

Analysis of Variance Reporting



School Name:	Heaton Normal Intermediate	School Number:	3372
Strategic Aim:	All students leave Heaton with a minimum achievement in mathematics of end of Level 3/early Level 4 (NZ Curriculum)		
Annual Aim:	Year 7 and Year 8 students at risk of not achieving to end of Level 3/early Level 4 in mathematics by the end of Year 8 are identified as early as possible and progress is closely tracked over the two years at our school		
Target:	To accelerate the progress in mathematics of Year 7 students who are achieving below or mid Curriculum Level 3		
Baseline Data:	56 students were achieving at mid-Level 3 at the beginning of Year 7 (below expected level for Year 7) 9 Students were achieving at early Level 3 at the beginning of year 7 (well below expected level for year 7) 3 students are ORs funded.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Track student progress at class, house and school wide to ensure we know who these students are.</p> <p>These students become a target group for teams of teachers to accelerate their progress in reading.</p> <p>Ensure this target group have access to resources such as SENCO, teacher aide and ESOL.</p> <p>Lead teacher of mathematics worked with individual and groups of teachers to utilise evidence-based programmes and strategies</p> <p>Purchased professional and student resources that supported maths engagement</p> <p>Students grouped by achievement levels within houses to ensure more targeted teaching after baseline assessment at the beginning of each new maths topic</p>	<p>2 of the target students left the school</p> <p>All target students made progress over the 2 years at our school. By the end of Year 8, no students were at the beginning of Level 3, 2 were mid-Level 3 and 22 at the end of Level 3 (at expected level for Year 8)</p>	<p>Intense and ongoing tracking and adapting programmes and teaching strategies had a significant impact on many of the target group.</p> <p>Less progress was made by students in which there were issues with attendance and general wellness.</p> <p>Most teachers implemented and kept evaluating very effective individual plans for each of the target students in consultation with the Maths lead teacher and Learning Support Coordinator and Learning Centre Coordinator.</p> <p>Teachers endeavoured to form learning partnerships with parents/whānau in order to accelerate learning. Successful partnerships contributed to greater improvement in progress.</p>	<p>Continue with the current strategies in particular more rigorous and frequent tracking of the progress of target students.</p>

Planning for next year:

Continue with established identification, tracking, programmes and processes.

Aim to engage all parents/whānau of every target student in order to work together to accelerate learning.

Monitor the attendance of target students and follow-up quickly when there are concerns.

Track the school wide involvement of target students to ensure they all have a sense of belonging in the school and strengths are recognised and developed.

Continue to work on school wide moderation so that there are consistent understandings, expectations and evidence based teaching by every teacher.