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| **Paraparaumu School**  **“Learners today…Leaders tomorrow”**  **“Tae tauira mai…Haere rangatira atu”**  **2022 Analysis of Variance** |

**Paraparaumu School Student Achievement Target 1 2022: Key Area Maths. Year 3 boys. Place Value**

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| **Vision**  “Collectively create a challenging and exciting learning environment aimed at developing independent and co-operative well educated students, who have the respect for the beliefs and attitudes of others.” | **Strategic Goal 2**  Students who are confident in their learning, willing to take risks in their learning and proud of their personal achievements. They will also seek challenges in their learning. | **Target**  To reduce the number of year 3 boys achieving below expected outcomes. We want the students to achieve good to accelerated progress towards working at their expected levels. |

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| **Baseline data (evidence):**  Analysis of our NUMPA assessments related to the Place Value domain data indicates we have a large group of year 3 boys who are represented in the below expectations category. The data shows that 12, or 40%, of year 3 boys, (year4 in 2022) are below expectations. |

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| **Actions** | **Outcomes** | **Target Achieved** | **Target not achieved. Reasons for Variance** | **Evaluation** |
| Targeted students will be identified and become part teachers’ PGC goals for 2022. This will continue if agreed to by Maths PLD facilitator Ian Stevens  The School Board increased 2022 teacher aide hours to support target students working below expectations in Maths.  Assessment and in depth analysis of student Maths data will ensure gaps in knowledge are identified and addressed.  The school board will receive reports of student achievement in maths  The Spring into Maths Programme will be used to address the needs of targeted students  Ian Steven’s from Learning Adventures will be facilitating our Maths PLD | Results  Term 2 testing.  Term 4 2021: 12 boys below  Term 2 2022: 3 boys below  Net decrease from 2021 data:  9 boys.  Term 4 testing.  Term 4 2021: 12 boys.  Term 2 2022: 3 boys.  Term 4 2022: 4 boys  Net decrease from Term 4 2021 data:  8 boys.  Net increase from Term 2 2022 data.  1 boy | Data for this cohort showed that we achieved our target.  Data showed a marked decrease from Term 4 2021 to Term 2 2022. However, we dropped by one student when comparing Term 2 2022 data with Term 4 2022  Staff reported very effective PLD with Ian Stevens from Maths Adventures. Teachers reported increased confidence and ability to teach Place Value.  We have moved SMS platforms from Assembly to etap. This platform has provided more effective school wide data representation that is both easy to use and more in depth with regards to information. | N/A | The PLD has been effective in giving teachers more tools and techniques for teaching place value.  For closer monitoring the use of identified target students in each classroom would have added to the effectiveness of what was occurring.  We have had place value as a focus for 2 years now. Analysis of term 4 2022 data now identifies Basic Facts as an area of focus for 2023.  We will be continuing our PLD with Ian Stevens in 2023. Basic facts will be a focus for his PLD and intervention.  We will be re introducing identified target students to accompany the PLD provided by Ian. This will aid in the closer monitoring of targeted students.  One of our ongoing discussions has been concerned with the administrative rigor of our current testing tools and how this may impact on student achievement. |

**Paraparaumu School Student Achievement Target 2 2022: Key Area Maths. Years 1-3 Maori Girls**

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| **Vision**  “Collectively create a challenging and exciting learning environment aimed at developing independent and co-operative well educated students, who have the respect for the beliefs and attitudes of others.” | **Strategic Goal 2**  Students who are confident in their learning, willing to take risks in their learning and proud of their personal achievements. They will also seek challenges in their learning. | **Target**  To reduce the number of year 1-3 Maori girls achieving below expected outcomes. We want the students to achieve good to accelerated progress towards working at their expected levels. |

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| **Baseline data (evidence):**  Analysis of our NUMPA assessments related to the Place Value domain data indicates that we have a group of year 1-3 Maori girls, (year 2-4) who are well below and below expectations. The data shows that 60% of these students are well below and below. |

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| **Actions** | **Outcomes** | **Target achieved** | **Target not achieved. Reasons for variance** | **Evaluation** |
| Targeted students will be identified and become part teachers’ PGC goals for 2022. This will continue if agreed to by Maths PLD facilitator Ian Stevens  The School Board increased 2022 teacher aide hours to support target students working below expectations in Maths.  Assessment and in depth analysis of student Maths data will ensure gaps in knowledge are identified and addressed.  The school board will receive reports of student achievement in maths  The Spring into Maths Programme will be used to address the needs of targeted students  Ian Steven’s from Learning Adventures will be facilitating our Maths PLD | Results  Term 2 testing.  Term 4 2021: 60% below  Term 2 2022: 22% below  Net decrease from Term 4 2021 data:  38%  Term 4 testing.  Term 4 2021: 60% below  Term 2 2022: 22% below  Term 4 2022: 30% below  Net decrease from Term 4 2021 data:  30%  Net increase from Term 2 2022 data.  8% | In examining our data for this cohort we can conclude that we have achieved our target.  Data showed an significant reduction from 60% in Term 4 2021 to 22% in Term 2 2023. However, there was an 8% increase in Term 4 2022 data when compared with Term 2 2022 data.  While there was a 22% decrease from Term 4 2021 to Term 4 2022, the increase from Term 2 2022 and Term 4 2022 of 8% is puzzling. Etap allows easy access to data. So examination of individual students should determine why this has happened. | N/A | Maths PLD was effective in providing teachers strategies and techniques for Place Value and raising achievement.  Place Value has been a focus for 2 years now. Analysis of Term 4 data now identifies Basic Facts as an area of focus for 2023.  We will be continuing our PLD with Ian Stevens in 2023. Basic facts will be a focus for his PLD and intervention.  We will be re introducing identified target students to accompany the PLD provided by Ian. This will aid in the closer monitoring of targeted students.  One of our ongoing discussions has been concerned with the administrative rigor of our current testing tools and how this may impact on student achievement. |

**Paraparaumu School Student Achievement Target 3 2022: Key Area Maths Year 3 girls. Place Value**

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| **Vision**  “Collectively create a challenging and exciting learning environment aimed at developing independent and co-operative well educated students, who have the respect for the beliefs and attitudes of others.” | **Strategic Goal 2**  Students who are confident in their learning, willing to take risks in their learning and proud of their personal achievements. They will also seek challenges in their learning. | **Target**  To reduce the number of year 3 girls achieving below expected outcomes. We want the students to achieve good to accelerated progress towards working at their expected levels. |

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| **Baseline data (evidence):**  Analysis of our NUMPA assessments related to the Place Value domain data indicates we have a large group of year 3 girls (year 4 2022) who are represented in the below expectations category. The data shows that 13, or 76%, of year 3 girls are below expectations. |

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| **Actions** | **Outcomes** | **Target achieved** | **Target not achieved. Reasons for Variance** | **Evaluation** |
| Targeted students will be identified and become part teachers’ PGC goals for 2022. This will continue if agreed to by Maths PLD facilitator Ian Stevens  The School Board increased 2022 teacher aide hours to support target students working below expectations in Maths.  Assessment and in depth analysis of student Maths data will ensure gaps in knowledge are identified and addressed.  The school board will receive reports of student achievement in maths  The Spring into Maths Programme will be used to address the needs of targeted students  Ian Steven’s from Learning Adventures will be facilitating our Maths PLD | Results  Term 2 testing.  Term 4 2021: 13 girls below  Term 2 2022: 6 girls below  Net decrease from 2021 data:  7 girls.  Term 4 testing.  Term 4 2021: 13 girls below  Term 2 2022: 6 girls below  Term 4 2022: 7 girls below  Net decrease from Term 4 2021 data:  6 girls.  Net increase from Term 2 2022 data.  1 girl. | Data for this cohort shows that we have achieved our target.  As with target 1 there was a noticeable reduction between Term 4 2021 to Term 2 2022 data. We then saw a 1 student increase between Term 2 2022 data and Term 4 2022 data. We believe this is a one off anomaly.  We have moved SMS platforms from Assembly to eTap. This platform has provided more effective school wide data representation that is both easy to use and more in depth with regards to information.  PLD provided by Ian Stevens from maths adventures has been received positively by teachers. This has been mentioned as a significant contributing factor to rises in student achievement. | N/A | Maths PLD was effective in providing teachers strategies and techniques for Place Value and raising achievement.  Place Value has been a focus for 2 years now. Analysis of Term 4 data now identifies Basic Facts as an area of focus for 2023.  PLD continues with Ian Stevens in 2023. Teaching strategies for Basic Facts is the focus for identified target students this year.  One of our ongoing discussions has been concerned with the administrative rigor of our current testing tools and how this may impact on student achievement. |