



Statement of Variance 2023

Performance Against Annual Target's 2023

Specific individual children and groups of children were identified through PLP and targeted actions and tracking for accelerated progress implementation in 2023.

a Reading
Year 1 and 2 Māori Male children who are below make accelerated progress (more than 1 year in 12 months) in 2023.
<p>Actions Taken</p> <p>MSL Teaching PLP target groups GROW Coaching focus for individual teacher inquiry into effective teaching practice specific to children in PLP Group</p>
<p>Outcomes</p> <p>Year 2 Māori Male children progress in 2023 (Data Capture 3)</p> <p>6 Māori Males Year 2 Made Accelerated Progress 2 Māori Males Year 2 Made Expected Progress 3 Māori Males Year 2 Made Insufficient Progress</p> <p>11 Māori Males in Year 2 are identified as below in our data. Of the 11 children, 8 children made expected or accelerated progress in 2023. 3 Māori Males in Year 2 made insufficient progress across 2023.</p>
<p>Actions for 2024</p> <p>Continued early identification and targeted teaching through current literacy programmes and assessment processes.</p>

a Reading

Pasifika Female children below will make accelerated progress (more than 1 year in 12 months) in 2023.

Actions Taken

MSL Teaching
PLP target groups
GROW Coaching focus for individual teacher inquiry into effective teaching practice specific to children in PLP Group

Outcomes

Pasifika Female children progress in 2023

6 Pasifika Female Made Accelerated Progress
1 Pasifika Female Made Expected Progress
1 Pasifika Female Made Insufficient Progress

Actions for 2024

Continued early identification and targeted teaching through current literacy programmes and assessment processes.

b Writing

Māori female Writing children below make accelerated progress (more than 1 year in 12 months) in 2023.

Actions Taken

- Professional development with staff focused on Effective Teaching of Writing provided by Literacy
- Focused observations from DP on effective teaching of writing
- Professional development provided on graduated release model and cognitive load
- Writing Intervention Groups provided in Te Wao Nui O Tane and Puawaitanga after Data Capture 2 for children not making expected progress in earlier data captures including a significant percentage of female māori children in Year 5 and Year 6.

Outcomes

42 Māori females represented in our data moved 1 sub level on our WES Writing Rubric from Data Capture 1 to Data Capture 3. This amount of movement represents growth however we describe as not expected progress or acceleration.

Actions for 2024

- Christine Braid Professional Development for Teaching of Writing.
- Writing Groups to supplement classroom programmes to be run by AP and DP.
- Continued targeted planning and teaching of writing and supplemental group teaching in class for PLP learners

b Writing

Pasifika Male children below will make accelerated progress (more than 1 year in 12 months) in 2023.

Actions Taken

- Professional development with staff focused on Effective Teaching of Writing provided by Literacy
- Focused observations from DP on effective teaching of writing
- Professional development provided on graduated release model and cognitive load
- Writing Intervention Groups provided in Te Wao Nui O Tane and Puawaitanga after Data Capture 2 for children not making expected progress in earlier data captures including a significant percentage of female māori children in Year 5 and Year 6.

Outcomes

1 Pasifika male Made Accelerated Progress
9 Pasifika male Made Expected Progress
1 Pasifika male Made Insufficient Progress

Actions for 2024

- Christine Braid Professional Development for Teaching of Writing.
- Writing Groups to supplement classroom programmes to be run by AP and DP.

c Mathematics

Māori children below WES expectations make accelerated progress (more than 1 year in 12 months) in 2023.

Actions Taken

- ALIM
- PLP focus
- GROW Coaching
- SPRING Maths Programme
- Professional Development with Maths Curriculum Leader

Outcomes

46/118 Māori children are identified as Priority Learners at WES. In 2023, 30/46 PLP Māori children made insufficient progress in Mathematics. 16 Māori children who are identified as Priority Learners at WES in 2023 made expected or accelerated progress.

Actions for 2024

- ALIM 2 (x1) and ALIM 1 (x2)
- Cognition professional development
- SPRING into maths
- Use of Teacher Aides with Whānau Based Approach to extend additional support to wider group of children

c Mathematics

Pasifika female children considered below WES expectations make accelerated progress (more than 1 year in 12 months) in 2023.

Actions Taken

Modelling books with learning intentions

SPRING into Maths

Outcomes

5 out of 6 female pasifika children made expected progress in mathematics during 2023.

Actions for 2024

- ALIM 2 (x1) and ALIM 1 (x2)
- Cognition professional development
- SPRING into maths programme implementation school wide
- Use of Teacher Aides with Whānau Based Approach to extend additional support to wider group of children

Summary of Variance 2023

- Many of our PLP learners have made expected or accelerated progress across core curriculum areas in 2023.
- Writing in particular showed a variance from expected shift for PLP learners and outcomes (see actions for 2024 below)
- Mathematics show a variance in terms of the accelerated progress expected in 2023 goals ((see actions for 2024 below)

Summary of Actions for 2024

Continued focus on PLP learners as targets (see 2024 strategic plan)

- Reading - introduction of new programmes particularly in the Senior School
- Writing (ALL Programme) to support small group intervention to target PLP children
- Whole school writing PLD with Christine Braid to support overall shift in Effective Teaching of Writing and outcomes for children.
- Continued GROW coaching focus on PLP learners