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| **School Name**: | St John’s School, Ranfurly | **School Number**: | 3824 |
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| **Strategic Aim**: | That all students are able to access the New Zealand curriculum as seen through progress and achievement in relation to the National Standards. | | |
| **Annual Aim**: | -Participate in ALIM 2 PD.  -Review and refine St John’s School curriculum.  -Continue to refine knowledge and understanding of National Standards and effective OTJ’s.  -Continue to part fund (with REAP) Te Reo Maori tutor for 2016. | | |
| **Target**: | To accelerate the learning of 4 students from Early Stage 5 to Early Stage 6 (2 stages), particularly focussing on the area of addition and subtraction.  2 Year 5 boys (includes 1 Pasifika)  1 Year 5 girl (Maori)  1 Year 6 boy (ESOL – Filipino) | | |
| **Baseline Data**: | For 2016 we have been accepted to be part of the Ministry of Education Professional Learning Development Programme ALIM – Year 2. We were part of ALIM in 2015 and the targeted teaching of Maths to a group of students proved to be very successful in accelerating the learning and progress of this groups. In 2016 we planned to extend this group to include students from various class levels.  Our target group of 4 children were all at Early Stage 5 in Mathematics, below the National Standard and we wanted to accelerate their learning so that they moved to Early Stage 6 (2 stages). | | |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| -Developed children’s communication of their thinking so that they could articulate their thinking processes and methods.  -Had staff discussions, with reflections from ALIM teacher’s classroom practises and observations.  -Had discussion sessions with ALIM mentor and at ALIM sessions with other teachers.  -Read research – “Classroom Discussion in Maths” and “Effective Pedagogy in Mathematics”  -Used materials based learning.  -Encouraged peer sharing of ideas.  -Encouraged an attitude in the classroom that it is OK to make errors, it is all part of the learning journey. | -Children’s confidence developed dramatically.  -Children were able to take a risk and justify their answers and processes.  -Children’s ability in Maths, to explain and justify their thinking, grew quickly and had a positive affect on other Maths areas not covered in ALIM.  -2 Year 5 Boys (1 Pasifika)  1 boy (Pasifika) moved to being at Stage 6.  1 boy moved to Early Stage 6.  1 girl (Maori) moved to Early Stage 6.  1 boy (ESOL – Filipino) moved to Early Stage 6.  So 100% of our target group met the target! | -Skill of ALIM teacher.  -Small group engagement at one level of learning.  -Using materials  -Discussion among peers and teacher.  -Time – extra daily maths time.  -Positive feedback and environment.  -Parents being invited along to see what was happening in ALIM classes and supporting this at home. | -Continue to monitor progress of these, and all students, in their classroom work.  -The Board of Trustees have agreed to fund a similar programme to ALIM in 2017.  -Continue to encourage teachers to provide early intervention for students having difficulty.  -Continue to accelerate at the level of the child, not their class stage. So the child is at the centre of the learning.  -Continue to build the strength of our Maths programme through tweaking it to reflect our learning, and identified needs. |
| **Planning for next year**: | | | |
| The Board of Trustees have agreed to fund a similar programme to ALIM in 2017 supporting those students who have been identified with needs in Maths. | | | |