



Ramarama School

Growing Successful Futures, Together

Analysis of Variance for 2019 Targets			
Literacy			
Annual Target: (Maori and Pasifika Students identified and included in all targets)	Actual Outcomes	Analysis – reasons for variance	Evaluation – Next steps
<p>Target 1- Oral Language:</p> <ul style="list-style-type: none"> The Year 1 & 2 students (8) who have low oral language ability, a lack of confidence in speaking or speech language issues will be supported to further develop oral language skills through a range of targeted support and interventions. These interventions/support programmes will make use of the recommendations of the Speech Language Service and the Talk to Learn programme. <p>Target 2- Reading:</p> <ul style="list-style-type: none"> All of the Year 5 & 6 students (11) who are not currently achieving at the expected NZ Curriculum level will make significant progress and be achieving at the expected NZ Curriculum level by the end of the year. This will involve interventions such as Rainbow Reading and involvement in ALL. 	<ul style="list-style-type: none"> All 9 of these students made considerable progress in their speech and confidence to speak in classroom settings throughout the year. Vocabulary development made a noticeable difference and by the end of each theme most students were using subject specific vocab with considerable confidence. The students receiving LLI funding all made enough progress to be dis-continued by the MOE. Out of the 11 students in this group 7 students made accelerated progress and are now reading at or above their chronological age. 3 students made sufficient progress throughout the year but are still working below their chronological age. 1 student left the school in Term 3. 	<ul style="list-style-type: none"> One student will remain on MOE funding for in-class support but also has global developmental delays which contributes to his overall achievement. The weekly Talk to Learn sessions held outside the classroom meant that the students could participate fully in a quieter small group environment. Rainbow Reading - 2 groups of students daily with teacher aide Guided reading - seeing groups more frequently Weekly spelling words, tasks and activities Teacher aide support Shared novel, read along with story Students were selecting texts that interested them throughout the year Tracking and rewarding reading mileage made a difference for these students. 	<ul style="list-style-type: none"> Continue to offer Talk to Learn sessions for students requiring extra support in this area in 2020. Run parent sessions and invite them to sit in on a Talk to Learn session to see what this entails. Teacher aide support when timing suits in-class literacy Shared novel will continue Steps Web Targeted spelling lessons and follow ups. Word of the day (spelling it, syllables, phonemes, meaning)

Analysis of Variance for 2019 Targets

Maths

Annual Target: (Maori and Pasifika Students identified and included in all targets)	Actual Outcomes	Analysis – reasons for variance	Evaluation – Next steps
<p>Target 1- Maths :</p> <ul style="list-style-type: none"> The Year 3 & 4 students (13) who are currently achieving below the NZ Curriculum expectation for Maths will make accelerated progress and be working at expectation by the end of the year. <p>Target 2- Maths :</p> <ul style="list-style-type: none"> The Year 7 & 8 students (8) who are currently achieving below the NZ Curriculum expectation for Maths will make accelerated progress and be working at expectation by the end of the year. 	<ul style="list-style-type: none"> 4 out of the 13 target students made accelerated progress and are now working above expectation in Maths A further 6 students of the 13 made sufficient progress and are now working within the expected range for Maths 3 of the 13 students made minimal progress and are still working below expectation. <ul style="list-style-type: none"> 1 out of the 8 target students made accelerated progress and is now working above expectation in Maths A further 4 students of the 8 made sufficient progress and are now working within the expected range for Maths 3 of the 8 students made minimal progress and are still working below expectation. 	<ul style="list-style-type: none"> Looked at ways to include a basic facts or number knowledge focus into home learning Used iPad apps that could support number knowledge Daily guided maths groups for target students Utilised teacher aide time during maths sessions <ul style="list-style-type: none"> Students required specific teaching of basic number knowledge and understanding of numbers in order to make further progress Students have a fixed mindset about Maths and this inhibits progress 	<ul style="list-style-type: none"> Continue to monitor students who did not reach the 2019 target Look at school wide teaching practices in Maths and make use of PLD to support further learning Maths will be a school wide focus in 2020 <ul style="list-style-type: none"> Continue to monitor students who did not reach the 2019 target Look at school wide teaching practices in Maths and make use of PLD to support further learning Maths will be a school wide focus in 2020

Analysis of Variance for 2019 Targets

Ready to Learn

Annual Target: (Maori and Pasifika Students identified and included in all targets)	Actual Outcomes	Analysis – reasons for variance	Evaluation – Next steps
<p>Target 1- Year 2 Group :</p> <ul style="list-style-type: none"> The Year 2 students (5) who need support to focus on their learning and develop behaviours that support this will be taught a range of skills in the learning space and with Teacher Aide support. <p>Target 2- Year 3 & 4 Group :</p> <ul style="list-style-type: none"> The Year 3 & 4 students (13) who need support to focus on their learning and develop behaviours that support this will be taught a range of skills in the learning space and with Teacher Aide support. 	<ul style="list-style-type: none"> All are now ready for learning and engaged in their learning Students are happy to be at school and have formed strong social friendships These students are proud of their progress in all areas and love sharing their learning with everyone. <ul style="list-style-type: none"> The 13 students in this group also received extra support in one or more curriculum area This was through targeted in class support or withdrawl programmes run by our teacher aides Of the 13 students in this group 9 students are able to manage their learning more independently and are also feeling more positive about themselves as learners The 4 other students will still require on-going support in this area in 2020 	<ul style="list-style-type: none"> Independence has increased for all students Students are engaged in learning and completed Early Words with a teacher aide as well as alphabet support A set timetable helped these students to feel ready for the day Continued with a variety of set learning tasks as well as play based learning Continued with visible learning <ul style="list-style-type: none"> Settling into school routines were established quickly Establishing classroom routines Sticking to a 'regular' weekly timetable Bringing in student choice Incorporating play based activities Talking about Learning Intentions and tracking progress 	<ul style="list-style-type: none"> Celebrate the successes these students have as they progress through the school Continue to provide school structures that support independence in learning and allow students to be in control of their learning RTLb intervention if necessary Continue Early Words programme Continue Rainbow Reading Continue StepsWeb