

Statement of Variance 2023

School Name:	Whakamārama School	School Number:	2079
---------------------	--------------------	-----------------------	------

Focus Area	MATHEMATICS									
Strategic Aim:	Strategic Goal 1: Ako - Teaching and Learning: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets set to increase the number of students achieving at / above the expected curriculum levels for mathematics									
Target:	<p>Target students will make accelerated progress in math in relation to school expected levels in Numeracy and the NZ Curriculum</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2023 Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2023 To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data (excluding leavers): <ul style="list-style-type: none"> 3 Female; 3 Male 1 Māori; 4 NZ / European; 1 Other <i>Year level targets also set (not included due to possible identification of students)</i> 									
Baseline Data:	Baseline Data End of 2022									
Mathematics		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			3	6%	34	68%	13	26%	50
	Female	1	2.6%	4	10.5%	26	68.4%	7	18.4%	38
	Total	1	1.1%	7	8%	60	68.2%	20	22.7%	88
Māori	Male					6	75%	2	25%	8
	Female	1	11.1%	2	22.2%	5	55.6%	1	11.1%	9
	Total	1	5.9%	2	11.8%	11	64.7%	3	17.6%	17
Asian / MELAA / Pasifika / Other	Male					3	100%			3
	Female			1	50%	1	50%			2
	Total			1	20%	4	80%			5
European /Pākehā/Other European	Male			3	7.7%	25	64.1%	11	28.2%	39
	Female			1	3.7%	20	74.1%	6	22.2%	27
	Total			4	6.1%	45	68.2%	17	25.8%	66

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>Improve Student Achievement</p> <ul style="list-style-type: none"> Achievement targets to accelerate progress of students performing below curriculum expectation were set Current data of target group students compiled early Term 1 to gain specific individual / group needs <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers linked learning to real life experiences of Māori learners Impact of initiatives to improve Māori students' presence, engagement and achievement was evaluated Review of the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum continued <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Teachers focused on building strong learning focussed relationships with the ākonga and their whānau, utilising the experiences they bring to school. Teachers Included contexts for learning that reflected New Zealand's cultural diversity and valued the histories and traditions of all its people. School and classroom practices showed knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions). <p>School Wide</p> <ul style="list-style-type: none"> Provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation (ALiM approach) Teachers Setting up Positive Norms in their Math Class (Jo Boaler) Monitored systems and the impact they were having on students. Monitored the 	<p>Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2023.</p> <ul style="list-style-type: none"> The total number of 2023 learners working at or beyond their appropriate curriculum level in mathematics is 80/90 (88.9%) compared with 80/88 (90.9%) at the end of 2022. The total number of 2023 Māori learners working at or beyond their appropriate curriculum level in mathematics is 11/15 (73.3%) compared with 14/17 (82.4%) at the end of 2022. <p><i>Note: 19/90 (21.1%) students enrolled at Whakamārama School across 2023 were new to cohort reporting. 3/19 (15.8%) did not reach typical student progress at year end, of which 2/19 (10.5%) are Māori.</i></p> <p><i>Some learners reached a learning plateau (a time when the learner, regardless of their best efforts, seem to "stop" making visible progress) but these learners continued to make progress towards learning within their appropriate level of the NZ Curriculum.</i></p> <p>Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2023</p> <ul style="list-style-type: none"> Learners from 2022, continued to make progress towards learning at or beyond their appropriate curriculum level for mathematics. <table border="1" data-bbox="600 1043 1153 1212"> <thead> <tr> <th colspan="3">Cohort Tracking from 2022 (71 students)</th> </tr> <tr> <th>Nov 2022</th> <th>June 2023</th> <th>Dec 2023</th> </tr> </thead> <tbody> <tr> <td>91.5% (65/71)</td> <td>88.7% (63/71)</td> <td>91.5% (65/71)</td> </tr> </tbody> </table> <table border="1" data-bbox="600 1241 1153 1410"> <thead> <tr> <th colspan="3">Cohort Tracking from 2022 (10 Māori students)</th> </tr> <tr> <th>Nov 2022</th> <th>June 2023</th> <th>Dec 2023</th> </tr> </thead> <tbody> <tr> <td>90% (9/10)</td> <td>80% (8/10)</td> <td>80% (8/10)</td> </tr> </tbody> </table>	Cohort Tracking from 2022 (71 students)			Nov 2022	June 2023	Dec 2023	91.5% (65/71)	88.7% (63/71)	91.5% (65/71)	Cohort Tracking from 2022 (10 Māori students)			Nov 2022	June 2023	Dec 2023	90% (9/10)	80% (8/10)	80% (8/10)	<p>Target Student Data</p> <ul style="list-style-type: none"> Data from December 2022 was used to compile target group students. Current assessment data was collected and analysed early Term 1 to ascertain individual / group needs. Target groups compiled. Assessment data was reviewed regularly. ALiM intervention approach for target students (core and more) Student learning trajectory was in place for all target students. Teachers reviewed the trajectory of their target students at the end of each term, making anecdotal notes about each learner and their next steps. Through a planned learning trajectory, teachers and leaders were provided with information that supported them with regular decisions for target students. Monitoring of students that accelerated (2020, 2021, 2022) <p>Māori Student Achievement</p> <ul style="list-style-type: none"> To meet the needs of Māori learners, teachers showed manaakitanga (caring for the person), mana motuhake (care for the performance and learning of their students) and demonstrated whakapiringatanga (create and maintain a secure and well managed learning environment). Teachers were professionally committed to knowing and understanding how to bring about change for the educational achievement of Māori students. Equity, excellence, respect and success through mixed ability groups: after a webinar on addressing bias and stereotyping, teachers reflected on powerful equity approaches for grouping students and used / trialled alternatives to ability groupings. <p>School Wide</p>	<p>Target Student Data</p> <ul style="list-style-type: none"> Annual targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. Accelerate the progress and achievement of 6 students across 2024 as identified from 2023 achievement data yet to meet curriculum expectation. Mathematics Curriculum and Achievement Action Plan to be reviewed and discussed at a staff meeting at the beginning of 2024 (with a specific focus on Tier 2 support). Target students to be discussed - goals, planning and interventions. <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Parent / Whānau connect meetings: Gain feedback from parents / whānau about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement. Unpack Whakapapa of Te Mātaiaho (Curriculum Refresh) <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to include contexts for learning that acknowledge and recognise our biculturalism. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura.
Cohort Tracking from 2022 (71 students)																					
Nov 2022	June 2023	Dec 2023																			
91.5% (65/71)	88.7% (63/71)	91.5% (65/71)																			
Cohort Tracking from 2022 (10 Māori students)																					
Nov 2022	June 2023	Dec 2023																			
90% (9/10)	80% (8/10)	80% (8/10)																			

<p>progress of students that had accelerated in previous years</p> <ul style="list-style-type: none"> PAT, E-AsTTle and GloSS used as a diagnostic tool, using achievement data to inform next steps <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Continued to apply successful strategies from ALiM PD project (lead teacher)) Collaborative Teacher Inquiry- Teachers and leaders were aware of students, particularly Māori students, yet to meet curriculum expectations. Regular discussions and monitoring of progress. <p>Parent Partnership</p> <ul style="list-style-type: none"> Planned opportunities for parents / whānau to participate in mathematics alongside their child (family challenges) Conversations with parents of target students – at least twice a term Continued to build genuine learning-focused partnerships between students, teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations. <p>Resourcing</p> <ul style="list-style-type: none"> Continued to review equipment and resources available to students who were yet to meet curriculum expectation to effectively meet their mathematical needs and purchase as necessary Leadership of mathematics <p>Professional Development / Learning</p> <ul style="list-style-type: none"> Programmes for Students: ALiM (teacher participation in programme, MOE funded) Provision for individual professional development, in class modelling, observation and feedback for teachers as required 	<ul style="list-style-type: none"> Of the 12 students identified as needing targeting across 2023 in April: <ul style="list-style-type: none"> 5/12 (41.7%) reached curriculum expectation. 2/12 (16.7%) accelerated but continue to be a cause for concern. 5/12 (33.3%) progressed, but did not accelerate to reach curriculum expectation In June 2023, a further 2 students were identified as needing targeting. <ul style="list-style-type: none"> 1/2 (50%) reached curriculum expectation by year end. <p>To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data:</p> <p>3 Female; 3 Male</p> <ul style="list-style-type: none"> 3/3 (100%) male cause for concern at the end of 2022 made progress but continue to be a ‘cause for concern’. 1/3 (33.3%) female cause for concern at the end of 2022 made accelerated progress and is working at their appropriate curriculum level. <p>1 Māori; 3 NZ / European; 1 Other</p> <ul style="list-style-type: none"> 1/1 (100%) Māori students at risk at the end of 2022 made accelerated progress but has yet to reach typical student progress at year end. 1/4 (25%) NZ / European students cause for concern at the end of 2022 made accelerated progress and are working at their appropriate curriculum level. 	<ul style="list-style-type: none"> Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning. Use of modelling books - record of student thinking during teacher-led groups E-AsTTle used as a diagnostic tool, using achievement data to inform next steps for Years 4-8. PAT utilised as a diagnostic tool, using achievement data to inform next steps for Years 3-8. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Two teachers received mentor support across the year with their involvement in the ALiM contract with the MOE. They were supported with network meetings and a mentor who worked closely with them. Analysis of progress for the end of their interventions showed acceleration of groups of students. <p>Parent Partnership</p> <ul style="list-style-type: none"> Parent / whānau meetings took place in February, April and July Use of ClassDoJo to promote learning partnerships with whanau / student / teacher. Face to face meetings, phone calls, and messaging (the regularity of this for target learners continues to grow across the team). Lead teacher of mathematics led teachers in the review of Building Powerful Learning Partnerships with Whānau (Thinking Frame). Teachers identified what currently takes place and reflected on what else could be done to add to our kite of practice to enhance or build genuine learning partnerships with our whānau to engage them regularly and involve them in students’ learning. Family maths challenges sent home across Terms 1, 2 & 3 	<ul style="list-style-type: none"> Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school. <p>School Wide</p> <ul style="list-style-type: none"> Explore and grow understanding of Mathematics and Statistics area of Te Mātaiaho ‘One hour a day’ teaching requirement implemented Continued provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation. ALiM intervention approach. Teachers Setting up Positive Norms in their Math Class (Jo Boaler) Improve student assessment capability (Assessment for Learning) Continue to monitor the progress of students that accelerated across 2021, 2022 and 2023. Continue to use PAT, GloSS, E-AsTTle and JAM as diagnostic tools, using achievement data to inform next steps. Monitor systems and the impact they are having on student learning (next steps) Teacher moderation of assessment administration for consistency and accurate student Numeracy Stages – GloSS <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Continue to apply successful strategies from ALiM PD project. Collaborative Teacher Inquiry- Teachers and leaders being aware of students, particularly Māori students, yet to meet curriculum expectation. Regular discussion and monitoring of progress. Collaborative analysis of next steps. Lead teacher of mathematics to undertake a GAP analysis with teachers to consider the schools strengths and impact of interventions. Support staff to use the four levers for change. <p>Parent Partnership</p>
--	---	--	---

		<p>Resourcing</p> <ul style="list-style-type: none"> • Equipment purchases as necessary to effectively meet the mathematical needs of all students. <p>Professional Development / Learning</p> <ul style="list-style-type: none"> • In-class modelling, and observation took place for teachers as required. • Teachers proactive in utilising the expertise of mathematics leader. Leader responsive in supporting staff. • Two teachers took part in the programmes for students funded by the MOE. The teachers involved in ALiM were supported throughout the year with network meetings and a mentor who works closely with them. • Maths leader delivered a staff meeting with a focus on GloSS moderation and a balanced maths diet 	<ul style="list-style-type: none"> • Action review of Building Powerful Learning Partnerships with Whānau (Thinking Frame) • Continue to build genuine learning-focused partnerships between students, teachers to support parent feedback, interactions and learning conversations. • Plan and negotiate opportunities for parents / whānau to participate in the math learning environment alongside their child. • Conversations with parents of target students – at least twice a term <p>Resourcing</p> <ul style="list-style-type: none"> • Continue to review equipment and resources available to students who are yet to meet curriculum expectation to effectively meet their mathematical needs and purchase as necessary. • Leadership of mathematics. <p>Professional Development / Learning</p> <ul style="list-style-type: none"> • Continue to provide provision for individual professional development; in class modelling, observation and feedback for teachers as required. • Acceleration learning coach (mathematics) will continue to work in classrooms and model effective mathematical pedagogy to teachers. • Grow assessment for learning (AFL) capabilities for learners, teachers and leaders (Evaluation Associates)
--	--	---	--

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students’ learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.
- Continue to sustain researched evidenced approaches to accelerating the progress of students.
- The board will continue to support resourcing that impacts on mathematics.
- Attendance targets set
- Mathematics: Across 2024, accelerate the progress and achievement of 6 students as identified in 2023
 - 2 Female; 4 Male
 - 3 Māori; 3 NZ / European
 - Year level targets also set (not included due to possible identification of students)

Focus Area	READING										
Strategic Aim:	Strategic Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all										
Annual Aim:	Annual Plan Action Targets set to increase the number of students achieving at / above the expected curriculum levels for reading										
Target:	<p>Target: Target students will make accelerated progress in reading in relation to school progression levels and the NZ Curriculum</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students learning within or beyond their appropriate curriculum level for reading by the end of 2023 2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for reading by the end of 2023 3. To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data- (excluding leavers): <ul style="list-style-type: none"> • 6 Female; 7 Male • 5 Māori; 8 NZ / European • <i>Year level targets also set (not included due to possible identification of students)</i> 										
Baseline Data:	Baseline Data End of 2022										
Reading		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total	
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
All students		Male	2	4%	5	10%	27	54%	16	32%	50
		Female			6	15.8%	19	50%	13	34.2%	38
		Total	2	2.3%	11	12.5%	46	52.3%	29	33%	88
Māori		Male	1	12.5%	1	12.5%	6	75%			8
		Female			3	33.3%	3	33.3%	3	33.3%	9
		Total	1	5.9%	4	23.5%	9	52.9%	3	17.6%	17
Asian / MELAA / Pasifika		Male					2	66.7%	1	33.3%	3
		Female					2	100%			2
		Total					4	80%	1	20%	5
European /Pākehā/Other European		Male	1	2.6%	4	10.3%	19	48.7%	15	38.5%	39
		Female			3	11.1%	14	51.9%	10	37%	27
		Total	1	1.5%	7	10.6%	33	50%	25	37.9%	66

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>Improve Student Achievement</p> <ul style="list-style-type: none"> Achievement targets set to accelerate progress of students performing below curriculum expectation Current data of target group children compiled early Term 1 to gain specific individual / group needs Small group reading to support further progress <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers linked learning to real life experiences of Māori learners Impact of initiatives to improve Māori students' presence, engagement and achievement was evaluated Review of the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum continued <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Teachers focused on building strong learning focussed relationships with the ākonga and their whānau, utilising the experiences they bring to school. Teachers Included contexts for learning that reflected New Zealand's cultural diversity and valued the histories and traditions of all its people. School and classroom practices showed knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions). Strengthen incorporation of te reo and tikanga Māori into teacher practices 	<p>Increase the total number of students learning at or beyond their appropriate curriculum level for reading by the end of 2023.</p> <ul style="list-style-type: none"> The total number of 2023 learners working at or beyond their appropriate curriculum level in reading is 75/90 (83.3%) compared with 75/88 (85.2%) the end of 2022. The total number of 2023 Māori learners working at or beyond their appropriate curriculum level in reading is 53.3% (8/15) compared with 70.6% (12/17) at the end of 2022. <p><i>Note: 19/90 (21.1%) students enrolled at Whakamārama School across 2023 and were new to cohort reporting. 3/19 (15.8%) did not reach typical student progress at year end, of which 2/19 (10.5%) were Māori.</i></p> <p>Ensure all students make progress towards learning at or beyond their appropriate curriculum level for reading by the end of 2023.</p> <ul style="list-style-type: none"> Learners from 2022, continued to make progress towards learning at or beyond their appropriate curriculum level for reading (increase of 5.6%) <table border="1" data-bbox="562 914 1115 1109"> <thead> <tr> <th colspan="3">Cohort Tracking from 2022 (71 students)</th> </tr> <tr> <th>Nov 2022</th> <th>June 2023</th> <th>Dec 2023</th> </tr> </thead> <tbody> <tr> <td>83.1% (59/71)</td> <td>84.5% (60/71)</td> <td>88.7% (63/71)</td> </tr> </tbody> </table> <table border="1" data-bbox="562 1136 1115 1331"> <thead> <tr> <th colspan="3">Cohort Tracking from 2022 (10 Māori students)</th> </tr> <tr> <th>Nov 2022</th> <th>June 2023</th> <th>Dec 2023</th> </tr> </thead> <tbody> <tr> <td>60% (6/10)</td> <td>60% (6/10)</td> <td>70% (7/10)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Of the 16 students identified as needing targeting across 2023 in April: 	Cohort Tracking from 2022 (71 students)			Nov 2022	June 2023	Dec 2023	83.1% (59/71)	84.5% (60/71)	88.7% (63/71)	Cohort Tracking from 2022 (10 Māori students)			Nov 2022	June 2023	Dec 2023	60% (6/10)	60% (6/10)	70% (7/10)	<p>Target Student Data</p> <ul style="list-style-type: none"> Data from December 2022 was used to compile target group students. Current assessment data was collected and analysed early Term 1 to ascertain individual / group needs. Target groups compiled. Monitoring of students that accelerated (2020, 2021, 2022) Quick 60 books purchased for small group intervention programmes. These books had an impact on 2 of the 3 learners targeted. <p>School Wide</p> <ul style="list-style-type: none"> Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning. Use of the Optimal Learning Model (Reggie Routman) which uses a slow-release model of I do (the teacher) We do (Teacher and Students), We do (Teacher and Students), You do (students apply new knowledge independently) Learning was scaffolded so that students could notice, understand, and apply new strategies or conventions. Teachers having high expectations- creating self-belief in learners as readers. Consistent use of modelling book - learners were able to refer back / recap previous learning. Through the Learning Progressions Framework, teachers continued to use illustrations to build their understanding of the significant steps that students take as they develop their expertise in reading to ensure no gaps are left in a student's learning (spanning levels 1–5 of the New Zealand Curriculum) 	<p>Improve Student Achievement (student improvement)</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation. Continue to improve outcomes for all students, particularly Māori, Pasifika, and children with special needs (including gifted and talented) Accelerate the progress and achievement of 10 students across 2024 as identified from 2023 achievement data yet to meet curriculum expectation. Use teacher aide time to run small group interventions. <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Continue to link learning to real life experiences. Continue to evaluate the impact of initiatives to improve students' presence, engagement, and achievement. Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Parent / Whānau connect meetings: Gain feedback from parents / whānau about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement. <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Continue to include contexts for learning that acknowledge our biculturalism. Continue to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning and increase visible te reo and tikanga Māori in our kura.
Cohort Tracking from 2022 (71 students)																					
Nov 2022	June 2023	Dec 2023																			
83.1% (59/71)	84.5% (60/71)	88.7% (63/71)																			
Cohort Tracking from 2022 (10 Māori students)																					
Nov 2022	June 2023	Dec 2023																			
60% (6/10)	60% (6/10)	70% (7/10)																			

School Wide

- Continuation of structured literacy across all classrooms (iDeal Approach and Better Start)
- Curriculum leader continued to work with staff in analysing reading judgements made in PaCT and what the data is telling us.
- Teachers used data to inform teaching programmes and guide decisions about how to improve students' learning.
- Teachers moderated students' learning against the Learning Progression Framework, so that there was a consistent understanding of progress and achievement
- Provision of focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more).
- Observation and feedback for teachers as required
- High expectations- create self-belief in learners as readers
- Implemented assessment practices which provide feedback to the learner.
- Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home.

Teacher Inquiry

- Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Māori, regularly discussing and monitoring progress and analysis of next steps collaboratively. Impact of support programmes monitored.

Parent Partnership

- 5/16 (31.3%) accelerated and reached curriculum expectation.
- 11/16 (33.3%) progressed, but did not accelerate to reach curriculum expectation
- In June 2023, a further 2 students were identified as needing targeting.
 - 1/2 (50%) reached curriculum expectation by year end.

To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data:

- 6 Female; 7 Male (*One male learner left cohort tracking*)
- 3/6 (50%) female and 1/6 (16.7%) male at risk / cause for concern at the end of 2022 have made accelerated progress and are working at their appropriate curriculum expectation.
 - 3/6 (50%) female and 5/6 (83.3%) male at risk / cause for concern at the end of 2022 continue to be target students
- 4 Māori; 8 NZ / European / Pākehā / Other European countries (*One Māori learner left cohort tracking*)
- 1/4 Māori students cause for concern at the end of 2022 made accelerated progress and is working at their appropriate curriculum expectation. 3/4 (75%) Māori students cause for concern end of 2022 made progress but continue to be target students
 - 3/8 (37.5%) NZ / European students cause for concern at the end of 2022 made accelerated progress and are working at their appropriate curriculum expectation. 5/8 (62.5%) NZ / European students cause for concern end of 2022 made progress but continue to be target students

- PaCT was used to guide teachers to make best-fit decisions about their students' achievement in each of the aspects of the reading.

Parent Partnership

- Parent / whānau meetings took place in February, April and July
- Use of Class Dojo to promote learning partnerships with whanau/student/teachers.
- Teachers connecting with whānau – especially for target learners.
- Face to face meetings
- Connections with parents / whānau of target students (phone, email, letters)
- Reporting consultation with whānau
- Family reading challenges sent home across Terms 1, 2 & 3
- Implementation of the 'Parent Tutors in Reading Programme'
- Implementation of Reading Together Programme

BOT and MOE Funded Learning Support Programmes

- Reading Recovery programme - 1:1 teaching support to a group of target students.
- Early literacy support programme - (Early words) - Teacher aide
- Structured literacy in place across all classrooms (iDeal Approach and Better Start)
- Lexia Core 5 Reading subscription purchased for target students - use of the programme continues to develop to determine its impact over time.

Professional Development

- A further teacher studied with the University of Canterbury and introduced Better Start into Year 2. Teacher was supported by an in-school facilitator who has already gained her micro- credential.
- Provision of professional learning and knowledge to teach explicitly (structured literacy)
- Professional learning activities (whole school): Learning Progressions Framework.

- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau.
- Focus on local history and tikanga.

School Wide

- Explore and grow understanding of English area of Te Mātaiaho
- 'One hour a day' teaching requirement implemented
- Teachers continue moderating students' learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement.
- Provision of focussed literacy support (explicit teaching) to accelerate the students yet to meet curriculum expectation.
- Observation and feedback for teachers
- Leaders use the GROW model for peer coaching and mentoring.
- Teachers reflect on powerful equity approaches for grouping
- Planning to continue to involve and reflect an element of student voice in reading topics and genres.
- Applications to RTLit, RTLB, Speech & Language as applicable (Tier 2 intervention)
- Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration.
- Collaboratively share strategies and ideas for students that are not progressing.
- Teachers continue to implement and strengthen assessment practices which provide feedback to the learner. Students know where they are at, where they are going and what their next learning steps are to progress and achieve their goals (learner agency).
- Continued implementation of Structured Literacy: Better Start (Year 1) and the iDeal Approach (Years 2-8)
- Improve student assessment capability

- Planned opportunities for parents / whānau to participate in reading alongside their child (family challenges)

BOT and MOE Funded Learning Support Programmes

- Reading Recovery programme
- Early literacy support programmes
- Structured Literacy: The iDeal Approach and Better Start Approach
- Teacher aide funding

Professional Development

- Provision for individual professional development, in class modelling, observation and feedback for teachers as required.

- Assessment for Learning – all teachers have started self-paced modules with Evaluation Associates. Course continues into 2024.
- Equity, excellence, respect and success through mixed ability groups: after a webinar on addressing bias and stereotyping, teachers reflected on powerful equity approaches for grouping students and have used / trialled alternatives to ability groupings.

Teacher Inquiry

- Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Māori, regularly discussing and monitoring progress and analysis of next steps collaboratively.
- Monitor impact of support programmes

Parent Partnership

- Continue to further develop parent partnerships to support teacher knowledge and understanding of learners and use this to improve learner engagement (particularly for students not at curriculum expectation).
- Continued commitment to Class Dojo to promote learning partnerships with whanau/student/teachers.
- Provide parents with information and resources and teach them strategies so they can help their children with their home learning. Make sure parents know how their efforts are benefiting their children.

Professional Development / Learning

- Provision for individual professional development: in class modelling, professional readings, observation, and feedback for teachers as required.
- Grow assessment for learning (AFL) capabilities for learners, teachers and leaders (Evaluation Associates)

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.
- Continue to sustain researched evidenced approaches to accelerating students.
- The board will continue to support resourcing that impacts on reading.
- Attendance targets set
- Reading: Across 2024, accelerate the progress and achievement of 10 students identified in 2023 end of year data
 - 2 Female; 8 Male
 - 5 Māori; 5 NZ / European
 - Year level targets also set (not included due to possible identification of students)

Focus Area	WRITING									
Strategic Aim:	Strategic Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets set to increase the number of students achieving at / above the expected curriculum levels for writing									
Target:	<p>Target students will make accelerated progress in writing in relation to school progression levels and the NZ Curriculum</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2023 2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for writing by the end of 2023 3. To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data (excluding leavers): <ul style="list-style-type: none"> • 7 Male; 4 Female • 4 Māori; 6 NZ / European; 1 Other • <i>Year level targets also set (not included due to possible identification of students)</i> 									
Baseline Data:	Baseline Data End of 2022									
Writing		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			8	16%	41	82%	1	2%	50
	Female			5	13.2%	30	78.9%	3	7.9%	38
	Total			13	14.8%	71	80.7%	4	4.5%	88
Māori	Male			3	37.5%	4	50%	1	12.5%	8
	Female			2	22.2%	7	77.8%			9
	Total			5	29.4%	11	64.7%	1	5.9%	17
Asian / MELAA / Pasifika	Male			1	33.3%	2	66.7%			3
	Female					2	100%			2
	Total			1	20%	4	80%			5
European /Pākehā/Other European	Male			4	10.3%	35	89.7%			39
	Female			3	11.1%	21	77.8%	3	11.1%	27
	Total			7	10.6%	56	84.8%	3	4.5%	66

Actions
What did we do?

- Improve Student Achievement**
- Set achievement targets to accelerate progress of students performing below curriculum expectation
 - Current data of target group children was compiled early Term 1 to gain specific individual / group needs
 - Small group writing interventions to support further progress
- Māori Student Achievement**
- Teachers linked learning to real life experiences of Māori learners
 - Impact of initiatives to improve Māori students' presence, engagement and achievement was evaluated
 - Review of the school curriculum continued to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum
- Continue to build a Culturally Responsive School Culture**
- Continued to build relationships and connections with Māori students in our school.
 - Whanaungatanga - focused on building strong learning focussed relationships with the ākongā and their whānau, utilising the experiences they bring to school.
 - Included contexts for learning that reflect New Zealand's cultural diversity and values the histories and traditions of all its people.
 - School and classroom practices showed knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions).
 - Continued to strengthen incorporation of te reo and tikanga Māori into our practices

Outcomes
What happened?

- Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2023.
- The total number of 2023 learners working at or beyond their appropriate curriculum level in writing is 74/90 (82.2%) compared with 75/88 (85.2%) at the end of 2022.
 - The total number of 2023 Māori learners working at or beyond their appropriate curriculum level in writing is 7/15 (46.7%) compared with 12/17 (70.6%) at the end of 2021.
- Note: 19/88 (21.6%) students enrolled at Whakamārama School across 2022 and were new to cohort reporting. 6/19 (31.6%) did not reach typical student progress at year end, of which 3/19 (15.8%) were Māori.*
- Ensure all students make progress towards learning at or beyond their appropriate curriculum level for writing by the end of 2023.
- Learners from the 2023 cohort, continued to make progress towards learning at or beyond their appropriate curriculum level for writing.
- | Cohort Tracking from 2022 (71 students) | | |
|---|---------------|---------------|
| Nov 2022 | June 2023 | Dec 2023 |
| 84.5% (60/71) | 84.5% (60/71) | 87.3% (62/71) |
- | Cohort Tracking from 2022 (10 Māori students) | | |
|---|------------|------------|
| Nov 2022 | June 2023 | Dec 2023 |
| 60% (6/10) | 60% (6/10) | 60% (6/10) |
- Of the 16 students identified as needing targeting across 2023 in April:
 - 5/16 (31.3%) accelerated and reached curriculum expectation.

Reasons for the variance
Why did it happen?

- Target Student Data**
- Each teacher analysed their classroom writing data to select a target group for 2023.
 - All target students received core and more support with four or five, 20 minutes focussed, targeted teaching sessions with their classroom teacher each week.
 - Teachers identified major learning challenges that were a barrier for individual student's learning, and actively researched and experimented with strategies to mitigate these learning challenges.
 - Monitoring of target students - writing samples every 4 weeks
 - Monitoring of students that accelerated (2021, 2022, 2023)
- School Wide**
- Learning Progressions Framework: Teachers used the writing illustrations to build their understanding of the significant steps that students take as they develop their expertise in writing
 - Teacher judgements made against the learning progressions framework at the end of Term 2 and 4
 - Continued focus on High Impact Teaching Strategies
 - Frontloading new learning before other students. This is developing students' confidence and provides multiple exposure to new learning.
 - Making learning visible improved students' understanding of learning goals and what effective writers do.
 - Teachers shared strategies and ideas for students that were not progressing.
 - Teachers supported students to develop strategies for meeting challenges.
 - A 'can do' attitude was fostered in the learning environment.
 - Teachers having high expectations- creating self-belief in learners as writers.

Evaluation
Where to next?

- Improve Student Achievement (student improvement)**
- Set achievement targets to accelerate progress of students performing below curriculum expectation.
 - Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs.
 - Accelerate the progress and achievement of 11 students across 2024 as identified from 2023 achievement data
- Māori Student Achievement**
- Continue to link learning to real life experiences.
 - Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement.
 - Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum
 - Gain feedback from parents of our Māori learners about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement.
- School Wide**
- Explore and grow understanding of English area of Te Mātaiaho
 - 'One hour a day' teaching requirement implemented
 - Teachers continue to use illustrations from the Learning Progressions Framework to build their understanding of the significant steps that students take as they develop their expertise in writing (spanning levels 1–5 of the New Zealand Curriculum)

<p>School Wide</p> <ul style="list-style-type: none"> Continuation of structured literacy across all classrooms (iDeaL Approach and Better Start) Provision of focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more). Teachers moderated students' learning against the Learning Progression Framework, so that there was a consistent understanding of progress and achievement Collaborative sharing of strategies and ideas for students that are not progressing. Continued to Increase moderation accuracy. Writing moderation of target students (twice a term) Continued to apply successful strategies from ALL project Provided a variety of opportunities to write in different text forms (particularly boys). Reading and writing across the curriculum. Implemented assessment practices which provide feedback to the learner (learner agency). Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Continued to strengthen use of 'Spiral of Inquiry'. Leaders lead collaborative inquiry and professional learning group discussions to build teacher capability. Strengthened staff discussions around student learning trajectory and achievement. Monitored the impact of support programmes <p>Parent Partnership</p> <ul style="list-style-type: none"> Planned opportunities for parents / whānau to participate in writing alongside their child (family challenges) 	<ul style="list-style-type: none"> 11/16 (33.3%) progressed, but did not accelerate to reach curriculum expectation <ul style="list-style-type: none"> In June 2023, a further 2 students were identified as needing targeting. <ul style="list-style-type: none"> 1/2 (50%) reached curriculum expectation by year end. <p>To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data:</p> <p>8 Male; 3 Female (<i>One male learner left cohort tracking</i>)</p> <ul style="list-style-type: none"> 2/3 (66.7%) female and 3/8 (37.5%) male 'at risk' / 'cause for concern' at the end of 2021 made accelerated progress and are working within their appropriate curriculum level. <p>4 Māori; 6 NZ / European; 1 Other (<i>One Māori learner left cohort tracking</i>)</p> <ul style="list-style-type: none"> 1/3 (33.3%) Māori students cause for concern at the end of 2022 made accelerated progress and are working at their appropriate curriculum level. 2/6 (33.3%) NZ / European students cause for concern at the end of 2022 made accelerated progress and are working at their appropriate curriculum level. 1/1 (100%) other ethnicity students continue to be target students. <p><i>Note: acceleration requires monitoring, so these learners are in the foreground for 2024</i></p>	<ul style="list-style-type: none"> Teachers providing a variety of opportunities to write in different text forms (particularly boys). Moderation of writing samples Teachers modelled and used cameos (examples) so that students knew what their writing should look like. Consistent use of modelling book – students able to refer back / recap previous learning. Consistent daily 'extra' (on top of) - frontloading. Seeing groups daily and in addition to existing programme Needs based and explicit teaching. Seeing target groups when they were fresh (in the morning) – teachers being mindful of latecomers. Consistent use of scaffolds, use of exemplars, writing tools, classroom displays. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Inquiry based around proofreading and editing. As part of the inquiry, teachers read Writing for Pleasure: Theory, Research and Practice By Ross Young, Felicity Ferguson. To aid the development of a school wide approach, a teacher only day specific to writing brought current research and resources to the table where teachers collaboratively created a 'Whakamārama approach' to the explicit teaching of proofreading and editing. Collaborative Teacher Inquiry- Teachers and leaders were aware of 'at risk' and 'cause for concern' students, particularly Māori, regularly discussing and monitoring progress. <p>Parent Partnership</p> <ul style="list-style-type: none"> Parent / whānau meetings took place in February, April and July. Use of ClassDoJo to promote learning partnerships with whanau/student/teachers. Face to face meetings Connections with parents / whānau of target students (phone, email, letters) 	<ul style="list-style-type: none"> Teachers use the writing framework to identify the writing demands of the programmes they provide for students. Continue to use writing data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it? Continued provision of focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more). Observation and feedback for teachers Teachers to share practice with other teachers and to work in partnership with parents, families and whānau. School leaders to build conditions to support sustained achievement gains. Leaders use the GROW model with peer coaching and mentoring. Continue to model and use cameos so that students know what their writing should look like. Continue to focus on writing topics and reading material of particular interest to boys. Planning to continue to involve and reflect an element of student voice in writing topics and genres. Continuation of structured literacy across all classrooms (iDeaL Approach and Better Start) Applications to RTLit, RTLB, Speech & Language as applicable (Tier 2 intervention) Writing moderation with other schools Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration. Writing moderation of target students (twice a term). Link this to the Learning Progressions Framework. Implement a whole school approach to proofreading (Text: 'No More, My
---	---	--	--

BOT and MOE Funded Learning Support Programmes

- Reading Recovery programme; Early literacy support programmes; Accelerating Learning in Literacy (ALL)
- Teaching aide funding

Professional Development

- Provision for individual professional development, in class modelling, observation and feedback for teachers as required
- Develop a whole school approach to proofreading (Text: 'No More, My Students can't Edit')

BOT and MOE Funded Learning Support Programmes

- Reading Recovery programme: 1:1 teaching support to a group of target students.
- Early literacy support programme - (Early words) - Teacher aide
- Structured literacy in place across all classrooms (iDeaL Approach and Better Start)

Professional Development

- Principal released teachers to undertake professional readings and collaborative discussions.
- Provision for individual professional development, in class modelling, observation and feedback for teachers as required.
- Leadership in writing - Literacy leader facilitated and lead change for both the learner and teacher capability
- The Writing Framework – teachers focusing on the set of knowledge and skills that students need when they create different kinds of texts in print or online.

Students can't Edit')

Teacher Inquiry

- Continue to strengthen staff discussions around student learning trajectory and achievement.
- Continue to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability

Culturally Responsive School Culture

- Continue to build relationships and connections with Māori students in our school.
- Include contexts for learning that acknowledge our biculturalism.
- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning and continue to increase visible te reo and tikanga Māori in our kura.
- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākongā and their whānau. Utilise the experiences they bring to school.
- Focus on local history and tikanga.

Parent Partnership

- Face to face conversations with parents of target students (at least twice a term)
- Support parents with prompts on what to ask their child about their writing. How to talk to your child about their learning e.g., 2 stars and a wish / 2 medals and medal
- Continue to build genuine learning-focused partnerships between students, teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations.

Professional Development / Learning

- Professional readings
- Identify gaps in teaching capability and invest in opportunities for teachers/

kaiaiko and staff to strengthen teaching, leadership and learning support.

- Teachers work together in a collaborative, interactive and ongoing way to improve teacher practice and outcomes for students.
- Grow assessment for learning (AfL) capabilities for learners, teachers and leaders (Evaluation Associates online course)

Resourcing

- Continue to review resources available to students below curriculum expectation to effectively meet their reading / writing needs.
- Leadership of writing

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.
- Continue to sustain researched evidenced approaches to accelerating the progress of students.
- The board will continue to support resourcing that impacts on writing.
- Attendance targets set
- Writing: Across 2024, accelerate the progress and achievement of 12 students identified from end of 2023 data
 - 10 Male; 2 Female
 - 5 Māori; 6 NZ / European; 1 Other
 - Year level targets also set (not included due to possible identification of students)