

Annual Targets & Analysis of Variance 2015

School Name and Number: Broadlands School #1698

Focus: Mathematics

Strategic Aim: (Refer also to Strategic Plan 2015 – 2017)

1. Within the process of 'Teaching as Inquiry', 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 post 2013 'Accelerated Learning in Mathematics (ALiM) intervention leadership, post 2014 Mathematics Support Teacher (MST) intervention leadership, Accelerate Mathematics Group (Year 5/6) and Cluster Mathematics Competition
3. Through specific and targeted learning support programmes, cater for all students' learning needs, especially those evidenced to be 'Well Below', 'Below' and 'At' the National Standard in Mathematics
4. Build MST Mathematics leadership capacity and provide leadership opportunities for peer support in the teaching of Mathematics school-wide following the Lead Teacher's MOE 'PFS' 2014 Mathematics Support Teacher (MST) intervention
5. Provide specific and relevant PL & D supported by appropriate resourcing including the integration of ICT teaching and learning tools/apps

Annual Aims: (Refer also to Annual Plan – Curriculum and Student Achievement 2015)

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, 2013, were based upon sound formative and summative data gathered throughout 2013 which focused on three key areas:
Learning conversations, learning tasks and assessment tools.
- Refer to the National Standard data for Mathematics 2014

Targets:

- All Maori students achieving 'At' the National Standard in Mathematics 73.1% (19) at the end of Term 4, 2014, will progress towards or achieve 'Above' the National Standard in Mathematics by the end of Term 4, 2015. (Cohort of 25)**
#Note: in so doing, increase the number/proportion (%) of Maori students achieving 'Above' the National Standard in Mathematics 11.5% (3)
- The proportion (%) of students achieving 'At' or 'Above' the National Standard in Mathematics at the end of Term 4, 2014, will increase from 88.7% to 92% by the end of Term 4, 2015.**
- All students 'After 1 year at school', 'After 3 years' at school' and 'At the end of Year 4' achieving 'At' the National Standard in Mathematics at the end of Term 4 2014, will progress towards or achieve 'Above' the National Standard in Mathematics by the end of Term 4, 2015.**
#Note: In so doing, this will increase the number/proportion (%) of students achieving 'Above' the National Standard in Mathematics from 0%/(0)

Analysis:

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"> Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies 	<ol style="list-style-type: none"> ✓ Of the Maori students achieving 'At' 73.1% (19) the National Standard in Mathematics, 64.5% (20) achieved 'Above' the National Standard in 	<ol style="list-style-type: none"> ✓ Overall, teachers' knowledge and understanding of assessment practices, assessment tools (especially the new 	<ol style="list-style-type: none"> Deepen teachers' understanding. Pedagogy, reflective practice, teaching & learning in Mathematics

<ol style="list-style-type: none"> 2. Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice 3. Consolidation of MOE 'Pfs' 'Mathematics Support Teacher' MST 1 intervention (Year 2 & 3 teacher/0.2 FTTE) 4. Irlen Screening & monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust' 5. More specialised & focussed SENCo role school-wide 6. Extensive PL & D opportunities provided including Institute of Professional Learning - University of Waikato Mathematics Leadership Community, Numeracy/Mathematics workshops including fractions, gathering of student voice, Lead Teacher workshops (University of Waikato) 7. Strengthening school culture & whanau engagement through genuine relationship building including whanau hui & Atarangi classes (staff & whanau together) 8. Provision of outstanding teaching & 	<p>Mathematics; a reduction of 8.6% achieving 'At'.</p> <p>ALL Maori students either progressed towards achieving 'Above' the National Standard in Mathematics or achieved 'Above'</p> <p>However, the number of Maori students achieving 'Above' the National Standard in Mathematics increased from 11.5% (3) to 19.4% (6); an improvement of 7.9%</p> <p>Target 1. Achieved</p> <p>✓ The proportion (%) of students achieving 'At' or 'Above' the National Standard in Mathematics increased from 88.0% to 89.6%; an increase of 0.9%</p> <p>Target 2. Not Achieved</p> <p>✓ Of the students achieving 'Above' the National Standard in Mathematics After 1 year at school', After 2 years' at school' and at the 'End of year 4' of which there were 0, 27.8% (5), 35.7% (5) and 40.9% (9) respectively are now achieving 'Above' the National Standard in Mathematics</p>	<p>JAM), moderating/levelling awareness, and the accuracy of OTJ's improved greatly</p> <p>✓ The significant impact of MST was highly evident as was Teacher Aide/Registered Teacher intervention/learning support at targeted levels</p>	<p>& Statistics</p> <ol style="list-style-type: none"> 2. Consolidate teachers' use of ICT/iPad Air/apps to support students engagement/interest in Mathematics & Statistic specifically targeting learning needs 3. Utilise Teachers' Aide/Registered Teacher's teaching of Mathematics skill base/expertise (specialist Mathematics tutor (Mathswize, Taupo) 4. Consolidate 'Pfs' 'Accelerated Learning in Mathematics'(ALiM/2013) & 'Mathematics Support Teacher' (MST/2014) professional learning of lead teacher/SENCo into teaching & learning with a deepening pedagogical focus/understanding 5. Sustain/consolidate 4. Above through school-wide Mathematics & Statistics/Numeracy peer support, role modelling & observational support/feedback 6. Build leadership capacity through 5. Above including PL & D in Mathematics Support Teacher/MST 2
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<p>learning resources at all levels including text resources & ICT tools/apps and Numicon)</p> <p>9. Involvement in on-line mathematical activities including '10 Monkey' competition, XtraMaths, Splash Maths and SkoolBo</p> <p>10. Promotion of Maths Week by Mathematics Lead Teacher</p> <p>11. Teacher Aide/Registered Teacher specialised 1:1/small group teaching and learning</p> <p>12. Tauhara North #2 provision of Kip McGrath 2015</p> <p>13. Integration of ICT/iPad apps into teaching and learning programmes</p> <p>14. Practical whanau engagement through student/class blogs</p> <p>15. Increased focus on basic facts knowledge/recall at all levels</p>	<p>ALL students either progressed towards achieving 'Above' the National Standard in Mathematics or achieved 'Above'</p> <p>Target 3. Achieved</p>		<p>2016 (Refer PL & D 2016)</p> <p>7. On-going focus on & priority to moderation, teaching practice & teacher inquiry</p> <p>Provide superior levels of resourcing based upon the specific learning needs of all students</p>
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Planning for next year: Annual Plan & Strategic Plan priorities 2016:

1. Consolidate 'PFS' 'Accelerated Learning in Mathematics'(ALiM/2013) & 'Mathematics Support Teacher' (MST/2014) professional learning of lead teacher/SENCo into teaching & learning with a deepening pedagogical focus/understanding
 2. Sustain/consolidate 1. Above through school-wide Mathematics & Statistics/Numeracy peer support, role modelling & observational support/feedback
3. Build leadership capacity through 2. Above including PL & D in 'Leadership Coaching' - 'the education group' – Auckland (Refer PL & D 2015)
4. Provision of targeted teaching and learning resources (as recommended by SENCo)