

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

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

Learning Area:	Well Below	Below	At	Above	Well Above	Below to well below	At or above
<b>Pānui</b>	7 10%	11 15%	48 66%	6 8%	1 1%	18 25%	55 75%
Previous year:	4%	15%	79%	1%	n/a	19%	80%
<b>Tuhituhi</b>	11 15%	18 25%	41 56%	2 3%	1 1%	29 40%	44 60%
Previous year:	4%	25%	69%	1%	n/a	29%	70%
<b>Pāngarau</b>	7 10%	20 27%	36 49%	9 12%	1 1%	27 37%	46 62%
Previous year:	4%	18%	73%	4%	n/a	22%	77%
<b>Kōrero*</b>	8 12%	17 26%	32 49%	7 11%	1 2%	25 37%	40 62%
Previous year:	3%	21%	75%	1%	n/a	24%	76%

\*Kōrero year 2 - 8 only

Year	Pānui	Tuhituhi	Pāngarau	Kōrero
2022	75%	60%	62%	62%
2021	80%	70%	77%	76%
2020	77%	63%	75%	72%

### Commentary

#### Pānui:

The data indicates that Pānui, while lower than previous years, is still a strength. Children enter at 5 learning to read in a second language. It often takes longer for tamariki to begin reading than it does in an English Medium classroom, especially if language acquisition is limited. Progress seems to accelerate after the first three years as children progress through the middle and senior rooms. This is borne out when looking deeper into the results. Assessment of year 4 to 8 shows that 80% of akonga are reading *at or above* the expectation. (71% *at*, 7% *above* and 2% *well above*). At year 7 and 8 this rises to 86% *at or above*.

Professional Development focussed on a structured literacy approach has been undertaken by all Māori Immersion kaiako this year. The two key components of structured literacy are phonological awareness and the alphabetic code. We are hopeful that this will benefit all tamariki and in particular the early learners as the structured literacy approach is believed by many to be a very effective way of teaching young children to read.

#### **TUHITUHI:**

As with English medium, the data indicates writing remains an area of focus for raising achievement. There has been a 9% drop in achievement overall since 2019. This equates to a small number of children. Given the challenges of managing to teach a consistent writing programme over the past two years, I am pleased the decrease in achievement is not more. This is not “a positive spin” however, and raising the writing ability of students throughout the strand is a priority. This will need to be a schoolwide focus with PLD included. I am looking ahead to 2023 in this regard.

#### **PĀNGARAU:**

Achievement in Mathematics is down as well, compared with previous years. This appears to be across the board. Further analysis shows that 71% of boys are achieving at or above, but only 53% of girls, therefore this needs to be a particular focus. Maths is a specific area of professional development this year, with Kaiako participating in intensive PLD, including workshops and PLD providers modelling teaching alongside kaiako.

With the support teaching that is going into mathematics we are hopeful that many of the children will raise their achievement over time to eventually be working at expectation. Six out of eight year 8 students are achieving at expectation, with two below.

#### **KŌRERO:**

Kōrero achievement is also down on last year, reflective of the drop in achievement across the board in te reo Matatini. However, at years 7 and 8 12/15 students (80%) are achieving at expectation and there are no students achieving *well below*.

Consistency of reo teaching has been hampered due to the absence of our Kaiarahi i te reo. Now that we know she will be absent for a further 3 months we are trying to find someone to provide further support in this role until the end of the year.

#### **Further information and context:**

Tuhituhi achievement remains the weakest and lifting Pāngarau achievement also needs to be a focus.

There are all sorts of variables that impact achievement and some have increased since 2018, including the number of children receiving a moderated and/or supported learning programme due to specific learning needs.

The Māori Immersion strand has also had staffing issues that have impacted on learning and progress. At the end of last year we thought these were mainly behind us, however serious long term illness of staff as well as covid and flu have continued to disrupt learning. Parent concerns about this are justified, however as a school we have endeavoured to maintain programmes as best we can.

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

Clifford Wicks

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