

Matangi School Analysis of Variance 2017

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: To raise student achievement in Literacy and Mathematics in relation to NZ Curriculum across all year levels.

2017 TARGET:

Increase percentage of students achieving 'Below' their respective National Standard for to 'At/Above' the National Standard.

- Target the 19 students who are currently not meeting National Standards in one or two of the curriculum areas of Reading, Writing, Maths
- Priority Students
 - 6 students who are currently not achieving in all areas of National Standards
- Schoowide Mathematics Curriculum development -

Baseline data: 2016

DATA ANALYSIS:

Specific Curriculum Students

- Maths: 2 students - all Boys
- Reading: 6 students (4 boys, 1 girl)
- Writing: 9 Students - all Boys
- Reading and Writing: 2 Boys

Priority Student

- 6 Students
 - 5 Boys
 - 1 Girl
 - 2 students left, 1 girl and 1 boy end of Term 1

Maori Students

- 4 Maori boys identified as below National Standards
 - 2 boys across all areas of curriculum
 - 1 boy Reading and Writing
 - 1 boy in Reading

Schoolwide Mathematics Curriculum Development

5 classroom teachers Term 1 - 4

- 1 left Term 2 on maternity leave
- 1 left Term 2 to go overseas

Term 3 - Term 4

- 2 Teachers joined (1 Beginning Teacher, 1 experienced Teacher)

Actions (what did we do?)	Outcomes (what happened?) 2017 Year 1-6	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><u>Priority Students</u> 6 children starting 2017 (2 children left Term 1) - 4 students</p> <ul style="list-style-type: none"> • RTLB referrals - • STEPs remedial programme - using teacher aide time and support • Introduction of Lucid testing x 2 • Learning Mentor Leader overseeing progress and tracking form with teachers • Priority Student Tracking Forms - google spreadsheet • Teacher Aide - targeted classroom focus <p><u>Specific Curriculum Students below expectations</u> Maths: 2 students - girls Reading: 6 students (4 boys, 1 girl) Writing: 9 Students - all Boys Reading and Writing: 2 Boys</p> <p><u>Mathematics Development</u></p> <ul style="list-style-type: none"> • Professional Development - Bruce Moody - 4 days per year • Each teacher received 45 mins x 4 modeling and observation sessions and feedback <p>(Teachers starting in Term 3 had 2 x 45 min sessions)</p> <ul style="list-style-type: none"> • Staff Meetings - focus around Mathematics progressions • Specific support with Target students - 	<p><u>Priority Students</u> Using RTLB, 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 - 2 children completed the Lucid testing 2017 - referrals made to RTLB and programme adapted and used STEPS to support remedial programme</p> <p>Priority tracking forms used by teachers to track progress - worked for Term 1 and 2 - change in staffing and roles within the school to monitor the progress - each teacher became responsible</p> <p>Specific targeted students were allocated TA time - in class support</p> <p>2 Boys made progress within their reading levels but staying below expectations, 1 boy moved from Below to At and another boy moved from WB to B</p> <p>-----</p> <p>Maths - 1 student moved from Below to At, the other moved within Below - and has been picked up for 2018</p> <p>Improved understanding from teachers around the progressions and how to build on</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>	<ul style="list-style-type: none"> • purchase Lucid testing for school for 2018 - upskill teachers and TA in using information and how to utilize the screening • Purchase of STEPS web programme and resources - allocated to teacher aide programme 2018 • Professional development around diversity in teaching • school wide spelling programme to develop consistency across the school and build foundation skills throughout each year <p>-----</p> <p>Develop mathematical progressions that can be used in 'child speak' and easily adapted to the classroom planning requirements</p> <p>Professional development around the assessment tasks required to enable children to meet the NZC expectations</p> <p>continue to target the use of equipment and linking strand</p>

	<p>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 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>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>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

School wide focus will be Mathematics, Assessment

Target 2018

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%)

The school has had significant growth in roll numbers over the past year and this has impacted on the number of students represented in the data for 2018

Please note that this charter and targets will adapt and be under reviewed over the 2018 year.