

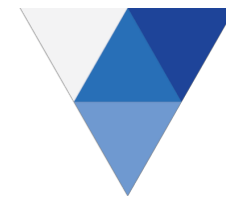
# Statement of Variance Reporting



<b>School Name:</b>	Pāterangi School	<b>School Number:</b>	1889
<b>Strategic Aim:</b>	United in Our Vision		
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• All stakeholders can articulate our vision statement</li> <li>• Shared definition of our vision in action</li> <li>• Students understand and know it</li> <li>• Living and breathing in our documentation and school, curriculum.</li> <li>• Interweave our community stories and environment into our curriculum.</li> </ul>		
<b>Target:</b>	80% of our wider community will be able to speak with confidence about our vision and values. End of Term 1 and Term 3 each year, 70% attendance at Parent Interviews		
<b>Baseline Data:</b>	No baseline data or subsequent data was taken with regard to the community speaking about the vision By the end of 2023 we will have drafted a more “localised” curriculum ready for implementation starting Term 1 of 2024		




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<b>School Name:</b>	Pāterangi School	<b>School Number:</b>	1889
<b>Strategic Aim:</b>	We Own Our Learning Journey		
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• Students and teachers are immersed in a learning culture where the learner drives their learning through goal setting and measurable progressions.</li> <li>• We have a learner culture centred on individualised success and risk taking</li> <li>• Undergo Assessment for Learning PD</li> <li>• Create Learner Progressions</li> <li>• Empower Student Goal Setting</li> <li>• Develop Graduate Profile</li> <li>• Begin Student led conferences</li> </ul>		
<b>Target:</b>	<ol style="list-style-type: none"> <li>1. All teachers and support staff to have completed Assessment for Learning POD</li> <li>2. Pāterangi learner progressions developed and implemented school wide</li> <li>3. 80% of all students Year 3-8 to be at or above expected curriculum level</li> <li>4. Graduate Profile to pull together all areas of strategic plan and made part of our curriculum and shared with students and community by 2023</li> </ol>		
<b>Baseline Data:</b>	<p>End of 2022 – 71% Reading At or Above</p> <p>End of 2022 – 66% Writing At or Above</p> <p>End of 2022 – 67% Maths At or Above</p>		


<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>Pip Newicks’s contract ceased – Assessment for Learning</p> <p>We focused on the wellbeing of our kids, ensuring they were happy and supported as there was some disruption during term two and continued through term three.</p>	<p>While we continued with PACT It was on an individual basis without a collective growth of understanding. E.g no moderation in teams.</p>	<p>Because of things that occurred in term 2 and term 3. The principal was on extended sick leave. Pip’s contract also concluded in term 2.</p> <p>Teachers continued to become familiar with the aspects</p>	<p>More moderation by staff using PACT tools.</p> <p>Use of the PACT report to share with parents.</p> <p>Use of HERO to report across the whole year and not just June and December</p>																														
<p>We continued to have scheduled PACT moderations and korero.</p> <p>We changed SMS to HERO</p> <p>Data was shared and discussed in teams</p> <p>We had to deliberately make changes to school priorities as the school was focussing on children and well being. We had to build community and whanau confidence and resilience.</p>	<table border="1"> <caption>Reading - Term 4 2023</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Well Below</td><td>12%</td></tr> <tr><td>Below</td><td>18%</td></tr> <tr><td>At</td><td>22%</td></tr> <tr><td>Above</td><td>48%</td></tr> </table> <table border="1"> <caption>Writing - Term 4 2023</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Well Below</td><td>12%</td></tr> <tr><td>Below</td><td>22%</td></tr> <tr><td>At</td><td>28%</td></tr> <tr><td>Above</td><td>38%</td></tr> </table> <table border="1"> <caption>Maths - Term 4 2023</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Well Below</td><td>8%</td></tr> <tr><td>Below</td><td>22%</td></tr> <tr><td>At</td><td>32%</td></tr> <tr><td>Above</td><td>38%</td></tr> </table>	Category	Percentage	Well Below	12%	Below	18%	At	22%	Above	48%	Category	Percentage	Well Below	12%	Below	22%	At	28%	Above	38%	Category	Percentage	Well Below	8%	Below	22%	At	32%	Above	38%	<p>2023 was a tough year for the school and certain events meant the school leadership team, staff and board had to switch priorities to support and protect tamariki. This was unplanned and meant that particular priorities were not met.</p> <p>The school principal was on extended sick leave and this also caused furth disruption</p> <p>Changing SMS caused challenges and now we can no longer access the OTJ’s on the old SMS</p>	<p><b>2024: Lifting 40% of our Below and Well Below students across the 3 core curriculum</b></p> <p>Current evaluation: Almost ½ of our students are achieving in the Above band in 2023 compared to slightly more than ⅓ in 2021.</p> <p>⅓ of males are achieving in the Below and Well Below bands (32% combined).</p> <p>40% of year 2 learners are Below.</p> <p>Slightly more than ½ our Maori learners (52%) are achieving Above in reading.</p> <p>28% of years 6 and 7 have IEPs for identified learning difficulties in literacy.</p>
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- We need to consult with community and rebuild our Strategic Plan to reflect the community voice. We need to focus on lifting the achievement of our tamariki who are below and well below in Reading, Writing and Maths.
  - Improve our monitoring and tautoko our Strategic Plan more. Sharing and talking more about it and making it a greater focus right across the year.

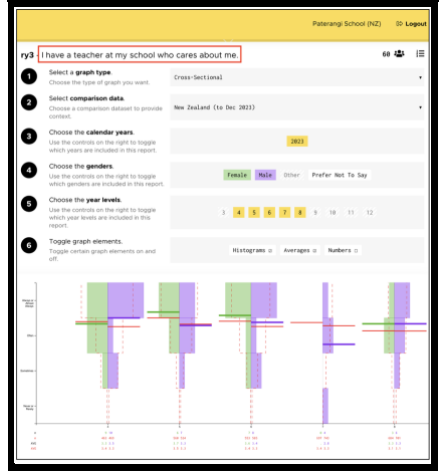
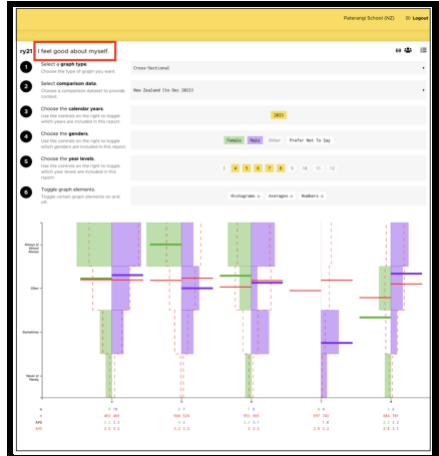
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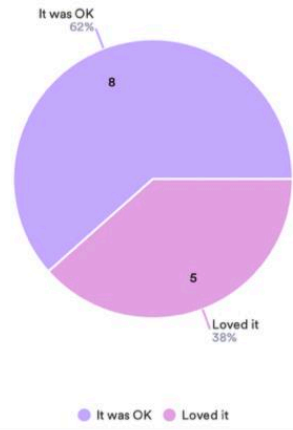
<b>School Name:</b>	Pāterangi School	<b>School Number:</b>	1889
<b>Strategic Aim:</b>	Courageous Learners		
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• Undertake Learner Pit Professional Development.</li> <li>• Draft, Implement and refine Resiliency Curriculum which includes local environment and school values.</li> <li>• Zones of Regulation system implemented</li> </ul>		
<b>Target:</b>	<ol style="list-style-type: none"> <li>1. Whole school uses the language of Zones of Regulation</li> <li>2. Have a DRAFT Local curriculum ready to share with the community</li> <li>3. PLD in the Learning Pit</li> </ol>		
<b>Baseline Data:</b>	<p>End of 2022 – 71% Reading At or Above</p> <p>End of 2022 – 66% Writing At or Above</p> <p>End of 2022 – 67% Maths At or Above</p>		

<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>Pip Newicks’s contract ceased – Assessment for Learning We focused on the wellbeing of our kids, ensuring they were happy and supported given the events that occurred in term two and continued through term three.</p>	<p>While we continued with PACT It was on an individual basis without a collective growth of understanding. E.g no moderation in teams.</p>	<p>The school had other priorities in Term 2/3 and Pip’s contract also concluded in Term 2. Teachers continued to become familiar with the PACT aspects</p>	<p>More moderation by staff using PACT tools. Use of the PACT report to share with parents. Use of HERO to report across the whole year and not just June and December</p>																								
<p>We strategically made a few changes to school priorities in Term 2/3. We worked on rebuilding community and whanau confidence and resilience.</p> <p>Kaiako and Tamariki actively use the terminology of Zones. We also implemented The Resilience Project programme. 1 hour per week of deliberate skills based teaching mindfulness and resilience strategies.</p> <p>The Learning Pit PLD did not happen due to other priorities and work with TRP.</p> <p>Approximately 35% of our tamariki participated in the</p>	 <table border="1" data-bbox="683 1093 1068 1150"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>n</td> <td>482</td> <td>482</td> <td>508</td> <td>508</td> <td>484</td> </tr> <tr> <td>ave</td> <td>2.2</td> <td>2.2</td> <td>2.3</td> <td>2.3</td> <td>2.2</td> </tr> <tr> <td>std</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> </tr> </tbody> </table>		1	2	3	4	5	n	482	482	508	508	484	ave	2.2	2.2	2.3	2.3	2.2	std	1.1	1.1	1.1	1.1	1.1	<p>2023 bought a few stressful events for the school. The leadership team, staff and board switched priorities to support and protect tamariki. This was unexpected and meant that some specific goal were not fully met and others were achieved well (Resilience). The school principal was on extended sick leave and this also caused further disruption.</p> <p>Changing SMS caused challenges and now we can no longer access the OTJ’s on the old SMS.</p> <p>TRP was excellent and feedback was highly positive. See attached feedback.</p>	<p>2024: Lifting 40% of our Below and Well Below students across the 3 core curriculum</p> <p>The Resilience Project programme was an expensive but amazing programme. Feedback from teachers and parents was very positive. In Sept 2023 it was announced the programme will no longer run in NZ. Our next step is to develop our own programme based on the principles within TRP (see 2024-25 Strategic Plan).</p> <p>The evidence was taken by student voice that Strategies taught were implemented</p>
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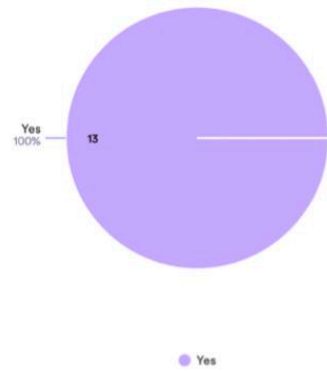
Being My Best programme – a tier 2 resilience programme.



1. I enjoyed going to Being My Best last year



2. Did the BMB programme teach you strategies to use when you feel overwhelmed, anxious or upset?



### Planning for next year:

- We need to consult with community again and rebuild our Strategic Plan to reflect the community voice. We need to focus on lifting the achievement of our tamariki who are below and well below in Reading, Writing and Maths.
- Improve our monitoring and tautoko our Strategic Plan more. Sharing and talking more about it and making it a greater focus right across the year.
- Build our own Resilience Project Curriculum based on the guiding principles of TRP.