

# Statement of Variance Reporting



<b>School Name:</b>	Te Ranga School	<b>School Number:</b>	2019
<b>Strategic Aim:</b>	Students to achieve accelerated progress in <b>Reading</b> , Writing and Maths		
<b>Annual Aim:</b>	<p>Te Ranga School has aimed to focus on the rate of progress of target students over a year. The NZC and our own set of curriculum progressions guides us to what should be achieved in a school year.</p> <p>For example, students will attain:</p> <ul style="list-style-type: none"> <li>- Level 1 by the End of Year 2</li> <li>- Level 2 by the End of Year 4</li> <li>-Level 3 by the End of Year 6 etc.</li> </ul>		
<b>Target:</b>	<p>50% of students below the curriculum expectation will achieve at least 15 months accelerated progress.</p> <p>100% of all students who are securely At and Above standard will achieve at least one year's progress.</p> <p>20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation)</p>		
<b>Baseline Data:</b>	<p>Target Group 1:</p> <p>At the start of 2022, there were 49 students below in READING . By the end of the year our target is that at least 24 of those students will have made at least 15 months' accelerated progress.</p> <p>Target Group 2:</p>		

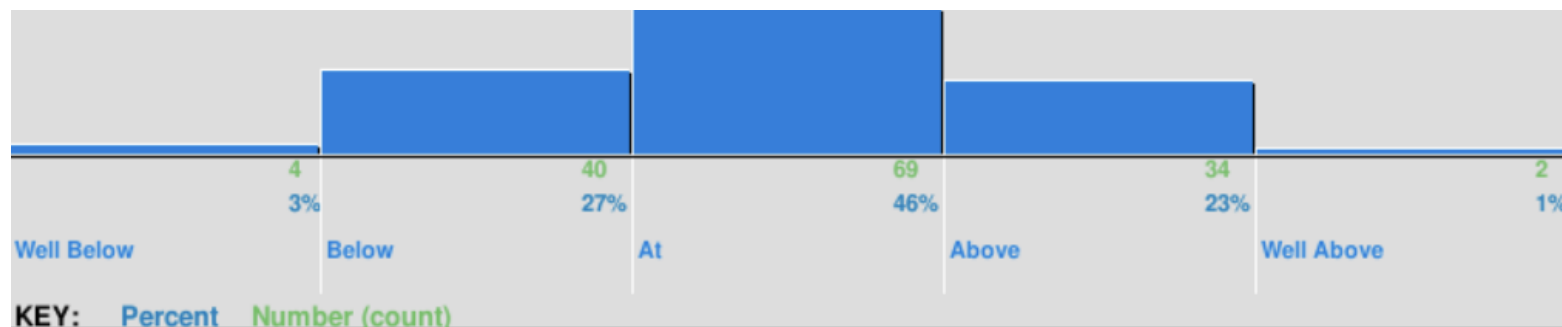


# Tātaritanga raraunga

At the start of 2022, there were 98 at or above students at expectation in READING . By the end of the year our target is that all 98 will have made 12 months progress and no student has dropped.

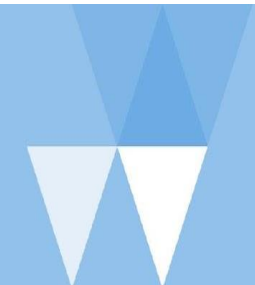
At the start of 2022, there were 98 students at or above expectation in READING . By the end of the year our target is that at least 20 of those students will have made at least 15 months' accelerated progress and be above or well above expectation.

### March Whole School Reading Testing Data



70% of students are reading at or above standard

30% of students are reading below standard



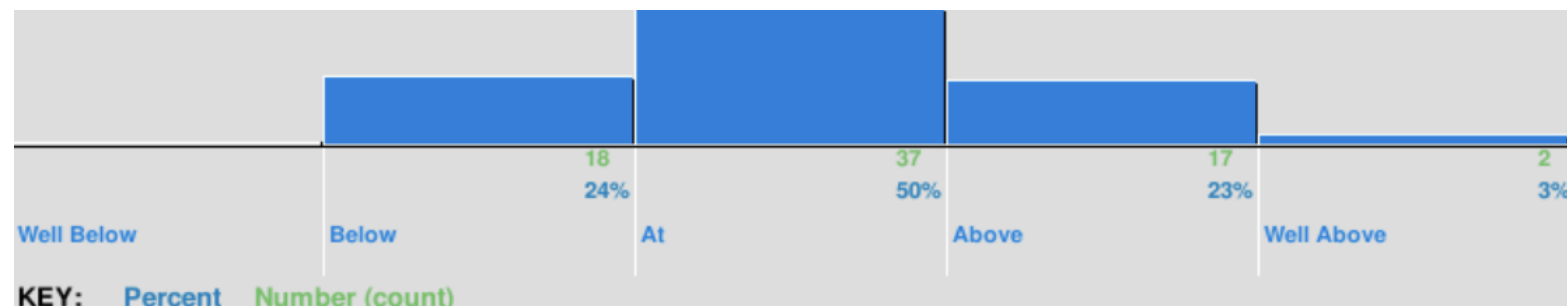
# Tātaritanga raraunga

## Achievement at year level

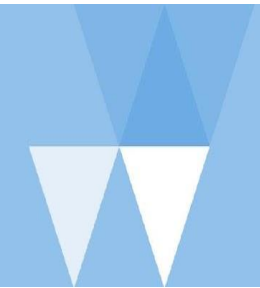
The following tables show a summary of the percentage of students working 'at', 'above' or 'well above' the expected curriculum levels.

Year Level	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Total
% Achieving	73%	44%	58%	71%	62%	85%	86%	85%	70%

## Females Beginning Year

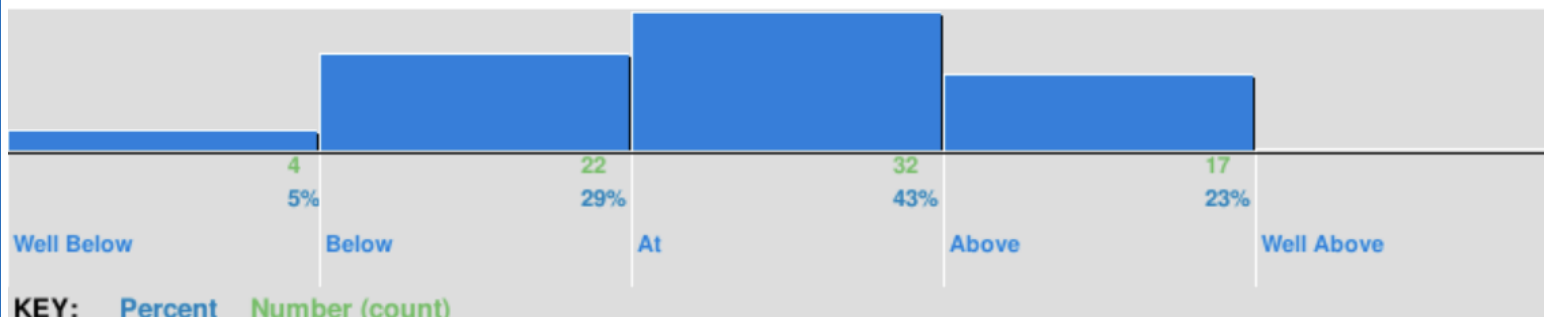


76% of girls are reading at/above expectation



# Tātaritanga raraunga

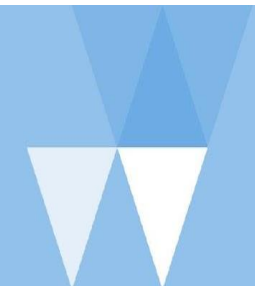
## Males Beginning Year



66% of boys are reading at/above expectation

## March Results – Table Comparison Male/Female inc.

By Gender	well below	Below	At	Above	Well above
<b>Female (72)</b>		24 %	50 %	23 %	3%
<b>Male (75)</b>	5%	29 %	43%	23 %	
<b>Total (141)</b>	3%	26%	46%	23 %	1%



## Tātaritanga raraunga

### March Reading Comprehension– Percentage by Ethnicity

<b>By Ethnicity</b>	<b>well below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>	<b>well above</b>
<b>NZ Euro (84)</b>	4% (3)	24% (20)	48% (40)	23% (19)	2% (2)
<b>Maori (50)</b>	2% (1)	32% (16)	46% (23)	20% (10)	
<b>Pacifika (2)</b>			50% (1)	50% (1)	
<b>Indian (4)</b>		50% (2)	50% (2)		
<b>Others (9)</b>		22% (2)	33% (3)	44% (4)	
<b>Total (149)</b>	2% (4)	27% (40)	46 % (69)	23 % (34)	1% (2)

- 72% of European children are reading at or above expected levels
- 66% of Maori children are reading at or above the expected level.
- 100% of Pasifika children reading above expected level
- 50% of Indian children reading at standard
- 67% of students from other backgrounds are at or above the expected levels.

## Actions

### What did we do?

- We began the incorporation of a structured literacy approach into our balanced reading programme. We did this by beginning the BSLA (Better Start Literacy Approach) programme in our two junior classes, which included explicit teaching of phonetics within groups and using decodable readers related to those.
- Funding for PLD provided by R3Teach provided us with some professional development training sessions in what structured literacy is.
- Revising and recrafting of literacy implementation plans within the school
- Teacher Inquiry focuses on structured literacy (separated between junior and senior syndicate so that each inquiry can be tailored to the age group.
- We created Digital Data Boards as a tool to monitor the progress of our learners. All the data is inputted at the start of the year following testing. At team meetings, teachers collaboratively analysed the progress of students, reviewing the programmes and practices in class and supported colleagues with ideas and insights. The digital data boards track live progress of student achievement. These data boards are analysed at the end of the year to see specific childrens movements to ensure our most vulnerable are tracking appropriately.
- We moved our PAT testing to the online model as students were finding paper copies hard to focus on and were colouring in multiple dots on one line, giving us inaccurate results for their testing.
- We engaged in professional teacher conversations within and across other schools so that we could effectively moderate students literacy and accurately ascertain the accuracy of OTJ's
- We purchased a number of new library books for our school library and also within classrooms to promote a love of reading and encourage taking books home and reading at home.
- Senior school looked into "scaffolded sustained silent reading" (ScSR) and found that fluency and confidence increased exponentially amongst target students.
- With a target group of dyslexic students we gave them the option to read higher level books with support of audiobooks.

## Outcomes

### What happened?

#### March Results

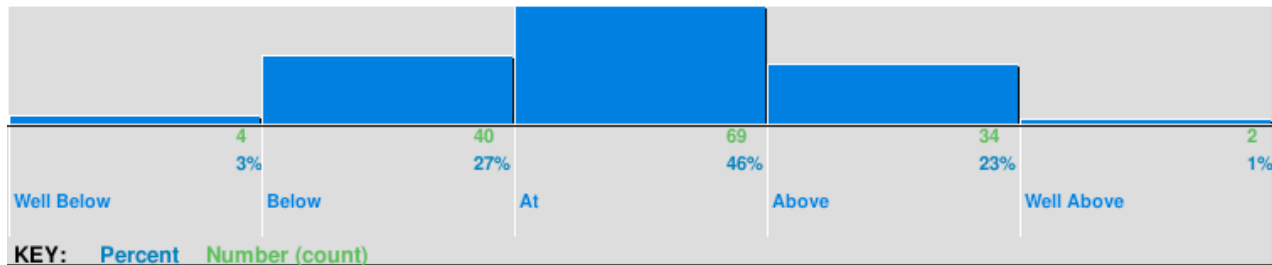
By Gender	well below	Below	At	Above	Well above
<b>Total (141)</b>	3% (5)	26% (40)	46% (69)	23 % (3)	1% (1)

#### November Results

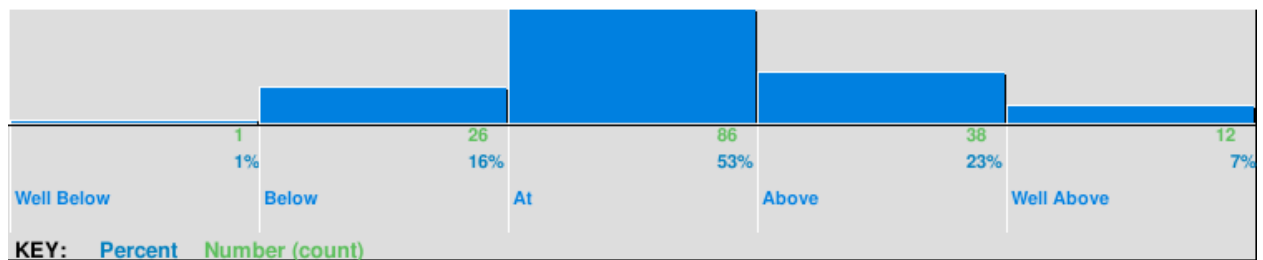
By Gender	well below	Below	At	Above	Well above
<b>Total (163)</b>	1 % (1)	16 % (26)	53 % (86)	23 % (38)	7% (12)

# Tātaritanga raraunga

## MARCH

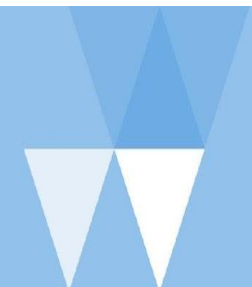


## NOVEMBER



- 83% of students are reading at or above standard
- 17% of students are reading below standard
- This is a shift of 13% more students now working at or above expectations.

## OVERALL SUMMARY EOY



## Tātaritanga raraunga

	Well Below	Below	At	Above	Well above
<b>Year 0</b>			100% (6)		
<b>Year 1</b>		7% (2)	77% (23)	10% (3)	7% (2)
<b>Year 2</b>		28% (5)	28% (5)	39% (7)	6% (1)
<b>Year 3</b>		26% (5)	42% (8)	32% (6)	
<b>Year 4</b>	4% (1)	16% (4)	44% (11)	28% (7)	8% (2)
<b>Year 5</b>		10% (2)	55% (11)	30% (6)	5% (1)
<b>Year 6</b>		29% (7)	50% (12)	21% (5)	
<b>Year 7</b>			63% (10)	19% (3)	19% (3)
<b>Year 8</b>		20% (1)		20% (1)	60% (3)
<b>Total 163</b>	1% (1)	16% (26)	53% (86)	23% (38)	7% (12)

29-30% of students were achieving below the expected level at the beginning of 2022. By the end of 2022 this number had reduced to 17%, reducing the number of target students by 44%.

70% of students were achieving at or above expected level. This number increased to 83% by the end of the year, exceeding our target of, “100% of all students who are securely At and Above standard will achieve at least one year’s progress.”

We saw a 6% increase in students achieving well above the expected standard, not reaching our target of “20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation)”



## Reasons for the variance

### *Why did it happen?*

- Priority students were identified and a teaching inquiry process was implemented, both in the junior and senior school teams. Action was taken to investigate their specific needs and implement teaching strategies that targeted these needs. A structured literacy approach was used to ensure phonics was explicitly taught.
- We received PLD from R3teach to support us with a structured literacy approach. The PLD did not meet our expectations but gave clearer ideas of steps needed to take moving forward.
- Reading as part of our home learning programme was incentivised and emphasised in each class to ensure that reading at home was happening for each student. This would have had a big impact on the student outcomes.
- The target of “20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation)”, may have been an unrealistic target.

## Evaluation

### *Where to next?*

We have been evaluating the benefits of a structured literacy approach vs a balanced literacy approach and have decided to go with a balanced approach which is heavily based on a structured phonics programme.

**Things we will stop doing:** BLSA as a whole class approach in New Entrants, we have found that this works better with small groups of students who are showing initial signs of literacy struggles.

Inconsistency of phonics programmes across classes (i.e. use of Jolly Phonics in one room and Yolanda Soryl in another)

**Things we will continue doing:** Having an emphasis on reading as homework, we are incentivising this in the hopes that students will take initiative with their reading at home, even if parents are not making it a priority.

We will continue to analyse our teaching of reading to boys. To address the disparity between male and female, we will review the resources we employ, our texts (fiction/non-fiction) and the use of technology to make them more engaging for boys.

Continue to have our Teacher Inquiry focus on Structured Literacy and have twice termly catch ups around this.

**Things we will start doing:** We will purchase the Song of Sounds programme to be used as a base for our Reading and Spelling programme in the junior school.

Implement a scope and sequence and update the Te Ranga School Structured Literacy Implementation Plan

We will implement a spelling programme based off ‘the code’ in our senior end of the school which will follow the Te Ranga School scope and sequence.

## Tātaritanga raraunga

Use the wealth of knowledge current teachers have around structured literacy and have them take professional development sessions with other teachers in the school.

Make use of RTLit more within the school and have small groups access this rather than just individuals.

Further professional development in literacy for beginning teachers.

### Planning for next year:

- In 2023 our targets will be around structured literacy continued implementation and embedding within our school. This is to ensure that both students and teachers have a sound understanding of the place that structured literacy has within our school.
- Targets will continue to focus on the area of literacy and raising achievement.
- The school will invest in the “Song of Sounds” programme and create a ‘kit’ for every teacher so that they are well resourced and prepared as soon as school starts to implement a phonics programme that is consistent across all classes.
- Undertake R3Teach reading comprehension professional development on TOD in holidays
- Classroom observations from Karen Farmer (R3Teach) for feedback for teachers on literacy programmes, implement a plan going forward based off feedback
- Continue professional development through the COL for BSLA training
- Implement HERO into school (Term 3) and utilise the progression tool for consistency across classes

### Kiwisport:

Kiwisport is a government funding initiative to support students participation in organised sport. In 2023, Te Ranga School received total Kiwisport funding of \$2,387.96 (excluding GST). The funding contributed to running the Healthy active learners programme in our school which introduces and builds on a range of sporting skills to the students. The funding also helped to purchase more PE gear for the students to use, and equipment for play based learning in our ‘hut area’ and ‘Hawk Zone’ (year 7&8 area.)