

Statement of Variance Reporting



School Name:	Duntroon School	School Number:	3732
Strategic Aim:	1. Create a stimulating and engaging academic learning environment, with a strong focus on literacy and mathematics, that empowers students to learn and is ambitious for all students. Through data from 2023, identifying, accelerating and monitoring of students who are not at their expected curriculum level. 2. Identified through Data 2023 Data identified disparity between Boys and Girls in Reading and Writing at the end of 2023. Writing will be our 2024 focus to accelerate the cohort of boys identified. 3. Identified through Data 2023 Monitor and accelerate a cohort of English Language Learners who arrived at Duntroon School in 2023. English Language learners make up almost 20% of our school population. Many of these students have arrived at our school in 2023. 4. Monitor a cohort of students (Year 7 2024) from the beginning of 2024 to evaluate the effectiveness of our switch to PR1ME mathematics. 5. Refreshed Curriculum Give priority to the continued development and embedding of the refreshed curriculum merging into our Duntroon School Local Curriculum.		
Annual Aim:	<u>Annual Targets for Strategic Goal</u> Through data from 2023, identifying, accelerating and monitoring of students who are not at their expected curriculum level. Two cohorts have been chosen for the 2024 annual plan Literacy – Writing Boys Identified through Data 2023 Data identified disparity between Boys and Girls in Reading and Writing at the end of 2023. Writing will be our 2024 focus to accelerate the cohort of boys identified. English Language Learners Identified through Data 2023 Monitor and accelerate a cohort of English Language Learners who arrived at Duntroon School in 2023. English Language learners make up almost 25% of our school population. Many of these students have arrived at our school in 2023. We have analysed achievement in Reading, Writing and Maths and due to the short amount of time many of them have been in a New Zealand school, their results were below the expected level. When we parallel		

	reported the data, we found the cohort of students who entered New Zealand in 2023 showed significant disparity compared to those English Language Learners who had been here longer. We are setting a target of after 2 years at Duntroon School, the 2023 cohort will be at or above the expected level in reading, Writing and Maths. <u>Annual Targets for Strategic Goal</u> Continue on our journey to creating (and evaluating) the Duntroon School Local curriculum framework which is aligned with the national curriculum (including the refresh of the national curriculum) framework and reflects the aspirations of staff, students, whānau and the local community. Also evaluating the effectiveness of our core curriculum programmes. PR1ME Mathematics Monitor a cohort of students (Year 7 2024) from the beginning of 2024 to evaluate the effectiveness of our switch to PR1ME mathematics. Refreshed Curriculum Give priority to the continued development and embedding of the refreshed curriculum merging into our Duntroon School Local Curriculum.
Target:	Have 90% of all students at or above the expected level in writing. Have 90% of all students at or above the expected level in Reading. Have 90% of all students at or above the expected level in Maths. Have 80% of our students who identify as Other ethnicity, achieving at or above the expected level in Writing, Reading and Maths
Baseline Data:	At the end of 2023 80% of whole school is at or above expectation in Reading At the end of 2023 82% of whole school is at or above expectation in Writing At the end of 2023 82% of whole school is at or above expectation in Maths Other ethnicity data – End of 2023 - We had a target of 80% of students to be at or above the expected level. 59% were at or above in Reading 50% were at or above in Writing 59% were at or above in Maths

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>
Accelerated learners have been identified. Strategies discussed at staff meetings. Goal setting interviews are coming up which is a chance for teachers to discuss with families the next steps in the student's learning across literacy or maths. Accelerated learner information and tracking has carried on as normal. Information shared at the May meeting. Accelerated learner information helps form the mid year report to parents. These are going out on June 27th. We have seen steady progress with many of our accelerated learners. Continuing our identification of these learners and approaches needed for acceleration. Teachers are using the part time teachers to focus on these students. Having the groups in a more focused setting. Teachers have cohorts that they are still monitoring. We began our professional learning with some readings how to engage boys in literacy. We also watched some videos on tips to engage writers and these have now been trialled across the rooms. Junior students are using templates that show pictorials that students will write about. Senior students are trialling breaking the writing tasks into easily accessible parts and using visual prompts to help. More adaptations to the writing programme school wide to have an effect in term 2. Term 1 focused on engaging learners in writing. This term the focus has been on giving choice in Years 4-8. For example – Our topic is Anzac Day. Your choice is to either write a transactional piece of writing or a descriptive piece of writing. Students having a choice has been proven to yield better results in writing. Juniors – Years 1-3 are looking at pulling parts of different genre together after term 1s focus on Descriptive writing. They will distinguish what parts of descriptive writing can be used if they were writing information reports. Their topic will be integrated into our Space learning. Writing has continued along the same lines as commented on above. Many of the students in our targeted group have made good progress		Our whole school target was to have 90% of all students working at or above the expected level in reading, writing and maths by the end of 2024. Our other target was to have 80% of 'other ethnicities' students working at or above the expected level in reading, writing and maths by the end of 2024. The results aren't quite at target but there are some things to celebrate. - Results for whole school are slightly lower than last year's results. - Results for NZ European students are slightly lower than last year's results. - Reading results in our other ethnicities cohort are at the 64% mark. All other ethnicities despite arrival time in NZ have been added to this data	- Keep the same target of 90% of all of the school to be at or above the expected level in Reading, Writing and Maths for 2024. - To have a target of 80% of our students of 'other ethnicities' to be at or above the expected level in Reading, Writing and Maths for 2024. - To keep the budgets the same for the Literacy and Maths areas. - Continue to spread Better Start Literacy and structured literacy throughout the school as we are seeing such an impact on literacy skills in the junior areas. This in turn will continue to boost results. - Invest extra money in teacher aides (which the BoT has already agreed to do) for our ESOL students and struggling students. - Keep acceleration of students a priority for 2024. This will include those English Language Learners who are not at expectation. - All students who are not at the expected level will be part of the accelerated model. - Writing will become one of our annual targets. This will

with their writing. A full report for this is done for the first meeting of term 3.

Results on progress and achievement shared at August meeting. Continuing to look closely at how we engage the writers across the school. One area that has been identified is - as we are working carefully on surface features in writing we need a focus on deeper features within the writing also as a way for our target writers to have success. Surface features include punctuation and grammar. This is an essential part of a piece of writing. Some of our target writers are becoming too focused on these so the deeper features of the writing (audience purpose) become lost. This term there has been a real push on getting those deeper features included.

Some interesting professional learning around writing with facilitators at the Teaching and Learning conference. We have explored the potential of getting in a professional for some in class modelling of lessons in the senior school.

Our English Language learners are now grouped for independent instruction from a teacher aide. Their focus is literacy based at this time. Junior students do plenty of oral language practice. Our senior students do this as well as looking at conventions of texts to support English Language Learning. These students are also part of the accelerated learner programme in class.

We recorded academic data at the end of term 1 on this cohort and will do so at the end of term 2. These students make up our targeted/accelerated learner groups. This is a 'to be monitored' group. Our English Language Learners have continued to make good progress with assistance from our support staff. A full report for this is done for the first meeting of term 3.

Results on progress and achievement shared at August meeting
We continue to monitor these students and get the most out of the time they have in class, but also with support staff. The time with support staff has become very individualised and focused depending on needs. We are seeing a big improvement in literacy skills. Oral language and confidence still need improving with a group in this cohort. With the introduction of our part time teachers, we hope to be able to give these students more time in small group settings to support their needs.

We have a disparity in the number of boys at or above for writing and reading in comparison to girls. I have addressed this below.

Recommendations from this data:

- Make a target of 85% of all of the school to be at or above the expected level in Reading, Writing and Maths for 2025.

- To have a target of 75% of our students of 'other ethnicities' to be at or above the expected level in Reading, Writing and Maths for 2025.

- To keep the budgets the same for the Literacy and Maths areas.

- Continue to spread Better Start Literacy and structured literacy throughout the school as we are seeing such an impact on literacy skills in the junior areas. This in turn will continue to boost results.

- Continue to invest money in teacher aides (which the BoT has already agreed to do) for our

include a boys group of writers with a focus on engagement and motivation in writing.

- English Language learners goal to be discussed as a team and put into the strategic plan. Based on a 24 month outcome.

These students continue to be a focus and we will have data on this cohort soon. End of year info.

PR1ME - 17 Students in the cohort for monitoring. All have sat the initial placement test with all achieving between Placement 3 and 5. We will re do this test at the end of term 1.

Assessments on this cohort have been done and data analysed. It is already clear that the majority of students on PR1ME have made progress in just 1 term.

A representation of how this has been tracking will be presented at the next meeting.

Results on progress and achievement shared at August meeting

PR1ME maths is going to be evaluated over the next couple of years.

With the requirements of the Ministry of Education to now implement a 'Structured Maths' programme, we feel we are well on the way. PR1ME maths isn't perfect. At this point in time, we feel that it is a good fit for our students. At mid-year it showed that the cohort we are monitoring has made progress.

An update on this cohort is due soon.

Refreshed Curriculum – Staff have done some work around the 'common practice model'. This is a new part of the refreshed curriculum requirements. It has a focus on Literacy and Maths being taught consistently across schools.

The next phase of this will be a teacher only day on Tuesday June 4th.

The valley schools will work together to continue to understand the changes within the refreshed curriculum. This will be an interesting time as we have already seen some new initiatives are likely to come into play with a change in government. The Ministry have assured us that we will get plenty of information.

Term 1, 2025: Schools and kura must teach the updated English curriculum for Years 0 to 6.

I have included a visual for you all to see where we are at with this. Our teacher only day was worthwhile. We looked at the science of learning as mentioned above.

This has all changed. With the new English and Maths curriculum coming in and being different to the original drafts we will be required to do some things differently. The term 'local curriculum' has now been

ESOL students and struggling students.

- Keep acceleration of students a priority for 2025. This will include those English Language Learners who are not at expectation.

- All students who are not at the expected level will be part of the accelerated model.

- Writing will remain one of our annual targets. Reading to be included. This means a literacy boys group with a focus on engagement and motivation in writing as well as reading.

- English Language learners remain a goal to be discussed as a team and put into the strategic plan.

taken out of the NELPS. We will no longer use this term in our school planning and reporting. We have another teacher only day in term 4 to spend time going through the English and Maths curriculum. Planning will change, as will assessment and reporting to parents. We are discussing what changes may look like. PR1ME mathematics is a chosen structured programme by the Ministry of Education. We are pleased this was picked up by them. The final copies of the English and Maths curriculum are out now.

Whole School data

Reading

78% of whole school is at or above expectation

In December 2023 80% of the whole school were at or above expectation

Writing

78% of whole school is at or above expectation

In December 2023 82% of the whole school were at or above expectation

Maths

82% of whole school at or above expectation

In December 2023 82% of the whole school were at or above expectation

Other ethnicity data -

The data showed 64% of this group were at expectation in Reading

The data showed 70% of this group were at expectation in Writing

The data showed 68% of this group were at expectation in Maths

Gender reporting below

<i>End of Year 2023</i>	<i>Males</i>	<i>Females</i>		
Reading	74% at or above	86% at or above		
Writing	76% at or above	82% at or above		
Maths	80% at or above	84% at or above		
Planning for next year: - Make a target of 85% of all of the school to be at or above the expected level in Reading, Writing and Maths for 2025. - To have a target of 75% of our students of 'other ethnicities' to be at or above the expected level in Reading, Writing and Maths for 2025. - To keep the budgets the same for the Literacy and Maths areas. - Continue to spread Better Start Literacy and structured literacy throughout the school as we are seeing such an impact on literacy skills in the junior areas. This in turn will continue to boost results. - Continue to invest money in teacher aides (which the BoT has already agreed to do) for our ESOL students and struggling students. - Keep acceleration of students a priority for 2025. This will include those English Language Learners who are not at expectation. - All students who are not at the expected level will be part of the accelerated model. - Writing will remain one of our annual targets. Reading to be included. This means a literacy boys group with a focus on engagement and motivation in writing as well as reading. - English Language learners remain a goal to be discussed as a team and put into the strategic plan.				