

# Statement of Variance Reporting 2023



School Name:	Mairangi Bay School	School Number:	1343
Strategic Aim:	<b>Preamble and Context from 2022</b>  Our SoV from December 2022 identified our awhina learners as a priority  PLEASE NOTE - Year 0-2 are reported as a narrative which may impact goals setting at the start of Year 3 each year  <i>Across the three core curriculum areas, our end-of-year 2022 data Years 4-6 told us the following:</i>  Reading: 83% achieving at or beyond NZC expectations  Writing: 73% achieving at or beyond NZC expectations (Our focus area)  Maths: 79% achieving at or beyond NZC expectations  <a href="#">EoY Students Achievement Progress Report 2023</a>		
Annual Aim:	By the end of the year, 10% of all students working towards will be working at or above the expected curriculum level in literacy - Reading and Writing.		
Target:	<b>End of Year 2023 (10% of awhina students in reading and writing working below or towards at the EoY 2022)</b>  <b>PLEASE NOTE:</b> Year 0-2 are reported as a narrative which may impact goals setting at the start of Year 3 each year  <b>Year 4:</b> By the end of Year 4, 66% of students in this cohort will be working at or above the expected curriculum level for writing and 80% in reading. <b>Year 5:</b> By the end of Year 5, 84% of students in this cohort will be working at or above the expected curriculum level for writing and 83% in reading. <b>Year 6:</b> By the end of Year 5, 68% of students in this cohort will be working at or above the expected curriculum level for writing and 88% in reading.		

# Tātaritanga raraunga

## Baseline Data:

### Student Achieved

#### End of Year 2023

**Year 3:** By the end of Year 3 2023 data showed that 74% of students were working at or above the expected curriculum level for writing and 71% in reading.

**Year 4:** By the end of Year 4 2023 data showed that 65% of students were working at or above the expected curriculum level for writing and 81% in reading.

**Year 5:** By the end of Year 5 2023 data showed that 62% of students were working at or above the expected curriculum level for writing and 74% in reading.

**Year 6:** By the end of Year 6 2023 data showed that 73% of students were working at or above the expected curriculum level for writing and 83% in reading.

## Year 3-6 Student Achievement Summary Comparison End-of-Year 2022 to EoY 2023

Reading EoY 2022: Working towards: 18% Reading EOY 2022: Working at or above: 82%	Reading EOY 2023: Working towards: 20% Reading EOY 2023: Working at or above: 80%
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An increase (2%) in those students working towards the expected level of reading in the NZC.

Writing EoY 2022: Working Towards: 24% Writing EOY 2022: Working at or above: 76%	Writing EOY 2023: Working towards: 30% Writing EOY 2023: Working at or above: 70%
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An increase (6%) in the number of students working towards the expected level of writing in the NZC.

Maths EoY 2022: Working Towards: 14% Maths EOY 2022: Working at or above: 86%	Maths EOY 2023: Working Towards: 16% Maths EOY 2023: Working at or above 84%
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An increase (2%) in the number of students working towards the expected level of Maths in the NZ

# Tātaritanga raraunga

## PLEASE NOTE:

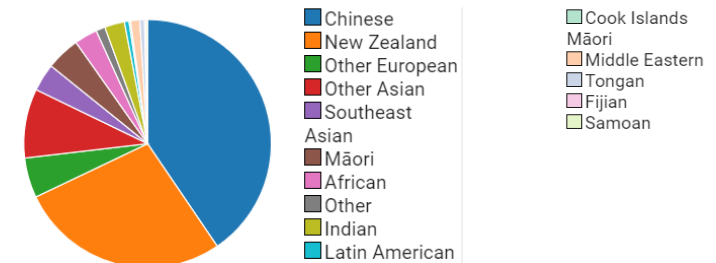
### The MoE Ethnicity Groups Impacting EoY Student Achievement Data 2023

- Chinese - 202 = 40%
- European New Zealand - 137 = 27%
- Other Asian - 45 = 9%
- Other European - 26 = 5%
- Southeast Asian - 18 = 4%
- Māori - 22 = 4%
- Indian - 13 = 3%
- African - 15 = 3%
- Middle Eastern - 6 = 1%
- Latin American - 3 = 0.6%
- Tongan - 3 = 0.6%
- Samoan - 1 = <1%
- Fijian - 1 = <1%
- Other - 7 = 1%

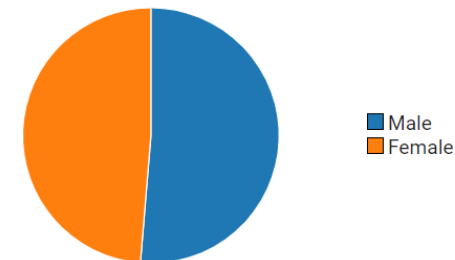
### Gender Groups

- Females - 243
- Males - 256

MoE Ethnicity Groups\*



Gender



<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><u>Literacy</u></b> The Code and Little Learners Love Literacy. This is the school wide Structured Literacy Approach that we have committed to and provided professional development in. Each class is teaching these programmes daily.</p> <p>Teachers put together action plans to help their awhina learners. In Years 1-3, we continued with Phonics Connect. This was a targeted programme that operated in all Year 1-3 classrooms and was designed to improve our teaching of phonics with a particular emphasis on accelerating the acquisition of phonemic awareness.</p> <p>In Year 4-6 classrooms, students who still hadn't mastered phonics and spelling code were targeted with a programme called Agility with Sound. Small groups of students worked one on one with a teacher aide and on iPads to specifically target their phonics gaps.</p> <p>In the second half of the year, The Code was introduced and teachers were supported with PD from Adrienne Kinder.</p> <p><b><u>Maths</u></b> Continued to resource our programme with low floor, high ceiling tasks and rich learning experiences. We have</p>	<p><b><u>Literacy</u></b> Our teachers became familiar and confident with the progression through LLLL and The Code. We had alignment across the school and are seeing significant progress in student spelling. We were able to teach and assess effectively with the colour wheel and The Code to raise student achievement.</p> <p>Our Climb Club targeted eight students and was able to raise their achievement using RR techniques. Our awhina students were identified and modified programmes were put in place to support their learning. Some students were given individual learning programmes to support them as well.</p> <p>Our data shows that our percentage of students working towards the expected level in reading and writing has increased. We have had a significant increase in ESOL learners which explains this slight drop in achievement.</p> <p><b><u>ESOL</u></b> We invested in PD and in class support for teaching our ESOL learners. Practice was modelled in classrooms, resources and pedagogy shared to improve our classroom practice</p>	<p><b><u>Literacy</u></b> We have had a drop in percentage of students working at or above the expected level for reading and writing between EOY 2022 and EOY 2023. This is due to the significant increase in ESOL students at Mairangi Bay.</p> <p>We are in the infancy stage of implementing our Structured Literacy Approach, so we believe that we are yet to see the success of these programmes.</p> <p><b><u>School Wide</u></b> Teachers continue to target teach and meet the needs of students by building learning focused relationships, identifying passions and interests.</p> <p>Co-teach, collaboratively plan, and teach. Regularly track, monitor, and evaluate to adapt and adjust programmes to meet students' needs.</p>	<p>In 2024, we have assigned Ako leaders in Literacy and Social Science, ISL in Mātaraunga Maori, Mathematics and Literacy. These leaders are attending PD throughout the year and have become a part of the Literacy and Maths Steering groups within our Kāhui Ako and are involved in the NZHC. The Ako and ISL leaders are now part of our renewed Curriculum and assessment team developing a roadmap to coherence and alignment school wide</p> <p>We have engaged with the Mitey mental health programme to promote positive mental health for our students which we believe will lead to academic progress and achievement. We are currently unpacking this programme to make meaningful connections to our local curriculum.</p> <p>We have developed a SENCO flowchart to guide teachers through the various steps of support. Links have been made to the TKI document outlining the three tiers of support.</p> <p>We are regularly engaging with our parent community to encourage them to be present in our classrooms. We also have classroom representatives to assist with admin and build connections. E.g. Chinese New Year and class trip organisation.</p>

## Tātaritanga raraunga

continued to use the learning and resources provided by Lucy Cheeseman in 2022.

### **Digital Tech**

Dani Jolly from Digital Circus has worked with our Year 5 and 6 classes. The focus has been upskilling our teachers to become familiar with digital resources/tools.

### **Iwi and Community**

Iwi - Tepu Heke. They have supported us through ERO and making connections with whanau. We will continue to build this relationship as we develop our local curriculum.

### **Priority Learners**

Our priority learners were identified in our awhina document. Teachers discussed progress and achievement in team meetings of these priority students to ensure they were working collaboratively to meet the learning needs of these students.

SLT meet with RTLB team twice a term to discuss students who require MoE funded intervention.

A revamped Reading Recovery Programme called 'The Climb Club' expanded the techniques of Reading Recovery and structured literacy to

Through teacher aide support, specialised in school programmes and teacher adaptations, we aim to develop our "awhina" learners (i.e. those who are achieving at or working towards the NZ Curriculum Level).

The website refresh will allow us to further strengthen our communication and partnership with families. There are sections on the website that guide families to support their child's learning at home. One of the key features on the website is the front page that shares alerts of important messages. There is also quick access for parents to communicate absence and find enrolment information.

We have moved to a Y0-3 and Y4-6 structure which has allowed us to have alignment across the school and promote collaborative planning and assessment.

Annual Aim:

Teaching and learning programme development.

When planning, our teachers track and monitor all students. Our priority learners are catered for through individualised programmes and targeted support. We aim to raise student achievement through explicit

## Tātaritanga raraunga

small groups of students who required extra support or who did not meet the criteria for RR prior to 2022.

teaching and meeting the government requirement of curriculum each day.

We are also investigating students who are high achieving to ensure all students are accelerated, enhanced, and extended. Low floor, high ceiling resources will continue to be used in classrooms to extend and support students.

Using AfL strategies to integrate explicit writing strategies and deliberate acts of teacher/ use of resources (Steps Web).

Further next steps for reading, writing and mathematics can be found on [End of Year Student Achievement Data Report](#)

### Planning for next year:

**Goals:** By the end of the year, **10% of all students working** towards will be working at or above the expected curriculum level in literacy - Reading and Writing.

### Professional Learning 2024

#### School-wide

- Mitey Programme
- Structured Literacy Approach - LLLL/ The Code
- PB4L Restorative Practice - TOD #2

## Tātaritanga raraunga

- PB4L Tier 2 Training
- Leadership - Ann Milne Graduate Profile

Teaching as Inquiry - In team/ class coaching

- Iwi/ Mātauranga Māori/ MAC/ Te Pūheke
- Mitey Programme
- Digital Technology

Ongoing Emerging

- Local Curriculum Design - Reviewing, Planning, Resourcing, Tracking, Monitoring, Reporting and Evaluating

### **As we provide ongoing reflect and review we we:**

Identify and target groups and individuals, across the school for reading and writing implementing explicit instruction in line with best practice and professional theory of action.

Track and monitor target groups and individuals, across the school maths, **reading and writing (Spiral of Inquiry)**

Build a shared understanding of language of learning, effective pedagogy and assessment, and implement this consistently through coaching conversations, visiting other teachers, team meetings and staff meetings. ISLs will join in team meetings to support teachers with their needs - Curriculum Statements

Develop the home-school partnership and greater clarity about next steps in learning through a range of internal and external feedback tools and reviews - especially through our new website and community consultation plan.

Develop and access across our Kāhui Ako next practice through collegial collaboration - Structured Literacy Approach

Develop cultural aligned leadership to embrace perspective, reciprocal partnerships and a way of being that embraces manaakitanga (ethos of care), whanaungatanga (relationships), kotahitanga (unity and bonding), rangatiratanga (self-determination), wairuatanga (spirituality and kaitiakitanga (guardianship).

## Tātaritanga raraunga

Implement 'The Code' (decodable readers and spelling programme)

Continue to use our awhina documents to track, identify and collaborate to ensure targeted support for these students. Continue to use this information to assign where the most teacher aide assistance is needed.

Monitor the progress of these students during team meetings. Adapt and modify support programmes as appropriate.

Continue to work with our Mid Bays Kāhui Ako Literacy Steering Group to identify common areas of strength and common areas of development to support all of our priority learners to achieve accelerated progress.

Continue to work with the Mid Bays Kāhui Ako to identify, monitor and evaluate progress of our Māori/ ESOL learners in relation to literacy.

Support the parent community in order to enable them to better support their tamariki with online resources accessed through our new website. This could also then support our learners if we need to do distance learning again.