

Annual Targets & Analysis of Variance 2016

Broadlands School #1698

Focus: Mathematics

Strategic Aim: (Refer also to Strategic Plan 2016 – 2018)

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 specifically utilising the 2016 Mathematics Curriculum and Achievement Plan (MCaAP)
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 1 and 2016 MST 2 interventions
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 1 and MST 2 interventions
5. Provide specific and relevant PL & D supported by appropriate resourcing including the integration of ICT teaching and learning tools/apps and an on-going review of moderation practices within Broadlands School and through transitional moderation practices with Reporoa College
6. Build educationally powerful connections with whanau in partnership with Nga Pumanawa e Waru (NPeW)
7. NPeW e-Learning Plan development, including established goals (from student voice survey Term 4, 2015)

8.

Annual Aims: (Refer also to Annual Plan – Curriculum and Student Achievement 2016)

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:

1. Overall Teacher Judgements made in 2015, were based upon sound formative and summative data gathered throughout 2015 which focused on three key areas: Learning conversations, learning tasks and assessment tools.
2. Refer to the National Standard data and Overall Teacher Judgements (OTJ's) for Mathematics 2015

Targets:

1. ***Female students achieving 'At' the National Standard in Mathematics 80.9% (38) at the end of Term 4, 2015, will progress towards or achieve 'Above' the National Standard in Mathematics by the end of Term 4, 2016. (Cohort of 47).***
#Note: in so doing, increase the number/proportion (%) of female students achieving 'Above' the National Standard in Mathematics 12.8% (6) AND to close the disparity/gap between the males (36.7%) and females (12.8%) achieving 'Above' the National Standard in Mathematics.
2. ***Students achieving 'Below' the National Standard in Mathematics 9.4% (9) at the end of Term 4, 2015, will progress towards or achieve 'At' the National Standard in Mathematics by the end of Term 4, 2016. (Cohort of 96).***
3. ***'After 1 year at school', students achieving 'At' the National Standard in Mathematics 76.9% (10) at the end of Term 4, 2015, will progress towards or achieve 'Above' the National Standard in Mathematics 'After 2 years at school' by the end of Term 4, 2016. (Cohort of 13).***

Analysis:

Actions: What did we do?

1. Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies
2. Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their Mathematics/Numeracy 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, inclusiveness & whanau engagement through genuine relationship building including whanau hui
8. Provision of outstanding teaching & learning resources at all levels including text resources & ICT

Outcomes: What happened?

Target 1.

Female students achieving '**At**' at 80.9% (38) progressed towards or achieved '**Above**' at 11.3% (6)

Note1 : The number proportion (%) of female students achieving '**Above**' decreased from 12.8% (6) to 11.3%

Note 2: The disparity/gap between males and females increased from 23.9% to 31.3%

Target 2.

Students achieving '**Below**' at 9.4% (9) progressed towards or achieved '**At**' at 72.3% (73) from 64.6% (62)

Target 3.

Students achieving '**At**' at 76.9% (10) 'After 1 year at school' progressed towards or achieved '**Above**' at 11.1% (1) 'After 2 years' at school'

Reasons for the variance: Why did it happen/not happen?

During 2016, there was less Teacher Aide time available to support classroom teachers and provide 1:1/small group teaching due to Reading Recovery/0.44 and MST 2/0.2 FTTE interventions provided by Teachers' Aide

Medical Leave of the Year 6 teacher of 6 weeks in Term 4, 2016, either directly OR indirectly impacted on the overall achievement of SOME of the Year 5/6 cohort

Due to the higher needs of the Year 1 cohort in 2016, learning support was prioritised at the Year 1 level where possible.

Note:

2016 was the first year that Broadlands School reported on N/S on a birth-date/anniversary basis throughout the 2016 academic year for all N/S milestones.

As such, a significantly-sized cohort, has not had a full academic year of teaching, learning and opportunities for

Evaluation: Where to next?

1. Deepen teachers' understanding. pedagogy, reflective practice, teaching & learning in Mathematics
2. Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students engagement/interest in Mathematics & targeted learning needs
3. Refer to approved MOE Centrally Funded PL & D documents facilitated by Core Education. Priorities applied to the mathematical process (in part) include student voice, personalised learning, learner agency, transitioning practices, whanau engagement including digital involvement in the learning journey/Mathematics of our tamariki & building inclusive and 'real' partnerships with whanau
4. Sustain ALiM, MST 1/2 teacher capability throughout 2017
5. Utilise the pedagogical knowledge

planning & reporting

tools/apps and Numicon)

9. Involvement in on-line mathematical activities including '10 Monkey' competition, XtraMaths, Splash Maths and SkoolBo with a focus on creativity/creative apps
10. Promotion of Maths Week by Mathematics Lead Teacher
11. Teacher Aide/Registered Teacher specialised 1:1/small group teaching and learning
12. Tauhara North #2 provision of Kip McGrath 2016
13. Integration of ICT/iPad apps into teaching and learning programmes
14. Practical whanau engagement through student/class blogs

N/S Mathematics achievement.

Therefore, this will be reflected in the N/S achievement data for 2016.

- & skill-base of our ALiM. MST 1/2 teacher through weekly observations of teaching practice, feedback and feedforward from Years' 1 – 6
6. On-going focus on & priority to moderation, teaching practice & teacher inquiry
7. Provision of additional PL & D in Mathematics as priorities and needs arise
8. Provide superior levels of resourcing based upon the specific learning needs of all students
9. Prioritise the means to build educationally powerful and inclusive connections/partnerships with whanau, assisted by Nga Pumanawa e Waru (NPeW). Refer also to 3. above
10. Auditory Processing Disorder (APD) assessments 2017, through Empowered Learning Trust (ELT) prioritising Year 4 (others prioritised)

Planning for next year: Annual Plan & Strategic Plan:

1. Consolidate 'Pfs'
'Accelerated Learning in
Mathematics'(ALiM/2013)
& 'Mathematics Support
Teacher' (MST1/2014 and
MST2/2016) 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/feedfor
ward
3. Provision of targeted
teaching and learning
resources (as
recommended by SENCo
and Numeracy Lead
Teacher)

4. Provision of additional Teacher Aide time in 2017 to that provided in 2016

 5. Build educationally powerful and inclusive connections/partnerships with whanau with Nga Pumanawa e Waru (NPeW) support, including development and implementation of the e-Learning Plan from student voice survey, Term 4, 2015

 6. Build teacher pedagogical knowledge, skill, capability and capacity through the MOE Centrally-Funded PL & D facilitated by Core Education Priorities applied to the reading process (in part) include student voice, personalised learning, learner agency, transitioning practices, whanau engagement including digital involvement in the learning journey/reading of our tamariki & building inclusive and 'real' partnerships with whanau

 11. Effectively and pedagogically integrate the ICT/digital/BYOD environment with a priority in the BYOD to Years' 5/6 facilitated by Lead Teacher ICT and NPeW
- 1.

planning &
reporting