

Analysis of variance reporting

School name: Puahue School	School number: 1902
Focus: Mathematics	
Strategic Aim: All children are able to access the New Zealand Curriculum (NZC) as evidenced by progress and achievement in relation to the Curriculum Expectations.	
Annual Aim: To increase the number of student's school wide who are achieving at or above their expected achievement level from 82 to 88% (119/136).	
Target: <ul style="list-style-type: none"> • To increase the school wide result for students who are at or above their expected achievement level from 82% to 88% (119/136) • To increase the Maori student result for students who are at or above their expected achievement level 71% to 8% (17/21) • To increase the Year 4 student result for students who are at or above their expected achievement level 68% to 80% (21/26) • To increase the Year 6 student result for students who are at or above their expected achievement level 72% to 81% (14/18) 	
Baseline data: Analysis of school wide Mathematics data in November 2018 identified groups within the school that we want to increase results for above.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Review assessment data with staff and determine the particular learning needs of target students to accelerate progress, determine how teacher aide time will be allocated to students who require additional assistance.</p> <p>Hold monitoring meetings to discuss progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO.</p> <p>Uses BOT funds to support withdrawal programs based on the ALiM/ALiL Model. Targeting specific priority learners Review existing</p> <p>Participate in Rural and Roses cluster PLD focused on lifting student achievement in literacy in a culturally responsive way</p> <p>Communicate with families' ways of supporting students at home via newsletter and personal contact for target students.</p> <p>Moderate assessment practice across the school to ensure consistency across the staff using OTJ</p> <p>Monitor and evaluate effectiveness of teaching practice and tailor PD throughout the year to meet needs of students in each class.</p>	<p>Whole school cohort (2018 transients excluded) 142/153 - 92% achieved expectation, a 11% increase. Meeting the target set.</p> <p>Maori Student Cohort (2018 transients excluded) – Results showed that 89% (25/28) achieved expectation, A 18% gain. Meeting the target set</p> <p>Year 4 target – Results showed that (21/22) 95% of this cohort achieved curriculum expectation, a 23% gain. Meeting the target set.</p> <p>Year 6 target (2018 transients excluded) – Results showed that (17/19) 89% of this cohort achieved curriculum expectation, a 17% gain. Exceeding the target set.</p> <p>Priority learners school wide – there 18 students identified as priority learners just below or below at the beginning of 2019, 16/18 - 89% made accelerated progress.</p>	<p>When comparing whole school data curriculum expectations can be attributed to;</p> <ul style="list-style-type: none"> - Quality teaching practices, moderated across the school, Teacher use of Analysis of needs for each student in their class - Monitoring of support provided for priority students. The number of well below students has dropped across the school due to the success of ALiM strategies where teachers preload information prior to lessons so priority learners make accelerated progress in maths rather than teaching remedial skill gaps that prevents students learning with their peers. 	<p>Strengthen staff Numeracy knowledge in school.</p> <p>Teachers planning specific support for students working with teacher aide during the year.</p> <p>Moderate mathematics assessment across the school with advisor to develop consistency of practice.</p> <p>Set new targets for 2019 in relation to year groups in reading, writing and Mathematics.</p> <p>Use ASAM approach to targeting priority learners with teacher aides supporting teachers to preload information to be taught focused on literacy and numeracy</p>
<p>Planning for next year:</p> <p>The following points will be features of planning for 2020:</p> <ul style="list-style-type: none"> - Teacher reflection as part of ongoing appraisal documentation, including class targets in reading, writing and Maths including specific children who they will monitor and report on. - Participate in Rural and Roses cluster PLD focused on lifting student achievement in literacy in a culturally responsive way - Use Teacher Aides from BOT funds to support withdrawal and in class programs based on the ALiM/ALiL Model. Targeting specific priority learners 			



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Tātaritanga raraunga





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Te Māhara o Te Kaitiaki

Tātaritanga raraunga



Ingoa o te kura me te kura nama:
Arotahi:
Whāinga rautaki:
Wāhanga ā-tau:
Uaratanga:
Raraunga o terā tau:

Tukanga (I aha mātou?)	Ngā hua (He aha ngā hua?)	Ngā take e rerekē ana (He aha i pēnei ai?)	Aromātai (He aha ināianei?)
<p>Mahere mahi mo te tau heke mai ana:</p>			