MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

School Name:	Southland Adventist Christian School	**School Number**:	4112

Strategic Aim:	Foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum.
Annual Aim:	Through the context of Mathematics, develop, implement, and embed an Inquiry process that will enhance the rigor and understanding of what is happening in this curriculum area.
Target:	At the end of 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 the New Zealand Curriculum.
Baseline Data:	At the end of 2017, 17 students were 'below' or 'well-below' the National Standard for Mathematics (expected curriculum level).

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
This year we have built upon the Mathematics pedagogical skills learned during 2017 by continuing Ministry of Education funded PLD. Through this process teachers developed their abilities to inquire into their teaching of Mathematics and adapt their practice accordingly. Teachers also attended incidental Mathematics PLD to fit with their current learning needs. This year we had one teacher participate in Accelerated Learning in Mathematics (ALiM). The students involved in this programme made excellent progress. It also benefitted the teacher and she was able to apply to her classroom teaching strategies she learned through ALiM. We had a combined school wide effort to improve Mathematics achievement which allowed us to focus our energy on making improvements in the same area.	At the end of 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 the New Zealand Curriculum. Of these 17 students, 4 have left SACS. 8 students have remained 'below' the expected curriculum level in Mathematics and 3 have remained 'well below' the expected curriculum level in Mathematics. One student has moved from being 'well below' the expected curriculum level to being 'below' the expected curriculum level and another student has moved from being "below" the expected curriculum level in Mathematics to being "at" the expected level. Both of these students have made accelerated progress. Of the 13 students remaining at SACS, only 2 (15%) have made accelerated progress. Although it is disappointing that further accelerated progress has not been made, it is also promising that no students have regressed in their learning.	Teaching practice has been strengthened through the measures we put into place during 2018. Although significant progress was made in teaching practice and strategies, we still did not see significant growth in student achievement. We did however note which strategies were effective for improving student's achievement by analysing those students who did make accelerated progress. This year we identified that our cohort of girls are below the school average for achievement in Mathematics. We have not been sufficiently planning to improve this area. This will be reflected in our 2019 Achievement Target.	Although in 2018 we did not make as much progress as hoped, we have learned strategies which will help us as we move forward. During 2019 we will be participating in ALiM 2 which will enable all of our teachers to focus on a target group of students who have underachieving in Mathematics. We have discovered that it is important to be deliberate in identifying specific barriers to student learning if they are to make accelerated progress. One positive outcome was the combined school wide effort to improve Mathematics achievement allowed us to our energy into making improvements in the same area.

Planning for next year:

In 2018, only 14 out of 26 girls (54%) were 'at' or 'above' the expected curriculum level in Mathematics compared to 64% of the total school. The 2019 achievement target is that we raise the number of girls who are 'at' or 'above' the expected curriculum level in Mathematics to 65%.