



Report on Māori Immersion Overall Teacher Judgements 2021



Clifford Wicks
Tumuaki

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Māori Immersion 2021 End of Year OTJ Results

Kowhai: 26 ākonga

	Above	At	Below	Well Below	Total
Pānui G		6	1		7
Pānui B	4	9	5	1	19
Total	4	15	6	1	26
TuhiTuhi G		5	2		7
Tuhituhi B	3	8	6	2	19
Total	3	13	8	2	26
Kōrero G		4	3		7
Kōrero B	4	7	6	2	19
Total	4	11	9	2	26
Pāngarau G		6	1		7
Pāngarau B	4	11	3	1	19
Total	4	17	4	1	26

At or above expectation, by year level:

Level (no.)	Pānui	Tuhutuhi	Kōrero	Pāngarau
Y0	3/3	3/3	3/3	3/3
Y1	8/10	7/10	7/10	8/10
Y2	9/13	6/13	7/13	9/13
Total	20/26	16/26	17/26	20/26

Tūi: 26 ākonga

	Above	At	Below	Well Below	Total
Pānui G	1	12	2	1	16
Pānui B	1	6	3		10
Total	2	18	5	1	26
TuhiTuhi G		11	4	1	16
Tuhituhi B		4	6		10
Total		15	10	1	26
Kōrero G	2	10	4		16
Kōrero B		6	3	1	10
Total	2	16	7	1	26
Pāngarau G	1	11	3	1	16
Pāngarau B	5	2	3		10
Total	6	13	6	1	26

At or above expectation, by year level:

Level (no.)	Pānui	Tuhutuhi	Kōrero	Pāngarau
Y3	9/13	7/13	8/13	8/13
Y4	11/13	8/13	10/13	11/13
Total	20/26	15/26	18/26	19/26

Kaikomako: 23 ākonga

	Above	At	Below	Well Below	Total
Pānui G		9	1		10
Pānui B		9	1	3	13
Total		18	2	3	23
TuhiTuhi G	1	8	1		10
Tuhituhi B		7	4	2	13
Total	1	15	5	2	23
Kōrero G		7	3		10
Kōrero B		7	3	3	13
Total		14	6	3	23
Pāngarau G	1	7	2		10
Pāngarau B	3	6	1	3	13
Total	4	13	3	3	23

At or above expectation, by year level:

Level (no.)	Pānui	Tuhutuhi	Kōrero	Pāngarau
Y5 (3)	0/3	0/3	0/3	1/3
Y6 (7)	5/7	5/7	4/7	5/7
Y7 (8)	8/8	7/8	6/8	5/8
Y8 (5)	5/5	4/5	4/5	5/5
Total	18/23	16/23	14/23	16/23

TOTALS

Māori Immersion Strand: 75 ākonga

	Above	At	Below	Well Below	Total
Pānui G	1	27	4	1	33
Pānui B	5	24	9	4	42
Total	6	51	13	5	75
TuhiTuhi G	1	24	7	1	33
Tuhituhi B	3	19	16	4	42
Total	4	43	23	5	75
Kōrero G	2	21	10		33
Kōrero B	4	20	12	6	42
Total	6	41	22	6	75
Pāngarau G	2	24	6	1	33
Pāngarau B	12	19	7	4	42
Total	14	43	13	5	75

At or above expectation, by year level:

Level (no.)	Pānui	Tuhutuhi	Kōrero	Pāngarau
Y0	3/3	3/3	3/3	3/3
Y1	8/10	7/10	7/10	8/10
Y2	9/13	6/13	7/13	9/13
Y3	9/13	7/13	8/13	8/13
Y4	11/13	8/13	10/13	11/13
Y5	0/3	0/3	0/3	1/3
Y6	5/7	5/7	4/7	5/7
Y7	8/8	7/8	6/8	5/8
Y8	5/5	4/5	4/5	5/5
Total at or above	58/75 77%	47/75 63%	49/75 65%	55/75 73%
Previous Year:	85%	65%	79%	80%

Year levels/areas that are priorities for lifting achievement (Y3,4,5 in 2022)

Commentary

The year levels that have the most children in them working below expectation have been highlighted.

While not the only factor, there is no doubt the disruption of the previous two years has impacted on achievement. The children in year 3 and 4 last year were in years 2 and 3 the year before. There are some children, entering year 3 this year, who have not known school without lockdowns and disrupted timetables. Writing is one of the most challenging areas to sustain achievement in through *at home learning*, especially for younger students. In 2020 students in Tui class not only had lockdowns but teacher changes and further disruption associated with this. All of this has likely contributed to the drop in achievement across the subjects, however I also believe more through assessment is providing us with a more accurate picture of achievement than we were getting a few years ago.

We have identified the priority learners in each learning area. Whaea Wairere and I have reviewed assessment tools and she has created a new year long assessment schedule with the Kaiako. We re-visited tuhituhi assessment tools, including profiles I developed a few years ago. These are designed to follow a child through their 8 years of school and will be re-implemented and used consistently.

This year the strand is receiving ministry funded Pāngarau PLD. Hine Nopera is going to continue to work with kaiako on literacy as she has done over the past few years. Her work has been invaluable.

Summary

Results show us that most tamariki are achieving at or above expectation, despite the challenges of the past couple of years. Results also show us there is work to be done to lift and accelerate progress for identified students (priority learners). Consistency in programming, delivery of teaching and effective literacy and mathematics support will be key factors for achieving this. The Immersion strand has begun the year cohesive and motivated. They have a shared understanding of revised assessment expectations and knowledge of the tools to use. They are well set up to deliver teaching that continues to foster the knowledge, skills and attitudes needed for akōnga to maintain good progress throughout the year.

Target Students 2021

While I have not written the *Analysis of Variance* (the report on our goals in relation to target students), I have established if these students met the achievement goals:

STUDENT	Learning Area	2021 OTJ	Progress	2022 OTJ
Year 2 tama	Pānui and Tuhituhi	Below	Good	At, At
Year 2 tama	Pānui and Tuhituhi	Below	Good	At, At
Year 4 tama	Tuhituhi	Below	Very good	At
Year 4 Kōtiro	Tuhituhi	Below	Good	At
Year 4 Kōtiro	Tuhituhi	Below	Good	At
Year 4 Kōtiro	Tuhituhi	Below	Good	At
Y7 Tama	Pānui, Tuhituhi	Below	Good	At, At
Y 8 Kōtiro	Pānui, Tuhituhi, Kōrero	Below	Very good	At, At, At

Target Students are children selected from the list of *priority learners* who teachers believe have the potential to achieve at expectation. They expect that with some extra support they should make more than a years progress. We can be certain that the high level of support the Immersion strand received made a real difference for these students, all of whom raised their acheivement to be working *at expectation* by the end of the year. Sometimes this does not happen. There may be factors that mean a child makes *limited progress* or makes *steady progress* but not the *accelerated* progress that is needed.

Achievement Goals 2022

Kaiako will look at the list of priority learners and identify students who are likely to accelerate achievement (more than a years progress in 1 year). Achievement goals will be written for the group of identified students, under each learning area.

A particular focus on lifting achievement in **years 3 and 4** will be a general goal.

For all priority learners the goal is to increase progress, however we are realistic about the fact children move at different rates. All priority learners are supported in their learning and their progress is monitored.

Clifford Wicks

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