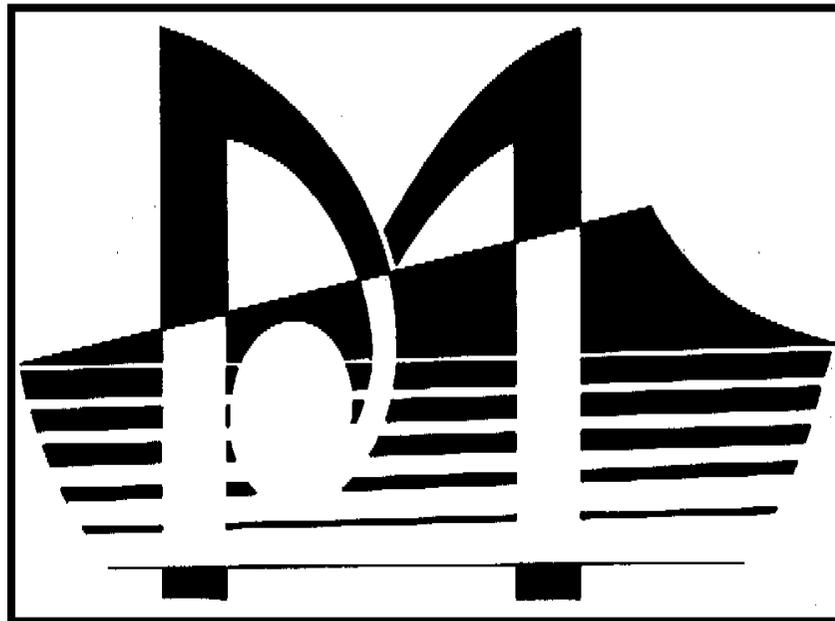


Marfell Community School

Happy Healthy Learners - Tama Tu Tama Ora



2020 Analysis of Variance

Student Achievement Target and Action Plan 2020 - Mathematics

Target Area: Mathematics					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 16 children identified as achieving below expectation in Mathematics to be at or above expectation In Mathematics. 62.5% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2019 identified 19 children from Year 2 to 6 that were achieving below expectation in Mathematics. 68% of these children are Māori.					
<u>All Students Below Expectation (Working Towards At) in Mathematics (Years 1-6) (n=1)</u>					
	Māori	Non Māori	Male	Female	Total = 16
Year 6	2	0	2	0	2
Year 5	3	2	1	4	5
Year 4	0	0	0	0	0
Year 3	2	1	0	3	3
Year 2	3	0	2	1	3
Year 1	0	3	1	2	3
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need in a detailed learning pathway with review every five weeks.			Term 1	School leaders Teachers	Completed through the Target Student System
2. Identify teacher strength and needs through in class observations, and learning conversations and the appraisal process.			Term 1 →	School leaders	Completed. Pact also played a major role in development
3. Continue to access the maths leadership cluster to remain connected with up to date and current practice. Sustain staff development.			Term 1-4	School leaders	Attended as far as COVID allowed.
4. Ensure all staff meet with school achievement expectations of progress and continue to moderate overall teacher judgements in relation to these expectations.			Term 1/2/3/4	School leaders Teachers	Moderation occurred meaning inconsistencies mitigated
5. Review current school interventions, including the frontloading programme, to ensure that they are making a difference in accelerating student progress.			Term 2-4	School leaders	Completed.
6. Upskill Support Staff to be able to deliver support programmes effectively.			Term 1/2/3	School leaders	On-going
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing	Teachers	completed

8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement	Term 2/4 Ongoing	Teachers School leaders	Completed. Affected by COVID
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Variance Report - Mathematics

Marfell Community School's Board of Trustees continues to be committed to raising achievement in the key area of Mathematics. The focus is on implementing specific learning pathways in order to achieve acceleration. We have focussed on moving the working towards students to at. Use of the PACT tool to ensure clear and consistent data is also a focus. We continue to use PLG to discuss and critique videoed practice and engage in challenging conversations around practice, student data, and problem solving.

The identified Maths Target for 2020:

To ensure a positive shift in achievement of the 16 children identified as achieving Working Towards expectation in Mathematics to be at or above expectation In Mathematics. 62.5% of these children are Māori.

Outcome:

- Term 4 2019 = 16 target children achieving working towards.

By the end of 2020:

- 5 target children achieved standard progress
- 0 target children made negative shift in Maths.
- 11 target children achieved accelerated progress

The mathematics target was achieved: **62.5% (N=11) children achieving accelerated progress.**
100% (N=16) children achieving standard and accelerated progress. There was no negative shift.

Data is based only on children present in Term 4 2019 and Term 4 2020.

Target Year 1 to 6 Children Achieving Working Towards National Standards in Mathematics Based on Overall Teacher Judgements – 16 children as at Term 4 2020

Year	Term 4 2019			Year	Term 4 2020				Positive or Negative Shift
	Below	Working Towards	At		Below	Working Towards	At	Above	
Year 5		2		Year 6			2		Positive
Year 4	1	4		Year 5		4	1		Positive
Year 3				Year 4					Positive
Year 2	1	2		Year 3		3			Positive
Year 1		3		Year 2			3		
TOTALS	2	11				7	6		100% Positive

Maths

Actions – What we did	Outcomes – What happened	Reasons for the Variance (Why it happened?)	Evaluation (Where to next?)
<p>Staff reviewed data and determined the specific needs of the target students. This was incorporated into planning.</p> <p>The frontloading programme was offered to target students from years 3-6. This programme frontloads the children with the knowledge they will need for the following weeks instruction in class.</p> <p>Student outcomes were reviewed throughout the year to ensure that children remained on track.</p> <p>Junior classes continued with the play based learning approach with developing the vocabulary and knowledge of maths. They were given teacher aide support to deliver this programme.</p> <p>Maths leadership attended the Maths leadership cluster in order to remain up to date and current in practice. This learning was communicated to staff.</p> <p>SENCO</p>	<p>See above for details on development. Progress was made and the PACT analysis meant we could see that 8 of the students who reached AT are on track to reach above by either mid 2021 or the end of 2021.</p> <p>See above. Only offered to target students this year.</p> <p>62.5% of the children on the programme were Maori. Of the 10 Maori students 8 made accelerated progress. The two that did not had wider factors at play.</p> <p>Reviewing and moderating ensured teachers remained consistent and pertinent in their approaches.</p> <p>Junior school – there has been significant progress although this is not reflected in our results. By the time they reach Year 6 the progress required has been achieved by the majority of our students.</p> <p>Leadership worked with wider staff on using PACT as an assessment analysis tool. This meant that results were consistent throughout the school. Also the school refined the approach to strand maths and how the play based programme is delivered through the maths curriculum.</p> <p>The role of the SENCO was expanded with emphasis on attendance and welfare.</p>	<p>Six students made standard progress maintaining “working towards at”. Of these 6 one has a suspected learning need, 1 poor attendance, 1 trauma at home.</p> <p>Frontloading stops the child feeling on the back foot as they begin the weeks learning. They have vocabulary, knowledge and strategy to build on. This has been the reason for the success for these children.</p> <p>Analysis of wider data shows less behaviour incidents, increased vocabulary, increased social and problem solving skills in the junior school. Once children have a grasp of this then they are ready to learn.</p> <p>66 children monitored. 179 major actions.</p>	<p>The target student system will continue in 2021. Selection of the students will be more strategic with no students selected who have additional needs.</p> <p>Teachers will receive development on meeting the <u>specific</u> learning needs of the child. This will be supported by PACT.</p> <p>Frontloading will continue and be further focussed towards the specific goals of the target child. This will be extended to reading next year.</p> <p>The play based approach will continue in the junior school. (Interest based in the senior). This, including Te Ao Maori will be a focus for development in 2021.</p> <p>A wider transition programme is being implemented in partnership with the local Kindy and parents. The aim is to have children entering school ready to learn. This will minimise our need to socialise and teach the very basics.</p> <p>We aim to address the wider needs of the child first and then learning will follow. The three target children who</p>

			were on the SENCO register made standard progress which reflects the impact that wider influences can have on learning.
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Focus: Children working towards curriculum level in Maths

		2020 Target Children	Ethnicity	19 Maths OTJ Term 4	2020 July OTJ	20 Maths OTJ Term 4	Summary (Based on PACT trajectory)	Progress	<p>2020 Term 1 – 15 children working towards curriculum level in maths. 66% Maori. Special Programme: Frontloading maths.</p> <p>July 2020 – No negatives shifts for the target students 3 children have accelerated progress.</p> <p>This is very pleasing as the children missed so much during COVID. The no negatives shifts is to be celebrated considering the circumstances.</p> <p>Maori: 7 wkg towards. 3 at.</p> <p>2020 - End of year</p>
Year 6	1	TakS	Maori	Wkg T	Wkg t	At	On track to maintain at.	accelerated	
	1	NukJ	Maori	Wkg T	At	At	Beginning to move to above	accelerated +	
Year 5	1	BoxK	Maori	Wkg T	Wkg T	At	Strong trajectory towards above	accelerated ++	
	3	BakV	European	Wkg T	Wkg T	wkg T	years worth of progress	steady	
	3	JulD	European	Wkg T	Wkg T	wkg T	years worth of progress	steady	
	3	NukK	Maori	B	Wkg T	wkg T	Trajectory changing to accelerated progress	accelerated	
	3	LizM	Maori	Wkg T	Wkg T	wkg T	years worth of progress	need to monitor - projected to below by end of 2021	
Year 4									
Year 3	7	CorK	European	Wkg T	Wkg T	wkg T	years worth of progress made	on track to meet at by mid 2021	
	7	CamB	Maori	B	Wkg T	Wkg T	accelerated progress made	on track to meet at by mid 2021	
	7	MarT	Maori	Wkg T	Wkg T	Wkg T	HIGH ABSENCES	could move into below by end of 2021	
Year 2	8	TuhD	Maori	Wkg T	at	at	Strong trajectory towards above	accelerated ++	
	8	VedI	Maori	Wkg T	at	at	Strong trajectory towards above	accelerated ++	
	8	TakV	Maori	Wkg T	Wkg T	at	strong trajectory	accelerated +	
Year 1	6	PreK	European	Wkg T	at	at	strong trajectory	accelerated +	
	6	NicE	European	Wkg T	at	at	Strong trajectory towards above	accelerated ++	
	6	CamA	European	Wkg T	Wkg t	at	strong trajectory	accelerated +	

15chn TOTAL				maths targets			
			16 chn Maori = 10 62.5%	16 Chn Maori: 62.5		4 accelerated to reach above by MID 2021 4 accelerated - reach above by end of 2021 2 accelerated reaching at 2 on track to meet at by mid 2021 2 - concern.	<p>No negative shifts - 1 possible negative next year if attendance does not improve.</p> <p>9 children made accelerated progress and reached AT Of these 9 - 4 showed they are on track for above by end of 2021</p> <p>6 Maori 5 Boys</p> <p>6 made expected progress and retained "working towards"</p> <p>Two made accelerated progress from B to Working Towards</p> <p>5 Maori 0 Boys</p> <p>Of these 7 1 - poor attendance, 1 possible learning disability, 1 - trauma at home.</p> <p>62.5% made accelerated progress overall</p> <p>2 are of concern. 12 of the 16 are on track to be at or above by the end of 2021. This is 75%</p>

KEY: Red: Negative shift Black: Standard progress Green: Accelerated progress Blue: Accelerated progress +

Recommendations for the Future

- For 2021 our foci will be to consolidate the use of PACT and ensuring consistency. We will focus on Reading and attendance as target area and will develop learner pathways. We will continue to implement the target student system with emphasis on meeting specific learning gaps. For this we will draw on the knowledge within the school and consult with outside experts as necessary – for example the Maths Leadership Cluster.
- To improve the knowledge, capability and confidence of the Maths Leadership team and then in turn develop teacher capability to critique and challenge within their PLG.
- To support the leadership to engage in challenging conversations around practice, student data, and problem solving.
- Continuation of ‘frontloading’ intervention to ascertain effectiveness for accelerated progress.
- Focus on Target students:
 - All stakeholders: Have a clear understanding of who the target students are, exactly how we will accelerate them, exactly what we want to achieve with them.
 - Continue school wide initiatives to accelerate target students
 - Focus on the local curriculum
 - Use of PACT to inform next steps for teaching and learning.
- To consolidate and further implement our Positive Behaviour for Learning programme to raise student achievement.
- Inquiry focussed practice under the ‘Schools That Deliver’ Network.
- Provide a Literacy Development budget for teacher release & resourcing.
- Develop systems for peer observations, videoing lessons, sharing and discussions.
- Ensure that timetables, planning & programmes and initiatives support effective teaching & learning.
- Lead teachers towards expecting accelerated progress from their students
- Regular staff meetings on moderation to ensure consistency across the school, in particular, in writing
- Review and refine programmes and initiatives offered to support students in Literacy and Mathematics.
- There were some positive shifts made in raising student achievement in mathematics, writing and reading this year. It is imperative that we continue to take advantage of any PLD opportunities by engaging in any advice and support made available
- Research and implement successful student support programmes.
- Provide opportunities to visit successful practice in other schools.

Kealy Warren
Acting Principal