

Matangi School Analysis of Variance 2018

School name: Matangi School

School number: 1814

Focus:

Strategic Aim: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement.

Annual Aim:

2018 TARGET:

Raise the achievement of the follow students to meet their NZC expectations for their year level.

- 11 students who have not meet the NZC expectation in Literacy and Numeracy
- 17 students in Writing only
- 6 students in Reading only
- 7 students in literacy(both Reading & Writing)
- 5 students in Numeracy only
- Maori Students - Maths 1 Female (5%), Writing, 3 Females, 2 Males (25%), Reading 5 Females, 2 Males (35%)

DATA ANALYSIS:

Whole School Review

	Reading				Writing				Mathematics			
	Ab	At	B	WB	Ab	At	B	WB	AB	At	B	WB
2018 Whole School School Roll - 165	30%	50%	18%	2%	13%	68%	17%	2%	22%	65%	10%	2%
2017 Whole School School Roll -165	38.7%	42%	17.3 %	1.3%	9.3%	67.3%	22%	1.3%	22%	69%	8%	.7%
2018 Whole School School Roll - 165	34%	53%	10.6 %	1.4%	11.35	73%	14.2 5	1.45	26%	63%	9.9%	.7%

Actions (what did we do?)	Outcomes (what happened?) 2018 Year 1-6	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Priority Students</p> <ul style="list-style-type: none"> Priority Student Tracking Forms - google spreadsheet Moderation of curriculum levels - identifying expectations STEPS remedial programme - using teacher aide time and support Use of Lucid testing & LAS Professional development and use with juniors to identify areas of concern Senior Leader overseeing progress and tracking form with teachers RTLTB referrals - speech & language programme implemented ESOL programme time allocated Teacher Aide - targeted classroom focus - juniors and across school with priority learners ALIM - two classes targeted learning dispositions <p>Mathematics Development</p> <ul style="list-style-type: none"> Professional Development - Bruce Moody - 4 days per year + specific teacher support - BT and TA PD Bruce Moody PD around Priority learners Each teacher received 45 mins x 4 modeling and observation sessions and feedback Target support for 1 specific teacher - linked to ALIM (accelerating learning in mathematics) Development of tracking system and use of Learning Frameworks to help identify natural learning progress 	<p>Priority Students</p> <p>Priority tracking forms used by teachers to track progress - Every 2 weeks children were discussed and reviewed - student/parent surveys, background knowledge of student, interest level increased engagement</p> <p>Using RTLTB, student was provided assessment and support - referred to an Education Psychologist 2018</p> <p>STEPS Programme - increase in student knowledge and achievement in specific sounds and letter pattern knowledge - improvement in retention - Results</p> <p>Lucid Testing - all children as priority were tested - referrals made to RTLTB and programme adapted and used STEPS to support remedial programme</p> <p>2 teachers attend PD on LAS assessment - then shared with via staff meeting and used to help identify areas of need across priority learners and Year 1 students</p> <p>Specific targeted students were allocated TA time - in class support - extra funding from Board for TA time as junior class number began to rise over 20.</p> <p>-----</p> <p>Improved understanding from teachers around the progressions and how to build on foundation learning, using the knowledge of stages to link to NZC expectations</p> <p>Teachers started to develop diagnostic strategies to identify students learning needs while within a group, what to expect learners</p>	<p>Students were able to be identified around their learning needs - and targeted outside support was put into place where required</p> <p>STEPS programme provided specific targeted support for students who lacked the foundation knowledge in literacy, while also working on the working memory components help to retain the information - linking to the classroom by using the same TA to help mentor once in the classroom programme</p> <p>Showing teachers how the programme worked and use specific assessment tools to target 'at risk' learners and specific skills improved deliberate acts of teaching</p> <p>Lucid testing provided the school with in depth screening of specific areas of strengths and weaknesses, eg working memory, phonemic knowledge, visual or auditory memory.</p> <p>Tracking forms enabled teachers, senior staff to oversee the rate of progress each student was achieving, clarity was required around what to assess and when to track the progress - sharing this with the mentor teacher was an issue as time needed to be allocated to support teacher development</p> <p>Targeted teacher aide time enabled students below to develop independence in tasks, particularly in inquiry topics - where thinking levels for age equivalent but output required support</p> <p>-----</p> <p>Maths - sustainability of changes in teacher need to be reviewed, alongside a teacher within school who will be responsible for the continue support once outside provider is gone.</p>	<p>Literacy Development - foundations of learning</p> <p>Learning Matters PD session and introduction of LAAS testing</p> <p>PACT and Planning progressions</p> <p>-----</p> <p>ALIM - Accelerate Learning in Mathematics</p> <p>Introduced to specific teacher - introduction to staff in Term 2 2019</p> <p>SEED Learning resource</p>

<ul style="list-style-type: none"> Staff Meetings - focus around Mathematics progressions 	<p>to achieve and how to change the teaching variables to build pattern knowledge</p> <p>Increase in expectations, particularly in the early years of learning, moving children through the progression of learning - linking to fluency in basic facts rather than speed</p>	<p>Greater awareness of children's abilities were quickly evident and evidence of foundation building, changing one variable in the teaching of maths at a time made a massive impact to retention of concepts</p> <p>The importance of place value knowledge and using the bonds to 10 were noticeable changes in student knowledge and therefore in confidence</p> <p>Teachers grew in confidence to group concepts together and provide more practical practice</p>	
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Planning for next year:

The Matangi School BoT will target specific children as follows

Priority Students - 'At Risk': Children not achieving NZC expectations

Identified by teachers at the start of 2019

Strategic Goals - 1 ,2, 3

Initiatives -

- 1b,c,d,e
- 2,h,
- 3 i,j,k, l

Priority Learning Target 2019

Raise the achievement of the following students to meet their NZC expectations for their year level.

	After 1	After 2	After 3	Year 4	Year 5	Year 6
Reading	8	7	2	8	6	2
Writing	4	5	5	12	4	2
Maths	4	2	1	4	7	2