

# Analysis of Variance Reporting



<b>School Name:</b>	Glenfield Primary (2018)	<b>School Number:</b>	1296
<b>Strategic Aim:</b>	All children are able to access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum levels for maths.		
<b>Annual Aim:</b>	To increase the number of students achieving at or above the expected curriculum levels for maths.		
<b>Target:</b>	<p>Students After Year 2 who were below the National Standard will make accelerated progress.</p> <p>All Maori and Pasifika students who were below the National Standard will make accelerated progress.</p> <p>All MELAA students who were below the National Standard will make accelerated progress.</p> <p>All NZ European students who were below the National Standard will make accelerated progress.</p> <p>All students who were well below the National Standard will make progress in relation to the maths standard and will meet their IEP goal by the end of 2018.</p>		
<b>Baseline Data:</b>	<p><b>Baseline Data:</b> Our baseline data (end of year Overall Teacher Judgements) identified some concerns in the following areas:</p> <p>32.8% of Students After 1 Year were achieving below the National Standard.</p> <p>32.3% of Maori students were achieving below the National Standard.</p> <p>31.8% of Pasifika students were achieving below the National Standard.</p> <p>27.6% of MELLA students were achieving below the National Standard.</p> <p>26.7% of NZ European students were achieving below the National Standard.</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ol style="list-style-type: none"> <li>1. End of year data was analysed to inform progress and planning for the following year. All students who were identified as below at the end of 2017 were classified as target students.</li> <li>2. Effective assessment practice was used to analyse data in order to identify individual student needs and inform teaching practice.</li> <li>3. The junior school maths leader used a spiral of inquiry to establish how effectively our maths progressions support teachers and students to set goals and monitor learning.</li> <li>4. Online maths apps were made available for Year 4 – 6 students.</li> <li>5. Teachers integrated their knowledge of assessment, the curriculum, content knowledge and pedagogical content knowledge in order to be responsive to students' needs.</li> <li>6. CAAP gives teachers clear guidelines on expected outcomes for students, school's annual plan goals, student progress from one year to the next in response to the NZ Curriculum levels, national signposts associated with this progress, monitoring and assessment and student</li> </ol>	<p>The spiral of inquiry included a survey of maths teaching in the junior area and demonstrated the lack usefulness and understanding of the current progressions.</p> <p>Meetings held with teachers to create new progressions. Teachers worked with JAM, Progressions, learning progressions, curriculum documents and eTap comments.</p> <p>Various progressions from other schools and Team Solutions were also analysed and compared to ours.</p> <p>Feedback from teachers has been used to develop the progressions, and junior teachers now have access to a school wide set of visual progressions.</p> <p>A math group tracker has also been developed which will help teachers keep track of student achievement.</p> <p>Visual progressions have been developed and strand progressions simplified and added to the progressions matrix.</p> <p>School wide target students:  After Year 2, 11% who were below moved to well below the curriculum expectation as they could not have been classified as well below previously. 31% remained below expectation; 52% were at and 6% were above expectation. 22% Maori students are well below curriculum expectation; 19% below; 50% at expectation and 9% above expectation.</p>	<p>From classroom visits and discussions with target students the following was apparent:</p> <p>Many students were not aware of the maths progressions or were not able to access them.</p> <p>Not all classes had maths progressions. In some classes, visual progressions were up on the wall, but students were not aware of them or did not relate it to their goals.</p> <p>Many students were not able to identify and discuss their goals. Some students were able to refer to their goals on the wall. (Juniors)</p> <p>2 teachers were not using progressions and requested examples of visual progressions. (Junior)</p> <p>Teachers had different levels of engagement with the progressions, and many had not had any input into the maths progressions.</p>	<p>Evidence will be collected in 2019 through interviews with teachers and students to identify how progressions are being used.</p> <p>The inquiry process will be used to investigate our student's ability to:</p> <p>Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures (<i>NZ curriculum</i>).</p> <p>Know what to do when they don't know what to do.</p> <p>Work collaboratively to construct meaning.</p> <p>Focus on reasoning and process rather than merely getting the answer right.</p> <p>Develop problem solving strategies.</p> <p>A new leader / leaders will be appointed to collect data on teachers PLD needs and develop an action plan to address these needs. Differentiated PLD will then be provided.</p> <p>Teachers will use the characteristics of a Visible Learner and Mindframes and set goals for practice improvement. A spiral of inquiry will be used to record progress against these goals as well as student progress and achievement.</p> <p>There will be regular contact between school and home and parents will be engaged in their children's learning.</p> <p>Identity, language and culture will be recognised, affirmed and valued in the learning.</p> <p>Senior leaders will be actively involved in</p>

<p>behaviours that would trigger tier support.</p> <ol style="list-style-type: none"> <li>7. As part of their appraisal teachers conducted a spiral of inquiry into their practice and its relationship to student progress. Professional learning groups were flexible and established to analyse data, effective teaching and to share good practice.</li> <li>8. End of year data was analysed to inform planning.</li> <li>9. IEP's were written for all priority students who required outside agency intervention, and progress against goals was monitored. All stakeholders were involved in this process. Differentiated teaching programmes were developed to meet specific needs.</li> <li>10. Referrals were made to outside agencies as required.</li> </ol>	<p>25% Pasifika are well below expectation; 25% below and 50% at curriculum expectation.  12% MELAA are well below expectation; 30% below; 55% at and 3% above.  4% NZ European are well below expectation; 37% below; 55% at and 4% above curriculum expectation.</p> <p>Priority Students (Well below):  33 goals were set for priority students: 21% were not met; 42% were partially met and 37% were met. 10 students were identified as priority and outside intervention was put in place. 70% remain well below expectation in Maths; 30 % have moved to below expectation.</p>		<p>classrooms to model, provide support and monitor programmes. Practice analysis conversations will take place as a result of these visits.</p> <p>Assessment procedures will be streamlined and the progressions will be used by teachers and students to identify next learning steps, set goals and monitor rates of progress.</p> <p>Progressions and other assessments (JAM, Basic facts and GLoSS) will be used to identify strengths and gaps in student knowledge, and to identify target and priority students. Gap analysis will be completed by teachers using the above tools.</p> <p>Teacher strengths will be recognised and utilised.</p> <p>There will be a continued focus on student agency and students will develop the skills to take responsibility for their learning and rates of progress.</p>
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**Planning for next year:**

Students will use evidence and data to set goals. There will be clarity around 'what they are learning and why.'

Students will use progressions to inform next learning / goal setting. Student agency will continue to be developed.

Targets are collaboratively set, understood and monitored for all students who are below. Priority groups will be identified - Maori, Pasifika, ESOL and GPS priority students.

Year 3 students will have access to the online apps.

Data will be tracked and progress and achievement frequently and regularly monitored, analysed, disaggregated and discussed as part of 'how effective is my teaching', and also used to inform teaching and learning through gap analysis.

Teachers will use data and evidence to inform planning for learning.

Teachers will continue to develop their assessment literacy.

LI's and SC will be collaboratively developed.

Teachers will plan rich tasks to provide evidence of student achievement towards curriculum levels.

Teachers will demonstrate a high awareness of diverse students' cultures, needs and interests. Tasks will reflect knowledge of their learners.