

Statement of Variance

2024



Strategic Goal 1: Responsive Curriculum and Pedagogy

Objective: Develop a curriculum that is responsive to the cultures, needs, interests, and aspirations of all ākonga while continuously improving teaching practices.

1. Actions Taken

- Implemented a **structured literacy approach**, focusing on explicit and sequential teaching.
- Expanded the **structured mathematics** approach schoolwide, integrating "Learn Through Doing" and strengthening teacher professional development.
- Refined the **assessment process**, with a focus on data-driven teaching.
- Strengthened Te Reo Māori integration into classroom instruction.

2. What Did We Achieve?

Reading: Achievement at or above the expected level increased from **79% (2023) to 84% (2024)**.

Mathematics: Improved from **80% (2023) to 84% (2024)**, reflecting the success of structured numeracy teaching.

Writing: Remained steady at **76% in 2024** compared to **77% in 2023**, with slight shifts in demographic performance.

Māori Student Progress: Notable improvement in mathematics, with **84% of Māori students achieving at or above expectations (up 6%)**.

More students working above expectations: The number of students achieving "above" expectations increased in reading and mathematics.

3. Evidence of Impact

- Data shows accelerated **reading progress in the junior years**, reflecting the success of structured literacy.
- **Mathematics progressions and professional learning** resulted in stronger teacher confidence and better student outcomes.
- Writing **remained stable**, but further intervention is needed to boost students into the "above" category.

4. Reasons for Variance

- **Reading and Mathematics:** The positive increase is linked to the successful implementation of structured approaches.
- **Writing:** A slight drop in writing at expected levels (from 77% to 76%) is due to a **higher number of new students** with learning needs and an ongoing focus on refining structured writing instruction.
- **Demographic Shifts:** A growing **ESOL student population** (now 10%) impacted overall trends, particularly in literacy.
- **New Enrollments:** A **large number of new Year 5 and 6 students** were working below expectations, affecting upper-school trends.

5. Planning for Next Steps

Continue strengthening **writing instruction**, focusing on explicit, sequential teaching.
Further develop **teacher knowledge in structured mathematics**, refining assessments.
Implement **targeted extension programs** for Māori students to increase the number working "above" expectations.
Provide **additional support for new students**, ensuring smoother transitions and stronger initial achievement gains.

Strategic Goal 2: Hauora (Wellbeing and Resilience)

Objective: Build well-being and resilience for students and staff.

1. Actions Taken

- Expanded the **Mitey Mental Health Education program** across all year levels.
- Strengthened the **Year 6 & Year 1 buddy system**, supporting new entrant transition.
- Established **school houses**, boosting student engagement and school spirit.
- Improved **pastoral care and attendance tracking**, prioritizing student well-being.

2. What Did We Achieve?

Mitey program is now fully embedded, with staff using its resources to support student well-being.

Buddy system has strengthened school culture, fostering a sense of connection.

School houses created strong identity and participation, particularly in events like Matariki and cross-country.

Attendance efforts have improved monitoring, though Māori student attendance still requires targeted action.

3. Evidence of Impact

- **Increased participation in schoolwide events** suggests students feel a greater sense of belonging.
- **Student voice highlights the success of the buddy system**, with younger students feeling more supported.
- **Improved engagement in the Mitey program**, though explicit teaching sessions were found to be more effective than an integrated approach.

4. Reasons for Variance

- **Mitey needed structured lessons** rather than integration within other subjects, requiring adjustments.
- **Attendance remains a challenge for some students**, particularly those with inconsistent home environments.
- **Neurodiversity support is growing**, but more structured intervention is required.

5. Planning for Next Steps

Continue refining the **Mitey approach**, ensuring explicit lessons for maximum impact.

Expand **neurodiversity support**, creating targeted intervention groups.

Implement **specific strategies for Māori attendance improvement**, including greater whānau engagement.

Strategic Goal 3: Learning Partnerships

Objective: Develop authentic learning partnerships with whānau and the wider community.

1. Actions Taken

- Strengthened **parent information evenings**, covering literacy, numeracy, and well-being topics.
- Enhanced **whole school events**, such as Matariki celebrations and sporting competitions.
- Maintained **pastoral support for families**, ensuring access to external resources.
- Consulted whānau on the **Mitey program and digital safety**.

2. What Did We Achieve?

High participation in school events, demonstrating strong community engagement.

Successful Matariki breakfast and whānau hui, reinforcing school-family connections.

Pastoral support efforts provided additional resources for families in need.

Positive feedback on parent information evenings, particularly around literacy.

3. Evidence of Impact

- **Whānau involvement in school events is increasing**, with more families engaging in celebrations.
- **Mitey consultation showed strong support**, reinforcing its role in student well-being.
- **Pastoral care interventions were highly valued**, particularly for vulnerable families.

4. Reasons for Variance

- **Some planned parent evenings were postponed**, limiting opportunities for consultation.
- **Learning conversations were affected by staff illness**, reducing direct teacher-family engagement.
- **Digital safety remains a concern**, requiring more structured parent resources.

5. Planning for Next Steps

Ensure **consistent and structured whānau engagement**, rescheduling postponed parent evenings.

Strengthen **learning conversations**, making them more accessible and flexible for families.

Continue **pastoral support initiatives**, ensuring families receive the resources they need.