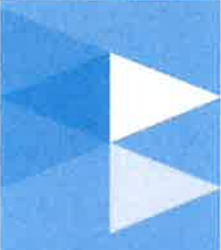


## Analysis of variance reporting



<b>School name:</b> Puahue School	<b>School number:</b> 1902
<b>Subject:</b> Mathematics	
<b>Strategic Aim:</b> All children are able to access the New Zealand Curriculum (NZC) as evidenced by progress and achievement in relation to the Curriculum Expectations.	
<b>Annual Aim:</b> To reduce the number of students who are not reaching their expected reading milestones based on the 2023 start of year assessment from 8% (11) to 4% (5) below.	
<b>Target:</b> <ul style="list-style-type: none"><li>• To reduce the number of students who are at risk of or are not achieving at their expected achievement level from 8% (11) to 4% (5).</li></ul>	
<b>Baseline data:</b> In 2022 the school was able to collect accurate achievement information to base the school targets for Math post covid disruptions.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Review assessment data with staff and determine the particular learning needs of target students to accelerate progress, determine how teacher aide time will be allocated to students who require additional assistance.</p> <p>Hold monitoring meetings to discuss the progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO and LSC.</p> <p>Uses BOT funds to support withdrawal programs based on the ALiM/ALiL Model. Targeting specific priority learners Review existing</p> <p>Communicate with families' ways of supporting students at home via newsletter and personal contact for target students.</p> <p>Moderate assessment practice across the school to ensure consistency across the staff using OT</p> <p>Monitor and evaluate the effectiveness of teaching practice and tailor PD throughout the year to meet the needs of students in each class.</p>	<p><b>Whole school cohort</b> 134/147- (91% achieving at expected level)</p> <p><b>Boys/ Girls (no disparity)</b></p> <ul style="list-style-type: none"> <li>63/84 (93%) of our boys are achieving at the expected maths level for their age.</li> <li>43/63 (95%) of our girls are achieving at the expected maths level for their age</li> </ul> <p><b>Maori Student Cohort</b> – Results showed that 12/14 (86%) of our Maori students are achieving at the expected maths level for their age (no disparity).</p> <p><b>Priority learners -(28 Students closely monitored for maths)</b></p> <ul style="list-style-type: none"> <li>17/28 (61%) Priority learners are achieving at the expected maths level for their age now.</li> <li>2 (7%) have made accelerated progress</li> <li>15 (54%) have made sufficient progress</li> <li>11 (39%) have made insufficient progress</li> </ul>	<p>When comparing whole school data curriculum expectations can be attributed to;</p> <ul style="list-style-type: none"> <li>- Quality teaching practices, moderated across the school, Teacher use of Analysis of needs for each student in their class</li> <li>- Monitoring of support provided for priority students. The number of well below students has dropped across the school due to the success of ALiM strategies where teachers preload information prior to lessons so priority learners make accelerated progress in maths rather than teaching remedial skill gaps.</li> </ul>	<p>Strengthen staff numeracy knowledge in school.</p> <p>Teachers planning specific support for students working with teacher aides during the year.</p> <p>Moderate reading practices and assessments across the school to develop consistency of practice.</p> <p>Set new targets for 2024 in relation to year groups in reading, writing and Mathematics.</p> <p>target priority learners with teacher aides supporting teachers to preload information to be taught focused on literacy and numeracy</p>
<p><b>Planning for next year:</b></p> <p>The following points will be features of planning for 2024:</p> <ul style="list-style-type: none"> <li>- Teacher reflection as part of ongoing appraisal documentation, including class targets in reading, writing and maths including specific children who they will monitor, and report on.</li> <li>- Participate in Assessment for Learning PLD focused on lifting student achievement in literacy in a culturally responsive way</li> <li>- Use Teacher Aides from BOT funds to support withdrawal and in-class programs based on the ALiM/ALiL Model. Targeting specific priority learners</li> </ul>			