

Statement of Variance Reporting



School Name:	Gordonton	School Number:	1728
Strategic Aim: Analysis reporting	<p>To raise the achievement of all learners in the school</p> <p>To identify target learners and deliver specifically tailored programmes to accelerate their achievement.</p> <p>To explore ways to assess with requisite rigour despite disruption due to covid response.</p>		
Annual Aim:	<p>Focus on Literacy. The Kura will commence a School-wide professional development and curriculum development on Structured Literacy learning.</p>		
Target:	<p>That the 51 Students currently assessed as being below or well below their expected level of achievement in Reading will make accelerated progress against the curriculum</p> <p>That all other students will make appropriate progress in reading.</p>		
Baseline Data:	<p>As above. Special focus on those children who are below or well below.</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>We entered our second year of delivery with the structured literacy programme which built on the knowledge already gained in the previous years.</p> <p>Having a specialist Literacy teacher in the school and having that teacher available to the staff for advice and guidance has been significant in addressing practice concerns within a tight timeframe and not allowing matters to be dwelled on.</p> <p>Regular PD and feedback sessions as well as promulgation of resources and organising and cataloguing of support material meant the resourcing was accessible and auditable.</p>	<p>38 Students have been assessed at below or well below. A variance of 13 students. The reduction has been across all year levels and evenly spread across gender. Māori are still overrepresented in the result but less so than before.</p>	<p>Previous analysis was affected by absence caused by Covid 19. There was inconsistencies with continuity of teaching, students were absent for long periods of time and also teachers.</p> <p>This represented the first full year back at school for 2 years and was the first opportunity to string together a curriculum year.</p> <p>Also focus brought about by adherence to the structured literacy planning has meant a year-on-year consistency.</p>	<p>Continue with the structured literacy programme to enhance student capacity and increase teacher capability and consistency.</p>
Planning for next year:			
<p>The BoT have continued to support the Structured Literacy programme implementation into 2023. The appointment of a within school literacy teacher has centralised and consolidated the Professional growth for teachers around delivery and assessment.</p>			

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School Name:	Gordonton	School Number:	1728
Strategic Aim:	<p>We will continue to identify and reduce learning barriers for target learners esp Maori and Pacific akonga</p> <p>We will deliver quality teaching and learning that responds to our akonga’s needs and sustains their identity and culture.</p> <p>We will ensure all akonga are achieving in literacy and numeracy to the best of their potential</p>		
Annual Aim:	To give all the learners at our school access to quality teaching and learning, but specifically, to reduce the number of learners who are achieving below expectations, identify and assess them, analyse their learning and the accompanying teaching environment.		
Target:	That the 47 Students currently assessed as being below or well below their expected level of achievement in Writing will make accelerated progress against the curriculum. That all other students will make appropriate progress in writing.		
Baseline Data:	The baseline data has been accumulated from a range of sources. E-Asttle, running records and in class assessments being analysed, moderated and formulated into triangulated OTJ placement against the levels. Special focus on those children who are below or well below.		

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>Continued with the delivery of Structured literacy in the school, led by a highly skilled within-school teacher supported by the Te PAe Here Kahui Ako.</p> <p>An increased amount of PD around writing for teachers bringing them up to date with practices and teaching tools.</p> <p>development of complimentary pathways between levels in the school so that momentum of learning has not been lost.</p>	<p>There was a significant shift in teaching approach with a more collegial and collaborative environment emerging. Teachers are more likely to approach the Literacy leader or other identified experienced teachers in the school for advice, guidance and ideas.</p> <p>Teachers are using the tools with confidence and certainty. There is high quality, explicit, consistent literacy teaching practice being delivered around the school.</p>	<p>Literacy leadership was a bit frayed at the top where the literacy leader was uncertain as to where they answered to. Making this more linear with direct report to the Principal made the delivery more certain without conflicting messages. This had a trickle down effect and made the teachers more certain as well.</p> <p>Students beyond year 3 are now very familiar with the model of learning and approach their learning with enthusiasm - learning literacy skills, not spending time learning the model and its delivery.</p>	<p>Continue as we have been as we are seeing the reward of our focus. The trick is to allow the model to work long term and avoid needless tinkering.</p> <p>Workshops on:</p> <ul style="list-style-type: none"> ● Oral language ● Handwriting ● Writing Goal setting and Modelling <p>Team and across team moderation looking at assessment practices and skills.</p> <p>Using assessment to inform teaching practice.</p> <p>Scope and sequence for writing skills - specifically writing and punctuation as identified in the writing samples from 2022.</p> <p>Review at years end.</p>
Planning for next year:			
<p>The use of the structured literacy model has continued to pay dividends and teachers are enjoying the professional development. This will continue into 2024 remaining the primary PD focus.</p>			

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Strategic Aim:	<p>To raise the achievement of all learners in the school To identify target learners and deliver specifically tailored programmes to accelerate their achievement. To explore ways to assess with requisite rigour despite disruption due to covid response.</p>		
Annual Aim:	<ul style="list-style-type: none"> • To develop and implement teaching and learning strategies purposefully aimed at raising the achievement of all learners. • To regularly review and collaborate on effective teaching and learning strategies and share strategies and progress at team meetings. • To develop an expectation of planning to meet the needs of the learners and groups of learners. Learning programmes to be; • Scaffolded, Differentiated, Show Effective feedback/feed-forward 		
Target:	<p>That the 34 Students currently assessed as being below or well below their expected level of achievement in Maths will make accelerated progress against the curriculum That all other students will make appropriate progress in Maths</p>		
Baseline Data:	<p>The baseline data has been accumulated from a range of sources. E-Asttle, running records and in class assessments being analysed, moderated and formulated into triangulated OTJ placement against the levels. Special focus on those children who are below or well below.</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>Continued exploration of the PR1ME maths system and extension of it sown the school. Consistency of planning and assessment strategies and regular collaboration around the identification and progress of target learners.</p>	<p>At End of year 38 students were achieving below or well below (15 student shift). This includes a 11% reduction in Māori under achievement.</p>	<p>Because we have now implemented PR1ME maths throughout the school we are experiencing a familiarity with the language of maths that was previously absent. Children are able to call on prior knowledge and understanding to build on their learning. This is set to continue as children and teachers become more familiar with the programme.</p>	<p>Continue with this programme as well as incorporating additional numeracy learning to reinforce understanding.</p>
Planning for next year:			
<p>PR1ME maths to continue through the school.</p>			