

ANALYSIS OF 2020 SCHOOL IMPROVEMENT PLAN: **MATHEMATICS**

STRATEGIC AIM	We aim to achieve high standards of student success in all curriculum areas, with a particular focus on MATHEMATICS .
ANNUAL AIM	To improve the achievement of children in Maths across the school and in specific at risk target groups.
TARGET	<p>ANNUAL TARGET: Increase school achievement and reduce race/gender disparity</p> <p>The (5) identified target students will make accelerated progress, bringing their learning achievement level to that consistent with, or beyond, their peers and the New Zealand Curriculum expectations.</p>
IMPACT AND ANALYSIS	<p>BASELINE: At the end of 2019 73% of students were achieving At or Above their expected curriculum level. In February 2020 the roll decreased unexpectedly (31 students). Following the Covid-19 lockdown, 7 new students were enrolled and in July 2020 we modified our targets to include the needs of our new arrivals. Māori learners now make up 40% of our school roll.</p> <p>IMPACT: 91% of students are achieving At or Above their expected levels at the end of 2020.</p> <p>We have shifted achievement At or Above from 73% in 2019 to 91%.</p> <p>In 2020 In addition there were 3/6 (50%) of target students who have been with us from Feb-Dec who have made accelerated progress in 2020.</p> <p>Māori progress and achievement has outperformed non-Māori in 2020. Māori were 93% (13) at or Above and non Māori 89% (16) At or Above.</p> <p>2020 Target students</p> <p>Accelerated progress</p> <div data-bbox="526 1355 1404 1512" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>2020 student achievement data (including accelerated progress of target students) has been removed from this document for privacy reasons.</i></p> <p><i>This information was reported to the Karāpiro School Board of Trustees at the meeting of 14 December 2020.</i></p> </div>

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IMPACT AND ANALYSIS

Analysis of the variance of data:

- **All students:**

- In February 2020: 45% (9 students) were At/Above, 55% (11 students) were Below
- In August 2020: 85% (28 students) were At/Above, 15% (5 students) were Below
- In December 2020: 91% (31 students) were At/Above, 9% (3 students) were Below

We have shifted from 45% of students At/Above, to 91% At/Above, and we have reduced the number of Below students from 55% to 9%.

- **Gender:**

- In February 2020: 44% (4 students) of males were At or Above
- In December 2020: 86% (13 students) of males were At or Above
- In February 2020: 45% (4 students) of females were At or Above
- In December 2020: 96% (20 students) of females were At or Above

Our female students continue to achieve higher than our male students in Mathematics.

- **Māori and European students:**

- In February 2020: 25% (2 students) of Māori students were At or Above
- In December 2020: 93% (13 students) of Māori students were At or Above
- In February 2020: 50% (7 students) of NZ European students were At or Above
- In December 2020: 89% (16 students) of NZ European students were At or Above

There has been a significant shift in achievement of all students, however there has been a higher shift in our Māori students (from 100% (1) Below in February to 80% (4) At or Above in December 2020).

- **Year Level data:**

- 100% of students in Year 1, Year 2, Year 5 and Year 6 are At expected levels
- 67% (6 students) of students in Year 3 are At or Above expected levels. The three students Below will be target students in 2021.
- 100% of students in Year 4 are At or Above expected levels.

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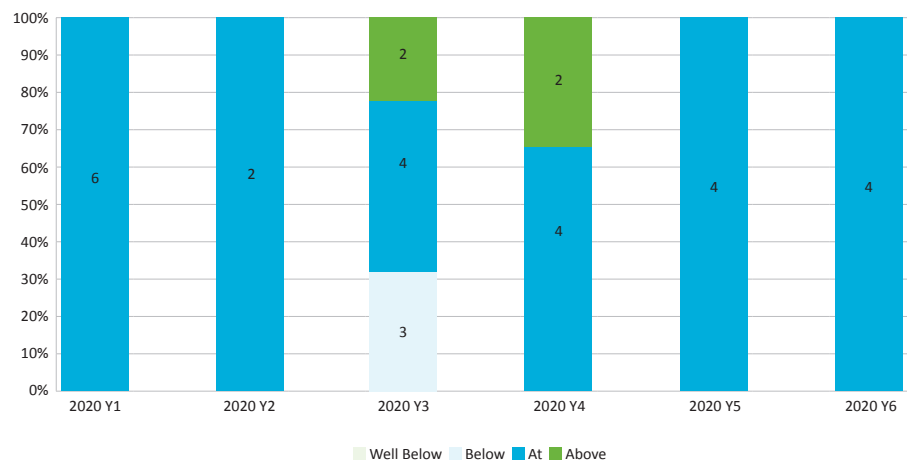
IMPACT AND ANALYSIS

Whole school data (including ethnicity, gender and year level data):

All Students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
ALL	Male	0	0%	2	13.3%	11	73.3%	2	13.3%	15
	Female	0	0%	1	5.3%	16	84.2%	2	10.5%	19
	Total	0	0%	3	8.8%	27	79.4%	4	11.8%	34
MĀORI	Male	0	0%	1	20.0%	4	80.0%	0	0%	5
	Female	0	0%	0	0%	8	88.9%	1	11.1%	9
	Total	0	0%	1	7.1%	12	85.7%	1	7.1%	14
NZ/ EUROPEAN	Male	0	0%	1	11.1%	6	66.7%	2	22.2%	9
	Female	0	0%	1	11.1%	7	77.8%	1	11.1%	9
	Total	0	0%	2	11.1%	13	72.2%	3	16.7%	18

BY YEAR		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
% AT AND ABOVE	2018	100	100	67	88	75	78
	2019	100	100	30	85	100	57
	2020	100	100	67	100	100	100
% BELOW AND WELL BELOW	2018	0	0	33	13	25	22
	2019	0	0	70	15	0	43
	2020	0	0	33	0	0	0

Maths OTJ Achievement By Year Level - 2020



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<p>SHIFTS IN PRACTICE</p>	<p>FROM:</p> <ol style="list-style-type: none"> 1. Teacher planning outcomes 2. Ability grouping 3. Maths planning 4. Teaching Maths as a stand-alone subject 5. Teacher only OTJ 6. Data on eTap 7. Acceleration plans kept by individual teachers, and supported by PLD facilitator 8. School-wide targets set by leaders 	<p>TO:</p> <ol style="list-style-type: none"> 1. Shared progressions – community engagement 2. Mixed ability groups working collaboratively on problem solving tasks 3. Following what the PAT data analysis tells is and incorporating noticings about needs into our planning; and following student interests e.g. code cracking, Roman numerals 4. Integrated curriculum – e.g. Maths with Art, Maths with Science; as well as the acknowledgment that we need to consider student wellbeing in light of community challenges and the Covid-19 response. We recognise that children need to feel safe and happy at school in order to learn. 5. Moderation across the school to provide moderated data (Senior School) 6. Multiple sets of data to collect and places to collect it so we can manage what we have, including twice-yearly PAT testing and analysis, dispositional shifts 7. School-wide expectation that Acceleration plans are living documents and the contents are shared/discussed at regular staff meetings to support teachers and share practice. School leaders have a clear plan for imbedding new knowledge and supporting transfer to practice. This includes professional learning with Curriculum Progress Tools. 8. School-wide targets set collaboratively with full knowledge of students involved, so we all regularly monitor the progress, feed into setting goals, and share effective teaching practices.
<p>NOTICINGS TO INFORM 2021 IMPROVEMENT PLAN</p>	<ul style="list-style-type: none"> ● Leadership practices such as robust and clear reporting will continue to be refined, as well as imbedding acceleration practices to support lifting student outcomes, based on relational trust and effective collaboration. ● Educationally powerful connections are fostered through collaboration, discussion, feedback and feedforward, as well as monitoring of progress – leadership with staff, staff with students, and students with students. We use effective teaching practices such as Teaching as Inquiry, professional learning conversations, academically productive talk and providing rich and authentic contexts for learning. Continuing this journey to strengthen partnerships with parents and whānau by consulting on our curriculum is our very next step. This was put on hold due to Covid-19 and we are set to go on this. ● Continue to embed practices to support student wellbeing and ensure children are safe and happy at school in order to learn. 	

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2021 SCHOOL IMPROVEMENT PLAN

95% of students will be achieving At or Above their expected curriculum level.

To reduce disparity in gender and race, in 2021 the (8) identified target students (including 4 Māori males) will make accelerated progress, bringing their learning achievement level to that consistent with, or beyond, their peers and the New Zealand Curriculum expectations.

2021 Target students

*2021 target student information has been removed from this document for privacy reasons.
This information was reported to the Karāpiro School Board of Trustees at the meeting of 14 December 2020.*