

Annual Targets & Analysis of Variance 2013

School Name and Number: Broadlands School #1698

Focus: Mathematics

Strategic Aim:

1. Teachers monitor and reflect upon their teaching effectiveness and the impact their Mathematics programme is having on student learning and achievement
 2. Cater for the learning needs of all students through targeted differentiation/grouping including Gifted Kids Programme (GKP)
 3. Cater for all students' learning needs, especially those evidenced to be 'Well Below' or 'Below' the National Standard in Mathematics
4. Through Lead Teacher's Accelerated Learning in Mathematics (ALiM) intervention, identify two targets groups of students at the Year 2 level and Year 3/4 level who are achieving just 'Below' the National Standard in Mathematics
 5. Provide PL & D supported by appropriate resourcing (as required)

Annual Aims:

1. To accelerate progress for all students identified as achieving 'Well Below' or 'Below' the National Standard in Mathematics by more than one year
 2. To increase the number of students achieving 'At' or 'Above' the National Standard in Mathematics

Baseline data:

- Overall Teacher Judgements made in Term 4, 2012, were based upon sound formative and summative data which focus on three key areas: Learning conversations, learning tasks and assessment tools.
- Refer to the National Standard data for Mathematics 2012

Targets:

- All Maori students who are achieving 'Below' the National Standard in Mathematics 7.1% (1) at the end of Term 4, 2013, will progress towards 'At' the National Standard in Mathematics at the end of Term 4, 2013.*
- All students who are achieving 'Well Below' 2.6% (2) and 'Below' 5.1% (4) the National Standard in Mathematics will progress towards 'At' the National Standard in Mathematics at the end of Term 4, 2013.*
- The % of students who are 'Above' 6.4% (5) the National Standard in Mathematics at the end of Term 4, 2012, will increase to 12% 'Above' the National Standard in Mathematics at the end of Term 4, 2013.*

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen/not happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"> Purchase numeracy resources (as required). Priority to ALiM Implement opportunities for peer observations (as per Performance Management schedule 2013) 	<p>Target 1:</p> <ul style="list-style-type: none"> ✓ The student progressed strongly towards 'At' the National Standard in Mathematics but remained 'Below' Target Achieved 	<p>Targets (All):</p> <ul style="list-style-type: none"> ✓ Higher expectations of staff ✓ Accelerated Learning in Mathematic (ALiM) intervention 2013 along with key teaching resources 	<ol style="list-style-type: none"> Up skill teachers in moderation/consistency in analysing/assessing learning Consolidate teachers' use of ICT teaching and learning tools/iPads/Apps to embed

<p>3. Implement MOE-funded Accelerated Learning in Mathematics (ALiM)</p> <p>4. PL & D (Maths Adviser)</p> <p>5. Stronger focus on basic facts recall school-wide *NZ Maths (ALiM) *XtraMaths</p> <p>6. Teachers to actively use 'Teaching as Inquiry' to reflect on effectiveness</p>	<p>Target 2:</p> <ul style="list-style-type: none"> ✓ All students progressed strongly towards 'At' the National Standard in Mathematics Target Achieved ✓ Of the two students achieving 'Well Below' the National Standard in Mathematics, both students progressed to 'At' ✓ Of the four students achieving 'Below' the National Standard in Mathematics, two progressed to 'At'; one remained 'Below'; one left (end of Year 6, 2012) <p>Target 3:</p> <ul style="list-style-type: none"> ✓ The % of students achieving 'Above' the National Standard in Mathematics increased from 6.4% to 8.9%; an increase of 2.5% against a target of 5.6% Target Not Achieved 	<ul style="list-style-type: none"> ✓ The student who remained 'Below' has an on-going hearing impairment and is undergoing medical care from a physician/hospital. This has impacted greatly on learning. 	<p>numeracy practices and to boost students' motivation and achievement levels school-wide</p> <p>3. Up-skill teachers using the assessment tools of GloSS and Junior Assessment in Mathematics (JAM) both revised for 2014</p> <p>4. PL & D provided including Institute of Professional Learning contract (Maths Adviser) 2014 and Mathematics Support Teacher (MST) Contract, 2014</p>
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Planning for next year:

1. MOE Contract – Mathematics Support Teacher (MST) targeting students achieving '**Well Below**' the National Standard in Mathematics (Year 2 area)
2. Institute of Professional Learning – Mathematics Contract (private) school-wide involving moderation, understanding the new assessment tools (JAM/GLoSS), modelling lesson,

observations of teacher practice, up-skilling teaching to Stages, 6, 7 & 8

3. iPad in Education – Introduction/implementation of 40 iPad Air school-wide with relevant Apps to support effective teaching and learning in Mathematics
4. Core Education e-Fellowship Award for 2014 (NE/Year 1 area)