



Matangi School Analysis of Variance 2019

School name: Matangi School	School number: 1814
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Focus:

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

Annual Aim:

2019 TARGET:

- Raise the achievement of the following students to meet their NZC expectations for their year level.
- Literacy curriculum levels - with specific focus on Year 4 & 5 - priority students

DATA ANALYSIS:

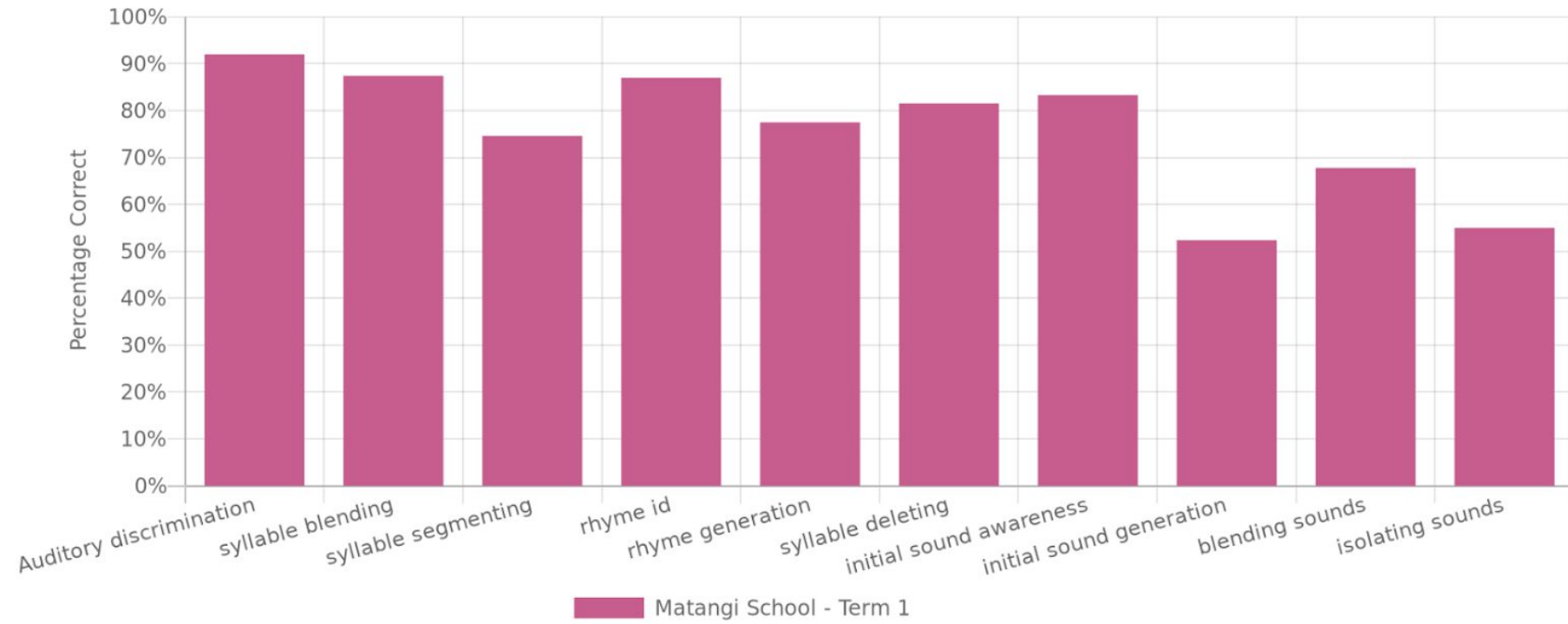
Whole School Review

Priority Learning Target 2019

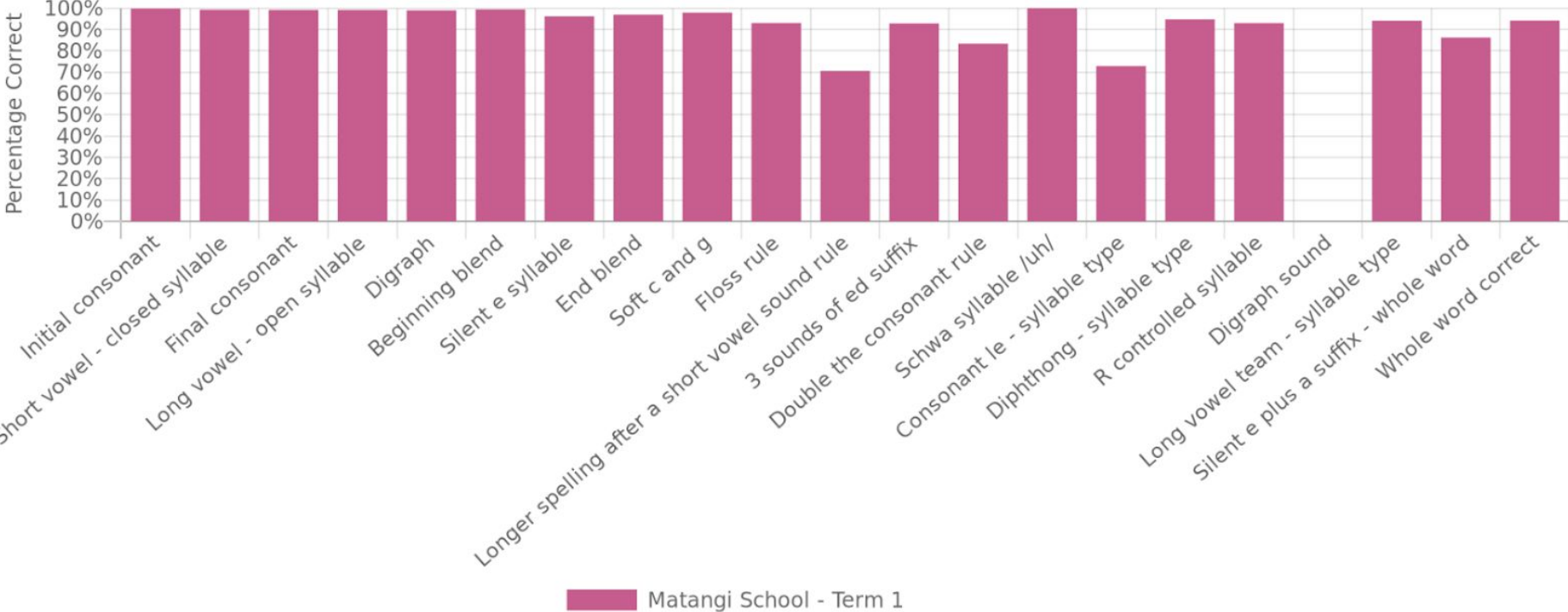
Raise the achievement of the following students to meet their NZC expectations for their year level.

Term 1	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
Term 4	After 1	After 2	After 3	Year 4	Year 5	Year 6
Reading	10	3	3	5	10	1
Writing	8	6	3	4	12	1
Maths	5	2	0	0	5	1

Phonological Screening



iDeaL Spelling Stage 2



Actions (what did we do?)	Outcomes (what happened?) 2019 Year 1-6	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><u>Priority Students</u></p> <ul style="list-style-type: none"> Priority Student Tracking Forms - specific links to iDeal foundation learning - teachers identify specific areas of targeting based on individual need - iDeal graphing Sharing data with parents over term iDeal testing and 4 individual teacher sessions, plus PD, schoolwide support - parent information evenings, TA development Senior Leaders - specific tracking of priority students - local curriculum development Moderation staff meetings - linked to local curriculum development, learning & teaching matrix Resources purchased to support iDeal programme development in class - isolation, application, transference ESOL programme time allocated Teacher Aide - targeted classroom focus - juniors and across school with priority learners PD for TA - linked to iDeal foundation literacy Writing link between reading - application of the strategies between the two curriculum areas ALIM - two classes targeted learning dispositions <hr/> <p><u>Literacy Development</u></p> <ul style="list-style-type: none"> iDeal foundation literacy <ul style="list-style-type: none"> Staff PD x 4 term year mentor session each term 	<p><u>Priority Students</u></p> <p>Increase of students across the school - increase numbers of need and support required. Using the iDeal framework we were able to target students- moderation meetings identified specific areas of literacy -</p> <p>Priority tracking forms used by teachers to track progress - student/parent surveys, background knowledge of student, interest level increased engagement</p> <ul style="list-style-type: none"> Due to iDeal development - tracking was shared with all parents, but closer tracking for priority students was required - linking the rate of progress - particularly for young students <p>Support from outside agencies and resourcing - RTLB, Education Psychologist, Assisted Technology, Oranga Tamariki, Speech & language, PB4L</p> <p>Learning Matters - whole school testing and PD - data reviewed and teaching practice modeled and observed</p> <p>Lucid Testing - this was difficult to administer and linked to iDeal - was not used for all priority students, look to 2020 to upskill more teachers to use the tool - link to SENCO framework and identification</p> <p>Specific targeted students were allocated TA time - in class support - extra funding from Board for TA - enabled us to keep junior numbers low and enabled teachers to focus on specific skills in the early years - Year 0 - 2 -</p> <hr/> <p><u>Literacy Development</u></p>	<p>iDeal provided teachers with in-depth information around foundations of learning and learning steps, this was followed up with teacher PD - some teachers taking longer to upskill than others - mentor and buddy systems would have accelerated confidence of teachers - particularly as students grew in knowledge</p> <p>The importance of room autousic became evident and teaching style - sound to letter representation in isolation is key and some rooms needed improved spaces to allow children to hear subtle changes in sounds</p> <p>The scope and sequence helped teachers to track learning and build teaching sequence, it also identified where we needed increased lesson flow and transference from isolation to application</p> <p>This lead to leadership knowledge of scope and sequence of teacher development - which then enabled us to direct PD at the right time, improving the delivery of literacy foundations</p> <p>Staff weekly moderation meetings enabled our local curriculum to be developed - linked to 'best practice pedagogy'. Local Curriculum capabilities linked to brian development eg working memory, phonemic knowledge, visual or auditory memory.</p> <p>Reporting - using the scope & sequence identified our reporting was not showing the information we had gathered and was shallow in data - teachers consistency in language and tracking was evident and our reporting needed to reflect this</p> <p>Our priority students were able to apply their skills to other curriculum areas, particularly Science in Term 3 - alongside our experts -</p>	<p>Literacy Development - foundations of learning</p> <p>Learning Matters PD session and introduction of LAAS testing</p> <p>Scope & sequence of progressions linked to assessment</p> <p>Junior/senior SENCO staff 2020 - cover each aspect of priority across the school</p> <p>Reporting - review the process of reporting to better meet the needs of our students and community</p> <hr/> <p><u>Literacy Development</u></p> <p>iDeal - scope and sequence implemented - linked to our local curriculum focus - teachers to accelerate learning through isolation, application and then transfer.</p> <hr/>

<ul style="list-style-type: none"> ○ School leadership capacity developed ● Capability around using iDeal platform, analysis of data/resources/strategies <hr/> <p>Mathematics Development</p> <ul style="list-style-type: none"> ● Developing Mathematical Inquiry Communities ● Building of scope & sequence within mathematics - linked to local curriculum and digital curriculum ● Each teacher received mentoring/modeling and observation sessions and feedback - DMIC ● Target support for 2-3 specific teachers - linked to ALIM (accelerating learning in mathematics) ● Lead Maths teacher and DP supporting curriculum development ● Use of Learning Frameworks to help identify natural learning progress ● Staff Meetings - focus around Mathematics progressions 	<p>Increased knowledge of learner progression, rate of learning - consistency across the school</p> <p>Student identified across the school - individual students monitored - teachers build knowledge around implementing the scope & sequence and learning the strategies required to teacher effectively</p> <p>Shared understanding/language with students/parents - consistency across the school - transition points</p> <p>Moderation of schoolwide assessment practices to best meet the needs of the school - developed open critical conversations among staff</p> <hr/> <p>Mathematics Development</p> <p>Teachers break down progressions and identify specific features and skills - through moderation meetings.</p> <p>Use of ALIM - teaching strategies showed accelerated progress for the students (Year 3 & 4) - their confidence levels increased which then increased participation.</p> <p>Breaking down the Framework into a scope & sequence was the focus - what does this look like, which was helped by SEED online learning.</p> <p>Framework helped to keep teachers aware of learning progress and coverage across the year - transition between year levels were smoother - handing over of data needs refining from one year to the other.</p> <p>Use of dispositions matrix - enabled teachers/students to build confidence in mathematical thinking not just at skill level.</p>	<p>this enabled teachers to see our priority students in different ways and that they had strengths in other areas</p> <p>Targeted teacher aide PD alongside the teachers - building a team approach via SENCO.</p> <p>Literacy development is the foundation for future PD and learning structure across the school</p> <hr/> <p>Mathematics Development</p> <p>Maths - important to have a confident mathematics teacher leading in each area across the school - this supported teachers on a day to day basis.</p> <p>Framework supported teacher progression through the learning stages- they were able to pinpoint where students were - linked to the big ideas in PACT and moderation helped to identify the underpinning key idea teachers were trying to develop</p> <p>SEED - modeling and pedagogical conversations during moderation supported teachers confidence and enabled us to pinpoint specific resource needs and PD developments</p>	<p>Mathematics Development</p> <p>ALIM - Accelerate Learning in Mathematics</p> <ul style="list-style-type: none"> - across the school - one at each level - spread and grow the strategies <p>SEED Learning resource to continue - until we build a platform for numeracy</p> <p>Use of digital online resources</p> <p>Linking to digital curriculum - showing the connection between the thinking</p> <p>DMIC - Using the Strand to build our number and develop the scope & sequence - local curriculum key skills to intertwine with numeracy -</p> <ul style="list-style-type: none"> - Supporting teachers to link Framework to teaching/assessment - Strength confidence in mathematical thinking - STEM
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Planning for next year:

The Matangi School BoT will target specific children as follows

1. Priority Students - 'At Risk': - Children not achieving NZC expectations-
 - a. Specific focus on Literacy development -
 - Identified by teachers at the start of 2020 - using the following
 - iDeal testing - Term 1 Week 3
 - Scope & sequence - Mathematics - 2019 data
 - Writing sample and 2019 data
 - Parent survey

2. Development and implementation of local curriculum - scope & sequence, teaching, assessment, reporting