

2022 Mid-Year Overall Teacher Judgements (OTJ's) ENGLISH MEDIUM

Overall Results in Relation to The New Zealand Curriculum Level Expectations Years 1 - 8

Key Outcomes

- Achievement across the board is down on previous years for Writing, Mathematics and Kōrero.
- Despite achievement being down over the whole school, further analysis shows good achievement being maintained in the senior school for Maths and Reading.
- Reading is a strength in all strands.
- Raising writing achievement is a priority in all strands.
- Māori and Pacifica students are over-represented in the group not meeting expectation.
- Lockdowns, student and staff illness, absenteeism, and lack of engagement online have likely impacted on results.

Results

Learning Area:	Well Below	Below	At	Above	Well Above	Below to well below	At or above
Reading	13 (10%)	22 (17%)	37 (29%)	28 (22%)	27 (21%)	35 (27%)	92 (72%)
Writing	19 (15%)	33 (26%)	39 (31%)	21 (17%)	14 (11%)	52 (41%)	74 (59%)
Maths	10 (8%)	33 (26%)	41 (33%)	29 (23%)	13 (10%)	43 (34%)	83 (66%)

Māori and Pacific People's students (numbers only)

Learning Area:	WB	B	At	Ab	WA	W to Wb	At to Ab
Reading M	5	3	2	1	1	8	5
Reading PP	2	4	5				
Writing	7	4	1			11	1
Writing	4	4	2				
Maths	4	4	1	3		8	4
Maths	3	6	1				

Students achieving *below to well below* include:

- 2 students who arrived in term 1 from Australia, having missed nearly a year of learning at school.
- 5 students receiving Ministry funded learning support intervention.

- ESOI and ex ESOL students.
- Students receiving school based intervention to raise achievement.
- A student who arrived last year from another school and was receiving significant behavioural support (but no longer needs it.)

A significant number of Māori and Pacific students are still not achieving at expectation. Unfortunately for some learners, the impact of Covid-19 limited the ability of teachers to implement planned interventions last year and the year before. However, these children continue to be highlighted as *priority learners*. Teachers have deep knowledge of each of them. Relevant support agencies are liaised with and kaiako try to engage whānau and address needs as best they can through in-school learning support such as Reading Recovery, extra maths support (provided by Shani), extra writing support (provided by me) and more time and attention provided by the classroom teacher. Hopefully the learning interventions underway will accelerate progress for these students, although for some children, achieving at expectation will take more than one year.

Mid year OTJ Comparisons: 2019 to 2022 – Years 3 to 8

The following tables compare results from years 3 to year 8. Comparing from year 3 onwards should ensure the results of the youngest children reflect at least 40 weeks at school. (However, since 2020, this has not been the case for any child).

READING

Year	Above Expectation	At Expectation	Below Expectation	Well Below Expectation
2019 /70	19 (27%)	35 (50%)	15 (21%)	1 (1%)
2020 /86	33 (38%)	34 (40%)	14 (16%)	5 (6%)
2021 /93	38 (41%)	35 (38%)	14 (15%)	6 (6%)
2022 /91	43(47%)	28(31%)	10 (11%)	10(11%)

At or above:

2020: 78%%

2021: 79%

2022: 78%

WRITING

Year	Above Expectation	At Expectation	Below Expectation	Well Below Expectation
2020 /86	13 (15%)	47 (55%)	21 (24%)	5 (6%)
2021 /93	16 (17%)	40 (43%)	29 (31%)	8 (9%)
2022 /91	26 (28%)	27 (30%)	20 (22%)	17 (19%)

At or above:

2020: 72%

2021: 56%

2022: 58%

MATHEMATICS

Year	Above Expectation	At Expectation	Below Expectation	Well Below Expectation
2020 /86	15 (17%)	47 (55%)	19 (22%)	5 (6%)
2021 /93	18 (19%)	45 (48%)	22 (24%)	8 (9%)
2022 /91	31 (34%)	31 (34%)	19 (21%)	9 (10%)

At or above:

2020: 72%

2021: 63%

2022: 68%

Commentary

The reason I have not included a “well above” category in the historical data is because this is a new feature of data classification that is part of *Edge* achievement analysis. (*Edge* is the student management system introduced last year.)

READING:

The data **indicates that** Reading remains a strength and *at or above* results are consistent. However, there has been an increase in children who are reading above expectation. There is also an increase in those reading *well below* expectation, although *below to well below* has not changed significantly.

Of all the subjects, reading progress has been least impacted by the interruptions and challenges to learning and teaching. It was the easiest area for teachers to provide material for children. Contributing to good reading results is the fact that Otari School has a lot of keen readers who are well supported at home, visit the library and are growing up in literacy rich environments. The school provides sound (and varied) intervention strategies and remedial programmes to help children gain progress in reading. This assertion is supported by further data that shows 89% of year 7 and 8 students **who have travelled through the school** are reading *at or above* (16/18). Of those, 3 students are achieving *above* and 8 *well above* (61% in total above expectation).

WRITING:

The data indicates that while reading remains a strength, writing remains an area of focus for raising achievement, especially for our Māori students in the Original and Montessori strands. There has been a drop in achievement overall. There has been an increase in those achieving *above expectation* as well as an increase in those achieving *well below*.

While reading is the least impacted by the last two years, teachers assert that writing has been the most impacted and is the hardest subject to achieve continued progress in through learning from home. This is supported by the Education Review Offices report on the impact of Covid-19 on schools (Learning in a Covid-19 World: The Impact of Covid-19 on Schools - January 2021.)

Quoting from the report:

“Teachers and leaders saw the level of learning during lockdown was also reliant on individual students’ ability to self-manage. Of the most assessed learning areas, teachers saw reading and mathematics as easier to engage with at home than writing”.

Since January 2021, when the report was produced, we have had another lockdown and a lot of children have been away from school isolating for varying periods of time.

Writing requires the teacher to be there “on the spot” working with children as they write. Writing takes effort, it is “output” and it often feels much more like “hard work” for some children as opposed to reading. While we have intervention strategies occurring for our learners, we are still exploring further strategies that may help lift achievement in this area.

Deepening the analysis of results, 61% of year 7 and 8 of children *who have travelled through the school* are achieving *at or above* (11/18) with 39% (7 children) who are not achieving at expectation, however only one of those is *well below*. There are significant learning issues (e.g, dyslexia) that impact this group, also showing how lifting writing achievement is often more challenging than lifting reading achievement. Progress has continued for these students however, and most will be going to high school able to write proficiently at late level 3 to early level 4 (mid-level 4 being “at expectation”).

MATHEMATICS

The overall mid year maths result is slightly higher this year than last year. Further analysis shows the following:

- 26% of girls are achieving *above to well above* compared to 43% of boys.
- Boys and girls are equally achieving *below to well below* at 34%.
- 77% of year 7 and 8 students are achieving at or above expectation.

Further information and context:

As with last year, despite individual children improving in writing, the area remains the weakest in terms of achievement.

There are all sorts of variables that impact achievement and some of these have increased since 2018, including the number of children receiving some kind of moderated and/or supported learning programme due to specific learning needs. These include children who are at risk due to family circumstances, lack of food, absenteeism and emotional needs, children on the autism spectrum, children with dyslexia, audio processing issues, developmental delay and English as a Second Language students. We continue to fund two reading recovery teachers instead of one, due to the need for this early intervention having increased.

Despite a strong commitment to have learning continue as much as possible over the last two years it would be unrealistic to expect the Covid-19 disruptions and interruptions would not start to impact on school-wide achievement. Our priority learners have been most affected by this.

At mid-year, teachers tend to be cautious when making Overall Teacher Judgements. These OTJ’s were made in the middle of term 2. Hopefully there will be some children who will move from *below* to *at* or *well below* to *below* by the time final OTJ’s are made in December.

OTJ's are based on:

- Teacher Observations and interactions
- Class assessments
- National, standardised tests
- Assignments, projects and inquiries
- Daily writing, reading and mathematics work.

Clifford Wicks
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