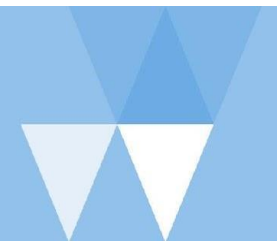


Analysis of variance reporting



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 reduce the number of students who are not reaching their expected reading milestones based on the 2022 start of year assessment from 31% (45) to 16% (20) below.

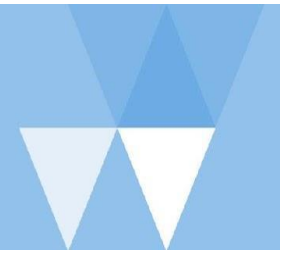
Target:

- To reduce the number of students who are at risk of or are not achieving at their expected achievement level from 31% (17) to 14% (20).

Baseline data: In 2021 the school was able to collect accurate mid-year student achievement information before disruptions from lockdowns in terms 3 and 4 impacted teaching, learning, and assessment. The board decided with the endorsement of the MOE to not collect end of year achievement information and focused efforts on teaching during the 6 weeks the school was open for instruction in term 4. The mid-year information showed that 14% (10) of students were below the end of year expectation.

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 the progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO and LSC.</p> <p>Use BOT funds to support withdrawal programs based on the ALiM/ALiL Model. Targeting specific priority learners Review existing</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 the effectiveness of teaching practice and tailor PD throughout the year to meet the needs of students in each class.</p>	<p>Whole school cohort 139/151- (93% achieving at expected level)</p> <p>Boys/ Girls (no disparity)</p> <ul style="list-style-type: none"> ● 82/88 (93%) of our boys are achieving at the expected maths level for their age. ● 59/64 (92%) of our girls are achieving at the expected maths level for their age <p>Maori Student Cohort – Results showed that 21/24 (88%) of our Maori students are achieving at the expected maths level for their age (no disparity).</p> <p>Priority learners -(24 Students closely monitored for maths)</p> <ul style="list-style-type: none"> ● 26/41 (63%) Priority learners are achieving at the expected maths level for their age now. ● 33 (80%) have made accelerated progress ● 6 (15%) have made sufficient progress ● 2 (5%) have made insufficient progress 	<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. 	<p>Strengthen staff numeracy knowledge in school.</p> <p>Teachers planning specific support for students working with teacher aides during the year.</p> <p>Moderate reading practices and assessments across the school to develop consistency of practice.</p> <p>Set new targets for 2022 in relation to year groups in reading, writing and Mathematics.</p> <p>target 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 2023:</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 Assessment for Learning 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 			

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 ināiane?)
Mahere mahi mo te tau heke mai ana:			