

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 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 53 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>As above – using a comparison between start of year and end of year assessment across the same students with standardised testing methods.</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>
<p>Planning for next year:</p>			
<p>PR1ME maths to continue through the school.</p>			

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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>
<p>Planning for next year:</p>			
<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>			