Level3: addition to 10 addition to 20 x 1,2,3,4,5, Level 4: All**

Narrative of 2023 Learning in all the other Curriculum Learning Areas:

Art	Health	PE	Technology	Science	Social Studies
<p>Visual Arts:</p> <ul style="list-style-type: none"> • Celebration Art • Samoan Art • Korowai Art • Landscape Blending / Painting • Visual art - went through all elements of art throughout the year • Local landscapes in oil pastels • Graffiti art and NZ artists • Rangoli Celebration Art • Self Portraits, developing practical knowledge • Matariki • ANZAC Art <p>Music:</p>	<ul style="list-style-type: none"> • Teeth Brushing • Life Education Caravan – Healthy Foods / Anatomy • Hauora • Te Whare Tapa Wha unit - personal health • St Johns • Hauora mindfulness programme (10 Weeks) • Mood meter for Emotion regulation • Pre HAL activities values goals • Fonofale model • Te Whare Tapu Wha model awareness, regular reference 	<ul style="list-style-type: none"> ▪ Athletics ▪ Rugby Tournament ▪ Movement Concept and Motor Skills (ball skills) ▪ Fifa World Cup ▪ Swimming ▪ Top Teams ▪ Co-operation games ▪ Target games Peel forest ▪ Korfball ▪ In class - P.E every Wednesday: Striking and fielding Co-operation games ▪ Target and invasion games • Collaborative games • Ki-o-rahi coaching and tournaments • Korfball 	<ul style="list-style-type: none"> ▪ Design / Visuals ▪ Toys & Games ▪ Scratch Junior Coding ▪ Planning and build rocket ships ▪ Design and build boat that can float – tested out ▪ Digital tech – typing skills, Minecraft education ▪ Design and create own board game ▪ Digital technology - online safety, utilise daily in many areas 	<p>Physical World:</p> <ul style="list-style-type: none"> ▪ Magnetic, forces, movement ▪ Experiments / investigations - reactions ▪ Chemical reactions unit ▪ Electromagnetic circuit making and subsequent movement of electricity (light and fan) ▪ Science Roadshow for consolidation of studies and new concepts, especially sound waves, electricity, kinetic energy, laws of motion. ▪ Use the weather and water cycle to notice / research change in physical properties of water. <p>Planet Earth and beyond:</p> <ul style="list-style-type: none"> ▪ Water cycle ▪ Solar system, galaxies comparisons. ▪ Special projects on the Sun and a chosen planet with presentations or dioramas. ▪ Eclipse information and awareness. ▪ Space / planets 	<ul style="list-style-type: none"> ▪ Celebrations around the world ▪ Culture and collective identity of Matariki ▪ ANZAC ▪ Roots of Empathy Programme – how to care for baby / empathy / feelings ▪ Matariki ▪ Circle time – emotion, kindness etc ▪ Navigating the Pacific - waka ▪ Eco centre ▪ NZ histories and (Social Sciences): ▪ <u>Te Tiriti o Waitangi</u>: What it is and what went wrong (make and implement laws and rules)

<ul style="list-style-type: none"> • Daily waiata Highland pipe band • Body percussion • Digital music • Music appreciation • Songs in te reo, Hindi, Pasifika and sign • Respond to Songs in Mandarin <p><u>Dance:</u></p> <ul style="list-style-type: none"> • Kapa Haka • Hip hop • Pasifika • just dance for brain break <p><u>Drama:</u></p> <ul style="list-style-type: none"> • Emotions • Plays every Friday • Duffy book theatre • Script writing • Play reading - regular • Play presentations • Role play 	<ul style="list-style-type: none"> • Puberty with Nurse Jane and Ms C • Matariki breakfast share with relatable conventions • Healthy lunch participation - daily practice • Eco - centre visit, recycling values • Sharing our veggie produce from our school with community • Road patrol training and duty • PALS training and duties • Nurse Jane visits and education • School safety-playground agreements, lockdown fire drill and earthquake training 	<ul style="list-style-type: none"> • Strike and field games • Positive attitude and Emotion regulation for good sportsmanship 	<p><u>Timaru Technology Centre: Technology practice, knowledge and nature of technology</u></p> <ul style="list-style-type: none"> • Hydroponic-plant science • Digital coding-creating a video game • Pattern making, design and woodwork construction (Making chairs) • Making wax candles • Woodwork marble run • Cooking and baking 	<ul style="list-style-type: none"> ▪ Solar system ▪ Star constellations ▪ Science Roadshow <p><u>Living World:</u></p> <ul style="list-style-type: none"> ▪ Decay from plant to compost ▪ Eco Centre ▪ Gardening in school gardens ▪ Education and action in the life processes and ecology of the school kitchen garden - sowing, planning, seedlings, watering, harvesting, eating, sharing produce with community, composting, mulching, nurturing seedling, and crops by creating correct environments, learning about the habitats and life cycle of the cabbage white butterfly. ▪ Evolution of plants and animals by classification of vertebrates and invertebrates and then into phylum and sub phylum, making posters and presentations of research and final projects. ▪ Moa as extinct Native bird including physiology, palaeontology, local history and rock art and comparison to Australian 	<ul style="list-style-type: none"> ▪ <u>Land, water, and resources:</u> myths around Te Wai Pounamu and Te Ika a Maui, local place names, local waterways, local resources including flax (how people view and use places differently) ▪ <u>Migration and mobility:</u> Dawn raids and the fonofale wellness model. Moana critique - fact or fiction (how people record and remember the past in different ways) ▪ <u>Identity:</u> My whakapapa-the journey to me now-individual research (cultural diversity in NZ) ▪ <u>International conflicts:</u> 28th Māori battalion
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				<p>and South African large flightless birds. Research projects on digital format with presentations.</p> <ul style="list-style-type: none"> ▪ Te Ara trip to Peel Forest- native birds, trees and water systems. <p><u>Material World:</u></p> <ul style="list-style-type: none"> ▪ The structure of matter- wave collapse into particles (research basic)-sub atomic awareness 	(understand events that have cause and effect)
<p>Learning Languages</p>	<p>Pepeha / Mihi / Te Reo and Tikanga Maori / Kapahaka with Whaea Iri Flava Festival - competition Selecting and using language, symbols and text to communicate Explicit Te Reo lessons once a week with daily and weekly practise, as well as waiata, kupu, instructions etc Compare and contrast cultural practices Weekly Mandarin lessons with Ms Lu Tongan and Samoan Language Weeks Tongan Society - parents from Tongan community ran Tongan lunchtime club – revitalising the Tongan language Dwalili Celebration – Rongoli Art</p>				

Influences on results:

During 2023 our school documents, content and planning in Reading and Mathematics in particular, were a focus. This included key concepts deemed essential to teach, our localised curriculum focus – Maths and where our children were “at” in their learning and well – being, after a disrupted three years of pandemic and the behaviour issues we had experienced that year.

So, in relation to the above statistics and analysis, it is again important to remember that this is all the children, except those too young to be assessed. The 2023 year had an unusual amount of behaviour issues in the classes (due to an unusual amount of trauma in our families) and while we had put additional supports in classes e.g. RTLB / additional programmes to address these needs – Warrior Princess, Roots of Empathy, Stepping Stones / MOE Severe Behaviour, to name a few, these behaviour issues had an impact on the teacher’s ability to ensure that lessons were not interrupted, on a daily basis and the focus at times was on the classes well - being.

In relation to this report, we also need to acknowledge that if what you learn at school sets you up for life, then if you are to be successful in life you must attend school. After all you can’t learn what school teaches you, if you are not there. We had some children who had extremely high attendance issues (mostly health issues), and this impacted on the success / progress of some children, and this was recognised in our “At Risk” register. This needs to be recognised in these results.

Our challenge for 2024 is to lead and undertake this change process in curriculum, while also establishing new norms and continue to reconnect with staff, children and families / whanau. Longer term, this change process gives us an opportunity to personalise children’s learning and we need to start from where the children are at, work out what is needed to make progress to pass recognised milestones at a pace that is right for them. Some of this will be directed by the new Learning Progressions in the Curriculum Refresh, and also, as there is a change in government, we need to wait to see what National may bring in as benchmarks. In 2024 we are undertaking the Assessment for Learning PD, as a school, so this should clarify for us what assessments are required in all learning areas for our children.

How we gave effect to Te Tiriti o Waitangi:

Oceanview Heights School recognises the importance of Te reo me nga Tikanga Maori for all children / tamariki, but especially for those of Maori descent. Programmes in all learning areas included relevant and appropriate aspects of Te reo me nga Tikanga Maori and reflected the needs and skills of our tamariki. Progress was regularly and sensitively monitored and reported to relevant parties. External assistance from the local community and support agencies were used for guidance and programme ideas. The needs of tamariki who required extension in Te reo me nga Tikanga Maori was met through accessing local expertise from a fluent speaker of Maori. This was also the first year that we participated in the South Canterbury Aoraki Flava Festival and performed at the competitive level to the highest of standards and our Lead Tane won the Kaea Teina (most outstanding male lead primary) trophy. Consultation with our Maori Community was undertaken with a specific survey for our identified Maori families and will be ongoing through informal and formal hui and surveys in 2024.