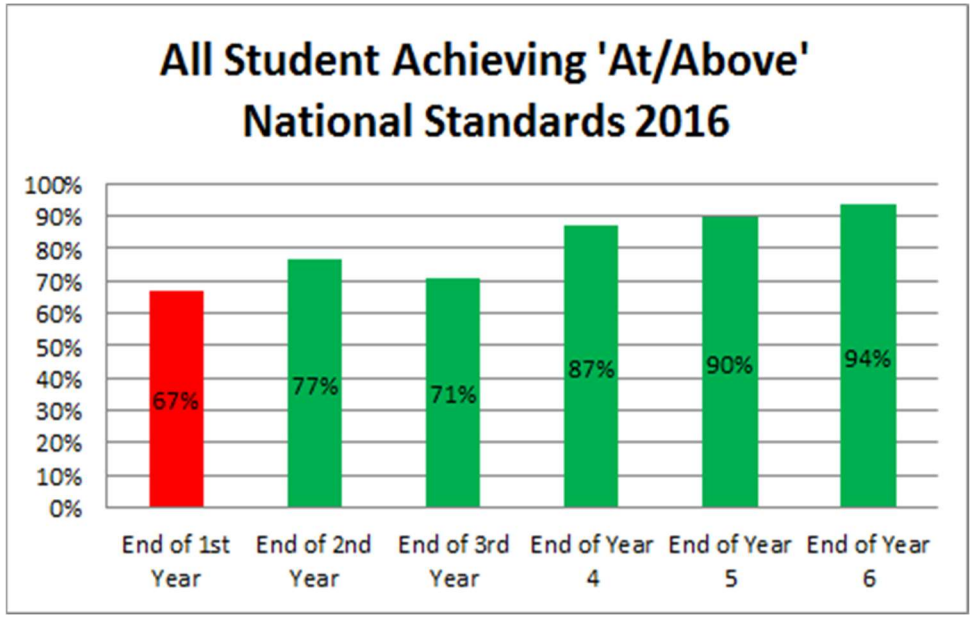
MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

School Name:	Aberdeen School	School Number:	1680

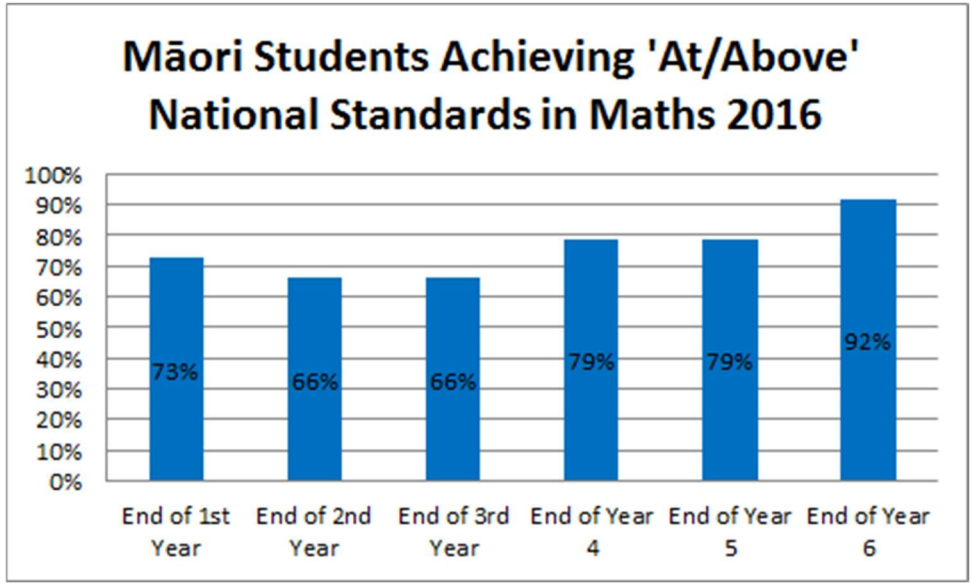
Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards in Mathematics. In line with Ministry of Education expectations, we aim to have 85% of all Aberdeen students 'At' or 'Above' the Standards in Mathematics by 2017.
Annual Aim:	To improve student achievement through effective teaching across the Mathematics curriculum throughout the school, increasing the number of students achieving 'At' or 'Above' the National Standards by at least 5%. This aim aligns to our Community of Learning achievement challenges.
Target:	We intend to focus on improving outcomes for the 2015 Year 4 cohort accelerating progress and raising student achievement so that at least 75% of these students achieve 'At or 'Above' Standard by the end of Year 5. There will be a particular focus group from the 15 Māori and Pasifika students currently 'Below' or 'Well Below' the Standard in this year group.
Baseline Data:	Our baseline data, from the end of 2015 indicated a lower rate of achievement among our Māori (63%) and Pasifika students (67%) when compared with other ethnic groups. Our data also showed that the cohort of students who had been working towards the National Standard for the end of Year 4 during 2015, were not achieving as well as other cohorts within our school (57%). Fifteen Māori and Pasifika students were identified from our 2015 Year 4 data and these became a target group within Year 5 during 2016.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
• Maths Supplementary Inquiry Team (SIT) met to discuss progress in relationship to Aberdeen School Curriculum and Achievement Plan (CaAP) for Mathematics. Staff gave input in to this. • Classroom teachers identified students requiring additional support in order to reach the appropriate National Standard. The SIT team reviewed the effectiveness of interventions designed to accelerate progress and	 By the end of 2016, 81% of our students were 'At' or 'Above' the National Standard in Mathematics. This was **10%** higher than results in the previous year. The end of year achievement results, as shown above, reflect an improvement of at least 5% across all year levels with the exception of Year 1.	Our results were better than expected and represent an increase in teacher pedagogy and capacity: • Our teachers have had time to embed learning in their teaching practice from the Mathematics PLD conducted during 2014 and 2015. This included identifying priority learners who needed acceleration as well as identifying and responding to individual learning needs. Teachers have been proactive in engaging parents of these students in activities that	The Leadership team, MST 2 teacher as well as classroom teachers will continue to focus on effective teaching and learning in Mathematics throughout the school in 2017. A Mathematics committee has been formed with representatives from each year level. Key areas of focus are; • In depth sharing of effective Mathematics teaching pedagogy and assessment practice. • MST 2 teacher to lead 'growth mindset' and the 'learning pit' PLD with a focus on accelerating progress.

changes were made as indicated by the assessment data and CaAP.

- Classroom teachers used assessment information to inform planning and teaching so that it addressed the needs of students in their classes. Each teacher identified a group of students from their class, with a focus on Māori and Pasifika students, whose progress they intended to accelerate.

- Students were able to share their progress with Whānau and were able to identify their next learning



At the end of 2016, 76% of our Māori students were 'At' or 'Above' the Standard. When compared with results from the previous year, this represents a **13%** improvement. We exceeded our annual goal with respect to these groups.

When the 2015 Year 4 cohort, which was the target group, was tracked for improvement over time, there was an increase of around 30% of students achieving 'At' or 'Above'.

Whereas only 66/114 students in 2015 met or exceeded the Standard at the end of Year 4, by the end of Year 5, 101/116 students were judged as having met the Standard. This was an improvement of around 30%.

support their child's learning.

- The process for moderation and guidelines for making OTJs has been reviewed and modified, to better reflect the achievement of our students.

- The MST1 programme, which targets students in Years 4-6 at Aberdeen continues to be very effective in accelerating the learning of students who have been identified as 'Below' or 'Well Below' the National Standard for their year group.

- Refining of moderation processes within year groups and across curriculum levels.

As part of our Community of Learning we will be exploring how we can continue to improve teacher efficacy, student agency, and whānau engagement in Mathematics.

Teaching as Inquiry - to improve teacher efficacy in Mathematics in relation to identified target groups.

steps. • MST 1 (Maths Support Teacher) liaised with the classroom teacher and conducted withdrawal groups to accelerate learners.	Of the 15 Māori and Pasifika students identified as having not reached the Standard at the end of Year 4 in 2015, 10 were achieving 'At' Standard, 3 were achieving 'Below' Standard and two students left Aberdeen in 2016. These students were able to make accelerated progress during 2016 and will continue to be monitored in 2017.		

Planning for next year:

Although we achieved our targets last year, we still recognise the need to further improve our student achievement in Mathematics, so that all our students can leave Aberdeen School achieving their potential in this curriculum area.

We will continue to have the Mathematics Supplementary Inquiry Team (SIT) overseeing the delivery of the Mathematics curriculum and ensuring that individuals needing additional support are identified early and are given the support needed to meet their learning needs. In addition, a Mathematics Curriculum Team is formed to liaise between SIT team and teachers at each year level to ensure teaching practice, expectations regarding student learning in Mathematics and moderation of assessment is consistent within and between year levels.