

## **THE REVIEW PROCESS SUMMARY**

The process therefore can be summarised as follows:

1. From the review programme determine the review focus
2. Inform those concerned well ahead of time that the review will take place
3. Formulate the review brief
4. Set up a review team, determine the deadline for the review
5. Organise appropriate briefing and training sessions for the team
6. Reflect on previous reviews identifying any areas of specific focus within review from previous recommendations.
7. Reviewers gather and analyse relevant documents for the review area, make assumptions about the quality and content of documents.  
Documents may include for example: Policies, School Procedures.
8. Survey how procedures and plans are implemented eg. conduct interviews, check planning, check assessment data.
9. Analyse resource management eg. budget allocations, use of resources, storage, repair, inventory.
10. From data gathered make assumptions of effectiveness of practice
  - \* What is well done
  - \* What documentation requires amendment
  - \* What practices could be improved
11. Draft report making recommendations
12. Circulate draft to those involved in the review, decide on amendments and content of final report.
13. Present final report..
14. Post review action. Appropriate follow up will depend on what recommendations have been made and on the credibility of the report findings.

## **THE FOCUS OF REVIEWS**

Taking the major areas for review schools will need to develop a focus for each review it

undertakes, these essentially form the review brief and guides the reviewer/s in what they are to assess. What is presented here, for each review area, are example focus questions.

### **1. Curriculum Focus**

#### 1.1 Planning:

- Is there a collaborative use of ideas and resources in planning across the school?
- Do guidelines provide adequate information on subject requirements, long-term overviews, unit planning?
- Does the existing school structure provide a suitable framework for curriculum delivery?
- Is there regular monitoring of planning?
- Does planning take into account the identified needs of students?
- How is priority given to literacy and numeracy in the school?
- Does the school have curriculum guidelines, which deliver coverage of the essential learning areas?

#### 1.2 Student Progress:

- Do assessment procedures follow school policy guidelines?
- Are student achievements accurately measured against national achievement objectives or school norms?
- Is there a range of formal and informal assessment tasks used?
- Is assessment used as a diagnostic tool?
- Is assessment used to identify individual and group needs?
- How is assessment recorded?
- Does the school have a consistent approach to assessment across the school?
- How is aggregated data utilised especially in evaluating literacy and numeracy?

#### 1.3 Special Needs:

- Do we have methods to identify those students who are not achieving or who are at risk of not achieving?
- Are there adequate provisions in the school to address the special needs of students?
- How are IEPs used?
- What programmes do we have to encourage high achievers?
- What strategies are in place to address the needs of these students?
- How do we know these strategies are effective?
- What programmes are in place to meet the needs of ESOL students?

#### 1.4 Maori Students:

- Does the school have a means of identifying Maori students and of monitoring their achievement levels?
- Does the school have a programme of consulting with the Maori community to assist in developing strategies aimed at improving the achievement of Maori students?

#### 1.5 Local Goals:

- Does the school have any local curriculum goals?
- How are these goals being implemented and how effective are they?

**Review Brief****Planning / Resources****School wide**

- School has allocated 2 people to be in charge of Mathematics. One from the junior school and one from the seniors. These 2 people attend Termly Numeracy Lead Teacher meetings run by Otago University. These meetings keep us updated on the latest numeracy initiatives including assessment, teaching ideas, website updates and ways of helping struggling children. These are brought back to staff and shared in staff meeting by the lead teacher team to ensure all staff are up to date.
- 7 of the 8 teachers use the Numeracy Project books to plan numeracy lessons and use the nzmaths website to support their teaching practice in number but also in strand. The eighth teacher bases teaching around Pearson Maths, which aligns with the numeracy project activities and strategies.
- Both Junior and Senior have a school wide math's overview which ensures all areas of mathematics are covered and that we are teaching the correct coverage of mathematical areas e.g. Number 80 percent/ Senior 60 percent. Junior teachers cover all areas on the maths overview but not necessarily in the particular term allocated.
- The seniors teach mathematics 4 times a week due to bible and kapahaka and other commitments. However they aim to still have a 20-minute number knowledge slot on Fridays if time allows. Junior teachers take maths at least 4 times a week.
- Due to job share positions 2 of the 8 classes cover their strand maths weekly whereas the rest of the school teach in block periods.
- All classes use modeling as part of their strategy teaching. This takes the form of modeling books or digital logs in most classes as a way of displaying their teaching and learning with the children. Some junior teachers use this as a place to write anecdotal notes to inform their teaching.
- The senior school finds it hard to teach all of the strand areas that are required due to the variety of topic areas.
- The senior team do a 'catch up' for number in term 4 to cover areas that are weak and require extra coverage
- The entire senior team use, gloss, PAT, IKAN and basic facts tests to inform teaching and monitor children's progress. Results are collected and put on Etap to produce reports, which are presented to the BOT. These assessment tools are also used to identify struggling children and children that need extension.
- The entire junior team use, Jam, and from year 2 basic facts tests to inform teaching and monitor children's progress. Results are collected and put on Etap to produce reports, which are presented to the BOT. These assessment tools are also used to identify struggling children and children that need extension.

- Most Junior teachers use I can tick sheets as ongoing formative assessment and one teacher uses the Pearson tracking forms.
- Basic facts' testing is required from Year 2 up and is done in week 3 of each term.
- All classes are covering basic facts suitable for their age level and children's learning needs. 6 out of 8 classes send basic fact homework home as part of the homework programme
- JAM is a junior school assessment tool and is used from new entrant to the end of Stage 4. Gloss is used for students from Stage 4 on.
- Most staff are following the curriculum delivery plan although new staff are still becoming familiar with this.
- All junior teachers showed evidence of Long Term Plans and weekly planning as well as relevant assessments. All teachers in the senior team are now using weekly overviews and planning sheets from NZ Maths to organise their planning.
- The senior school use community resources e.g. Athletics Problem Solving Group, ICAS math, xtramaths, studyladder and E-Ako. In the junior school some classes use Xtramaths and studyladder as an independent follow up task.

### **Class Level**

- Children are grouped according to ability based on assessment results from JAM, GLOSS, basic facts and overall teacher judgment.
- In the early years (New Entrant – Year 2) Number knowledge should be actively taught in order for children to have success with strategies in higher stages.
- Technology is used to support the teaching of mathematics day in some classes. Eg Apple TV, ipads, laptops, notability, xtramath, studyladder.
- Modeling books and notability are used to record children's learning throughout the year. Including the use of tick sheets with specific LO's for their numeracy stage.
- Basic facts are actively taught in all classes and in the middle and senior school homework has a basic facts component. Some junior classes also reinforce this.

## Resourcing and Budgeting

- Both Senior and Junior have a wide selection of resources targeting all math areas. New resources are frequently being purchased by the Numeracy Team Leaders.
- Classes have a good bank of numeracy games to support children's learning.
- Mathematics has a good budget to purchase resources and is based on per child, which enables us to purchase up to date resources.
- Numeracy budget is \$4400
- Numeracy books are supplied to all teachers within the school.

## Student Progress

### Assessment Practice

As stated above...

## Achievement levels and progress

### National Standards Data

Student achievement in Mathematics for 2012

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	Achievement
4	End Year 8							Above
	End Year 7							
3	End Year 6					6 (27%)		At
	End Year 5				9 (30%)	15 (68%)		
2	End Year 4				17 (57%)	1 (3%)		Well Below
	After 3 years		2 (7%)	6 (55%)	2 (7%)			
1	After 2 years		23 (82%)	5 (45%)	2 (7%)			
	After 1 year	16 (84%)	2 (7%)					
		3 (16%)	1 (4%)					

Total Count of Students: 110

Student achievement in Mathematics for 2013

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	Achievement
4	End Year 8							Above
	End Year 7						7 (29%)	
3	End Year 6					7 (21%)	12 (50%)	At
	End Year 5				6 (25%)	24 (71%)	5 (21%)	
2	End Year 4				17 (71%)	2 (6%)		Well Below
	After 3 years			12 (63%)	1 (4%)	1 (3%)		
1	After 2 years	2 (6%)	18 (86%)	7 (37%)				
	After 1 year	26 (76%)	2 (10%)					
		6 (18%)	1 (5%)					

Total Count of Students: 136

- The change from after 3 years at school to at the end of year 4 means the after year 3 group is smaller and this increases the percentages for each child in this group exaggerating movement or lack of movement.
- Moderation of borderline children is very important to ensure consistency between classes and teachers and while this is done I think practices need strengthened in some areas and guidelines put in place so that these students are clearly identified and checks made.

## End of Year progress report

### Overall data 2012

Total	Well Below	Below	At	Above
133	2 (1.5%)	22 (16.5%)	75 (56.4%)	34 (25.6%)

### Overall data 2013

Total	Well Below	Below	At	Above
153	2 (1.3%)	17 (11.1%)	102 (66.7)	32 (20.9)

## Analysis (Factual)

The percentage of students considered to be achieving below has reduced

There were less students who were considered above this year

There has been an increase of students into the school in years other than year 1 this year

## Evaluation

Math programmes have worked well to move children who were previously achieving below and move them to expected achievement levels. The percentage of students achieving above expectation is lower this year although it is a similar number of students. The number of children in this years data has increased and when you consider the removal of year 6 and the inclusion of 30 year 1's along with new students into the school in other year groups the actual students represented is quite different overall despite the similar results with slight upwards progression.

With only a little over 12% identified as below expectation in Maths at the end of the year we are very pleased with these results

### Maori and Pacifica data where they were previously

	Well Below	Below	At	Above
Maori	1 (6.7%)	3 (20%)	7 (46.7%)	4 (26.7%)
Pacifica				

### Maori and Pacifica data where they are at now

	Well Below	Below	At	Above
Maori	1 (5.9%)	1 (5.9%)	8 (47.1%)	7 (41.2%)
Pacifica				

## Analysis

The data is showing positive results for both our Maori and Pacifica students with a clear reduction in the number and percentage of students achieving in the below categories.

### Gender data where they were previously

	Well Below	Below	At	Above
Male (75)	1 (1.3%)	9 (12%)	41 (54.7%)	24 (32%)
Female (58)	1 (1.7%)	13 (22.4%)	34 (58.6%)	10 (17.2%)

### Gender data where they are at now

	Well Below	Below	At	Above
Male (85)	1 (1.2%)	9 (10.6%)	51 (60%)	24 (28.2%)
Female (68)	1 (1.4%)	8 (11.8%)	51 (75%)	8 (11.8%)

**Analysis** Distribution of the genders is relatively even with a slightly higher representation of boys in the above category. There has been positive movement for the girls from 2012 with less showing as below in 2013.

## Overall recommendations/Next steps

- There has been a large focus this year on basic facts which is often the area which slows progress for students in the senior school. This has worked well and we will be continuing this focus into 2014.
- Implementation of the new JAM assessment in the junior school has gone well and all junior teachers have been familiarizing themselves with this resource. Further experience with this will hopefully make

judgements easier and procedures around completing these assessments will be developed.

- Overall we are pleased with the results and the low percentage of students who are below expectation. The school now has 5% of its students who are receiving extra assistance with English as they speak other languages at home. Also we have 5 students who are part of ministry funded schemes to assist with learning needs. This second group of children all appear in the below or well below groups and will continue to do so.
- There are still some anomalies that appear in the data such as the children who were at expectation in 2012 and have now dropped below. We will be focusing in on these students to identify why they have not made expected progress and address this with teachers and develop intervention programmes if this is identified as necessary.

### **Intervention**

- SEG – programmes developed for struggling students based on their needs.
- Senior School basic facts group that work on xtramath to develop instant recall.

### **Extension**

- Problem Solving group that is run by Chris.
- ICAS math exam

## *Summary*

### **Highlights**

- Walts are shared with children and they are aware of what they are learning and what their next steps are.
- The use of technology to support maths – this is a strength in the senior school.
- All classes are actively teaching basic facts.
- All teachers show evidence of planning and use assessment to inform their teaching
- The sharing of technology tools and teaching tools through classroom walkthroughs and staff meetings
- Variety and quality of resources available.

### **Concerns**

- Place value and fraction knowledge in the senior children? Because of this weakness children find it hard to progress on to higher stages.
- That knowledge or strategies may be missed if all classes do not use the same numeracy project books when planning lessons.

## *Recommendations*

Active teaching throughout the school of Place Value, Fractions, Basic Facts and Number knowledge

Develop a progression of expected place value and fraction knowledge from Stage 4 onwards.

PD – for new staff that not familiar with numeracy project  
Once a term numeracy refreshers offered to staff.

The junior team allocated a bigger budget to accommodate for the new classes.

Release to observe teachers within the school as well as other schools. This would be useful especially for teachers who are not familiar with the numeracy project.

The Senior team would like add/sub and measurement (mass,volumn) swapped around on the maths overviews. Also position and orientation moved to term 2.

A statement needs to be added to the junior overview to say that strand topics may be be changed to other terms to fit with Inquiry topics. Teachers however need to ensure this is recorded on their long term and weekly planning to show coverage. Teachers should still spend the required time on each strand topics.

Inclusion in the curriculum delivery plan a statement that outlines the need to use the numeracy project books as an overview document for learning progressions.

Parent meeting for numeracy to show parents how they can reinforce learning at home.

Implementation of the new moderation of National Standards procedure to add further consistency to overall teacher judgments.