

Annual Report for 2010

Omanu School

Reporting Student Achievement in the School Curriculum 2010

Mission Statement: Excellence in the academic, social, cultural and physical education of children.

Vision: Effective Learners and Communicators who interact positively within a supportive environment.

School Charter 2010

The 2010 School Charter was approved by the Ministry of Education at the beginning of the year. The priority area identified to improve student achievement in the 2010 Strategic Plan focused, for the second year, on Written Language.

Annual Plan: Target for Student/School Achievement

- To raise student achievement in writing (Yr 4-6 Recount; Yr 3 Narrative)
- The end of year expected outcome was that 75% of students would be achieving at/ above national norms.

Outcomes: Yr 6 students: 71% met our expectations
Yr 5 students: 71% met our expectations
Yr 4 students: 73% met our expectations
Yr 3 students: 85% met our expectations

Those cohort groups were all very close to meeting targets set with some children making a lift of two to three sub-levels during the year. Most Maori children are achieving as their peers. Smaller target groups were established, based on collated information, to address specific needs.

Yr 3 group: 14/16 were achieving at above or expected expectations

Yr 4 group: 19/21 were achieving at above or expected expectations

Yr 5 group: 14/20 were achieving at above or expected expectations

Yr 6 group: 8/11 were achieving at above or expected expectations

Summary

While we did not meet all targets for 2010, student achievement in writing improved significantly across year levels in the identified deeper and surface features of the two chosen genres. Students identified for the target groups especially made good gains as a result of tailored programmes and support alongside classroom programmes. There was very little gender or ethnic difference except in that the Year 6 Maori students did not meet outcomes, neither did 7/14 Year 5 boys. The majority of Maori students and the small number of Pacifica students identified showed achievement as their cohorts.

Professional development was sustained through an inspiring Mount - Papamoa cluster teacher only day at the beginning of the year with Gail Loane as guest speaker, sharing motivational ideas for writing, to improve student learning and achievement. The English team led the moderation process across the whole school and syndicates to gauge 'best fit' levelling of student writing throughout the year. This sustained our professional learning community, ensured consistent expectations and effective teaching practice across the school.

After two years focussing on writing, the knowledge and skills teachers have gained will continue to be embedded in teaching practice to improve student learning and achievement in the future.

Junior School (Yr 1-3) Information 2010

School Entry Assessment (at 5 Years Old)

83 new entrants were assessed during their first weeks at school. Information gained indicates that there is a sound basis for developing literacy and numeracy with 82% of children entering having an understanding of correct sentence patterns, 77% with knowledge of early print concepts and 66% able to count one to one using materials. This gives us a strong literacy and numeracy base upon which to build knowledge and strategies during the first year at school.

6 Year old Diagnostic Survey

86 children were assessed. 80% of them were able to apply reading strategies to gain meaning and understanding of texts at or above national expectations. This is a very pleasing result and reflects enhanced teaching practice through professional development during 2010.

Reading Recovery Programme

This programme for the most 'at risk' children - addressed the needs of 14 children in 2010 aiming to have them reading at their chronological age, Programmes for 4 further children have been carried over to 2011. 10 reached the required level.

Year 1/2/3 Maths Strategies

The ability of children to use strategies to solve addition and subtraction problems was assessed in November. 91% of the Yr 1 children were achieving at or above expectations for their learning at this stage. 97% of the Yr 2 children were achieving at or above expectations for their age. 98% of Yr 3 children were achieving at or above expectations.

Year 3 Reading - 62 children were assessed

90% of these children were reading (with understanding) at or above their chronological age with understanding and ability to retell - in November.

Senior School (Y4-6 Achievement Summary - 2010)

Year 4

PAT's March -

- Listening Comprehension - 84% of children achieved at or above the average stanine range compared to the national norm of 77%
- Maths - 83% of children achieved at or above the average stanine range compared to the national norm of 77%

STAR - Nov -

- 89% of children achieved at or above the average stanine range

End of Year OTJ's (Overall Teacher Judgement) based on National Standards

- Reading - 90% of children achieved at or above the National Standard
- Writing - 86% of children achieved at or above the National Standard
- Maths - Numeracy - 89% of children achieved at or above the National Standard

Year 5

PAT's March -

- Listening Comprehension - 85% of children achieved at or above the average stanine range compared to the national norm of 77%
- Reading Comprehension - 92% of children achieved at or above the average stanine range compared to the national norm of 77%
- Reading Vocabulary - 92% of children achieved at or above the average stanine range compared to the national norm of 77%

asTTle - Reading Nov 2010

- 80% of children achieved at or above the expected level

End of Year OTJ's (Overall Teacher Judgement) based on National Standards

- Reading - 84% of children achieved at or above the National Standard
- Writing - 82% of children achieved at or above the National Standard
- Maths - Numeracy - 47% of children achieved at or above the National Standard

Year 6

PAT's March -

- Listening Comprehension - 89% of children achieved at or above the average stanine range compared to the national norm of 77%
- Reading Comprehension - 83% of children achieved at or above the average stanine range compared to the national norm of 77%
- Reading Vocabulary - 84% of children achieved at or above the average stanine range compared to the national norm of 77%

asTTle - Reading Nov 2010

- 75% of children achieved at or above the expected level

End of Year OTJ's (Overall Teacher Judgement) based on National Standards

- Reading - 83% of children achieved at or above the National Standard
- Writing - 80% of children achieved at or above the National Standard

- Maths - Numeracy - 79% of children achieved at or above the National Standard

General Comments

As can be seen from the information about achievement outlined above, Omani children are performing very well in nationally referenced tests and against exemplars of work at the various age levels.

A number of children have participated in International tests of literacy, numeracy and science and performed with credit and distinction.

Our schoolwide data and classroom observations show that our Maori children (19% of our school roll) generally perform within the same range of achievement as their peers.

Differentiation between the achievement of boys and girls, while still evident, is not as marked as in past years given consideration to the maturation rates, experiences brought to school, teacher expectations, resources used, interests and learning styles. This heightened awareness could reflect these changes, especially in literacy and numeracy. While planning to meet the needs of individual children our on-going aim is to have high expectations for all children. A particular goal is to move more children from the average band of results to the above average band.

Our classroom and school programmes focus on this. We have a comprehensive support structure in place to enhance achievement for children with special needs which includes Resource Teachers of Learning and Behaviour, Resource Teacher of Literacy, Part-time teaching staff, teacher aides and parent tutors - who all support learning across the curriculum. Throughout the year many children were involved in our wide-ranging special abilities support programmes involving the Visual Arts, Dance and Drama, Maths, Literacy, Science, Music, Technology, Physical Education, Computers and groups of children who participated in our Coastal Schools Beach Brilliance extension programme throughout 2010.

National Curriculum Statements indicate broadly the levels at which most children should be achieving over a two year band. Omani children continue to achieve very well with many performing at levels above their chronological age. With teachers, parents and children themselves having high expectations for learning our school and individual information about learning, is being used to - and is able to show - that we are making a positive difference.

Information in this report focuses on Literacy and Numeracy. As stated in our school charter - we endeavour to make this difference within the context of an enjoyable, supportive school environment providing a balanced education across all areas of the curriculum. School achievement should also be seen in the context of our successes in such things as Kapahaka, Jump Jam, Sports, Choir performances, Dance Performances, Drama, Technology, Art Projects.

Should you wish to find out more about our school curriculum or any other aspect of your child's learning please do not hesitate to contact me.

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