

Statement of Variance Reporting



School Name:	Te Kura o Hau Karetu	School Number:	2902
Strategic Aim:	All tamariki will receive equitable and balanced access to the NZC, which is evidenced by our tamariki/students' overall wellbeing and academic achievement.		
Annual Aim:	Raising progress in Literacy using Links to Local Curriculum & Learning about Resilience		
Target:	<ol style="list-style-type: none"> 95% of our students will make progress in literacy and numeracy 80% of our priority students who are below or well below will make accelerated progress Kaiako will be familiar with new curricula. By the end of the year, the Math curriculum will be planned and taught using the new curriculum. Aotearoa/NZ Histories will be embedded into our teaching and learning. 		
Baseline Data:	<p>Analysis for English Medium Reading:</p> <p>Progress in Reading 2023:</p> <p>65% of our students are working above or at their appropriate level with another 20% below = these are the students we would expect to be able to move into "at" during some point in their schooling. Progress in reading is pleasing with 70% of our students having made some accelerated progress. Even students who appear not to have made progress within the steps we use to measure have all made progress. It sometimes takes a while to get a concept, and better to move a child outwards, not upwards. With 15% of our students being well below, this is indicative of the many high needs we have in the school. We do not report on our ORS funded students' results, but that means we do report on any other child, despite their needs. There are a number of junior students who have made super accelerated progress due to the interventions we have put in place. 71% of our students made accelerated progress in reading in 2023.</p> <p>Progress in Writing:</p> <p>45% of our students writing at the appropriate level for their age, however, progress in writing has accelerated greatly. This is much improved on the mid year results that had 25% of students writing where they were supposed to be. There has been a shift from well below to below, and below to at, we even have an additional student now writing above their appropriate level. The progress in writing has been pleasing, though there are 33 who didn't make accelerated progress. Some students "wallow" at a level while making small gains, and this may not show in our data.</p>		

66% of our students made accelerated progress in writing in 2023.

Progress in Mathematics:

At the beginning of the year, we had 39% of students working at the level for their age, and by the end of the year we have 63% working at or above.

While many haven't made any noticeable progress within levels, mathematics is very much about the "working out, not up until you're ready to move." It is the year 1s who have made the most progress proportionally to the rest of the year groups.

56% of our students made accelerated progress in math in 2023.

Analysis for Māori Medium Pānui, Tuhituhi, and Pāngarau:

95% of our Tamariki made progress in Panui

89% of our Tamariki made progress in Tuhituhi

92% of our Tamariki made progress in Pāngarau.

Other goals:

Mathematics curriculum – 3 teachers completed mathematics PLD in English medium, and they shared this practice with other teachers in meetings. The Math curriculum is not out of draft form, so this goal will not be achieved, though we will continue with math PLD in 2024 to support us in this mahi.

Aotearoa/NZ Histories – teachers continued to use the curriculum document throughout the year.

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>Our goals in 2023 for literacy were: The delivery of phonics, reading, writing, handwriting, oral language, and visual language will be aligned across the school. Our Māori immersion classes will align their mahi across the year levels. Literacy will be taught within contexts that are meaningful to our students i.e. culturally responsive, curriculum wide, and with a hauora/wellbeing focus.</p> <p>Actions for literacy goals in 2023 that were achieved: Review student voice and continue to collect data from ākonga regarding their perceptions, and whether they match their academic and wellbeing achievements. Review and revisit systems of assessment to ensure information is accurate. Are teachers all involved in the understanding of analysis of results? We consider we have further work to complete in 2024 here. Embed moderation practices in literacy. This was only partially achieved as we did not moderate reading. Embed our curriculum delivery as per review in 2021-2022. Embed Puzzles of Practice in their new format (Learning Pathways) Review best practice acceleration techniques. Further work required for 2024. Include our new learning from 2022 into our programmes. Embed best practice needs based programmes across the school.</p>	<p>Our targets for 2023:</p> <ul style="list-style-type: none"> 95% of our students will make progress in literacy and numeracy 80% of our priority students who are below or well below will make accelerated progress Kaiako will be familiar with new curricula. By the end of the year, the Math curriculum will be planned and taught using the new curriculum. Aotearoa/NZ Histories will be embedded into our teaching and learning. <p>English Medium: 38% of our well below students in reading accelerated their learning to below. 64% of our below students in reading accelerated their learning to “at”. 70% of our students in total accelerated their learning in reading.</p> <p>59% of our well below students in writing accelerated their learning to below. 7% of our below students in writing accelerated to “at”. 66% of our students in total accelerated their learning in writing.</p> <p>43% of our well below students in math accelerated their learning to below. 39% of our below students in math accelerated their learning to “at”.</p>	<p>In our new entrant class, due to huge behavioural issues that were barriers to learning, we changed the way the whole class structure was set up in the middle of the year, as we could see Tamariki weren't ready for formal learning. We employed an additional teacher and were able to manage this large group by mainstreaming them so that the ones who were ready for formal learning could concentrate on structured literacy and numeracy, and the other group were taught social and emotional skills to ready them for more structured ways of learning. Our new entrants/year 1 students' results are low because they started off at pre-school levels. This change had a positive impact on literacy levels for some, and on managing self</p>	<p>We have applied for PLD for 2024 around IDeal structured literacy programme for the whole English Medium School to participate in. Our Maori immersion classes are continuing to teach and have PLD on mahi by mahi and Te Ipu Korero. We believe this is having a good impact on student learning and engagement.</p> <p>Our new entrant/year 2 classes will be working with PMP to help engage students' bodies into learning.</p> <p>Our end of year consultation with students said loud and clearly that they were sick of other</p>

<p>Review our new way of analysing and tracking student progress. This will continue in 2024.</p> <p>Our goal in 2023 for local curriculum was:</p> <p>Students will learn through the curriculum areas using our local curriculum, bringing life to the whole NZC, by being responsive to the needs, identity, language, culture, interests, strengths including the aspirations of our learners/ākonga and their families/whānau/aiga.</p> <p>Actions for local curriculum goals in 2023:</p> <p>Monitor and continue to develop systems and process in Māori Immersion space. Continues in 2024.</p> <p>Review the way we connect with our community and Whānau with the changing environment in the world.</p> <p>Ensure the breadth of the curriculum is being covered through our vision of being more involved in the community. Review requirements for another project.</p> <p>3 year overview/long term plan will be completed and in use.</p> <p>Assessment to Learn will be monitored and reviewed.</p> <p>Digital learning tools will be reviewed, and purchase plan updated.</p> <p>Travelling outside the school will be reviewed.</p> <p>Graduate profile used as a resource and vision for all students in the school/kura. Further work to be done here also</p> <p>Understand, Know, Do will become the regular way of teaching and learning in our curriculum. Continue in 2024.</p> <p>Embed our consultation systems with Whānau/families.</p> <p>Embed and continue to review Hauora in our kura and the way we monitor students' progress in this.</p> <p>Restorative Practice will continue to be a priority. All</p>	<p>56% of our students in total accelerated their learning in math.</p> <p>While alignment in the English curriculum has been worked on throughout 2023, further work is required on this.</p> <p>Māori Medium:</p> <p>95% of our Tamariki made progress in Panui – the only area on the whole school where this goal was met.</p> <p>89% of our Tamariki made progress in Tuhituhi – much higher progress than in English medium.</p> <p>92% of our Tamariki made progress in Pāngarau – the goal of 95% is nearly achieved here.</p> <p>Te Marautanga curriculum development is still new in this space, but we are happy to report that kaiako are working together on moderation and understanding of the curriculum.</p> <p>Whole School – local curriculum:</p> <ul style="list-style-type: none"> • We attended the marae for a marae day • All Tamariki participated each term in mihi whakatau and powhiri • Graduate profile was developed with whanau Māori input • Hauora lessons are carried out 4 times per week and continue to be of importance for us teaching our Tamariki how to manage themselves. 	<p>and relating to others for some.</p> <p>We experimented with structured literacy including visiting other schools who use the same techniques. We now know that having alignment across the school and being lead from the top means that we will have better results in 2024.</p> <p>Most teachers have completed restorative practice training, and those who hadn't, had too much on their plates to add to their workload. 3 staff members completed Te Ara Whakamana training in 2023.</p>	<p>children being mean to each other and shouting. Therefore, in 2024, the leadership team are looking at reviewing our PB4L values alongside the Te Marataunga Attitudes and Values, as well as seeing how we can include Te Ara Whakamana. We want to build transferable resilience in our Tamariki.</p> <p>Continuing to build strong relationships with whanau will be important in our journey of educating our Tamariki. While we have had better than average engagement with whanau in 2023, we can always do better.</p>
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teachers complete RP PLD.
We will have plans in place for all classrooms and the outside of the school to look like a school from Aotearoa/NZ. Plans will include 5YA projects.

- One classroom block has been refurbished as well as a new playground attached to the block for juniors
- We practice restorative practice, but PLD has not been carried out this year.

Planning for next year:

See Evaluation, "where to next"