

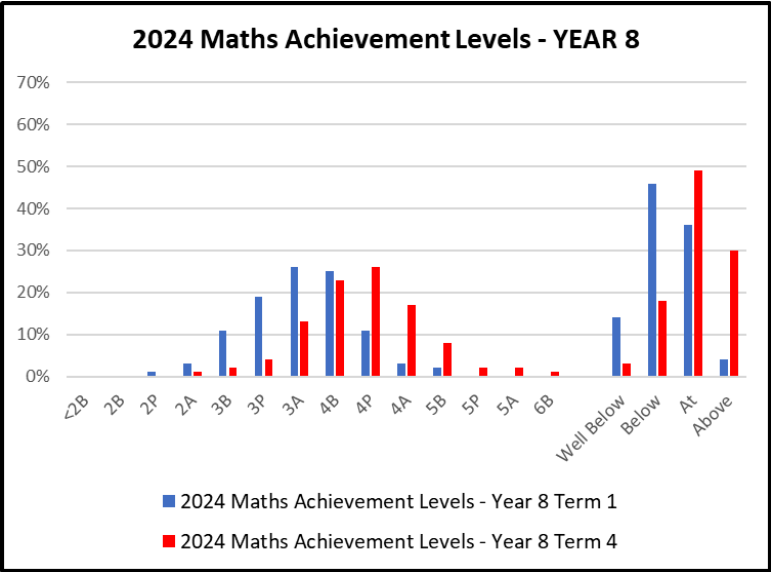
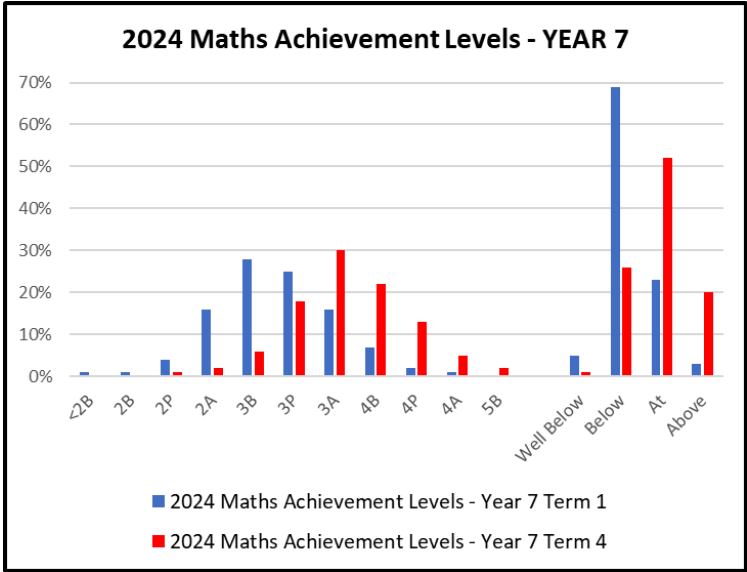
2024 Numeracy Analysis of Variance for Northcross Intermediate School
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School Name:	Northcross Intermediate School	School Number:	1396
Strategic Aim:	Student Learning—Progress - Numeracy 2024		
Annual Aim:	Ensure every learner/akonga achieves personal excellence through numeracy programmes.		
Target:	Raise student achievement in numeracy whereby 80% of all students make accelerated or sufficient progress.		
Baseline Data:	Maths: OTJ data <ul style="list-style-type: none"> 74% of Year 7 students (502) were achieving below expectation 46% of Year 8 students (344) were achieving below expectation 37 Year 7 students and 109 Year 8 students were achieving well below expectation 		
Actions <i>What did we do?</i>	Learning Mentors Learning mentors were assigned to teams and the Associate Principals were afforded the autonomy to utilise the LM's with the students whom they felt would best benefit from their time. Teams A key component of all team meetings is reviewing the progress of all students. Discussions around strategies that are working for students are shared as well as concerns for any students who are at risk of not making progress. <ul style="list-style-type: none"> What interventions and strategies are working for our target students? How can we ensure that accelerated progress is being made? Teams tracking and analysing their own team data and identifying collective actions. PLD HOD Maths PLD on building teacher curriculum knowledge and understanding of the problem solving approach. The Learner First (TLF) PLD Year 1 contract to explore Maths curriculum including launch of Te Mātaiaho refreshed Maths Curriculum. One person per team attended PLD and provided team PLD on Best Practice. Learning Support Head of Inclusive Learning COSDMBRRICS A knowledge based intervention programme for small groups of students based on Targeted Learning Groups research conducted by the University of Otago. Students attend daily for 15 - 30 minutes. ALiM - Accelerated Learning in Mathematics (Team Approach) A number of teams have adopted the ALiM structure to meet the needs of their “below” learners. One teacher in the team is allocated to this group of learners. ALiM Ministry of Education PLD - 4 staff on contract supported by HOD.		

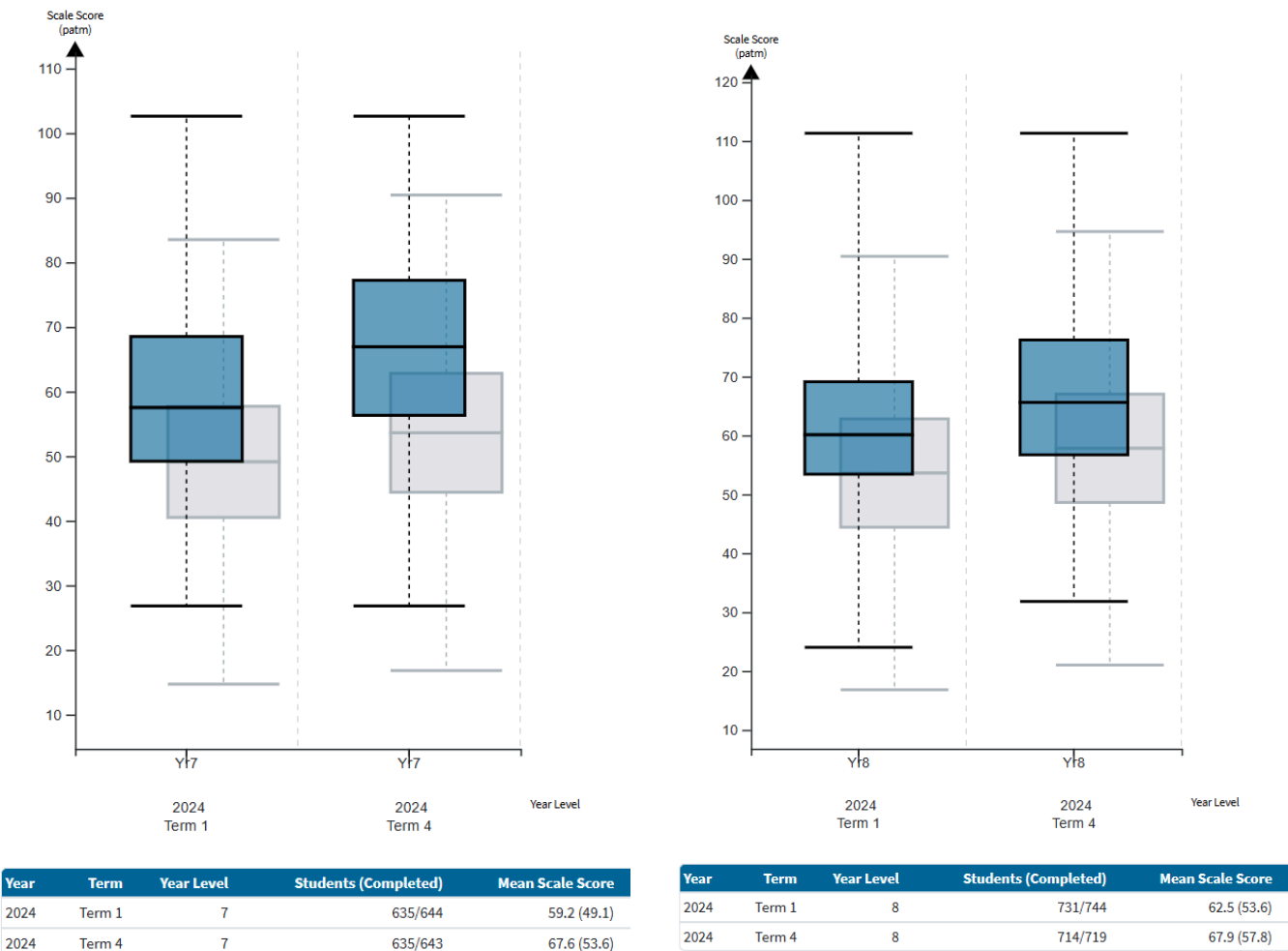
Outcomes
What happened?

Maths (End of Year)
Achievement Data:

- 27% of Year 7 students (242) were achieving **below** expectation
- 18% of Year 8 students (134) were achieving **below** expectation
- 8 Year 7 students and 24 Year 8 students were achieving **well below** expectation
- 72% of Year 7 students (525) are achieving **at or above** expectation by the end of the year
- 79% of Year 8 students (594) are achieving **at or above** expectation by the end of the year



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Progress Data 2024:

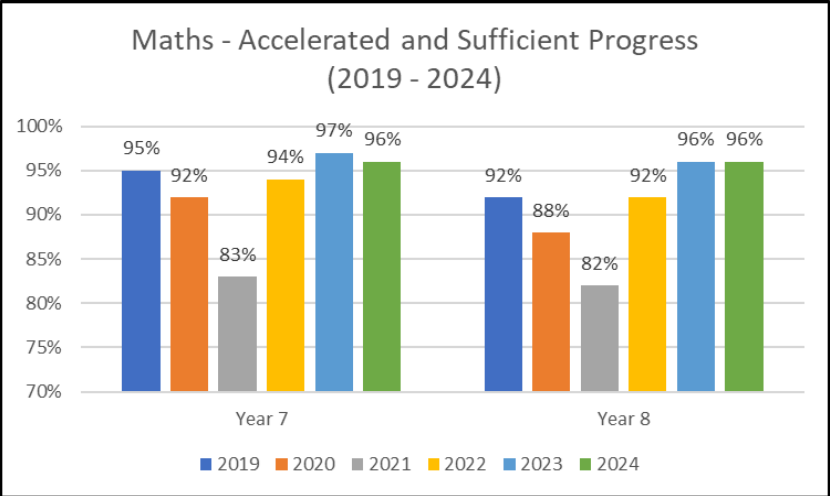
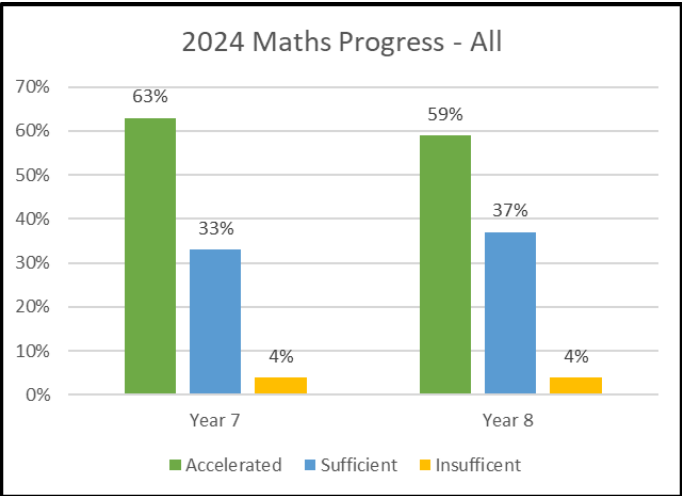
- Expected year level growth for Year 7-8 students is a scale score of 4.5. For 2024, Year 7 students showed a growth of 4.5 and year 8 students showed an accelerated scale score growth of 5.4.
- The upper quartile in Yr 8 (students working above expectation) has increased by 7.1 (national average 4.2)
- Year 8 Maori students scale score movement was 4.7 as opposed to expected growth of 4.5

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- Year 8 Chinese scale score growth was 6.3. Exceeds all other ethnicity groups. Beginning mean was 73.0 and T4 assessment was 79.3
- Year 7 Chinese scale score growth was 8.9. Beginning mean was 66.9 and T4 score was 75.8.

Progress Data (2024):

- 96% of Year 7 students (647) are achieving **accelerated or sufficient** progress - 63% (423) students = accelerated progress; 33% (224) students = sufficient progress
- 96% of Year 8 students (699) are achieving **accelerated or sufficient** progress - 59% (432) students = accelerated progress; 37% (267) students = sufficient progress



We again far exceeded our target of having 80% of students making at least 12 months progress in Maths with 96% of both Year 7 and 8 students making this level of progress.

Reasons for the variance
Why did it happen?

The interventions that were put in place helped in addressing many of the needs of the students identified as working below or well below expectation. The ALiM Programme showed particularly accelerated results for the students taking part.

Those teams who adopted the ALiM approach saw significant shifts in the progress of these students. The additional Maths support that these students received helped to reinforce key concepts.

Classroom teachers better used their PAT data to inform the next steps in learning for their students. Continued PLD with NZCER enabled teachers to better access the Assessment Resource Banks. Further PLD with Associate Principals supported team wide data analysis and

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	<p>learning support and extension differentiated learning. Those classes that used the ARB's extensively saw great progress in PAT tests from Term 1 to Term 4.</p> <p>Ongoing: With many teams now working in collaborative environments the need for greater discussion of student achievement at a team level is very evident. A key component of all team meetings is discussing the target students – what strategies and interventions are working well, what else could be tried?</p> <p>Education Perfect online Maths platform supports differentiated learning tasks and reinforcement at school and home.</p> <p>Targeted support for self identified teachers to support Best Practice teaching.</p>
Evaluation <i>Where to next?</i>	<p>Moderation for Overall Teacher Judgement to ensure consistency across teams. Teachers continue to build greater confidence in teachers of Mathematics - building capacity for leadership with one representative per team.</p> <p>Keep abreast of new developments with the NZ Curriculum refresh and what this looks like specifically for Maths.</p> <p>Implement Oxford Maths resources introduced to support teaching including online platform and student workbooks.</p> <p>Review assessment practices and resources to reflect demands/requirements of the new curriculum.</p> <p>Review reporting to parents (with clarification from the Ministry of Education).</p>
Planning for next year:	<p>Ongoing PLD for new to Northcross and Provisionally Certificated Teachers.</p> <p>Year 2 The Learner First PLD - one staff member per team.</p> <p>ALiM PLD for 2025 with 3 teachers on contract.</p> <p>School led (DP and HOD) Teacher only day launching Oxford Maths resource and Te Mātaiaho Maths curriculum at start of year.</p> <p>Two Ministry supported Teacher only Days to support understanding and implementation of Te Mātaiaho NZ refreshed Mathematics and Statistics Curriculum.</p> <p>Support and guidelines given for making Overall Teacher Judgements.</p> <p>Education Perfect Platform contract for 2025 - PLD provided to ensure Maths resource used to support student learning.</p> <p>Head of Mathematics released to support new and identified teachers in developing mathematical pedagogy.</p>