

Statement of Variance Reporting



School Name:		School Number:	3402
Strategic Aim:	Create a culture where kaimahi are valued and encouraged to excel Have high aspirations for every learner/akonga		
Annual Aim:	To increase the percentage of students who are achieving within their expected level or at their next curriculum level in mathematics		
Target:	To accelerate the progress of those students who are in Year 3 or Year 5 who are achieving within their curriculum level		
Baseline Data:	At the end of 2021 92% of children in Year 3 were working within their expected level for mathematics and 85% of children in Year 5 were working within their expected level for mathematics.		

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>
Selected teachers took part in 'Just in Time' professional development Staff looked into the Numicon resource to see if it was appropriate for our school. Increased the level of teaching mathematics using authentic contexts such as teaching maths through learning about rockets. Teachers used a variety of physical and digital tools such as the NZMaths site, Prime Mathematics and Multiplicity. Children were given the opportunity to work towards maths badges and families were offered Maths Buddy to augment the learning of maths at home. Staff looked at other schools for suggestions and programmes.	Year 3 children 83% of children are working at or above the expected level Year 5 children 79% of children are working at or above the expected level Across our school 91% of children are achieving at or better than their expected level in Maths.	There was a slight difference in the progress of boys in comparison to girls. Boys in general were behind girls in their progress. This is not significant as one or two children can make a significant impact on the percentages. Children who were identified as needing support in maths were recognised by teachers and given help in class through teaching and support programmes (including those who received teacher aide help). Our overall results for all children at our school were consistent with previous years. 2021 – 91% achieving at or above the expected level 2020 – 96% achieving at or above the expected level 2019 – 95% achieving at or above the expected level.	While we generally have children with a good knowledge and understanding of maths in our school, we still have children that will need ongoing support and explicit teaching. As part of the Kahui Ako, teachers will be accessing PLD in the teaching and delivery of the Maths curriculum. We have also won a regionally funded PLD process and teachers will be working to improve their knowledge of how to assess children's mathematical abilities. Teachers will also continue to monitor the children who will now be in Year 4 and 6, to ensure that they have the support required.
Planning for next year:			
As a school we need to keep a focus on Maths in our school. It would be wise to continue to maths as a target in 2023. There will also be a need to measure the success of any PLD and maths related interventions to ensure they are achieving the results we as a school require.			