

Statement of Variance: Progress against targets:

Underachievers in Mathematics

<p>Strategic Goal 1: Student Learning and Engagement:</p> <p>All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics.</p>				
<p>Annual Target / Goal:</p> <p>Refine and deliver high quality teaching and learning programmes with an emphasis on Mathematics. To prioritise our Underachievers in Mathematics to ensure they make accelerated progress.</p>				
Actions	What did we achieve?	Evidence	Reasons for the difference (variances) between the target and the outcomes	Planning for Next Year – where to next?
<ul style="list-style-type: none"> Identify prioritised underachieving children / tamariki and track through the rest of the year using standardised / in class assessments e.g. AsTTle Maths / basic facts. Have Maths lessons occurring 5 days a week for at least 1 hour a day, so that this ensures prioritised children / tamariki are 	<p>We had a 2023 target to prioritise our underachievers in Mathematics to ensure they make accelerated progress.</p> <p><u>Underachievers:</u></p> <ul style="list-style-type: none"> 33% (9/27) of the children stayed the same. 56% (15/27) of the children have improved by 1 year. 7% (2/27) of the children have improved by 2 years. <p>It can take 2 years to get through a Numeracy Stage, when children are in</p>	<p>In November 2023, Underachievers from Years 2 - 8 were assessed using a range of assessment tools. The teachers collected summative and formative data. This data was aggregated and formed the basis of</p>	<p><u>Underachievers:</u></p> <ul style="list-style-type: none"> 4% (1/27) of the children have gone back – seeking ORS identification. This underachieving child and any new underachievers will continue to be our focus at Maths time in 2024. 	<p>We will continue to, in 2024:</p> <ul style="list-style-type: none"> From the Maths Cluster Professional Development in 2023, we will continue to be part of the Maths Cluster for South Canterbury, with Robb Proffitt - White and we will implement revised Maths strategies in our classroom programmes e.g. MoveNProve / DiscussNdefend / RevisitNretain / RecallNreason / OpeNups. Cross group in 4 classrooms to allow us to identify needs and teach

<p>engaged in Maths regularly.</p> <ul style="list-style-type: none"> • Cross group / stream which allow Teachers to identify needs and teach accordingly. • Have Teachers prioritise underachieving children / tamariki and plan programmes to meet their needs – as evidenced in Teacher’s appraisal “Growth Cycle” documents. • Explicitly teach Mathematics to the prioritised children/ tamariki, particularly around key strands, both strategies and knowledge, with a text book focus / practice in the Middle and Senior rooms. • Have Teachers focus on this target during staff meetings. • Have regular classroom observations of prioritised children / tamariki by the Principal. • Have Teacher Aides support prioritised children / tamariki either in small groups 	<p>the same Stage for 2 years, this is acceptable:</p> <ul style="list-style-type: none"> • Boys have improved by 64% (7/11) since end - year 2022. • Boys have stayed the same by 27% (3/11) since end - year 2022. • Girls have improved by 63% (10/16) since end - year 2022. • Girls have stayed the same by 37% (6/16) since end - year 2022. • Maori child has stayed the same by 100% (1/1) since end - year 2022. • Pacific children have improved by 58% (7/12) since end - year 2022. • Pacific children have stayed the same by 42% (5/12) since end - year 2022. • Teacher Aides daily supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had a major impact on the improvement in Maths levels in the school for the underachievers. • During 2023 the Board has employed an additional Teacher Aide for Room 2 on Fridays to ensure continuity of teaching the children of Room 2. • We have also employed a 6th Teacher in Room 1 to support early Numeracy through the Cluster Maths programme. 	<p>Underachiever’s Progress Analysis of Curriculum Levels Report.</p> <p>We included all our In – Class Support, Special Needs, “At Risk” and English as Second Language (ESOL) and potential ORS children in that report and it covered the underachieving children in the school, since the 2022 End-Year Report. The data shows the individual children’s progress in the 3 core curriculum areas of Reading, Writing and Maths.</p>		<p>accordingly e.g. major focus on Basic Facts across the school.</p> <ul style="list-style-type: none"> • The Principal and Deputy Principal will undertake the TALL programme run by the MoE to assist our ESOL children’s progress. • Have Teacher Aides support children in small groups, in class. • Use a range of Maths assessments to inform learning programmes - (PD provided by the Assessment for Learning PD). • Explicitly teach Maths, particularly around Subject Matter Knowledge and Pedagogical content Knowledge in Mathematics from the Curriculum Refresh – with a focus on Do / Know / Understand. • Finalise the review our Maths programme, in light of our Local Curriculum focus with ImpactEd and the Curriculum Refresh in Mathematics especially in the area of planning documentation – long / short term and weekly planning, as well as undertake the Assessment for Learning (as it is finalise by the MoE). • Identify At Risk of Underachieving children and track through standardised / moderated Maths assessments e.g. newly designed Maths assessments, Basic Facts. • Identify Accelerated learners and track through standardised /
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<ul style="list-style-type: none"> • Consolidate the Basic Facts: <ul style="list-style-type: none"> • Stages 3 - 4: addition to 10 • x 1, 10, 2 and 5 • Stages 4 - 5: addition to 10 • addition to 20 x 1,2,3,4,5, • Stages 6 - 7: All • Each prioritised child / tamariki will have their own learning goals in Mathematics, which are monitored by the child / tamariki and the Teacher. 	<ul style="list-style-type: none"> • Maths Cluster Professional Development in 2023 across the school has made a major impact in that children are starting to see themselves as mathematicians and are enjoying maths as a learning area. • All classes teach Key Ideas and Elaborations through Number Strategies / Number Knowledge / Equation and Expressions / Patterns and Relationships. • Cross groupings in all 4 classrooms allowed us to identify needs and teach accordingly. • Choosing Maths topics that teachers find relevant to our children e.g. Time / Money / Statistics 			<p>moderated Maths assessments e.g. new Maths assessments, Basic Facts (PD provided by the Assessment for Learning PD).</p> <ul style="list-style-type: none"> • Have Teachers target specific underachievers and plan programmes to meet needs – as evidenced in Teacher’s Growth Cycle documents. • Have Staff focus on this target during staff meetings. • Consolidate the Basic Facts: Level 2: addition to 10 x 1, 10, 2 and 5 Level3: addition to 10 addition to 20 x 1,2,3,4,5, Level 4: All.
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