

Statement of Variance Reporting



School Name:	Maungatapu School	School Number:	1821
Strategic Aims:	<ul style="list-style-type: none"> • Strengths based learning – focus on the strengths of every learner. • Provide for all by viewing all learners as gifted and talented. • Broaden curriculum opportunities to enable all students to experience success. 		
Annual Aims:	<p>Strategic Goals for 2023:</p> <p>Learn and introduce mindfulness activities and techniques</p> <p>Build teacher cultural knowledge to implement the NZ histories curriculum</p> <p>Leadership development; building and identifying strengths within learners. Developing staff leadership qualities, in particular team leaders.</p> <p>Empower staff with PLD that is relevant to the direction of the school.</p> <p>Integration of our school curriculum</p>		
Targets:	<p>Annual Target (s)</p> <p>As per the annual implementation plan:</p> <p>70% of students will be at/above for writing</p> <p>75% of students will be at/above for mathematics</p> <p>80% of students will be at/above for reading</p>		
Baseline Data:	<p>Mainstream</p> <p>EOY (2023) Whole school data reading 77% at/above expected level of achievement.</p> <p>EOY (2023) Māori student data reading 55% at/above expected level of achievement.</p> <p>EOY (2023) Whole school data writing 67% at/above expected level of achievement.</p> <p>EOY (2023) Māori student data reading 52% at/above expected level of achievement.</p> <p>EOY (2023) Whole school data mathematics 77% at/above expected level of achievement.</p> <p>EOY (2023) Māori student data mathematics 66% at/above expected level of achievement.</p>		

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>
<p>Mindfulness Implemented approaches to addressing anxiety. Created calm classroom environments.</p> <p>Cultural Capabilities Developed teacher awareness and consciousness of NZ Histories.</p> <p>Leadership Focused on the strengths of every learner in order for him/her to achieve success.</p> <p>PLD PLD focussed on current issues and needs across the school.</p> <p>Integration Our curriculum, centered around our STEAM classroom, was reflected in classroom teaching and learning.</p> <p><u>Core curriculum.</u></p> <p>Math/Pangarau DMIC Math PLD in Te Pūwhariki.</p> <p>PRT's were trained to understand, plan and deliver an effective math programme. Strategize the use of PLD hours to fit our context.</p> <p>Te Pūwhariki to meet with Auraki to discuss mathematical pedagogies that work for Māori learners.</p> <p>Improve math achievement levels – NZC and Te Marautanga</p>	<p>Less standdowns, improved focus and attention in class.</p> <p>Teachers were all able to plan inquiry based units on the Battle of Gate Pa.</p> <p>Reporting to parents was centred on the strengths of the child, whilst developing self efficacy within our priority learners.</p> <p>School culture allowed teachers to share professional conversations within teams.</p> <p>Learning within school showed consistency</p> <p>Mathematics Year 1: 90% at/above Year 2: 67% at/above Year 3: 72% at/above Year 4: 79% at/above Year 5: 75% at/above Māori in mainstream 66% Te Pūwhāriki: 90% at/above</p>	<p>Higher engagement levels. Improved systems on addressing student welfare needs.</p> <p>Enriched teacher discussions. Teacher driven inquiry into NZ Histories.</p> <p>MGTU Strengths based plan was only used for a small number of students in each class.</p> <p>Communication styles PLD was only offered to team leaders</p> <p>Strain on resources to be shared across all teams</p> <p>End of year student data for math showed that many shifts had been made from moving children who were at their expected level (mid year) to above their expected level at the end of the year. This was the biggest variance between the 2022 data and 2023 data.</p> <p>Junior school achievement data may reflect the purchase of new resources.</p> <p>A strengths based approach captured students who were competent and confident in mathematics.</p>	<p>Continue to explore Mindfulness approaches and techniques in 2024</p> <p>New to a Kahui Ako What are other schools doing that we can collaborate on?</p> <p>Revisit strength based plan Develop leadership with the implementation of the plan</p> <p>Consider whole staff PLD on communication</p> <p>Are we purchasing resources that allow for integration?</p> <p>Does STEAM improve math achievement results?</p> <p>Initiate a mini case study with an inquiry question: How can STEAM improve mathematics learning and achievement results?</p>

<p>Writing/Tuhituhi</p> <p>Writing PLD was provided throughout the year with the DP modelling and facilitating workshops. Quality writing samples were shared via Seesaw to whānau at home. DP and a senior teacher signed up to BSLA to pioneer the programme in our school. Writing achievement results varied across cohorts. E- AsTTLe writing summative assessment results (x2 assessments) were, comparatively, above national averages.</p> <p>Reading/Panui</p> <p>Structured Literacy was a focus in our junior classrooms.</p> <p>Resources were replenished in our reading resource room.</p> <p>A school librarian was employed through BOT funds to maintain and drive the school library.</p> <p>A Lexia (online) programme was purchased for the year 5 cohort that facilitated for 1:1 ipads.</p>	<p>Writing data Year 1 78% at/above Year 2 70% at/above Year 3 64% at/above Year 4 56% at/above Year 5 69% at/above Māori in mainstream = 52% at/above</p> <p>Students in Year 1, 2, 5, 6 achieved our writing target of 70%</p> <p>Reading data 2023 Year 1 76% at/above Year 2 60% at/above Year 3 72% at/above Year 4 70% at/above Year 5 87% at/above Māori in mainstream = 55% at/above</p>	<p>Year 4 students received extra 1:1 support with the DP in writing. Our greatest need for support was in this cohort.</p> <p>Māori student achievement data for writing was below the school target of 70%.</p> <p>Extra support was provided in years 2-3 with the utilisation of a reading specialist funded teacher within this cohort.</p> <p>Lexia was purchased in term 4 to boost and accelerate Yr 5/6 reading achievement levels.</p>	<p>Apply for PLD to resource teaching of writing using ALL. (Accelerated Literacy Learning)</p> <p>Focus on the year 3/4 cohort for writing.</p> <p>Build on the structured approach to teaching writing in the junior cohort.</p> <p>PLD to develop teacher's use of assessment data (easTTLe) with their children to increase their learning agency.</p> <p>Look at redirecting interventions more frequently during the term to meet a larger group of children.</p> <p>Introduce the reading together programme that provides tools for parents, to teach the basic skills of reading to their children.</p>
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Planning for next year (2024):

Teachers will develop mindfulness techniques that are unique to their own individual teaching style and class culture.

Provide opportunities to promote student voice, ultimately empowering student learning.

Communicate student success stories to overcome deficit theorising.

Resource playgrounds that are student centred.

Develop teacher pedagogy, with a focus on integrating learning, to meet new legislative requirements.

Improve outcomes for Māori learners in mainstream

Targets for Māori in mainstream:

70% Mathematics at/above mid year to 75% at the end of the year

60% Writing at/above mid year to 65%+ at the end of the year

65% Reading at/above mid year to 75% at the end of the year