

Statement of Variance Reporting



School Name:	St Brigid's School Johnsonville	School Number:	3005
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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:	<p>In 2023, the school will continue to gather information ensuring quality learning continues. We will also focus and act on students whose performance is below expectations ensuring they are learning to their full potential.</p> <p>Identified focus groups for Reading, Writing and Mathematics: 2023 Year 3 cohort, Māori and Pasifika students, and funded ELL students across the school</p>																				
Baseline Data:	<p><u>Year 3 ākonga (as at Beginning of Year)</u></p> <p>Target students: Reading (4), Writing (13), Mathematics (6)</p> <p><u>Māori ākonga (as at Beginning of Year)</u></p> <table border="1" data-bbox="539 1145 1758 1289"> <thead> <tr> <th rowspan="2">Years 2 - 8 Students</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Mathematics</th> </tr> <tr> <th>Working towards</th> <th>Working within</th> <th>Working towards</th> <th>Working within</th> <th>Working towards</th> <th>Working within</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>7</td> <td>20</td> <td>8</td> <td>19</td> <td>6</td> <td>21</td> </tr> </tbody> </table>	Years 2 - 8 Students	Reading		Writing		Mathematics		Working towards	Working within	Working towards	Working within	Working towards	Working within	27	7	20	8	19	6	21
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Tātaritanga raraunga

Pasifika ākongā

Years 2 - 8 Students	Reading		Writing		Mathematics	
	Working towards	Working within	Working towards	Working within	Working towards	Working within
15	3	12	3	12	4	11

ELL funded ākongā (as at Mid Year)

Year Group	Mid Year (beg of T3) Funded Total 58	Number of students working at (or above) the Curriculum		
		Reading	Writing	Mathematics
One	4	N/A		
Two	15	11	9	13
Three	11	8	4	8
Four	11	9	9	7
Five	9	9	7	7
Six	5	3	3	4
Seven	2	1	1	2
Eight	1	0	0	0

Actions
What did we do?

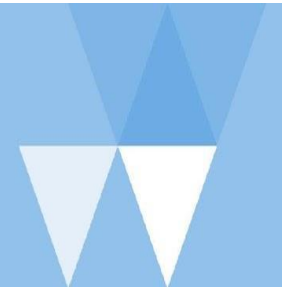
Outcomes
What happened?

Reasons for the variance
Why did it happen?

Evaluation
Where to next?

Tātaritanga raraunga

<p>We were successful with receiving 80 hours MOE PLD focusing on Mathematics & Assessment for Learning with Cognition to strengthen our teaching and learning practice and programmes, with a focus on raising the achievement of our target students.</p> <p>Our structured literacy approach was extended to our Years 3 and 4 students.</p> <p>4 of our staff members (1 teacher, 2 teacher aides and DP) accessed ELL Professional Development in the TALL (Team Approach to Language Learners) programme.</p> <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>All curriculum areas have reduced in target students since the beginning of the year:</p> <p>Whole School</p> <p>-Reading: 49% of target students have made accelerated progress to reach the expected curriculum level in Reading</p> <p>-Writing: 48% of target students have made accelerated progress to reach the expected curriculum level in Writing</p> <p>-Mathematics: 49% of target students have made accelerated progress to reach the expected curriculum level in Mathematics</p> <p>Year 3 students:</p> <p>-Reading: 50% of Year 3 students have made accelerated progress in Reading</p> <p>-Writing: 38% of Year 3 students have made accelerated progress in Writing</p> <p>-Mathematics: 66% of Year 3 students have made accelerated progress in Mathematics</p> <p>ELL - Over the last year, we have had an increase in migrant students with little English.</p>	<p>Staff participation and training in our St Brigid’s structured literacy approach and the TALL programme.</p> <p>Whole School</p> <p>Almost 50% of target students have made accelerated progress in reading, writing and mathematics. We believe that targeted interventions and schoolwide professional MOE funded development has positively impacted these student results.</p> <p>Student absence (holidays/Covid/flu) has also had an impact on students’ wider schooling opportunities (e.g. learning, social, attitude, engagement, assessment monitoring by the teachers, etc).</p> <p>There are a high number of English Language Learners in the Year 3 cohort who continue to need support to access the curriculum.</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 identify target students in their PGC and will identify and track individual learning plans.</p> <p>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. Our school will be structured into 3 teams in 2024.</p> <p>In 2024, 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.</p> <p>As a Kāhui Ako, we will be continuing to engage with Kura Ahurea to support our teachers’ knowledge and understanding of te ao Māori and how we can engage</p>
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Tātaritanga raraunga

In class support and intervention programmes targeting student needs.

Fluid groupings across the curriculum areas.

Our school's Structured Literacy approach (Year 0-2) has been very successful as strong foundations and understandings have been shared and developed.

In 2023, our Staff Professional Learning Focus was Mathematics & Assessment for Learning. We focused on quality Mathematics practice. Teachers are using data in a more defined way which will have an impact on individual teacher Mathematical programme success.

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

ELL Students

Of the 51 funded ELL students:

-Reading: 69% of ELL students are working at or above the expected curriculum level in Reading

-Writing: 62% of ELL students are working at or above the expected level in Writing

-Mathematics: 66% of ELL students are working at or above the expected level in Mathematics

Māori Students

At the end of the year:

-Reading: 88% of Māori students are working at or above the expected curriculum level in Reading

-Writing: 76% of Māori students are working at or above the expected level in Writing

-Mathematics: 76% of Māori students are working at or above the expected level in Mathematics

Pasifika Students

At the end of the year:

Targeted MOE professional learning with a focus on strengthening the planning, resourcing and implementation of quality programmes for ELL learners. Teacher aides have undertaken professional learning to upskill, strengthen and support learning programmes for ELL learners.

There are students who identify as Māori and Pasifika, however, they are considered in the Māori data. We are raising the profile and providing opportunities for Māori and Pasifika students to achieve success as Māori and Pasifika.

and positively impact our Māori learners.

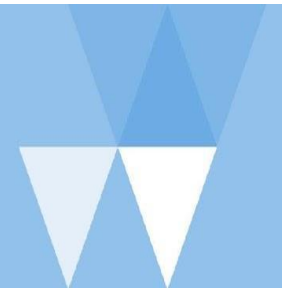
'Connection' will be a continued focus for us in 2024. We will continue to encourage our whānau to connect with their child's learning through engagement with their Seesaw posts.

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

Continue to strengthen our understanding of Ka Hikitia and the Pasifika Action Plan.

Focusing on student agency and voice.

The Principal will be engaging in the Tautai o le Moana programme which will also include Staff Professional Development opportunities.



Tātaritanga raraunga

learning with Cognition; Structured Literacy with Massey University; webinars.

Budget allocation to purchase resources to support classroom programmes.

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

The Kāhui Ako Student Survey provided good information for us to unpack as a staff and look to implement initiatives in response.

-Reading: 94% of Pasifika students are working at or above the expected curriculum level in Reading

-Writing: 81% of Pasifika students are working at or above the expected level in Writing

-Mathematics: 88% of Pasifika students are working at or above the expected level in Mathematics

The student survey data from the Kāhui Ako shows positive shifts in the Māori and Pasifika students' sense of cultural identity compared to students with other cultures.

Planning for next year:

Our school's focus for 2024 continues to be the 3Cs - **Collaboration, Curriculum and Connection**

After analysing our 2023 student achievement data, our key areas of focus will be accelerating the progress of the 2024 Year 8 cohort for Reading, Writing and Mathematics, Māori and Pasifika students, and funded ELL students across the school.

We have reviewed our teams for 2024 and will be moving to Phases and 3 teams. A strong focus will be our 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

Tātaritanga raraunga

- Explore and strengthen teacher capabilities in the LPFs
- Using eTAP, e-asTTle and PATs to accurately track students' progress and achievement
- Continue with real-time reporting using Seesaw
- Embed the structured literacy approach
- Engagement with Kura Ahurea and the Kāhui Ako to improve and develop our culturally responsive pedagogy
- Hubs of Interest in the Kahui Ako will be focusing on pedagogy, cultural identity, curriculum (literacy), equity and wellbeing