

Analysis of Variance Reporting



School Name:	Mokoia School 2021	School Number:	2201
Strategic Aim:	We will continuously seek ways in which to stimulate and engage akonga so that they strive for excellence.		
Annual Aim:	To improve the achievement level of all children who are identified with needs in maths		
Target:	To move Year 2 children up two stages in maths		
Baseline Data:	<ul style="list-style-type: none"> 100 % of the children that we had from last year have achieved that goal. This accounts for 67% of the group that we have now, as 33% of this target group moved in after the baseline was conducted. 100% of children in year 2 are at the correct stage for their curriculum level, however 33% remain at risk or of concern. 78% of children across the school are working within (or exceeding) the correct stage for their level. Last year, 62% of children were working within the correct stage so we have made improvements overall. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Re-structured so that the principals' class had just one principal release teacher. • PLD for teachers • Focused on experiential learning, and moved away from text books. • Focused on the "why" for learning • Taught mental maths and problem solving more explicitly. • Worked on rapid recall of times tables and number bonds • Use online learning platforms and apps. 	<p>Children began to enjoy maths more and to engage more with the practical side.</p> <p>Children are showing a much more practical understanding of the concepts that underpin mathematical practices, and are able to problem solve solutions.</p> <p>Children are beginning to visualize the amounts and manipulations that they are calculating.</p> <p>Many senior children gained rapid recall for multiplication sums. Junior children are still developing rapid recall for number bonds and doubles, but can work out how to calculate the equations.</p>	<p>Maths results improved because we as staff spent a lot of time working together on how to improve and because it was a big focus for us. We kept maths experiences at the fore-fronts of our minds.</p>	<p>Now that we are in a better place, we are looking at maintaining the momentum and building on it.</p> <p>We are also concerned about the children who are presenting as the correct level, but who are at risk. For example, children who have had significant time away or who appear not to have made progress for significant times of the year. Next year will be about looking at what we can do to support that group in addition to those who are struggling.</p>
Planning for next year:			
<p><u>Change of Pedagogy</u></p> <p>We are continuing to develop our pedagogy to a more play-based/agentive/outdoors learning style. We will be working on developing greater independence and more opportunities to practice the same concepts over and over, so they are well embedded.</p> <p><u>Professional Development</u></p> <p>We will continue with PLD, especially continuing to look at mental maths strategies and using the environment and problem solving as a way to apply mathematical learning. We will also continue our work on Blooms taxonomy when applied to maths and science.</p>			

