

Analysis of variance reporting

School name: Little River

School number: 3418

Focus: Mathematics

Strategic Aim: *High Expectations – Doing our Best*

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relations to the National Standards.

Annual Aim: *Raise achievement for pupils below national standard in maths by focused learning programmes to deliver a positive achievement gain for the cohort from year 6-8.*

Target:

- 10 pupils who are 'below' standard will make accelerated progress (greater than their normal expected progress) towards National Standards.
- 4 students who are below/well below will continue to work towards their IEP goals.
- 35% of Yr 3 pupils currently 'at' standard will make accelerated progress to 'above' national standard.

Target Group Baseline

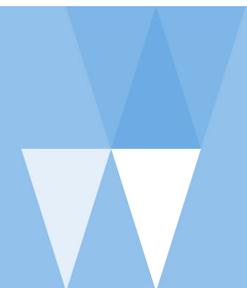
– Identified 10 pupils at October 2016, extended to 14 at April 2017

Maths Oct 2016	Well Below	Below	Maths Sept 2017	Well Below	Below
School Total roll	2.7%	10%		4.4%	6.2%
Girls		15.2%		1.7%	10.7%
Boys	5.8%	3.9%		7.1%	1.7%
Maori		16.6%		6.6%	6.6%

Baseline data: *Figure expressed as % of total roll of 110 pupils, at Oct 2016 (59 girls, 51 boys, 12 Maori)*
End data figure expressed as % roll of 112, at Oct 2017. (56 boys/girls, 15 Maori)

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Change team to work with SAF as part of the school's self review process, to design achievement target and consult with BOT on draft charter targets.</p> <p>Focus group within the maths target cohort - special needs (well below) and Yr3 'at' focus group for accelerated progress to 'above'</p> <p>Utilisation of 'teacher inquiry' ie: maths teaching resource selection - numeracy project, Numicon, NCM, essential resource.</p> <p>Teacher approaches adapted to meet pupil needs.</p>	<p>Change team met on 9 occasions from Nov 2016 through to Nov 2017. Targets specific to National Standards learning areas of Reading and Maths based on school achievement profile and priority learners.</p> <p>2 made accelerated progress by March (from below to at standard) 2 made negative step back (below to well below)</p> <p>Cohort for moving from at to above, no change by March, no accelerated progress by end (Oct)</p> <p>Occurred, within a collaborative approach with learning support staff included, face to face, virtual and recorded using shared doc.</p> <p>Use of Feuerstein programme to support thinking processes in order to engage and improve pupils below/well below national standard in their mathematical thinking and learning.</p>	<p>Team met, leaders led, SAF change team focus moved to teaching as inquiry in order to develop teacher capacity to evaluate learner progress and adapt approaches to meet needs better.</p> <p>Greater focus placed on teacher inquiry review process, meeting procedure and collaborative approaches using Google docs. Process became important, rather than achievement for the learner.</p> <p>Exploration into the inquiry approach derived from Change Team/SAF lead review of systems and processes for tracking and reporting of achievement data.</p> <p>Learner needs of the target cohort also know to have literacy and wider learning needs. Feuerstein programme trials in past years proved successful in addressing learner</p>	<p>Enduring systems for 2018: shared documents for tracking progress, and teacher inquiry into practice.</p> <p>Continued monitoring of maths achievement.</p> <p>Setting a goal of accelerated progress is easy, making greater than a years progress happen and stick for individuals we know who have learning difficulties, gaps in their knowledge or interruptions to their learning, is a serious challenge.</p> <p>Original project aim not well met. Data remained less than clear and required as much analysis and re-presentation as previous system.</p> <p>Project aim of improving system processes for tracking priority learners was met with development of inquiry process and collaboration amongst teachers and learning support staff.</p> <p>Further improvements of digital tracking and reporting methods will continue into 2018. An option of developing our SMS functionality is possible.</p> <p>For some within this target, their abilities to process thinking needed better models. Feuerstein processes help develop thinking process and reasoning, it also encourages oral</p>

Tātaritanga raraunga



		needs in a holistic way.	contribution, a mindset of problem resolution and cooperative work. Positive learning skills we wish to continue.
<p>Planning for next year:</p> <p>Maths achievement remains an area worth monitoring into 2018, especially for year groups at yr5,7 and for boys and Maori.</p> <p>School wide and class wide tracking helped to monitor progress and coordinate multi party interventions. A simple shared doc is being trialled during 2018 with the plan to enhance our SMS functionality.</p> <p>Teacher's continue to timetable a maths period, with ability groups sometimes being interchanged to balance group sizes or resources across the school.</p>			

C Couper 23/2/18

