



Analysis of Variance 2018: Mathematics

School Name: Hampden Street School	School Number: 3193
Strategic Aim: To improve every student's learning and achievement by ensuring all learners can access the New Zealand Curriculum, evidenced by progress and achievement in relation to the National Standards.	
<p>Annual Aim: To ensure all students are achieving at or above the National Standard in Mathematics.</p> <p>Achievement Target: All girls will be working at or above the National Standard in Mathematics by the end of the 2017 school year. This is a joint achievement target with the Nelson CoL.</p> <p>Achievement Target: All girls will be working at or above the National Standard in Mathematics by the end of the 2017 school year. This is a joint achievement target with the Nelson CoL.</p> <p>Baseline data: 2017 OTJ data shows that 17% (82/459) of students were below across the school, with 1% (5) students are well below. Female students show 21% below or well below, 67% at National Standard and 11% above. These results were similar to our Nelson Col Data which showed around 23.4% students across the COL were achieving below or well below the National Standard in Mathematics (2015 data)</p> <p>2018 Outcome: Our 2018 OTJ data shows us that 26% of our students are working below the expected curriculum level on up from 19% in 2017. This disappointing especially considering many of the children recorded as below have been in the ALIM programme for 3 years. In terms of gender, once again, Females achievement in mathematics was lower than male students with 31.1% of Females student working below the expected level of the curriculum compared to 21.2% of males. In terms of ethnic breakdown, Maori achieved well with only 22.6% achieving below compared to 25% of NZ European. Our Pacifica numbers a too low to report but there result are of concern. Certainly, the use of the PacT tool for OTJs has meant we are now assessing maths well but in the broadest sense, this differs from previous numeracy based assessments and this has definitely affected achievement outcomes. Also, students Mindset in Mathematics seems to be a large factor in achievement, this particularly evident in our girls. These areas will need to be addressed in 2019 and beyond. They are not a quick fix.</p>	

Actions (what did we do?)	Evaluation Why did it work? How do we know?	Evaluation Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
<p>Maths Curriculum Leader has run a series of workshops at whole staff meetings with support from UC Facilitator.</p>	<ul style="list-style-type: none"> • Feedback from staff and facilitator were positive. • Observations saw many facets of good practice used in classrooms • Student maths engagement was high - this was noted in student voice and observations by the facilitator 	<ul style="list-style-type: none"> • Observations showed that there was still a lack of consistency around maths delivery across the school and areas to improve. 	<ul style="list-style-type: none"> • Continuing with numeracy PD focus • Continuing observation and mentoring of staff. 	<ul style="list-style-type: none"> • Implement DMIC programme with the support of CoL • Ensure that staff members know expectations of what a maths classroom looks like
<p>Continuation of Curriculum Leader role.</p>	<ul style="list-style-type: none"> • Observations and feedback sessions we well received • Teachers began to collaborate resources to schoolwide docs • Set up tracking tool • Staff workshops were targetted at gaps in practice 	<ul style="list-style-type: none"> • Tracking tool wasn't well shared • Some drop-in observations were difficult as maths wasn't being taught when curriculum leader was available to observe • Implementation of PD by staff was mixed 	<ul style="list-style-type: none"> • Develop a more formal numeracy walkthrough of school • Use goal setting to target specific areas for teachers to improve on • Change the way we track target students to include key competency and values 	<ul style="list-style-type: none"> • Ensure resourcing of classrooms with materials • Encourage sharing of maths ideas and resources across syndicates • Ensure that staff members know expectations of what a maths classroom looks like

<p>Consolidation of the PaCT tool</p>	<ul style="list-style-type: none"> • All staff used PaCT tool on a range of students throughout the year 	<ul style="list-style-type: none"> • Tool not used consistently across teachers • Some resistance to using tool 	<ul style="list-style-type: none"> • Continue to develop knowledge and use of tool. 	<ul style="list-style-type: none"> • Ensure all new staff are trained on how to use tool effectively • Use syndicate meetings to collectively PaCT students to ensure greater consistency
<p>Part of ALIM (accelerated learning in mathematics) for previous two years.</p>	<ul style="list-style-type: none"> • A number of new staff participated • Students involved made progress in attitude, engagement and achievement. 	<ul style="list-style-type: none"> • Achievement not as accelerated as would've liked • After 3 years of doing the programme, staff buy-in was limited • Schoolwide implementation was limited 	<ul style="list-style-type: none"> • Apply ALIM solutions across school maths without participating in ALIM programme 	<ul style="list-style-type: none"> • Use DMIC as the tool to reach underachieving students



Analysis of Variance 2018: Literacy

School Name: Hampden Street School		School Number: 3193		
Strategic Aim: To improve every student's learning and achievement by ensuring all learners can access the New Zealand Curriculum, evidenced by progress and achievement in relation to the National Standards.				
Annual aim: To ensure all students are achieving at or above the National Standard in Writing.				
Baseline Data: 2017 OTJ data shows that 21% of students are below in writing and 2% are well below. Māori boys' achievement in writing shows 39% (13/33) are achieving below and 1 student achieving well below the standard. Like Mathematics, achievement results across our COL are similar with 21.2% of students writing below or well below the National Standard in writing.				
Achievement Target: To increase all students' achievement at or above the National Standard in Writing. This relates closely to the achievement target with the Nelson CoL, which focuses on Māori boys' achievement.				
2018 Outcome: Writing continues to be an area of focus with 28% working below the expected level of the curriculum. This up was 5% on 2017 but as we are using PacT effectively we are possibly more accurate on our OTJs. Once again in 2018 boys (34.1% below) continue to not achieve as well as girls (23.7% below) in writing. We feel this an ongoing issue to do with motivation and engagement in writing as opposed to issues with the mechanics. Maori students achievement is of concern with 37.8% of students working below the expected level of the curriculum. Once again this seems to be due to engagement and relevance of writing tasks.				
Actions (what did we do?)	Why did it work? How do we know?	Why didn't it work? How do we know?	Evaluation (where to next?)	Action Points (planning for next year)
Consolidation of practice across the school to ensure consistency, supported and maintained by curriculum leader.	A series of staff meetings were run based on consistent moderation of writing. Judgements were more accurate.	Using PacT has meant that teachers are looking further into learning across the curriculum and therefore achievement has decreased.	Focus on target student dispositions. Schoolwide and syndicate wide opportunities to consolidate moderation practices.	Group observations to build consistency in our approach. Set dispositions with staff to work towards achievement for target students.

	<p>1:1 meetings with staff were valuable in setting next steps in literacy programmes. This was particularly evident in the analysis of target students on our tracking sheet.</p>	<p>We have looked into learning dispositions that target students need development in but have yet to action any focus around raising this.</p>		
Continuation of Curriculum Leader role.	<p>It provided opportunities for observation and feedback. Staff meetings provided good discussion to build understanding amongst staff. Resources shared were well received.</p>	<p>Time was wasted finding classes to observe using the drop in the format of observation. Lack of professional development available.</p>	<p>Scheduled observations of syndicates to get a feel of how literacy is being taught in areas of the school. Use of goal setting for individual observations to provide more focus and to build teacher capability.</p>	<p>Work on sharing successes in classrooms as within school professional development. Build understanding across the school of ways to provide more choice in response to writing motivation. Develop tools for monitoring and teaching target students effectively.</p>
Implementation of the PaCT tool	<p>It broadened people's understanding of covering the curriculum in writing. A broad range of genre was being used in classrooms. All staff used the Pact tool to judge a range of students.</p>	<p>More time needs to be spent discussing and justifying judgements of the same work amongst staff. Buy-in from the staff isn't at 100%</p>	<p>Spend more time developing an understanding of the usefulness of the tool.</p>	<p>Allocate staff meeting time for teachers to develop knowledge of the tool Curriculum leader to be available for support and guidance.</p>
Spiral of Inquiry for individual teachers, supported by PLG Literacy group.	<p>· Junior syndicate took part in a range of oral language professional development and reported a significant change in the amount of student speak and articulation in their classes.</p>	<p>There is more work to be done as the oral language needs of the children coming in each cohort is very high.</p>	<p>· Continue using resources for building oral language skills. Play based learning pedagogy is developing with a focus around building</p>	<p>· All classes will use seesaw to develop articulation with purpose. CoL is continuing to provide professional development</p>

			oral language and social skills.	opportunities for oral language.
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