

Analysis of Variance Reporting



School Name:	Southland Adventist Christian School	School Number:	4112
Strategic Aim:	To raise student achievement in Literacy, delivering effective reading, writing and oral language programmes based on the New Zealand Curriculum.		
Annual Aim:	To deliver quality programmes for learners based on the New Zealand Curriculum Framework and the National Standards, which support growth and achievement for Years 1-8		
Target:	In 2016, 28 students were 'below' or 'well-below' the National Standard in Mathematics. 2017 target is that these students make a year or more progress and against the National Standard.		
Baseline Data:	In 2016, 28 students were 'below' or 'well-below' the National Standard in Mathematics.		

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>This year we have undertaken Ministry of Education funded PLD. Through this process our teachers have been led to more accurate assessment and deliberate teaching pedagogy. Every teacher included a Mathematics focused goal in their teacher appraisals and inquired into their own Mathematics teaching and learning programme.</p>	<p>In 2016, 24 students were 'below' or 'well-below' the National Standard for Mathematics. In 2017 the target is that these students make a year or more progress against the National Standard.</p> <p>Of these 24 students, 8 have left SACS. 9 students have remained 'below' the National Standard in Mathematics and 2 have remained 'well below' the National Standard in Mathematics. 5 students have moved from being 'below' the National Standard to being 'at' the National Standard. These 5 students have shown accelerated progress.</p> <p>In 2017, 17 students are 'below' or 'well-below' the National Standard for Mathematics. Of these students, 2 are Year 1 students who have had their first OTJ. 3 are new students to SACS. 2 have remained 'well below' the standard and 9 have remained 'below' the standard. Although these 9 students have not made accelerated progress, they have managed to make one year's progress which can often be challenging for students who are below the standard. 1 has moved from being 'at' the standard to being 'below' the standard. This student will be a priority next year.</p>	<p>The way our teachers engaged in the PLD enabled them to modify their teaching practices. They were shown quality teaching pedagogy and this allow them to be more direct in their acts of teaching.</p> <p>As a school, we had a combined focus to shift achievement in Mathematics. By combing our PLD and teacher appraisal inquiry, everyone was focused on the same end goal – raising achievement.</p> <p>We have also worked on creating a more rigorous priority learner system to ensure students at risk of low achievement can make accelerated progress.</p>	<p>There is still a large number of students who are 'below' in Mathematics – we must ensure we know how we can shift these students.</p> <p>A high number of students in the school have suspected learning difficulties/needs. This may be impacting on our data, therefore in 2018 we plan to inquire into how we can meet the needs of this students to ensure progress in their achievement.</p> <p>Although the Board of Trustees was impressed with the progress made in 2017, particularly that of the priority learners, we think it is necessary to embed what has been achieved this year and make further progress. We will be applying for further PLD Funding for build upon what has been achieved in 2017.</p>

Planning for next year:

Next year we are planning to once again have a school-wide focus on Mathematics. This will enable us to embed the progress made in 2017 and to further develop the way we teach Mathematics. The 2018 Achievement Target will be as follows: In 2017, 17 students were 'below' or 'well-below' the National Standard for Mathematics (expected curriculum level). The 2018 achievement target is that 50% of these students make accelerated (a year or more) progress against New Zealand Curriculum.