MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting (B)

School Name:	Queenspark Te Hua Mānuka	School Number:	3479

Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to expected New Zealand curriculum Levels and the students time at school.
Annual Aim:	Students in Years 4 to 8 who are just below 'At' or who are 'fragile At' for mathematics, specifically the number strand will be able to successfully increase their ability to use number knowledge effectively and make significant progress in their daily mathematical tasks and activities.
Target:	Our Charter states as Strategic Goal that our intention is to continue to provide quality teaching and learning for our students with a focus on improving learning outcomes through high level of staff performance, best teaching practice, teaching as inquiry and professional development. ● To increase the number of opportunities for the teaching of number knowledge to be part of the classroom timetable and across the curriculum. ● To increase the mathematical pedagogical expertise of teachers by teachers attending any initiated Mathematics PLD created through the 'Refresh' of Te Mātaiaho (the New Zealand Curriculum.). ● Use of a common language and selection criteria for describing a 'just below' and 'fragile At' students against Number strand progression expectations.
Baseline Data:	The analysis of school wide 2025 Number strand end-of-year target student data indicated that 53% of the 44 target students are now "At'; another 40% are now just below. All students made progress through the additional number programmes provided in the classroom settings. Of the 44 students 18 (37%) are male, 26 (59%) are female; 8 (18%) are Maori, 4 (9%) are Pasifika. Further analysis of the end-of-year data indicates that out of the 44 students 10 (23%) did not begin their schooling at Queenspark Te Hua Mānuka and therefore did not progress through the junior classroom numeracy programme. Attendance of the targeted students was also tracked. Out of the 44 target students 9 (20%) students were irregularly absent from school or were chronically late.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Specific Improvement Actions: 1. Additional number knowledge instruction daily. 2. Identify individual number knowledge and skill needs by an initial comprehensive assessment to identify next steps in personalised learning. 3. Increase the number of opportunities for the teaching of number knowledge as part of the classroom timetable and across the curriculum 4. Specific Number strand PLD to be accessed by all teachers. 5. Use of Children as teachers - tuakana-teina – using peer evaluation to encourage more engagement and motivation and sharing in number knowledge. 6. Moderation throughout the year by Learning Teams on identifying 'Just Below' and 'fragile At' students.	**New Practice:(Framework)** 1. At the beginning of the year the Basic Facts Fluency programme was reviewed and updates and changes implemented into the daily classroom programme. Learning teams had to implement the daily Basic Facts Fluency (Practice) Programme. 2. Mathematics PLD staff meetings were taken by our Maths Curriculum Leader. This was based on the Best Practice PLD with a MOE Math Advisor. 3. Staff Meetings and Teacher PLD were taken based on current Best Practice in Mathematics and the refreshed Curriculum. 4. Teacher Only Days: 2 TODs at the mid-year and end of year were designated for data analysis, moderation and implementing the refreshed Mathematics Curriculum.	**Variance:** ● Within the target group of students 20% of students had irregular attendance or were chronically late which had a significant impact on the 'daily' extra maths programmes implemented to target students. ● Teachers moderated their target student data at the mid/end of year TODs as well as throughout the year as learning teams.	**Monitoring developed from this review:** End of year data for the mathematics target groups showed clearly that the use of accelerated group teaching in addition to the classroom programme makes a difference. However , irregular attendance for some students hampered their progress towards At expectations. On review the selection process of students for mathematics target groups highlighted a need to understand what curriculum expectations characterise a 'just below' student. There is a big need to moderate the just below criteria regularly in learning teams. An analysis of end of year data showed that some students' progress has been incremental and attaining 'AT' needs longer than 1 year (attainment was slower than expected for some target students). The SMS Learning Progressions for Number will be reviewed as part of the PLD development for teachers in 2024 alongside the refreshed curriculum and the phases of learning. There were some recognised anomalies within the progression structure between curriculum levels. This continues to be a challenge in 2025 while we wait for the SMS to be updated to the refreshed Curriculum. Structured Maths programme- Maths No Problem will be implemented in 2025. This will allow further focus on the continued needs in Mathematics and Statistics.

Planning for next year: 2025

Outcomes for Learners:

- Continue to use effective mathematical programmes in Years 0-8 to lift student achievement in numeracy and increase their understanding of mathematical language. This will include the Structured Maths Programme (Maths No Problem).
- Teachers are to prioritize PLD around the refreshed curriculum for Mathematics and Statistics, as well as, our main focus of Structured Literacy (iDeal).
- TOD- MOE funded TOD on the refreshed Mathematics and Statistics Curriculum- Term 2 and Term 4 2025 (2 more TOD's in 2026).
- Mathematics programmes (instructional) to make connections to prior knowledge (Little 'C') and authentic mathematics tasks making the student's numeracy experience more personal to them.
- Additional mathematics target groups (instructional) to be a planned and an integral part of transferring new mathematical language knowledge and skill across the NZC. Linking it to new learning, linking it to other learning areas of the curriculum. Therefore all curriculum learning areas must have planned maths components.
- Children as teachers - tuakana-teina – using peer evaluation to encourage more engagement in Numeracy.
- The HERO SMS Numeracy progressions are to be reviewed and changed based on the refresh curriculum timeline- possibly by the end of Term 1 2025.
- Teachers to use a common language and expectations and to moderate regularly what constitutes a 'just below' student in Mathematics.