


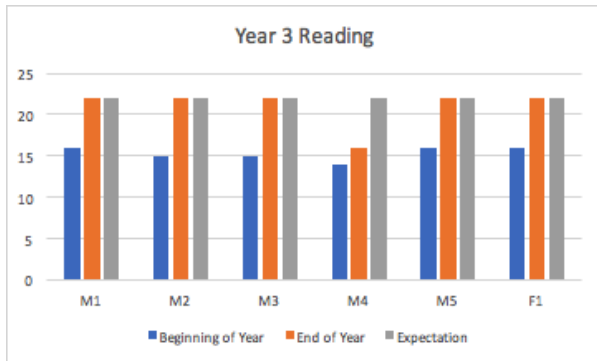
Analysis of Variance 2017 - Ramarama School

Literacy

Actual Outcomes	Analysis – reasons for variance	Evaluation – Next steps																				
<p>Targets</p> <p>Maori and Pasifika students identified and included in targets</p> <p>Target 1 4 students who achieved below standard at the end of one year at school will achieve at or above the NS at the end of two years at school.</p> <p>Students</p> <p>Results</p>  <table border="1" style="display: none;"> <caption>Year 2 Reading Data</caption> <thead> <tr> <th>Student</th> <th>Beginning of Year</th> <th>End of Year</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>M1</td> <td>15</td> <td>18</td> <td>17</td> </tr> <tr> <td>M2</td> <td>11</td> <td>16</td> <td>17</td> </tr> <tr> <td>M3</td> <td>1</td> <td>9</td> <td>17</td> </tr> <tr> <td>F1</td> <td>11</td> <td>20</td> <td>17</td> </tr> </tbody> </table>	Student	Beginning of Year	End of Year	Expectation	M1	15	18	17	M2	11	16	17	M3	1	9	17	F1	11	20	17	<p>All students made progress and two exceeded expectation. One student made considerable progress but still requires support. One student is very close.</p> <p>The students who did not reach expectation are having their eyesight tested and a referral to check if dyslexia/dyspraxia are a concern. There is evidence in their learning behaviours to suggest that these might be contributing factors.</p>	<p>Participate in the second year of the MoE Accelerated Literacy Learning programme. The Literacy Lead teacher will support teachers to share the learning from this programme and utilise teacher expertise to improve literacy learning across the school.</p> <p>Teachers will identify target groups at all year levels, these will be based on the 2017 OTJs. These target groups will continue to be monitored throughout the year using the Predictions of Progress documentation.</p> <p>We have established inquiry teams to support teachers to think deeply about their practice. They meet regularly to discuss target students and focused teacher inquiry. We will also encourage teachers to work together on inquiries that operate across the learning spaces.</p> <p>Teachers will generate predictions of progress for all students. This will allow staff and Senior Management to track student achievement more responsively.</p>
Student	Beginning of Year	End of Year	Expectation																			
M1	15	18	17																			
M2	11	16	17																			
M3	1	9	17																			
F1	11	20	17																			

Target 2

6 students who achieved below National Standards at the end of two years at school will achieve at or above the NS at the end of three years at school.



5 out of 6 students achieved at expectation in reading.

The other student made progress but continues to find Reading a struggle. We are working both at school and with whanau to support this student. An RTLB referral may happen early in 2018 for this student if and when needed.

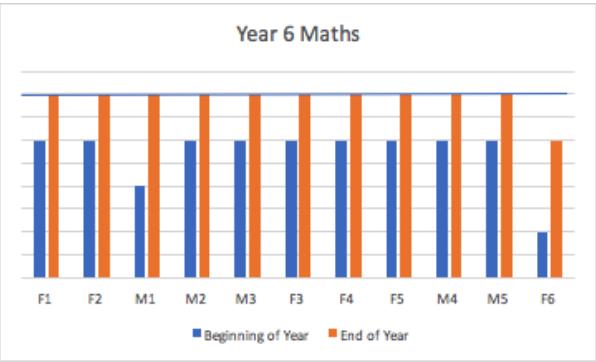
Our PLD in Maths and Oral Language has affirmed the need to engage students in rich conversations about their learning. We need to support students to be active participants in the conversations. The expectation needs to be in place at all levels of the school.

Continue to target the students who have not achieved the goal with support from external agencies where appropriate.

Analysis of Variance 2017 - Ramarama School

Maths

Actual Outcomes	Analysis – reasons for variance	Evaluation – Next steps
<p>Annual Target: (Maori and Pasifika Students identified and included in all targets)</p> <p>Target 1 All Year 6 students who were part of the targeted group of students in 2016 and who made progress to achieve the National Standard at the end of year 5 will maintain their level of attainment and achieve at or above the NS at the end of year 6</p> <p>Students</p> <p>Result</p>	<p>All except one student were able to maintain their attainment and achieved at NS. The student who did not achieve at the expected level made considerable progress. At times she is able to demonstrate understanding at the appropriate level but can not yet do this consistently.</p> <p>Students continued to receive in class ALiM support throughout the year through targeted teaching programmes</p>	<p>These students will be carefully monitored to ensure that their success in maths learning continues when not specifically involved in an ALiM intervention</p> <p>We are establishing inquiry teams to support teachers to think deeply about their practice. They will regularly meet to discuss target students and their focused teacher inquiry.</p> <p>Teachers will generate predictions of progress for all students. This will allow staff and Senior Management to track student achievement more responsively. The predictions of progress template has been reviewed to ensure that we have an achievable cycle of target setting and review throughout the year. These focus on the learning needs of students and how teachers are meeting these.</p>



Classes to work in teams to develop programmes which will help accelerate or extend all students in their maths learning using the learning from the ALiM programme and continuing successful elements across the school

The Maths Lead teacher will support teachers to share best practice and utilise teacher expertise to improve maths across the school.

We will continue to extend our Maths Curriculum achievement plan to identify when students could potentially be achieving at a higher level than they are.