

Statement of Variance: Progress Against Targets

Strategic Goal 1: Curriculum: To increase the learning and achievement for all at Rangiuru School				
Actions	What did we achieve?	Evidence	Reasons for any differences (variance) between the target and the outcomes	Planning for next year - where to next?
<p>List all the actions from your annual implementation Plan for this annual target/goal</p>	<p>What were the outcomes of our actions? What impact did our actions have?</p>	<p>This is the source of information the board used to determine those outcomes</p>	<p>Think about both where you have exceeded your targets or not yet met them</p>	<p>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan</p>
<p>SPELLING</p>	<ul style="list-style-type: none"> -All teachers teaching The CODE across the school -Heart words taught in all classes -Akonga will improve their spelling achievement -Improved knowledge of spelling rules will begin to show through in writing 	<ul style="list-style-type: none"> -All children in Room 3 and Room 4 who were part of daily 'CODE' lessons made progress -Spelling learning showing through in daily writing -all classes teaching heart words -teachers knowledge grown through PLD 	<ul style="list-style-type: none"> -Some children made up to two years progress in spelling - the amount of progress was definitely affected by factors such as attendance -Our data was affected by a large amount of transient and new children across our school (by the end of year we had 35% of our roll as new students that had entered during 2023) 	<ul style="list-style-type: none"> -continue 'The CODE' spelling daily for senior classes -ensure Structured literacy lessons are part of the literacy programme in both junior classes (incorporates the teaching of letter sounds and patterns) -continue PLD
<p>ASSESSMENT</p>	<ul style="list-style-type: none"> -Writing moderation -e-asttle used across the school -Moderation as a whole staff to ensure consistent levelling -Moderation across schools if possible -All teachers to have clear understanding of what data is collected and how -All teachers to be using same assessment tool -Robust and reliable data collected and analysed by staff -Writing profile sheets developed and used across the school with children so that they know and can talk about their next learning 	<ul style="list-style-type: none"> -Whole staff writing moderation ensured consistent levelling between and across classes -Professional discussions within staff meetings around data collection and levelling -Same assessment tools used across the school by all teachers -Centrally funded PLD for assessment for learning meant all staff began PLD, this will mean some changes to data collected and tools used going forward 	<ul style="list-style-type: none"> -We didn't see the shifts in our data we had hoped for as we believe our data was affected by a large amount of transient and new children across our school (by the end of year we had 35% of our roll as new students that had entered during 2023) 	<ul style="list-style-type: none"> -continue to improve teacher knowledge, confidence and capacity around assessment and data collection to ensure ALL data is robust and reliable -continue PLD

	steps (metacognition)			
TARGET LEARNERS	Target learners identified next steps identified - reviewed termly by teachers	<ul style="list-style-type: none"> -Target learners identified in reading, writing and maths in each class -time spend in staff meetings reviewing and discussing ways to move target learners progress and achievement 	<ul style="list-style-type: none"> -not all target learners made the progress we had hoped for - need to ensure we are more selective in who is a 'target learner' -Our data was affected by large amount of transient and new children across our school (by the end of year we had 35% of our roll as new students that had entered during 2023) 	-continue to be selective of target learners who have high attendance and who are achieving just below where they are expected to be
WRITING	<ul style="list-style-type: none"> -Writing happens everyday in every class -Consistent approach schoolwide to the teaching of writing -Student achievement will improve -Teachers will be confident in the teaching of writing -In school PLD as needed 	<ul style="list-style-type: none"> -daily writing lessons schoolwide -linking writing to purposeful real life experiences as much as possible i.e: garden to table, MOWS, bush classroom -staff meetings held at least once a term around writing PLD 	-Our data was affected by large amount of transient and new children across our school (by the end of year we had 35% of our roll as new students that had entered during 2023)	-continue to build kaiako knowledge and capacity around the teaching of writing
Culturally Responsive Pedagogy and Practice	<ul style="list-style-type: none"> Begin working with MAC to develop and implement an action plan based on identified needs at Rangiuru School to support teachers -Daily teaching of Te Reo Maori and integration across curriculum areas and our daily programmes -Increased teacher knowledge and capability in this area -Learner agency increased -Kapa haka programme taught in school 	<ul style="list-style-type: none"> -MAC staff meetings at least once a term to build kaiako knowledge -Jan lead staff through integration of Te Reo into daily teaching practices -Te Reo taught for at least 30 mins a day in every class - integrated -Increased teacher confidence -Kapa haka happening some weeks -Bush classroom weekly for each class 	<ul style="list-style-type: none"> -Could utilise MAC more in our kura -WST teacher needed to provide more assistance and support to classroom teachers -Positive impact of morning routines that are focussed around culturally responsive practices were successful in all classes - children running these routines -Disappointing that we couldn't rely on the kapa haka tutor - online to be used 2024 -Bush classroom sessions are a positive way for tamariki to connect with the ngahere and learn through hands on nature based activities 	<ul style="list-style-type: none"> -continue as a MAC school and have Drew Manning come to work with whole staff and Board throughout the year -next year to have online kapa haka so we are not reliant on a tutor sometimes turning up - this was a real disappointment

Strategic Goal 2: **Hauora and Culture: To grow school culture, well being and belonging at Ranguru School**

Actions List all the actions from your annual implementation Plan for this annual target/goal	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the source of information the board used to determine those outcomes	Reasons for any differences (variance) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them	Planning for next year - where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan
Kahui Ako Action Plan <i>(refer to the action plan document as well)</i>	<ul style="list-style-type: none"> -Kahui Ako action plan created -Grow akonga sense of identity, culture and language -Culturally sustained practices implemented across the school -School environment to reflects the culture of children within -Te Reo integrated throughout programmes and alive in classrooms -Teachers increased knowledge of culturally responsive practices 	<ul style="list-style-type: none"> -Comprehensive Kahui Ako plan created and reviewed throughout the year -Te Reo integrated into classroom programmes -WST lead staff meetings to grow teachers knowledge of culturally responsive practices 	<ul style="list-style-type: none"> -Kahui Ako strong input has helped -WST teacher lack of communication at times has meant we haven't always had all information fed back -WST teachers knowledge has helped 	<ul style="list-style-type: none"> -continue to work with Kahui Ako and have WST teacher feedback and lead across the school
Home, school and community collaboration and consultation	<ul style="list-style-type: none"> -Strong partnership and relationships with home, school and the community built -AG day - community welcomed -Clear lines of communication between home and school (celebrations and concerns shared regularly) -Meet the teacher evenings -Curriculum evenings -School picnic -Matariki celebrations including whanau matariki breakfast -Whanau assemblies -Whanau and community well informed of what is happening at school - newsletters, 	<ul style="list-style-type: none"> -Importance placed on building strong partnerships and relationships with whanau -teachers ensure clear lines of communication between home and school -community events held and good attendance -successful Ag day with parent committee who helped with planning and preparations -preschools came to visit 	<ul style="list-style-type: none"> -All staff enthusiastic and value importance of relationships and partnerships with home and school -Enthusiastic whanau who are keen to help 	<ul style="list-style-type: none"> -continue to work on building connections with local iwi and hapu -continue to encourage whanau to be involved in our kura

	<p>facebook</p> <p>-connections made with local preschools</p>			
Localised Curriculum developed and implemented	<p>-Localised curriculum has been introduced</p> <p>-connections made with local iwi and hapu</p> <p>-ANZHC PLD for staff</p> <p>-ANZHC planned schoolwide</p>	<p>-ANZHC staff meetings held to grow staff knowledge</p> <p>-ANZHC integrated</p>	<p>-Still need to make connections with local iwi and hapu</p>	<p>-continue to work on building connections with local iwi and hapu with the help and guidance of Kahui Ako</p>
PB4L - SW	<p>-School Values embedded across the school</p> <p>-new school rules adopted</p> <p>-New school values signage visible</p> <p>-Children able to talk about school values/rules and what it means for them</p> <p>-PB4L lesson plans created and taught across the school weekly driven by needs</p> <p>-Values Certificates given out at assemblies - celebrating our akonga</p> <p>-Class treaties developed and used to support PB4L along with class rewards and consequences</p> <p>-All teachers using PB4L in class and playground</p> <p>-Improved school wide behaviour</p>	<p>-all children know school values</p> <p>-signage keeps our values alive in the playground</p> <p>-when incidents or behaviour being dealt with we relate all behaviours to our values and school rules</p> <p>-PB4L lessons created and taught in classes according to identified behaviour need</p> <p>-Overall behaviour improved and children know what behaviour is expected</p>	<p>-all staff on board</p> <p>-buy in from all</p> <p>-children respond to the positives that we focus on - 'what you attend to grows'</p> <p>-school rules in kid speak and easy to understand for all</p> <p>-PB4L a strong research based programme that works</p>	<p>-continue to build on and grow children understanding and knowledge of values, rules and expectations</p>
Garden to Table Programme	<p>-School garden developed</p> <p>-Weekly Garden to Table lessons taught across the school</p> <p>-Links made with community and whanau and use their expertise</p> <p>-Increased engagement of our tamariki and a love of gardening</p>	<p>-vegetables etc grown and used in Garden to Table cooking</p> <p>-Tamariki engagement and excitement about learning is evident and there is a buzz about learning</p> <p>-'soft data' children's engagement, happiness and excitement</p>	<p>-all staff enthusiastic and understand the value of the Garden to Table programme</p> <p>-children love to learn through Garden to table activities</p> <p>-ongoing cost of running garden could be prohibitive if funding not sort</p>	<p>-continue with Garden to Table and Bush classroom as a way of integrating hands on, purposeful and meaningful learning opportunities that supports engagement, attendance and hauora</p>