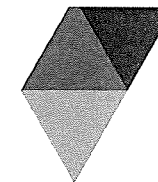


Statement of Variance Reporting



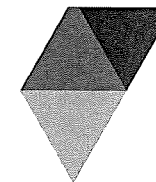
School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the NZ Curriculum to reach their potential as learners.		
Annual Aim:	All students have the literacy and mathematics skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.		
Target:	All year 6 students will be progressing towards achieving at curriculum level 3 or above in literacy (Reading)		
Baseline Data:	<p>Year 6 Baseline Data READING:</p> <p>14/38 students were working towards curriculum expectation, 9 boys and 5 girls at the end of 2022</p> <p>17/38 students were working at curriculum expectation, 4 boys and 13 girls at the end of 2022</p> <p>7/38 students were working above curriculum expectation, 2 boys and 5 girls at the end of 2022</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • A range of supports put in place for students as needs were identified • Technology was used to provide support for students eg cPens • Teacher Aides have been utilised, for all year groups, to assist with class programmes or individuals • Reading Eggs was used as a reading support for some year 6 students at school and at home, this has been Board funded • Epic and Read Theory is a free resource used to support reading in year 4 to 6 • Decodable texts, from the structured literacy platform and other suppliers, have been introduced to class reading programmes • Small group work with the LSC which includes structured literacy lessons • Steps Web has been used to support readers in years 6 	<p>Year 6 READING: 11/37 (30%) students were working towards curriculum expectation, 7 boys and 4 girls at the end of 2023</p> <p>26/37 (70%) students were working at or above curriculum expectation, 10 boys and 16 girls at the end of 2023</p>	<ul style="list-style-type: none"> • Structured literacy introduction is having an impact on students reading, writing and spelling • Appropriate supports were put in place to target student needs • Professional Development with the teacher aides and teachers so that they are aware of new initiatives • Support provided with the implementation of a structured literacy approach • Board commitment to providing the appropriate resources to support the structured literacy programme implementation • Regular review of progress so that student needs were being monitored and support adjusted as necessary • A number of students received support from RTLB and made progress over time 	<ul style="list-style-type: none"> • Continue the Structured Literacy PLD so that all staff are providing for the needs of the students • Budget provision for PLD and reading resources to support the development • Further develop ESOL language programmes for a number of students who have entered the school

Planning for next year:

- Continue with the school wide PLD, with Learning Matters, which supports the continuation of the structured literacy approach for students
- Continue to provide Reading Recovery for the younger students as needs are identified
- Reading Recovery ELS will continue to be incorporated into the school in addition to one on one reading recovery
- We will continue to monitor and provide support to students who were working towards the curriculum expectations at the end of 2023
- Review the class programmes to ensure reading is integrated across the curriculum and regular explicit instruction is planned for
- Review the reading resources to ensure authentic texts are available for the students
- Continue to build up the decodable reader material to support students as this is integrated into the class reading programme

Statement of Variance Reporting



School Name:	Ōhope Beach School	School Number:	1857
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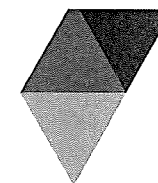
Strategic Aim:	To ensure all learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the NZ Curriculum to reach their potential as learners.
Annual Aim:	All students have the literacy and mathematics skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.
Target:	<p>All year 6 students will be achieving at curriculum level 3 or above in literacy (Writing)</p> <p>All year 5 students will be achieving within curriculum level 3 or above in literacy (Writing)</p> <p>All year 4 students will be achieving at curriculum level 2 or above in literacy (Writing)</p>
Baseline Data:	<p>Year 6 Baseline Data WRITING: 18/38 students were working towards curriculum expectation, 13 boys and 5 girls at the end of 2022 17/38 students were working at curriculum expectation, 2 boys and 15 girls at the end of 2022 3/38 students were working above curriculum expectation, 0 boys and 3 girls at the end of 2022</p> <p>Year 5 Baseline Data WRITING: 6/43 students were working towards curriculum expectation, 4 boys and 2 girls at the end of 2022 19/43 students were working towards curriculum expectation, 14 boys and 5 girls at the end of 2022 18/43 students were working above curriculum expectation, 10 boys and 8 girls at the end of 2022</p> <p>Year 4 Baseline Data WRITING: 13/44 students were working towards curriculum expectation, 9 boys and 4 girls at the end of 2022 25/44 students were working towards curriculum expectation, 13 boys and 12 girls at the end of 2022 6/44 students were working above curriculum expectation, 3 boys and 3 girls at the end of 2022</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> All staff took part in the structured literacy PLD which focused on spelling and reading which supports writing development. Writing is part of the daily programme which includes quick writes and genre specific writing. A spelling programme was introduced which follows the school-wide scope and sequence through structured literacy. Encoding with Structured Literacy including printing formations, letter-sound knowledge & word knowledge. This done at sentence level with dictated sentences with class and group. (Encoding is the process of hearing a sound and being able to write a symbol to represent that sound.) RTLB was utilised for specific students who required more support to further develop their skills for writing. 	<p>Year 6 WRITING: 5/37 (14%) students were working towards curriculum expectation, 4 boys and 1 girl at the end of 2023</p> <p>32/37 (86%) students were working at or above curriculum expectation, 13 boys and 19 girls at the end of 2023</p> <p>Year 5 WRITING: 11/46 (24%) students were working towards curriculum expectation, 6 boys and 5 girls at the end of 2023</p> <p>35/46 (76%) students were working at or above curriculum expectation, 20 boys and 15 girls at the end of 2023</p> <p>Year 4 WRITING: 4/43 (9%) students were working towards curriculum expectation, 4 boys and 0 girls at the end of 2023</p> <p>39/43 (90%) students were working at or above curriculum expectation, 22 boys and 17 girls at the end of 2023</p>	<ul style="list-style-type: none"> Literacy progression work with staff improved teacher pedagogy and the implementation of class programmes. Writing samples were reviewed on a regular basis to identify next steps for planning. Writing was a daily feature of class programmes. Work on structured literacy practices was incorporated into the class programmes. Authentic contexts were used to motivate the students in their writing. EOTC experiences were used to prompt writing development as this gave the students authentic contexts to write about. 	<ul style="list-style-type: none"> To continue to monitor the effectiveness of the structured literacy practices that support writing with a focus on the acquisition of spelling skills. Teacher aide support will be provided, to ensure there are supports for the children as they write. Progress has been made throughout the year but a number of students will still require support in 2024 as expectations increase. The iDeal spelling should assist in this area of development. Writing every day and conferencing their writing is essential for these students to make further progress. Continue the Structured Literacy PLD so that all staff are providing for the needs of the students. Provide support to ESOL students to ensure progress and achievement over time

Planning for next year:

- Continue with the school wide PLD, with Learning Matters, which supports the introduction of the structured literacy approach for students
- Reading Recovery ELS will continue to be incorporated into the school, in addition to one on one reading recovery, ensure writing is incorporated into this development
- We will continue to monitor and provide support to students who were working towards the curriculum expectations at the end of 2023
- Review the class programmes to ensure writing is integrated across the curriculum and regular explicit instruction is planned for
- Regular conferencing with students to ensure they are aware of their abilities and areas of development
- A matric for identifying aspects of writing and what needs to be covered will continue to be incorporated in 2024 class programmes
- A sand castle matric has been developed for staff and students to use to review progress and areas for development. This will continue to be used in 2024 so students can monitor their own progress and achievement

Statement of Variance Reporting

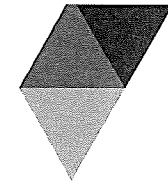


School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the NZ Curriculum to reach their potential as learners.		
Annual Aim:	All students have the literacy and mathematics skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.		
Target:	<p>All year 6 students will progress towards achieving at curriculum level 3 or above in mathematics</p> <p>All year 4 students will progress towards achieving at curriculum level 2 or above in mathematics</p>		
Baseline Data:	<p>Year 6 Baseline Data MATHEMATICS: 21/38 students were working towards curriculum expectation, 10 boys and 11 girls at the end of 2022 16/38 students were working at curriculum expectation, 5 boys and 11 girls at the end of 2022 1/38 students were working above curriculum expectation, 0 boys and 1 girl at the end of 2022</p> <p>Year 4 Baseline Data MATHEMATICS: 9/44 students were working towards curriculum expectation, 6 boys and 3 girls at the end of 2022 31/44 students were working at curriculum expectation, 17 boys and 14 girls at the end of 2022 4/44 students were working above curriculum expectation, 2 boys and 2 girls at the end of 2022</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Assessment screening and data analysis has been used to inform planning and teaching Using the same assessment screen booklet at the start and end of year has given the children the ability to see where they have made progress and areas for development in 2023. Maths is a daily feature of the class programme supplemented with integration in other curriculum areas. Mathletics is used to support maths development and consolidation for years 3 to 6. This was BoT funded in 2023. Continued PLD with Charlotte Wilkinson is being offered to staff as they become more familiar with the resources available for maths. Teacher aides working with small target groups on developing number knowledge 15-20 min daily. 	<p>Year 6 MATHEMATICS: 11/37 (30%) students were working towards curriculum expectation, 4 boys and 7 girls at the end of 2023</p> <p>26/37 (70%) students were working at or above curriculum expectation, 13 boys and 13 girls at the end of 2023</p> <p>Year 4 MATHEMATICS: 9/43 (21%) students were working towards curriculum expectation, 7 boys and 2 girls at the end of 2023</p> <p>34/43 (79%) students were working at or above curriculum expectation, 19 boys and 15 girls at the end of 2023</p>	<ul style="list-style-type: none"> Appropriate supports were put in place to target student needs Professional Development with Charlotte Wilkinson so that staff are aware of new initiatives, planning and provision of maths delivery to meet the needs of the students. Support provided with the implementation of maths programmes across the school Board commitment to providing the appropriate resources to support the further development of maths. Regular review of progress so that students need was being monitored and support adjusted as necessary 	<ul style="list-style-type: none"> From our end of year data we have identified 41 children who will need further support to meet curriculum expectations. This group will be identified at the start of 2024 and become a target group. Engage with Te Mātaiaho, the refreshed Mathematics and Statistics NZ Curriculum Continued PLD with Charlotte Wilkinson to ensure staff are supported in their maths delivery. Provision of resources to support student progress and development in maths. Conferencing of identified needs and trends across cohorts so that planning can reflect the needs of the school.
Planning for next year:			
<ul style="list-style-type: none"> Continue with the school wide PLD, with Charlotte Wilkinson to further develop planning and implementation of mathematics We will continue to monitor and provide support to students who were working towards the curriculum expectations at the end of 2023 			

- Review the class programmes to ensure mathematics is integrated across the curriculum and regular instruction is explicitly planned for
- Regular conferencing with students to ensure they are aware of their abilities and areas of development
- Continue with assessment screening to identify needs which inform planning and delivery of mathematics
- Continue the implementation of the mathematics matrices with students so they can monitor and access their progress and achievement

Statement of Variance Reporting



School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all Māori learners have a sense of belonging in the school and experience achievement and success as Māori where tikanga is highly valued.		
Annual Aim:	Māori learners are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori.		
Target:	Māori students will make progress towards achievement in literacy and mathematics in relation to NZ Curriculum levels.		
Baseline Data:	<p>11/50 Māori students are working towards curriculum expectation in Reading 26/50 Māori students are working at curriculum expectation in Reading 13/50 Māori students are working above curriculum expectation in Reading</p> <p>11/50 Māori students are working towards curriculum expectation in Writing 33/50 Māori students are working at curriculum expectation in Writing 6/50 Māori students are working above curriculum expectation in Writing</p> <p>13/50 Māori students are working towards curriculum expectation in Mathematics 29/50 Māori students are working at curriculum expectation in Mathematics 8/50 Māori students are working above curriculum expectation in Mathematics</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • A range of supports were put in place for students as needs were identified in all curriculum areas • Technology was used to provide support for students eg cPens • Teacher Aides have been utilised, for all year groups, to assist with class programmes or individuals • Decodable texts, from the structured literacy platform and other suppliers, have been introduced to class reading programmes • Small group work with the LSC which includes structured literacy lessons • Writing is part of the daily programme which includes quick writes and genre specific writing. • A spelling programme was introduced which follows the school-wide scope and sequence through structured literacy. • Encoding with Structured Literacy including printing formations, letter-sound knowledge, words and at sentence level with dictated 	<p>Māori Students: READING 11/59 (19%) students were working towards curriculum expectation, 4 boys and 7 girls at the end of 2023</p> <p>48/59 (81%) students were working at or above curriculum expectation, 27 boys and 21 girls at the end of 2023</p> <p>Māori Students: WRITING 8/59 (14%) students were working towards curriculum expectation, 4 boys and 4 girls at the end of 2023</p> <p>51/59 (86%) students were working at or above curriculum expectation, 27 boys and 24 girls at the end of 2023</p> <p>Māori Students: MATHEMATICS 15/59 (25%) students were working towards curriculum expectation, 6 boys and 9 girls at the end of 2023</p> <p>44/59 (75%) students were working at or above curriculum expectation, 25 boys and 19 girls at the end of 2023</p>	<ul style="list-style-type: none"> • Structured literacy introduction is having an impact on students reading, writing and spelling • Appropriate supports were put in place to target student needs in all curriculum areas • Professional Development with the teacher aides and teachers so that they are aware of new initiatives • Support provided with the implementation of a structured literacy and mathematics initiatives • Board commitment to providing the appropriate resources to support the structured literacy programme implementation • Regular review of progress so that student needs were being monitored and support adjusted as necessary • Writing samples were reviewed on a regular basis to identify next steps for planning 	<ul style="list-style-type: none"> • Identify the target students at each year level who require support with identified curriculum areas • Cultural responsiveness will continue to be incorporated into staff PLD for 2024 • Kahui Ako PLD will have a strong focus on local purakau and pakiwaitara which can be incorporated into the school curriculum to make learning more authentic and relevant. • Pitopito Korero continues to be incorporated so students have the opportunity to participate in te reo Māori

sentences with class and group. (Encoding is the process of hearing a sound and being able to write a symbol to represent that sound.)

- Assessment screening and data analysis, for maths, has been used to inform planning and teaching
- Using the same assessment screen booklet, for maths, at the start and end of year has given the children the ability to see where they have made progress and areas for development in 2024
- Maths is a daily feature of the class programme supplemented with integration in other curriculum areas
- Continued PLD with Charlotte Wilkinson is being offered to staff as they become more familiar with the resources available for maths

- Maths Professional Development with Charlotte Wilkinson so that staff are aware of new initiatives, planning and provision of maths delivery to meet the needs of the students

Planning for next year:

- We will continue to work with the Kahui Ako to develop iwi connections with Ngati Awa.
- Continue to upskill staff in the tikanga and te reo of Ngati Awa.
- Identify a within school teacher to lead the development of our cultural and tikanga for 2024
- Develop an implementation plan for the school with reference to tikanga, culture, waiata, karakia and purakau.
- Provide opportunities for Māori students to enjoy success as Māori – kapa haka, pitopito korero, te reo role models.
- Model appropriate pronunciation of te reo with the students.
- PLD provision by MAC (Māori Achievement Collaborative) in 2024