



## Annual Report and Statement of Variance 2025

<b>Strategic Goal 1</b>	Prioritising and sustaining a caring culture of inclusivity
<b>Annual Goal</b>	To ensure all students have equitable access to the curriculum
<b>Strategic Goal 2</b>	Ensure high-quality teaching and learning outcomes
<b>Annual Goal</b>	Raise achievement levels of all students in Literacy and Mathematics
<b>Te Tiriti o Waitangi</b>	Report on how the school has given effect to Te Tiriti o Waitangi
<b>Annual Goal</b>	<p>OIS has given effect to Te Tiriti o Waitangi through our teaching programmes investigating Te Tiriti o Waitangi and through the N.Z histories curriculum.</p> <p>Staff have been encouraged to increase their knowledge and use of te reo in the classroom across the school. Staff PLD has been given to support increased knowledge of the Treaty and local Tikanga. School systems and routines have been adapted to include the increased use of Whakatauki and Karakia where appropriate for our school and context. Teach and observe key dates and celebrations within the school. This has also been seen in staff meetings, assemblies, etc. The key focus across the school is on building relationships with students and whanau to support learning. Supportive and mana-enhancing teaching approaches and strategies are used.</p>



# OAMARU INTERMEDIATE SCHOOL

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### Evaluation of Student Performance

All students have been regularly assessed to support their learning as per our school assessment schedule, written in termly plans. Extra assessments are done to support our diverse learners, such as our ORS students, ESOL students and neuro-diverse students, to support our knowledge of their progress and next steps. This is completed by LSCs, outside agencies and class teachers.

Mid-year and final data points are shared with the staff and board.

At Oamaru Intermediate, we employ a comprehensive and multifaceted approach to assess student learning across various domains, ensuring that our evaluation practices are fair, transparent, and aligned with our educational goals.

Assessment Methods:

Oamaru Intermediate did employ various assessment methods in 2025, including:

- Formative Assessment: Quizzes, class discussions, and peer feedback, monitor student understanding and provide ongoing feedback.
- Summative Assessment: Tests, projects, and presentations measure student achievement at the end of units.
- Authentic Assessment: Tasks mirroring real-world contexts, including research projects, assess students' application of knowledge and skills.
- Standardised Testing: Administered to provide benchmark data, supplemented with other assessments. Testing was completed online as well as on paper.

Data analysis involves disaggregating data, identifying trends, and developing targeted interventions. An online platform is used for standardised test analysis to identify teachable moments. Timely feedback is provided to students and parents, and assessment practices are regularly reviewed and refined. Equity and fairness in assessment are prioritised.

Data Analysis and Interpretation: Upon collecting assessment data, our teachers engage in thorough analysis and interpretation to derive meaningful insights into assessment data at Oamaru Intermediate, which is thoroughly analysed to identify student strengths, weaknesses, and trends. Teachers collaborate, moderate, use both online and paper tests and develop targeted interventions. Timely, constructive feedback is provided to students and parents, with personalised guidance for improvement. Assessment practices are regularly reviewed and refined to ensure equity and fairness. Frustrations have been happening due to a lack of guidance from the MOE.

### Statement of Compliance

Developed, implemented, and reviewed personnel policies within our policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment while at Oamaru Intermediate School.

- Has reviewed its compliance against both its personnel policy and procedures, and can report that it meets all requirements and identifies best practices.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications, and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



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Strategic Goal 1	Prioritising and sustaining a caring culture of inclusivity.																
Annual Goal	To ensure all students have equitable access to the curriculum																
Monitoring	Principal, DP, AP's and Head of Curriculum																
<u>Narrative</u>	A caring, inclusive culture is vital for a safe, supportive learning environment where all students can thrive. Oamaru Intermediate serves a diverse student body with varying mental health, cultural and linguistic differences, and socioeconomic disparities. Many students arrive with learning gaps, low confidence, and low achievement levels.																
Outcomes	<p>Attendance data- This data has been taken in term 1 of each term ( % have been rounded)</p> <table border="1"> <thead> <tr> <th></th> <th>Below 70%</th> <th>70%-80%</th> <th>80%-100%</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>5</td> <td>10</td> <td>86</td> </tr> <tr> <td>2024</td> <td>4</td> <td>4</td> <td>91</td> </tr> <tr> <td>2025</td> <td>6</td> <td>3</td> <td>92</td> </tr> </tbody> </table>		Below 70%	70%-80%	80%-100%	2023	5	10	86	2024	4	4	91	2025	6	3	92
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Resources	<p>Healthy school lunches implemented            BOT funding for support staff            PE release teacher in Terms 1, 2, and 4            LSC and SENCO positions created and based at OIS            Monthly liaison meetings with outside agencies and support networks</p>																
Factors outside of control	<p><b><u>Factors outside of our control</u></b></p> <ul style="list-style-type: none"> <li>• Incoming students from various schools with various ethnicities and backgrounds.</li> <li>• Attitudes and mindsets toward other cultures.</li> <li>• Environmental issues within families.</li> <li>• English as a second language - ESOL students and families.</li> <li>• Changing curriculum and legislation within the MOE has meant that we have had to wait for the new documents to roll out, which have still not been received, and time frames are being pushed out too long.</li> <li>• Lack of funding from MOE</li> <li>• Lack of resources in Oamaru for supports</li> </ul> <p><b><u>Ongoing factors</u></b></p> <ul style="list-style-type: none"> <li>• Funding and support from the BOT.</li> <li>• Staff and student well-being.</li> <li>• Providing a safe and supportive environment where staff and students, along with the community, can be heard and valued.</li> <li>• Students embracing learning opportunities.</li> <li>• Creating time within the timetable to ensure students' diversity, self-expression, and achievements are celebrated.</li> <li>• Ensuring options are given that support all learning styles.</li> <li>• Lack of relievers.</li> </ul>																



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Actions/ What did we do?	What did we achieve
Raising Attendance and engagement to above 80% for students	<ul style="list-style-type: none"><li>• Continued to explore and develop an engaging curriculum for students.</li><li>• Create engaging lessons in the technology area.</li><li>• Timetable and plan the options programme on a Friday to spark passion and interest.</li><li>• Reviewing our engagement and attendance practices and policies.</li><li>• Growing our attendance action plan.</li><li>• Working alongside whanau and attendance serves in North Otago.</li><li>• Science lessons taught by a specialist.</li><li>• Small group interventions around social and emotional regulation.</li><li>• IDEAL values are displayed throughout blocks and classes.</li><li>• Regular check-ins with students regarding attendance</li><li>• Using the hub to support the learning and regulation of students</li></ul>
Grow/review and refine our culture-responsive action plan	<ul style="list-style-type: none"><li>• The culturally responsive action plan was refined and reviewed.</li><li>• School-wide support for Te Reo and Tikanga Māori has been implemented.</li><li>• Leadership is working with the MAC.</li><li>• Building connections with mana whenua was established to share local stories.</li><li>• Te Tiriti o Waitangi was given effect through policy, procedure, planning, and local curriculum design.</li><li>• Action plans were established and utilised for various curriculum areas.</li><li>• Staff professional development on local resources and language week celebrations was conducted, and resources were shared with each class.</li><li>• Careful planning of the implementation of any changes to our curriculum.</li></ul>

Evaluation: Where to next?
<ul style="list-style-type: none"><li>• Curriculum staff meetings to share ideas and best practices.</li><li>• Building on the observations and support network that we have built.</li><li>• Continue to provide pastoral support for students who need the support.</li><li>• Identify gaps needed in our staff pedagogy through observation and reflection.</li><li>• Continue to explore our connections with mana whenua.</li><li>• Continue to work alongside the attendance support.</li><li>• Continue to regularly review attendance data and information, supporting students to attend school regularly.</li></ul>



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Strategic 2	Ensure high-quality teaching and learning outcomes
Annual Goal	<u>SPECIFIC GOAL</u> Ensure high-quality teaching and learning outcomes
Monitoring	Leadership team and HOD of Mathematics
Baseline Data	<p>The school has a diversity of students who require support for reasons including well-being, mental health, cultural and language, social and economic disparity. Raise achievement levels of all students in Literacy and Mathematics</p> <p><b>End of 2024</b></p> <p><b>Reading</b> 77% of these students made accelerated or expected progress. Y8 92% of these students made accelerated or expected progress. Y7 The data was taken from LPFs and teacher judgments.</p> <p><b>Writing</b> 83% of these students made accelerated or expected progress. Y8 97% of these students made accelerated or expected progress. Y7 The data was taken from LPFs and teacher judgments.</p> <p><b>Maths</b> 79% of these students made accelerated or expected progress. Y8 22% of these students made accelerated or expected progress. Y7 The data was taken from LPFs and teacher judgments.</p> <p><b>Points to note</b> The Year 7 data is taken from April to November. The data is relevant for 8 months. It was noted that the consistency of assessment practice has impacted the validity.</p>
Specific Goal	Raise achievement levels of all students in Literacy and Mathematics
Outcomes	<p>Raise achievement levels of all students in Literacy and Mathematics</p> <p><b>End of 2025</b></p> <p><b>Reading</b> 76% of these students made accelerated or expected progress. Y8 95% of these students made accelerated or expected progress. Y7 The data was taken from teacher judgments.</p> <p><b>Writing</b> 66% of these students made accelerated or expected progress. Y8 99% of these students made accelerated or expected progress. Y7 The data was taken from LPFs and teacher judgments.</p> <p><b>Maths</b> 88% of these students made accelerated or expected progress. Y8 85% of these students made accelerated or expected progress. Y7 The data was taken from LPFs and teacher judgments.</p> <p><b>Points to note</b> The Year 7 data is taken from April to November. The data is relevant to 8 months. It was noted that the consistency of assessment practice has impacted the validity.</p>



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Resources	<ul style="list-style-type: none"> <li>● Regular curriculum meetings.</li> <li>● Money from the budget is allocated towards Literacy/ mathematics resources.</li> <li>● Spelling programme implemented</li> <li>● New resources and curriculum changes for mathematics have been implemented</li> <li>● Teachers are aware of a target group to track and monitor progress.</li> <li>● Support staff in class to support class programmes of targeted classrooms.</li> <li>● Change of timetable to increase productive class time.</li> <li>● Targeted reading support for students with high vocabulary knowledge and low reading comprehension.</li> <li>● Learning Support Coordinators are involved where needed.</li> <li>● Healthy lunches within the school.</li> <li>● Learning Village implemented.</li> <li>● Specialist Release teacher for PE and Science.</li> <li>● Word chain run by a support staff member.</li> <li>● New maths gear was brought to ensure classrooms had what they needed.</li> <li>● Specialist Literacy and mathematics groups were taught.</li> <li>● Targets are set in line with strategic planning and resourcing.</li> </ul>
Factors outside of control	<ul style="list-style-type: none"> <li>● Incoming students from various schools with various reading knowledge and capabilities.</li> <li>● Attitudes and mindsets to reading, mathematics and writing at home.</li> <li>● Environmental issues within families.</li> <li>● English as a second language - ESOL students and families.</li> <li>● Illness causing major disruption to learning - this has proved to be a lot greater than expected.</li> <li>● Changing Curriculum and legislation within the MOE has meant that we have had to wait for the new documents to roll out. We have still not received, and time frames are being pushed out too long.</li> <li>● The range of needs comes from schools that have no support.</li> </ul> <p><b><u>Ongoing factors</u></b></p> <ul style="list-style-type: none"> <li>● Sick staff's impact on class programmes.</li> <li>● Staff well-being that impacts class programmes.</li> <li>● The ministry is not moving on the new curriculum and is continuing to stall on initiatives.</li> <li>● Underfunding from MOE for individual needs, lack of resourcing.</li> </ul>
Actions/ What did we do?	What are the outcomes/Indicators?
BOT allocated funding for support staff	<ul style="list-style-type: none"> <li>● SENCO has release to carry out duties.</li> <li>● Teacher Aides are employed and timetabled to meet the needs of students.</li> <li>● Students are placed in classrooms with careful thought given to students who need support.</li> <li>● Focus on accelerating students' learning.</li> <li>● Learning support register updated to ensure needs are being met.</li> <li>● Planned transitions between Kura.</li> </ul>



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Focused teaching	<ul style="list-style-type: none"><li>• Teachers identify students who are at risk and below the expected level.</li><li>• Deliberate acts of teaching to improve literacy skills.</li><li>• Students who were screened and who needed support programmes implemented by the LSC.</li><li>• Regular discussions at year-group meetings about target students, ideas and programmes supported by the TIC of the area to help staff.</li><li>• A teacher was employed to provide a targeted teaching approach for students across Year 7 and 8.</li><li>• Word Chain resource delivered daily to build vocabulary for students (Terms 1-2 year 8, Terms 3-4 year 7).</li><li>• ESOL programmes run two days a week to support students from other language backgrounds, and opt-in students as well.</li><li>• Using OTJ data to identify areas that require greater coverage and adapting programmes to student needs</li><li>• Regular observations and planning checks across the school by AP's and HODs.</li><li>• Target literacy groups: Specialist teacher with a small group.</li><li>• Each teacher is expected to follow the PGC as set at OIS, looking at an aspect of pedagogy that has come from a need in the classroom.</li><li>• Moderation meetings.</li></ul>
Work with Agencies outside of school	<ul style="list-style-type: none"><li>• The SENCO meets regularly with RTLB, LSC and MOE to ensure our students are accessing support as needed</li><li>• Youthline works within the school on a weekly basis to provide counselling for students.</li><li>• Ensure referrals are completed in a timely manner.</li><li>• Public health nurse provides support for students and families to address needs.</li><li>• Support with OT and STAND as needed.</li></ul>
Whanau communication	<ul style="list-style-type: none"><li>• Weekly emails from teachers sharing information.</li><li>• Providing learning opportunities for our whanau with outside specialists and speakers.</li><li>• Communication with parents in terms 2 and 4 about achievement levels.</li><li>• Regular phone calls/ checkpoints with whanau.</li><li>• IEP and learning goals for our at-risk learners.</li></ul>
Student Agency	<ul style="list-style-type: none"><li>• Students are given opportunities for feedback, and their personal voices are gathered.</li><li>• Students are taught to give each other feedback and feedforward.</li><li>• Wellbeing survey and learning survey completed. The whole school information was gathered and reported back to students, teachers, whanau, and BOT.</li></ul>
Other actions linked to the culture of inclusivity	<ul style="list-style-type: none"><li>• School lunches have been implemented across the school, which has seen concentration, engagement and attendance lift.</li><li>• Addressing the well-being of students by having a programme called Whatuia te Waiora Weaving Well Being through St John's.</li><li>• Practical tools for teachers to implement within their classroom.</li></ul>

### Evaluation: Where to next?

- Curriculum staff meetings to share ideas and best practices.
- Revising planning to better cover reading skills as revealed through assessment.
- Continue to provide pastoral support for students who need the support.
- Ensuring that teachers are using the EDGE system to put in all assessment data.
- Target observations for teachers.