

Statement of Variance Reporting



School Name:	St Brigid's School Johnsonville	School Number:	3005
Strategic Aim:	Embed the St Brigid's curriculum that provides students with rich learning opportunities		
Annual Aim:	<ul style="list-style-type: none"> -Continue to design, embed and review our localised curriculum -Develop learning pathways -Working within the Kahui Ako - "Ngā kura o te maunga Tarikākā" to enhance learning for all 		
Target:	<ul style="list-style-type: none"> -All boys and girls who were below Curriculum expectations for Reading, Writing and Mathematics at the end of 2021 will be achieving at expectation by the end of 2022 -All currently funded ELL students will be achieving at expectation by the end of 2022 		
Baseline Data:	<p>Reading - 9 boys and 4 girls were below the expected level at the start of 2022; 5 ELL students were below the expected level at the start of 2022.</p> <p>Writing - 18 boys and 6 girls were below the expected level at the start of 2022; 7 ELL students were below the expected level at the start of 2022.</p> <p>Mathematics - 8 boys and 10 girls were below the expected level at the start of 2022; 7 ELL students were below the expected level at the start of 2022.</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>Strengthened our culturally responsive practices and pedagogy.</p> <p>Teachers critically evaluated assessment tools to find the ‘best tools’ to show student progress and achievement as per our assessment schedule.</p> <p>Moderation systems and processes continue to be refined.</p> <p>Introduced real-time reporting right across the school (YO-8) which included Whānau Conferences and Seesaw reporting posts across the curriculum.</p> <p>In class support and intervention programmes targeting student needs.</p> <p>Fluid groupings across the curriculum areas.</p> <p>Our school’s Structured Literacy approach (Year 0-2) has been very successful as strong foundations and understandings have been shared and developed.</p>	<p>All curriculum areas have reduced in target students since the beginning of the year:</p> <p>-Reading: 52% (24% of students have made accelerated progress across the school in Reading)</p> <p>-Writing: 17% (19% of students have made accelerated progress across the school in Writing)</p> <p>-Mathematics: 20% (24% of students have made accelerated progress across the school in Mathematics)</p> <p>ELL - Over the last two terms we have had an increase in migrant students with little English. There continues to be a need to strengthen our monitoring and tracking of our ELL student progress and next steps and aligning this to improved Ministry documentation.</p> <p>20% of ELL students did not achieve at or above curriculum expectations for Reading</p> <p>22% of ELL students did not achieve at or above curriculum expectations for Writing</p>	<p>Due to the nature of the set target groups, it was a challenging task to meet an unrealistic goal of all students below to meet curriculum expectation by the end of the year.</p> <p>However, it was very pleasing to see that all curriculum areas reduced in target students since the beginning of 2022:</p> <p>-Reading: 52% (24% of students have made accelerated progress across the school in Reading)</p> <p>-Writing: 17% (19% of students have made accelerated progress across the school in Writing)</p> <p>-Mathematics: 20% (24% of students have made accelerated progress across the school in Mathematics).</p> <p>Student absence (holidays/Covid) has also had an impact on students' wider schooling opportunities (e.g. learning, social, attitude, engagement, assessment monitoring by the teachers, etc).</p> <p>Staff participation and training in our structured literacy approach.</p>	<p>In 2023, our Staff Professional Learning Focus is Mathematics & Assessment for Learning. We will be focusing on quality Mathematics practice. Teachers will be using data in a more defined way which will have an impact on individual teacher Mathematical programme success. We will be using PaCT as a tool for staff developing greater clarity and consistency around student progress and achievement.</p> <p>We believe with further PD using best assessment tools, teachers will have increased confidence to make judgments of students working towards, within and above the expected curriculum level. Strengthening our understanding of assessment and using a variety of tools to determine overall teacher judgements will ensure teachers are confident in their decision making mid-year and end of year.</p> <p>Continue to streamline our assessment procedures and the tools we use to give insight into student achievement and next steps will inform planning and address needs. Teachers will continue to</p>

Tātaritanga raraunga

Addressing attitudinal student needs and anxieties was a focus for our Y7/8 classes. This involved the deliberate act of engaging students through choice and opportunities to reflect on their learning and wellbeing journey. Additionally, we had a wellbeing coach for 6 months who supported Year 6-8 students and this had a positive impact on their behaviour and approach to learning.

Specific learning needs and support is given to classroom teachers through SENCO, RTLB, outside agencies to support learners.

Professional development opportunities for staff e.g. Maths professional learning with Cognition, Literacy focused professional learning through Education Hub targeting staff needs.

Budget allocation to purchase resources to support classroom programmes.

22% of ELL students did not achieve at or above curriculum expectations for Mathematics

identify target students in their PGC and will identify and track individual learning plans.

Staff will have training in eTAP and Beagle to continue to track and review students' progress and achievement.

When thinking about English Language Learners we need to closely identify those who are not achieving and identify the key areas of focus which would allow for accelerated growth. We will be involved in the TALL (Team Approach to Language Learners) programme through the MOE.

Commonalities with those not achieving at expectation is lack of oral language, listening and speaking. This can have a flow on effect by limiting achievement in Reading and Writing. There is a need to continue to provide exposure to vocabulary (topic specific and academic) and reinforcing this allows connections to be made in all curriculum areas.

Tātaritanga raraunga

Collaborative Inquiry allowed teachers to improve practice with a focus on student agency.

Working collaboratively in teams is critical to ensure planning for deep understanding (for teacher and learner) as well as moderating and supporting our challenged learners to make the shifts they need.

In 2023, our structured literacy approach will have closer links between Reading and Writing within classroom programmes and extend to our Year 3/4 classes. Upskilling more staff in this area will be a priority.

As a Kahui Ako, we will be engaging with Kura Ahurea to support our teachers' knowledge and understanding of te ao Māori and how we can engage and positively impact our Māori learners.

'Connection' is a focus for us in 2023. We will encourage partnership with whānau to include rich conversations about their child's learning and development. We will continue to encourage our whānau to connect with their child's learning through engagement with their Seesaw posts.

Use of elearning as a tool to motivate and engage learners across the curriculum.

Planning for next year:

Our school's focus for 2023 is around 3Cs - **Collaboration, Curriculum and Connection**

After analysing our 2022 student achievement data, our key areas of focus will be **accelerating the progress of Year 3 students, Māori and Pasifika students and ELL funded students.**

We have been successful with receiving 80 hours MOE PLD focusing on Mathematics & Assessment for Learning and will be working with Cognition to strengthen our teaching and learning practice and programmes, with a focus on raising the achievement of our target students. Additionally, as described above, our structured literacy approach will be extended to our Years 3 and 4 students. We have also been given the opportunity for 4 of our staff members to access ELL Professional Development in the TALL (Team Approach to Language Learners) programme.

A focus will also be our 4 teams collaboratively teaching and planning together to strengthen the quality of our pedagogy and programmes. Target students will be identified and carefully monitored during the year using appropriate tools.

Specific Teaching & Learning Outcomes:

- Greater use and implementation of collaborative practices among staff and students
- Teacher reflective practice will continue to be strengthened in the PGC
- Explore and strengthen teacher capabilities in the LPFs and PaCT
- Using eTAP, Beagle and PATs to accurately track students' progress and achievement
- Continue with real-time reporting using Seesaw
- Embed the structured literacy approach in Years 1&2 and introduce to target students in Years 3&4
- Engagement with Kura Ahurea and the Kahui Ako to improve and develop our culturally responsive pedagogy.