

Rangiuru School



Statement of Variance 2024

Statement of Variance: Progress Against Targets

Strategic Goal 1: <u>Curriculum:</u> For all learners to make progress through high quality teaching and assessment practices				
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
Literacy: - Implement The CODE in Yrs 3-8 -Implement Structured Literacy in Yrs 0-2	-All teachers teaching The CODE across the school -Structured Literacy taught across the school	-Improved spelling achievement -All children in Room 3 and Room 4 who were part of daily 'CODE' lessons made progress -Improved knowledge of spelling rules showing through in writing -teachers knowledge grown through PLD	-Some children made up to two years progress in spelling - the amount of progress was definitely affected by factors such as attendance, teacher knowledge and consistency of lessons taught	-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) -all teachers will attend PLD in structured literacy
ASSESSMENT for Learning: -Develop processes and procedures for teaching and assessment - Consistent school guidelines developed for data gathering - Target Learners identified and monitored	-Writing moderation happens twice yearly -e-asttle used across the school -Moderation as a whole staff to ensure consistent levelling -School wide guidelines developed for data gathering -All teachers to have clear understanding of what data is collected and how -Robust and reliable data collected and analysed by staff -all teachers identify and monitor target learners and staff meeting held to discuss these learners in depth	-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	-Reading data shows improvement over the last two years as have Maori learners -Writing data shows the greatest improvement across the school 69.7% at/above -Maths data shows a decline in overall achievement from mid year data -not all target learners made the progress we had hoped for - need to ensure we are more selective in who is a 'target learner' and how are our target learners getting an 'extra' dose of learning to make the progress	-continue to improve teacher knowledge, confidence and capacity around assessment and data collection to ensure ALL data is robust and reliable -continue to be selective of target learners who have high attendance and who are achieving just below where they are expected to be
Grow Learner Agency:	-set up Learning Profiles for each child -Students view themselves as learners, have increased confidence & growth mindsets	-Explicit teaching in literacy has meant that children are clear in the learning outcomes expected	-Learning Profiles did not go as planned as bringing new staff on board took more time than expected -Reading recovery helped grow confidence	-look at what will help increase learner agency the most effectively -continue with goal setting - what does this look like and where does it sit?

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Strategic Goal 2: Cultural responsiveness to support Hauora and Culture: To develop culturally responsive practices to foster the wellbeing of students

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: Develop Culturally responsive practices schoolwide <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 -MAC to help build teachers knowledge in relation to 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 -Drew Manning from MAC attended staff meetings and ran a Board Meeting 	<ul style="list-style-type: none"> -lack of assistance from Kahui Ako leads in terms of helping us make the connections we are wanting to make with our iwi and hapu so we can engage with them and have their involvement in the school -Could utilise MAC more in our kura 	<ul style="list-style-type: none"> -continue to work with Kahui Ako and have WST teacher feedback and lead across the school in staff meetings -continue to work on building connections with local iwi and hapu -continue to encourage whanau to be involved in our kura
Implement Pause, Breathe, Smile to foster well being	<ul style="list-style-type: none"> -all staff attended PLD teacher only day around Pause, Breathe, Smile -PBS used in classrooms to help children deal with emotions 	<ul style="list-style-type: none"> -children talk about PBS as a tool to help them -teachers keep PBS alive in classrooms -student wellbeing/ hauora and happiness is identified as a priority by all staff 	<ul style="list-style-type: none"> -All staff enthusiastic and value importance of implementing a programme that teaches children the tools they need to deal with emotional regulation 	<ul style="list-style-type: none"> -ensure PBS is still used -Start the year with PBS in all classes -how can we survey children to get a trued indication of their hauora/wellbeing?
PB4L - SW	<ul style="list-style-type: none"> -School Values embedded across the school -School rules alive and known by all children 	<ul style="list-style-type: none"> -all children know school values -signage keeps our values alive in the playground -when incidents or behaviour being dealt 	<ul style="list-style-type: none"> -all staff on board -buy in from all -children respond to the positives that we focus on - 'what you attend to grows' 	<ul style="list-style-type: none"> -continue to build on and grow children understanding and knowledge of values, rules and expectations -PB4L lesson plans created and taught