

# Statement of Variance Reporting



<b>School Name:</b>	Te Kāpehu Riccarton School	<b>School Number:</b>	3485
<b>Strategic Aim:</b> <b>Analysis report</b>	<p><b>Strategic Goal 1:</b> A localised curriculum pathway for learners, effective teacher professional development and insightful evaluation support the progress and achievement of all ākonga.</p> <p><b>Strategic Goal 2:</b> Learning and working environments support positive emotional well-being, ensuring teachers are able to teach, and learners are able to learn.</p> <p><b>Strategic Goal 3:</b> The function and design of the Te Kāpehu rebuild showcases the Cultural Narrative of Ngā Tahu and enhances 21st Century teaching and learning pedagogies.</p>		
<b>Annual Aim:</b>	<p><b>Strategic Goal 1</b> All teachers plan and deliver a Mathematics and Statistics programme, supported by Numicon, that is</p> <ul style="list-style-type: none"> <li>• Inclusive and appropriate for all learners, including those requiring additional support, and gifted and or talented learners</li> <li>• Culturally affirming for Māori and Pasifika - uses Tuakana Teina / peer and collaborative small group learning opportunities</li> <li>• Implemented using whole class versus streaming</li> <li>• Based on the use of materials to build conceptual understanding in learners</li> <li>• Explicit in the teaching of the language and vocabulary of Mathematics, especially for Māori, Pasifika and English Language Learners (ELLs)</li> </ul> <p>Māori, Pasifika and ELLs experience equitable and non-discriminatory success</p> <p>All young learners in the Junior Team receive explicit directed teaching in order to</p> <ul style="list-style-type: none"> <li>• acquire necessary foundational English Literacy skills, including phonics and phonemic awareness</li> <li>• Learn to read and write in desired timeframes (as indicated by the Literacy Learning Progressions and English Language Learning Progressions)</li> <li>• Additional supplementary Tier 2 opportunities to learn to read and write when their learning pace and trajectory is not as anticipated</li> <li>• ensure Māori and Pasifika learners experience success in their early years at school</li> </ul> <p>Deep Learning Pedagogy and Practice underpins the implementation and delivery of Te Kāpehu Riccarton School's localised curriculum</p> <p>All learners are given the support to learn about and acquire the 6Cs for lifelong and ongoing development, in ways most appropriate for them</p> <p>All learners are given access to thinking tools to learn ways to apply critical thinking across all their learning</p> <p>All learners receive deep learning opportunities that stretch them, regardless of whether they are learners on IEPs through to those who are gifted and or talented</p> <p>Te Kāpehu Riccarton School has a robust way of sharing academic curriculum progress across the NZ Curriculum with learners and whānau</p>		

# Tātaritanga raraunga

## Strategic Goal 2



Learners are seen first and foremost as whole and capable.

A holistic, Te Ao Māori perspective overlays all Pastoral and PB4L systems, supported by understanding and insight into traumatology

Deep Learning design and implementation is underpinned by Te Ao Māori holistic conceptualisation of all learners, especially Māori learners

Universal Design for Learning Principles are upheld across all pastoral systems, PB4L, learning design and curriculum programmes

Learners, whether un/vaccinated experience equitable and affirming curriculum opportunities that uphold their mana and wellbeing (and are non-discriminatory based on vaccine status)

## Strategic Goal 3



The wellbeing and learning of students is supported throughout the build process. Alternative spaces / locations to learn, access to noise cancelling headphones, calming breaks and activities - amongst other strategies - are available for students who would benefit from these

Decanting is well-coordinated and prioritises learning time throughout the move into the new learning spaces

Teams / Teachers are well prepared to move into the new learning spaces. Teachers are able to maximise learning opportunities by planning and delivering programmes that draw on the flexibility and potential of the new learning spaces = environment enhances learning

### Target:

### Achievement Targets

#### Target 1

For 55% of the whole school to be AT or ABOVE the desired curriculum levels in Maths by the end of the year

#### Target 2

To move 25% of all learners below and 25% of all learners well below the desired curriculum levels in Maths, to AT or ABOVE.

#### Target 3

For 55% of males to be AT or ABOVE the desired curriculum levels in Writing by the end of the year.

#### Target 4

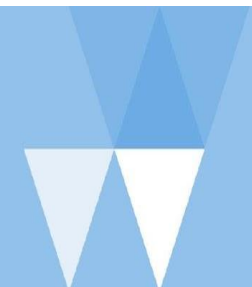
# Tātaritanga raraunga

	To reduce the disparity between Māori and Pasifika learners (when compared to NZ European) by 10 percentage points for Reading, Writing and Maths.
<b>Baseline Data:</b>	<p><b>2022 Baseline Beginning of the Year Achievement Data</b>  N.B. Total school roll as at 14 February 2022 = 259  Data was analysed from all that was available for a total of 232 learners at BOY 2022 (i.e. no data was available for newly enrolled learners)</p> <p><b>The following areas of concern were identified as priorities for 2022:</b></p> <ul style="list-style-type: none"> <li>• 47% of the school are AT or ABOVE the desired curriculum levels in Maths.</li> <li>• 46% of males, compared to 63% of females are AT or ABOVE the desired curriculum levels in Writing.</li> <li>• NZ European learners are performing 23% (Writing), 29% (Reading), and 34% (Maths) better than Māori and Pasifika learners.</li> </ul>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Target 1</b> For 55% of the whole school to be AT or ABOVE the desired curriculum levels in Maths by the end of the year</p> <p>Introduced Numicon to our Mathematics and Statistics programmes, in order to have a consistent, non-streamed, maths vocabulary explicit, hands on / manipulatives based programme to support all learners, especially Māori and Pasifika</p> <p>Coordinated the introduction of Numicon in a Teacher Only Day in January 2022</p> <p>Ran Numicon focus sessions across the year for teachers and support staff using the programme (at least one Staff Meeting and one Team Meeting each term)</p> <p>Coordinated observations &amp; feedback of Maths teaching and learning sessions - at least one per teacher</p> <p>DP1 and Maths Leads analysed whole school Maths data - mid year and end of year</p> <p>Updated Hero Goals to align with NZC and Numicon</p> <p>DP1 Curriculum Lead provided ongoing mentoring and support to Maths Leads throughout the year</p>	<p><b>Target 1 Met</b> (and exceeded by 5 percentage points), with 60% of the whole school AT or ABOVE in Maths at the end of the year.</p>	<p>The Numicon programme provided all teachers across the school with teacher manuals, Long Term Plans, classroom equipment / maths objects / manipulatives to provide hands on learning tools for children, online support for teachers, and guided vocabulary focuses for each lesson to support learner understanding.</p> <p>The programme was implemented schoolwide, ensuring all learners experience a well balanced and consistent programme across teams and the school.</p> <p>The manuals and opportunities to attend PLD developed shared understanding and increased teacher knowledge and skills in the teaching of Mathematics and Statistics.</p>	<p>Apply for MOE funded PLD in Numicon to support Stage two of numicon implementation.</p> <p>Maths leads to complete all online Mathematics and Statistics webinars regarding the NZC Mathematics and Statistics Curriculum refresh.</p> <p>Maths Leads to complete all necessary tasks, signalled by the NZC Curriculum refresh timeline.</p> <p>Maths Leads to review and draft a rewrite of the Te Kāpehu Mathematics and Statistics curriculum guidelines for teaching and learning, ready for moving towards the full implementation of the refreshed Mathematics and Statistics Curriculum over time.</p> <p>DP1, in conjunction with Maths Leads and Team Leaders will further support teachers to understand the why and the how of delivering a non-streamed Mathematics and Statistics curriculum programme.</p>
<p><b>Target 2</b> To move 25% of all learners below and 25% of all learners well below the</p>	<p><b>Target 2 Met for Below Learners</b> (exceeded by 16%), with 41% now AT or ABOVE in Maths at the end of the year.</p>	<p>As above</p>	<p>As above</p>

# Tātaritanga raraunga

desired curriculum levels in Maths, to AT or ABOVE.  Actions as Above for Target 1	<b>Target 2 Not met for Well Below Learners</b> , however 57% moved from being Well Below to Below in Maths at the end of the year.		
<b>Target 3</b> For 55% of males to be AT or ABOVE the desired curriculum levels in Writing by the end of the year.  Team Pātiti teachers: Attended and actively participated in a BSLA PLD release day with, our appointed Facilitator  Completed all BSLA online learning modules in a timely fashion  Implemented the BSLA in its entirety with their learners, including the carrying out of required assessments and analysis of data  Participated in regular Team Meeting agenda BSLA discussions  Engaged with our appointed BSLA Facilitator as their coach / mentor, including seeking guidance and feedback from her and acting on it  The Team Pātiti Leader and the Junior Literacy Leader: Maintained regular communication with the BSLA Facilitator and the DPI Curriculum  Oversaw the implementation of BSLA at Te Kāpehu Riccarton School  In conjunction with our Reading Recovery	<b>Target 3 Not Met</b> (by 4 percentage points), with 51% of males AT or ABOVE in Writing at the end of the year.	The benefit of the BSLA programme will likely take a couple more years to be observed in achievement data.  In addition, given the major writing focus and actions were limited to the Years 1 and 2 section of the school, no significant actions were taken to address the achievement in writing in the Years 3-8 area of the school, unless indirectly in the inquiry curriculum focus in New Pedagogies for Deep Learning MOE funded PLD.	Seek BSLA training for any new teacher to Team Pātiti in 2023.  Team Pātiti Team Leader, DPI and Literacy Leads to determine a resource feasible plan for continued delivery of BSLA to all Year 1 and 2 learners throughout 2023.  Determine the Te Kāpehu implementation of this into 2023 and beyond (Reading Recovery).  Move to having Team Leaders become the joint leads of all curriculum, given their pivotal role in supporting and overseeing the design, planning, delivery and evaluation of learning in their teams.  Revisit and update curriculum guidelines and expectations for writing across the school.  Establish consistency in the use of approaches, tools and resources to support the writing development of all learners.



## Tātaritanga raraunga

<p>Teacher, and the DP1 Curriculum and DP2 SENCO, determined which learners required additional supports either under BSLA and or Reading Recovery and Quick 60</p> <p>Reported formally and informally on effectiveness and progress of the BSLA as required across the year to Senior Leadership Team (SLT) and BOT</p> <p>Analysed Junior School Literacy (reading and writing) data</p> <p>DP1 Curriculum provided ongoing mentoring and support to both the Team Pātiti and Junior Literacy Leaders throughout the year</p>																																	
<p><b>Target 4</b></p> <p>To reduce the disparity between Māori and Pasifika learners (when compared to NZ European) by 10 percentage points for Reading, Writing and Maths.</p> <p>Actions as for Target 1 above.</p> <p>In addition;</p> <p>ceased any streaming for maths and statistics teaching and learning, had an explicit focus on teaching the vocabulary of Maths</p> <p>Used culturally affirming strategies / approaches for Māori and Pasifika - including Tuakana Teina / peer and collaborative small group learning opportunities</p>	<p><b>Target 4 Met for 4 of the 6 sub target groups</b>, with disparity in these groups either eradicated, or reduced to under 10 percentage points.</p> <p><b>Met for all Māori.</b></p> <p><b>Met for Pasifika in Writing</b>, but not for Pasifika in Maths and Reading.</p> <table><tr><td></td><td>NZ European</td><td>Māori</td><td>Target</td><td>Pasifika</td><td>Target</td></tr><tr><td></td><td>End</td><td>End</td><td></td><td>End</td><td></td></tr><tr><td>Reading</td><td>70%</td><td>70%</td><td>Met</td><td>56%</td><td>Not met by 4 percentage points</td></tr><tr><td>Writing</td><td>62%</td><td>55%</td><td>Met</td><td>60%</td><td>Met</td></tr><tr><td>Maths</td><td>62%</td><td>53%</td><td>Met</td><td>51%</td><td>Not met by 1 percentage point</td></tr></table>		NZ European	Māori	Target	Pasifika	Target		End	End		End		Reading	70%	70%	Met	56%	Not met by 4 percentage points	Writing	62%	55%	Met	60%	Met	Maths	62%	53%	Met	51%	Not met by 1 percentage point	<p>We all but met each subtarget, and were only out by 1 and 4 percentage points respectively for Pasifika Maths and Writing. Obviously we would like to close this achievement gap even further in 2023, however, given there are English as a second language factors sitting within Pasifika achievement, this is not too bad.</p>	<p>We will need to continue to scrutinise achievement for Pasifika as compared to all other ELLs, to ensure that the disparity in Pasifika data is not more than that experienced by other ethnicities where second language acquisition has some influence on achievement outcomes.</p> <p>We will need to include in our 2023 Mathematics and Statistics MOE funded PLD, a focus on catering for the strengths of our Pasifika learners, from both cultural and language acquisition perspectives, and draw on these strengths to design / plan and deliver teaching and learning programmes.</p> <p>We will need to address the same in our collaborative Team Teaching as Inquiry time for our literacy programmes,</p>
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# Tātaritanga raraunga

<p>Implemented whole class approach versus streaming for Mathematics and Statistics lessons</p> <p>Focused on the explicit teaching of the language and vocabulary of Mathematics, especially for Māori, Pasifika and English Language Learners (ELLs)</p> <p>Maintained and ongoing focus and commitment to Māori, Pasifika and ELLs experiencing equitable and non-discriminatory success, and checking data for signs this was or was not achieved.</p> <p>Purchased and used hands-on materials to build their conceptual understanding of maths.</p> <p>Introduced the Better Start Literacy (BSLA) UC evidence based programme to ensure Māori and Pasifika learners experience success in their early years at school and develop the necessary foundational English literacy building blocks for future success.</p>			<p>embedded in the wider curriculum in particular.</p>
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## Planning for next year:

Provide funding and release where necessary, to assist with the engagement and delivery of the MOE funded Mathematics and Statistics PLD.

Provide funding to release Maths Leads to attend any Mathematics and Statistics NZC refresh PLD.

Provide funding and release for any teacher in Team Pātītī to undertake the UC BSLA microcredentials qualification, in order to ensure all Year 1 and 2 learners are provided with this programme.

Provide funded release time where necessary for all TEam Leaders to meet together to work on big picture TKRS curriculum pathway deep learning design tasks, to ensure balance across our localised curriculum for all ākomga across an 8 year learning journey in our school.

Provide funding / release time for Team Leaders / Curriculum leads to participate in NZC refresh PLD as it becomes available.

Continue to analyse and scrutinise achievement outcomes against National Educational and Learning Priorities (NELPs)