



2022 Statement of Variance Reporting: STOKE SCHOOL

STOKE SCHOOL

3223

601 Main Road, Stoke

Ph (03) 547 7582

Analysis of Variance 2022





2022 Statement of Variance Reporting: STOKE SCHOOL

Tihei mauri ora, nau mai, haere mai, tena koutou katoa, e nga whānau, e nga kaiako, e nga tamariki...

tena koutou, tena koutou, tena koutou katoa. 2022 has been an interesting year – new COVID-19 norms happened over and over again and with isolation periods, mandates lifting and masks and COVID management directed by Ministry of Health and followed up by the Ministry of Education there was a lot of communication from home to school, school to home and Ministry organisations to school and community. Our tamariki have been resilient through all of this and we have had a pretty great year overall with attendance – that's the important part, getting kids to school.

Our data showed us that where the national average sat at 46.10% in term 1 for attendance, we sat at 66.32%. We have continued a good trend for the duration of 2022 and finished on average attendance of 90.4% for term 4, 2022. I thank you all for the huge role you have played in keeping us in the loop and connecting with us whether it be COVID, flu or other reason for absence. We are sadly saying goodbye to Max Foster who has great connections with our whānau and has made a huge impact on this data. We wish you all the best Max and look forward to connecting regularly in 2023 in other ways.

Getting our tamariki attending school is only part of our roles – our primary role is to supporting teaching and learning. Teaching and Learning was premised this year with professional learning for staff around both Relationship Based Learning and Assessment for Learning. Relationship Based learning is structured around the work of Russell Bishop. We have continued to work on putting "relationships at the centre of learning, and advocates for a relational pedagogy. Russell Bishop builds on his theoretical research in Indigenous Education to describe effective teaching in an extended family-like context that is both culturally responsive and sustaining. Teachers who foster caring and learning relationships within their classrooms interact with students in ways that allow them to see themselves as successful learners. North-East teachers then monitor the impact of these relationships and interactions on students' progress and modify their practices accordingly so that further progress is ensured and sustained."

Our overall student outcomes for reading show us that 78% of our children are at or above in reading for their age group.

In writing our data shows us that the overall achievement for students at or above achievement for their age is 60% – clearly, we have work to do in 2023.

And in math our data shows us that the overall achievement for student at or above is 70%.

Groups that have made accelerated progress are our priority target students in reading – with 56% of these learners making up for lost time and closing their learning gap by achieving at a higher level that they have previously – more than a year's progress.



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Also, we are pleased to note accelerated achievement in our Māori learners in math with 82% of these learners making a year's progress, and of that group 35% of those learners making more than a year's progress. Well done to these tamariki - te mufunga kē mai o te pai!

Our funding for kiwisport, which is aimed at getting tamariki into sport and active movement, particularly focused on;

- increasing the number of school-aged children participating in organised sport
- increasing the availability and accessibility of sport opportunities for all school-aged children
- supporting children to develop skills that enable them to participate confidently in sport. (TOTAL: \$ 4, 255.40)

This funding has been spent on No Child Left Inside, an explicit fundamental motor skills programme which delivers skill teaching to our tamariki so they can confidently participate in team sports. And on Top Team, aimed at teamwork and working together, competing against the event and a rival team. It is about giving active movement ago and testing your own boundaries with the support of peers. And finally, we used our Kiwi Sport fund to release Kirstin Goomes to coordinate our school-based community sports teams for football, netball, basketball and to assist kids in getting into multiple school teams to encourage and allow participation.

This year we have finally completed what seems like an endless three years of renovation and rebuilding. We are super proud of our community spaces – these are bright and welcoming, and we hope that our whānau and community enjoy using these spaces as much as we do. Our library is an amazing space for engaging in books and our upgraded room 5 and 6 rooms are visually appealing, warm and a fun place to be.

Most excitingly Board elections were held, all be it far, far later in the year. Our previous Board, made up with Holly Ramsay, Sara Jamieson, Johnathan McWatt, Lucy Jackson, Kellie Todd and Craig Logan stood down after a lot of hard work and engagement – they began the building projects around the school, almost as they took office and covered lots of support for families around positive outcomes for behaviour management and financial growth. Thank you to you all for your time and effort. The new Board took office in September, and we have Mel Llewellyn as presiding member, Karen McLean, Soraya Paki Paki, Greg Price, Bryar Taullilo and Sarah Oates as the elected staff member. A huge thank you to them for standing up and being a voice and guide for our wonderful wee school.

Nga mihi nui, kia koutou katoa, Kia ora

Sarah Davies – Tumuaiki/Principal



STOKE SCHOOL, 601 MAIN ROAD, STOKE, NELSON 7011

Board of Trustees – Achievement reporting term 4 data, 2022

Date: 20/12/2022

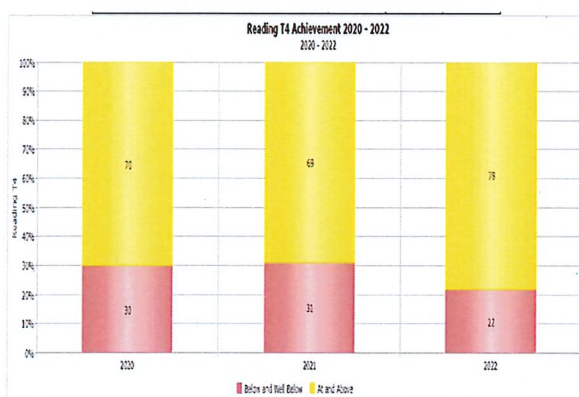
Report completed by Sarah Davies, Tumuaiki

This analysis of variance is based on data delivered in term 4, December 2022, by class teachers for their ākonga overall curriculum achievement. It is a snapshot in time.

This data is gathered in the Student Management System (SMS) Etap. The next reporting milestone is mid-year 2023. In addition, teachers used the data collected in December 2022 as a point for reporting to parents in the end of year reporting format.

Supporting evidence and anecdotal notes are provided by teachers in their AREA data. AREA data is Attendance, Retention (behaviour data), Engagement (the students voices) and Achievement data. And in addition, the record of cultural responsiveness of teachers through their Aroro, professional growth cycle and co-construction goals within the relationship-based learning (RBL) profile.

Achievement Overall – term 4, 2022:



Discussion: We continue to make incremental gains for the total cohort – 78% of our tamariki achieved at or above the expectation for their curriculum level in 2022. Our goal to reduce disparity for our priority Māori learners in reading demonstrate 64% (39/61 ākonga) achieve at or above the expectation for their year level, and for our Pasifika cohort 80% (12/15) achieve at or above expectations for their year level in reading. Compare this to NZ European learners where 85.8% (84/98 learners) achieve at or above the expectation for their year level. We must seriously ask ourselves, have we done everything we can for our underachieving Māori learners?

So what? One of the things teachers have articulated as challenging is the assessment and evaluation of students' achievement at the beginning of an academic year. Teachers continual to look ahead and project the outcome but find seeing the journey for each learner a challenge. Teachers have identified these tamariki for additional support but not all have been referred for support – this is something which can be improved on in 2023 through utilization of the resource teachers for literacy and resource teachers for learning and behaviour. There were 22 applications for In Class Support (ICS) in 2022 and previously 36 in 2021. All 22 applications in 2022 were declined by the Ministry of Education for support and intervention. Literacy, or poor literacy achievement is one of the clear criteria for these applications alongside numeracy results and outcomes.

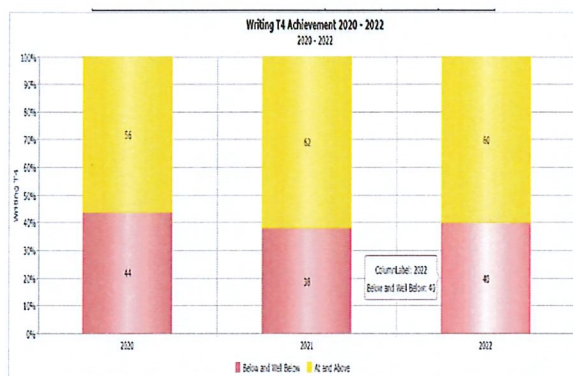
What next? The teachers have requested further moderation and review at termly points to see how students are on track. The Student Management System continues to be reviewed to make identification of this data more meaningful. Teachers continue to explore the link between all aspects of literacy – this includes oral language as the basis for all literacy learning.

An application for local PLD which focuses on Structured Literacy (including structured literacy strategies as interventions for older learners through explicit learning programs) will need to be completed during 2023.

We also need to consider our engagement gaps with the relationship-based learning profile and work to complete and close these with the support of both our Kahui Ako work and the Across School and With-In School teacher for 2023.



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Discussion: We have made small overall progress in writing. 60% of our tamariki achieved at or above in writing and there is a notable disparity between success in reading and success in writing of 17%. Our goal for reducing disparity for our priority Māori learners in writing tells us 54.1% (33/61) achieved at or above the level expected for their year level. For our Pasifika cohort 53.4% (8/15) achieved at or above the expectation of achievement for their year level. The NZ European cohort achieved 61.2% (60/98 learners). This learning area is a clear goal for acceleration in 2023, with all cohorts not achieving as desired and with a still visible disparity between target groups.

So what? Teachers need to continue to plan to address the reciprocity between oral language, reading and writing and to look for specific teaching opportunities which allow this connection to be understood by learners. Questions which can be addressed include:

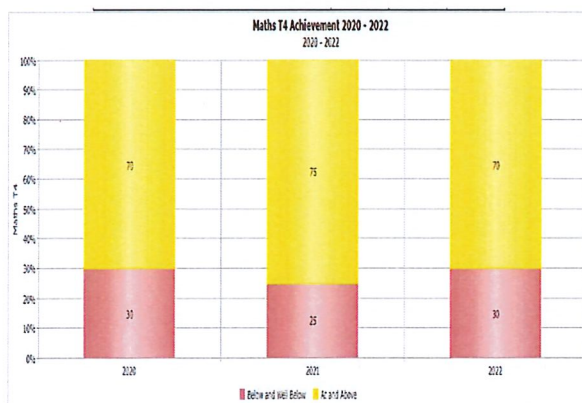
-Do teachers and whanau understand the reciprocity and how this looks in a variety of learning areas?

-Are students able to be agentic in writing? Do they understand their next learning steps and have a role in planning this learning?

What next? This area needs to be a target for 2023. The lead team need to develop a cohesive plan for writing success and to assist teachers in growing their understanding of writing and the components of successful writing programmes.

An application for local PLD which focuses on Structured Literacy (including structured literacy strategies as interventions for older learners through explicit learning programs) will need to be completed during 2023.

We also need to consider our engagement gaps with the relationship-based learning profile and work to complete and close these with the support of both our Kahui Ako work and the Across School and With-In School teacher for 2023.



Discussion: We have 70% of all students operating at or above the expectation for their year group. This is a return to the 2020 achievement outcome for math achievement at Stoke School.

Teachers referenced absenteeism as a factor with often feelings of frustration at students being absent for a topic or part of an area of teaching and then having to continually teach multiple groups to ensure that all learners accessed all the learning required to make progress,

So what? We improved on 2021. We need to be clear in our teaching methodology and utilize the relationship based learning profile to support learners. RBL provides opportunities for co-construction and for other learners to take on ako roles to support and reinforce learning.

What next? Develop further the math plan. This includes explicit teaching points to be identified.

Review data collation for math – tools and then uses of the tools for teaching and learning steps.

Continue to provide feedback and feedforward and opportunities for co-construction of learning that is relevant and engaging.

We will consider moving to Improve and develop strategies to assist students to reach the 2023 achievement target through math talk and mathematical dispositions. We can improve whole school consistency with formative assessment practices such as the use of mathematics progressions rubrics and highlighting system. We can also improve implementation of Number Knowledge assessment as a formative rather than summative tool.



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Overall comment:

School end of year report comments once again indicated that teachers knew and reacted to the needs of their students with a higher level of certainty - that they knew what was occurring for the tamariki in their class. When questioned about parental knowledge of this teachers ascertained that whānau knew about successes and barriers – this requires further exploration through gathering whānau voice. Whanau shared that they were not always aware of what was being taught and what would be taught next – there is a disparity here (Survey term 3). Leaders will need to discuss this further, teachers will need to be empowered to have these conversations – including when they are challenging conversations. All senior leaders need to support this.

In the collation of student voice – learners continue to struggle with knowing what next learning steps are. In co-construction meetings there were shared goals around learners needing to know and being provided with the knowledge to be able to talk about how well they have done, what they are learning and what they will learn next.



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School Name:	Stoke School	School Number: 03223
Strategic Aim/s:	<p>Ngā Ākonga: Students are our focus. All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.</p> <p>Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.</p> <p>Haumāiui: Achievement Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.</p> <p>Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.</p> <p>Ako: Kia Whakaako Teaching and Learning: Teaching is our craft. Teachers effectively teach all groups of students so they can learn and achieve.</p> <p>Whānau a Kura: Community - Inclusivity is our foundation Maintain a responsive and inclusive community culture which believes all students can and will achieve.</p> <p>Aim 4.1 – Enhance methods of reporting to our community. Aim 4.2 – Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning.</p>	
Annual Aim:	<p>Ngā Ākonga: Students are our focus.</p> <p>Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.</p> <p>Haumāiui: Achievement</p> <p>Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.</p>	
Target Area READING - LITERACY	<p>Our target for 2022:</p> <p>Baseline data: Analysis of school-wide data in December 2021 identified that:</p> <p style="padding-left: 40px;">67% (50/74 of our girls are achieving at or beyond, 67% (69/103 of our boys are achieving at or beyond. 67% (119/177) of the total cohort achieved at or above expectation. We acknowledge that 61% (28/46) of Māori are achieving at or beyond and 70% (9/13) of our Pasifika are achieving below or well below.</p> <p>We have used this data to inform target setting.</p> <p>Target:</p> <p>To reduce the disparity gap for our marginalised students in literacy (reading) to 10% across all groups</p> <p>Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation.</p>	



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	<p>Accelerate progress of all students performing below expectation within each class who meet these criteria (priority learners). These goals have been discussed and explored by the Stoke School Board of Trustees, who also identify these as areas for development and improvement in 2022.</p>
<p>Baseline Data:</p>	<p>Baseline data: Analysis of school-wide data in December 2021 identified that:</p> <p>67% (50/74) of our girls are achieving at or beyond, 67% (69/103) of our boys are achieving at or beyond. 67% (119/177) of the total cohort achieved at or above expectation. We acknowledge that 61% (28/46) of Māori are achieving at or beyond and 70% (9/13) of our Pasifika are achieving below or well below.</p> <p>We have used this data to inform target setting.</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>
<p>Actions taken in 2022:</p> <p>Identify priority learners – track and monitored these learners termly.</p> <p>Shared teaching and learning strategies that ‘worked’ in classes with colleagues.</p> <p>Discussed outcomes for these learners and highlighted strategies that worked. (Note applications for ICS were all declined in 2022 and as of December 2022, are all</p>	<p>To reduce the disparity gap for our marginalised students in literacy (reading) to 10% across all groups – partially achieved –</p> <p>OUTCOME: For all our learners with comparable data- Above or At achievement-75% (rounded) Below or Well below- 25% (rounded) Of this - 82/167 (49%) accelerated progress 39/167 (23%) sufficient progress 46/167 (28%) insufficient progress</p> <p>NZ European Cohort outcomes – Above or At achievement- 85.8% Below and Well below- 13.2% Of this – 42/83 (51%) accelerated progress. 18/83 (22%) sufficient progress. 23/83 (28%) insufficient progress.</p>	<p>Whilst our priority students (Māori, Pasifika and special needs learners/ākonga) were priorities for programmes of support – these programmes were often disrupted by attendance. Reading recovery data demonstrates that absence was one of the biggest factors in whether a programme was able to be delivered or not. This also occurred in a number of other supports including Forbes, Multi-Lit and the ongoing impact of missing class instruction with teachers.</p> <p>Teachers felt that structured literacy programmes continued to</p>	<p>We need to account for our ākonga who are not making expected progress and ensure opportunities for learning to allow ākonga to make the progress expected and the expectation that all tamariki are capable lifelong learners who can experience success. Therefore, we will identify and further analyze the support programs in place, supported by the SENCo. Check that individual education plans support literacy development.</p>



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<p>declined for 2023. There were 22 applications for 2023).</p> <p>Purchased further resources for teaching structured literacy approach.</p> <p>Closed the professional learning gap for Y3/4 teachers to ensure professional learning was equitable and programmes could be delivered for these ākonga.</p> <p>Upskilled teacher aides to be able to deliver components of structured literacy in the class programme to support class teachers and tamariki.</p> <p>Encouraged literacy as co-construction goals – this highly evident in junior class teachers' co-construction.</p> <p>Collected student voice – developing tino rangatiratanga.</p> <p>Delivered HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka) to our most vulnerable learners at school entry in term 1, 2022. (Oral language support programme for early literacy).</p>	<p>Māori cohort outcomes - Above or At achievement- 64% Below and Well below- 36% Of this – 19/45 (42%) accelerated progress. 11/45 (24%) sufficient progress. 15/45 (33%) insufficient progress. We did not improve the outcome to 10% for Māori learners.</p> <p>Pasifika cohort outcomes - Above or At achievement- 80% Below and Well below- 20% Of this – 7/12 (58%) accelerated progress. 2/12 (17%) sufficient progress. 3/12 (25%) insufficient progress. We did improve the outcome for Pasifika learners.</p> <p>Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation. Partially achieved OUTCOME: see above</p> <p>Accelerate progress of all students performing below expectation within each class who meet these criteria. Partially achieved: OUTCOME: For all our learners- Above or At achievement-77.7% (rounded) Below or Well below- 21.8% (rounded) Of this - 82/167 (49%) accelerated progress 39/167 (23%) sufficient progress 46/167 (28%) insufficient progress</p> <p>NZ European Cohort outcomes –</p>	<p>reinforce the reciprocity of the components of reading and writing – the reciprocity. Senior teachers are still very eager to engage in Professional Learning Development (PLD) to support this for senior students.</p>	<p>Research demonstrates that when implemented well relationship cased learning is highly successful (R Bishop, M Berryman). The relationship-based learning profile impact coaching plans for 2023, including student voice, will identify further causes and actions at a class level – this needs to be initiated in term one and monitored by the within school, teacher for the kahui work as well as the literacy lead.</p> <p>Teachers need to plan these into their professional growth cycles and co—construction goals to allow for school wide and personal planning for professional growth and development.</p> <p>Continue to use relationship-based learning (RBL) models as a target, engage whānau in conversations about learning – nothing should be a mystery.</p> <p>Accessing and being at school is a core measure of success – if you are not at school you are not accessing teaching and learning. Any absence is detrimental to cohesive learning. Continue to work on our pastoral support role to encourage improvement of</p>
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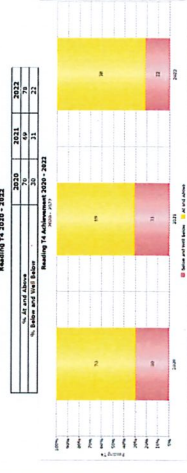
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Above or At achievement- 85.8%
 Below and Well below- 13.2%
 Of this – 42/83 (51%) accelerated progress.
 18/83 (22%) sufficient progress.
 23/83 (28%) insufficient progress.

Māori cohort outcomes -
 Above or At achievement- 64%
 Below and Well below- 36%
 Of this – 19/45 (42%) accelerated progress.
 11/45 (24%) sufficient progress.
 15/45 (33%) insufficient progress.
 We did not improve the outcome to 10% for Māori learners.

Pasifika cohort outcomes -
 Above or At achievement- 80%
 Below and Well below- 20%
 Of this – 7/12 (58%) accelerated progress.
 2/12 (17%) sufficient progress.
 3/12 (25%) insufficient progress.
 We did improve the outcome for Pasifika learners.

We have achieved, better than previously although not significantly so in the global picture for reading achievement.



Notably our senior students did not achieve as well as they have in previous years,

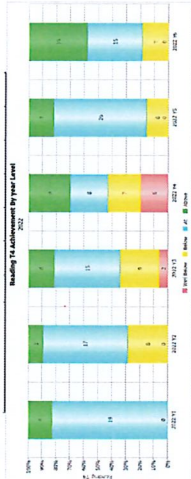
attendance in class for learning interactions to occur.
 Teachers and teacher aides will work collectively with whānau in the methodologies of relationship-based learning.

Learners having a chance to speak about their learning, to guide content and focuses around interest and understanding is important. There needs to be a high level of trust within the classroom for this to happen, whanaungatanga is a core part of this and in the RBL profile. This means establishing an environment and processes that feel safe and comfortable for the student – it is risky to have a say if it disagrees or might potentially generate conflict. Student voice will be collected and used to help tamariki engage as learners and as fully contributing members of the school student community (Board of Students representation and discussions about engagement at Board of Trustees level). Strategies to do this need continual review and need to be safe for all learners.

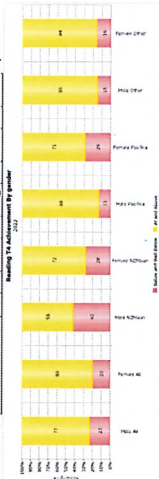
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By Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2020	55	61	35	74	70	91
2021	57	71	50	55	69	70
2022	50	39	35	64	55	55
% At and Above	50	39	35	64	55	55
2020	5	26	50	45	31	30
2021	3	25	50	45	31	30
2022	0	29	34	43	15	18
% Below and Well Below	0	29	34	43	15	18

We notice that we were able to account for programmes of support for learners who fell in the below and well below groups. A SENCo report provided in term 3 identified programmes and student within the programmes. Teachers had groups of foci student within the class and were able to account for specific learning support in place as well as teacher pedagogical practices to make changes for the pace of progress of all learner's school wide.



Ethnically, our Māori students (male and female) and our Pasifika girls continue to underperform in comparison with the larger NZ European cohort.



As previously, closing this gap needs to remain a foci in order to improve outcomes that allow Māori to be successful learners. Relationship Based Learning (RBL) strategies continue to show good success in learning spaces where they are more fully employed.



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We did make a significant change for our Pasifika learners,

by Ethnicity	All Students		NZ Maori		Pasifika		Other	
2020	70	62	61	75				
2021	78	62	61	76				
2022	98	62	60	76				
% At and Above	2020	30	38	30	35			
	2021	31	38	50	24			
	2022	22	36	20	16			
% Below and Well Below								

Planning for next year:

2023 suggested actions:

Identify and further analyze the support programs in place, supported by the SENCo. Check that individual education plans support literacy development.

The relationship-based learning profile impact coaching plans for 2023, including student voice, will identify further causes and actions at a class level – this needs to be initiated in term one and monitored by the within school, teacher for the kahui work as well as the literacy lead. Teachers need to plan these into their professional growth cycles and co—construction goals to allow for school wide and personal planning for professional growth and development.

Continue to use relationship-based learning (RBL) models as a target, engage whānau in conversations about learning – nothing should be a mystery.

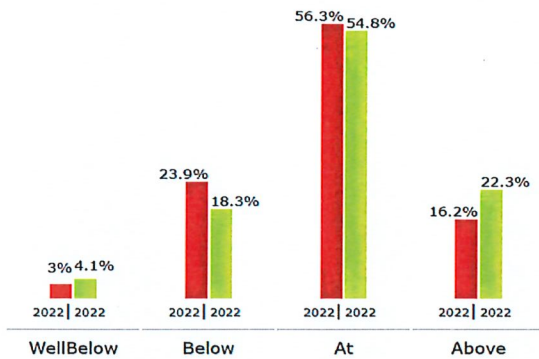
Continue to work on our pastoral support role to encourage improvement of attendance in class for learning interactions to occur. Teachers and teacher aides will work collectively with whānau in the methodologies of relationship-based learning.

Student voice will be collected and used to help tamariki engage as learners and as fully contributing members of the school student community (Board of Students representation and discussions about engagement at Board of Trustees level).

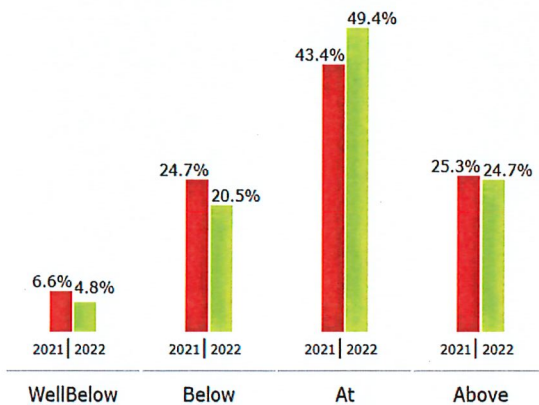


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Reading – the break down



Key:
■ Reading T3 T3 2022
■ Reading T4 T4 2022



Key:
■ Reading T4 T4 2021
■ Reading T4 T4 2022

Discussion: The data presents a positive shift from term 3 to term 4 in overall achievement meaning tamariki continued to learn throughout the year thus allaying concerns that absenteeism had a longitudinal effect in the long term.

Comparing term three and four data learners continued to make good progress – 6.1% (12 students approximately) gained in the above the expected achievement for year groups. However, a 1.1% (approx. 2 students) gain in the well below.

In comparing end of year 2021 to 2022 data (and this is for learners with data in both groups) there was a 6% improvement in the data for at, and a decrease in the well below and below groups.

So what? We still continue to have a significant group of students who in term 4 of both years (2021 and 2022) need to shift at a faster rate to be at by year end. 25.4% in 2021 and 33% (70 students - a third of all learners) in 2022.

What next? Identify and further analyze the support programs in place, supported by the SENCo. Check that individual education plans support literacy development. (Note applications for ICS were all declined in 2022 and as of December 2022, are all declined for 2023. There were 22 applications for 2023). The relationship-based learning profile impact coaching plans for 2023, including student voice, will identify further causes and actions at a class level – this needs to be initiated in term one and monitored by the within school, teacher for the kahui work as well as the literacy lead. Teachers need to plan these into their professional growth cycles and co—construction goals.

Discussion:

At this point reading in Years 0-2 reflects structured literacy practices – this means that learners are accessing a literacy programme / approach that is a highly explicit and systematic way of teaching all important components of literacy. These components include both foundational skills (e.g., decoding, spelling, handwriting and letter formation) and higher-level literacy skills (e.g., reading comprehension, written expression). Reading and writing success have a reciprocity and oral language is at the heart of achievement and success.

We continue to be visited by local and regional schools as a model – although less frequently. A reason for this may be that we have engaged in 'The Code' and not 'Better Start', and the Ministry of Education has stepped up Better Start literacy practices in schools. We have trained all classroom teachers Y0-3 in structured literacy.

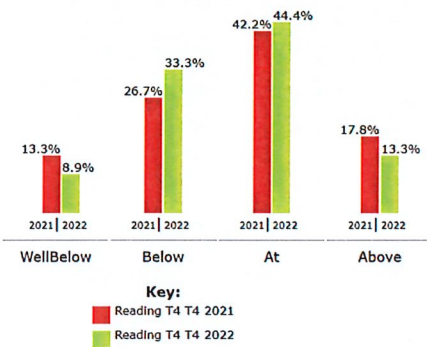
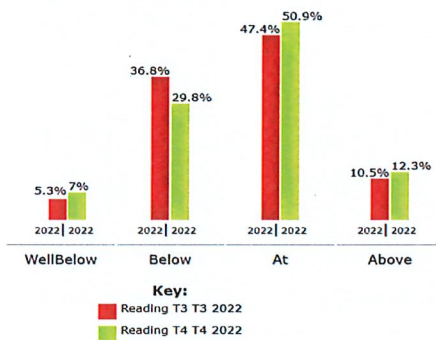


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Teachers have discussed the reporting points in the year and have made indications to shift this earlier in the year in order to extend the time they have to work with students on goals and targets. A new reporting format will be completed with Etap in early 2023, which will allow teachers to share the reciprocity and address whanau discussions about knowing about their learner's success and next steps in learning.

Target group:

Māori students –



Discussion:

Māori students feature as 45 students in comparable data (61 ākonga in total). It is a total of four students who remain well below. Two of which have individual programmes of support, and all of which were identified by teachers in 2022 for intervention.

So what? While we continue to need to close the gap to provide equity with the cohort as a whole, our Māori students have also made a positive shift in achievement. 42% (19/45 learners made accelerated progress). But it remains challenging to see the percentage of achievement above has not been maintained for individual ākonga.

When comparing pace over the year for our Māori students – the progress in term 3 to term 4 shows that the students who were below remains at 17 (37.8%) students. This was a reduction of four students in the term.

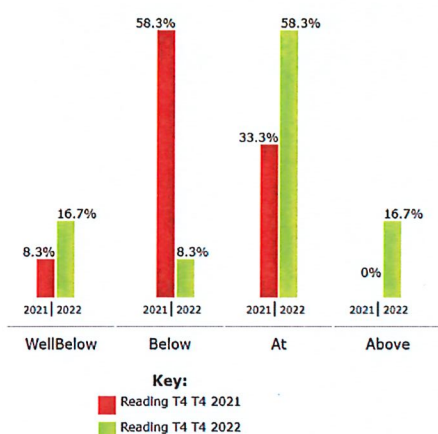
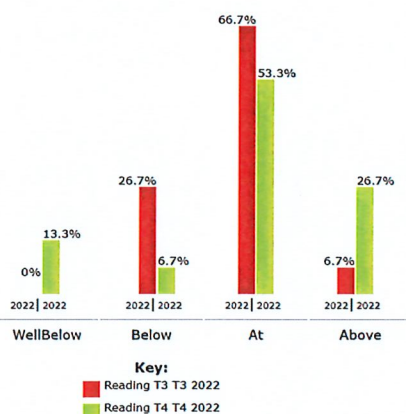
What next? Continue to use relationship-based learning (RBL) models as a target, engage whānau in conversations about learning – nothing should be a mystery. Ensure that all tamariki are supported – that where appropriate referrals are made – resource teacher for literacy needs to be a better utilised resource for this target group.

Have teachers identify relationships which require development and senior leaders to support teachers in understanding this and the connection to the relationship based learning profile (RBL).



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Pasifika students –



Discussion:

It has been a challenging year for our Pasifika learners – with some real attendance challenges evident – in term 4 of 2022, the Pasifika ethnic group had the lowest percentage of students attending regularly, with 40.0% of students attending this often.

So what? Our Pasifika students continue to be a concern in terms of their educational achievement – notably our female Pasifika students in 2022.

In 2022 we were able to continue to grow connection with a community group and we advertised a support programme for after school. One guided and run from within the Pasifika community. Our Pasifika students attended cultural events and whanau were more engaged in school via a pastoral support role partially funded by the Kahui Ako. Attendance absentees were still present but narratives about attendance were clearer and as a school we were able to support learning in other ways. This was a huge shift in knowing our Pasifika community.

What next? We will continue to work on our pastoral support role. We will encourage the Pasifika into the school via other means too such as use of our facilities for community events. Teachers and teacher aides will work collectively with whanau in the methodologies of relationship-based learning. Student voice will be collected and used to help tamariki engage as learners and as fully contributing members of the school student community (Board of Students representation and discussions about engagement at Board of Trustees level).

We remain highly aware that 'A fia vave o'o lou va'a, alo na o oe, ae a fia tuli mamao le taunu'uga, tatou 'alo'alo faatasi'. If you want your canoe to go fast, go alone; if you want to go further, let us go together. We need to continue to engage with families and the supports in the community they use.

Discussion: For all priority learners it is necessary for teacher professional knowledge for the teaching of literacy and an understanding of structured literacy and possible remediation and support for learners is required. Teachers need to collaboratively share knowledge and junior school teachers have a wealth of knowledge to share here.

The use of external support (such as resource teacher for literacy and resource teachers for learning and behaviour) and ensuring that tamariki are referred when pace of progress is not sufficient (as the learning gap continues to grow) in order to circumvent poor achievement



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outcomes for these learners. Whānau supported of learning interventions may be the key, and is a recognized successful tool both through the work of Kotahitanga (Bishop and Berryman) and through the work of John Hattie with an effect size shift of 1.81 (in an intervention of 10 week duration) – (<https://www.educationcounts.govt.nz/topics/bes/rongohia-te-hau-effective-support-for-culturally-responsive-teaching> - January 2023)



2022 Statement of Variance Reporting: STOKES SCHOOL

School Name:	Stoke School	School Number: 03223
Strategic Aim:	<p>Ngā Ākonga: Students are our focus. All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.</p> <p>Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.</p> <p>Haumāiui: Achievement Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.</p> <p>Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.</p> <p>Ako: Kia Whakaako Teaching and Learning: Teaching is our craft. Teachers effectively teach all groups of students so they can learn and achieve.</p> <p>Whānau a Kura: Community - Inclusivity is our foundation Maintain a responsive and inclusive community culture which believes all students can and will achieve.</p> <p>Aim 4.1 – Enhance methods of reporting to our community. Aim 4.2 – Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning.</p>	
Annual Aim:	<p>Ngā Ākonga: Students are our focus.</p> <p>Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.</p> <p>Haumāiui: Achievement</p> <p>Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.</p>	
Target Area WRITING - LITERACY	<p>Target:</p> <p>To reduce the disparity gap for our marginalised students in literacy (reading) to 10% across all groups</p> <p>Improve outcomes for particularly male, Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation.</p> <p>Accelerate progress of all students performing below expectation within each class who meet these criteria (priority learners). These goals have been discussed and explored by the Stoke School Board of Trustees, who also identify these as areas for development and improvement in 2022.</p>	



2022 Statement of Variance Reporting: STOKE SCHOOL

Baseline Data:

Baseline data: Analysis of school-wide data in December 2021 identified that:

67% (50/74) of our girls are achieving at or beyond, 58% (60/103) of our boys are achieving at or beyond. 62% (110/177) of the total cohort achieved at or above expectation. We acknowledge that 52% (24/46) of Māori are achieving at or beyond and 62% (8/13) of our Pasifika are achieving below or well below.

We have used this data to inform target setting.

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>
<p>Actions taken in 2022:</p> <p>Identify priority learners – track and monitored these learners termly.</p> <p>Shared teaching and learning strategies that 'worked' in classes with colleagues.</p> <p>Discussed outcomes for these learners and highlighted strategies that worked. (Note applications for ICS were all declined in 2022 and as of December 2022, are all declined for 2023. There were 22 applications for 2023).</p> <p>Purchased further resources for</p>	<p>To reduce the disparity gap for our marginalised students in literacy (reading) to 10% across all groups – partially achieved –</p> <p>OUTCOME:</p> <p>For all our learners-</p> <p>Above or At achievement- 60%</p> <p>Below or Well below- 40%</p> <p>Of this - 72/210 (43%) accelerated progress</p> <p>44/210 (27%) sufficient progress</p> <p>56/210 (30%) insufficient progress</p> <p>NZ European Cohort outcomes –</p> <p>Above or At achievement- 61.2%</p> <p>Below and Well below- 38.8%</p> <p>Of this –35/83 (42%) accelerated progress</p> <p>23/83 (28%) sufficient progress</p> <p>25/82 (30%) insufficient progress</p> <p>Māori cohort outcomes -</p> <p>Above or At achievement- 54.1% (out of 61 ākongā)</p>	<p>Moderation as a tool for writing was not rigorous at times when done school wide – there were time constraints and for some of our at-risk priority learners, them not being at school made getting writing from them, and teaching them writing, a challenge.</p> <p>A number of Māori boys had poor attendance and class teachers who worked with whānau were not able to get consistent levels of engagement – whānau enabled students to leave through early collection as well as non-attendance in some cases.</p> <p>Class teachers provided models for writing – at writing times modelling could be seen but in some cases the modelling could not be</p>	<p>Research and professional development support and informs actions to meet the needs of diverse learners in writing.</p> <p>Meetings maximise the time spent on using analysed student learning for collective inquiry into the effectiveness of teaching practice. This supports moderation and further professional support and dialogue around writing.</p> <p>Professional learning and development (linked closely to structured literacy practices) PLD professional learning opportunities would include:</p> <ul style="list-style-type: none"> -integrating theory and practice -engaging, and if necessary, challenging teachers' prior beliefs -promoting cultural and linguistic responsiveness



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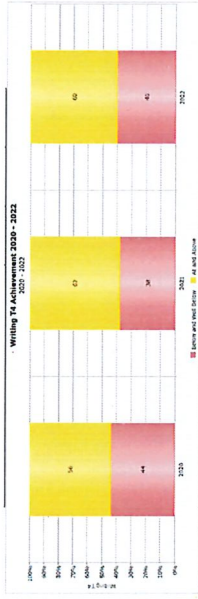
<p>teaching structured literacy approach.</p>	<p>Below and Well below-45.9 % Of the comparable cohort this – 19/45 (42%) accelerated progress 10/45 (22%) sufficient progress 16/45 (36%) insufficient progress We did not improve the outcome difference to 10% or less for Māori learners.</p> <p>Pasifika cohort outcomes - Above or At achievement- 53.4% Below and Well below- 46.6% Of this –5 /12 (42%) accelerated progress 3/12 (25%) sufficient progress 4/12 (33%) insufficient progress We did improve the outcome for Pasifika learners. There is less than a 10% difference compared to NZ European cohort and this is to be celebrated.</p> <p>Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation. Partially achieved OUTCOME: see above</p> <p>Accelerate progress of all students performing below expectation within each class who meet these criteria. Partially achieved: OUTCOME: For all our learners- Above or At achievement- 60% Below or Well below- 40% Of this - 72/210 (43%) accelerated progress 44/210 (27%) sufficient progress 56/210 (30%) insufficient progress</p> <p>NZ European Cohort outcomes – Above or At achievement- 61.2%</p>	<p>accessed retrospectively as modelling was on the board. One of the unintended outcomes of this is that ākongā lost their reference resources for writing.</p>	<p>-encourage teachers to individually and collectively take responsibility for their own professional learning and improvement.</p> <p>The aim of having an 'innovative' iwi-led education plan has been begun with the plan – Ngā Kawatau Me ngā Tūmanakotanga o te Taihū (the aspirations of Te Taihū). We need to work to address this plan and put to action the offerings of the eight iwi of the top of the south.</p> <p>For 2023 some teachers, not all, have asked that previous year's teachers identify learners who are at risk and share information. This could include information about the whole learning journey to date and may reflect previous years learning and processes for individuals.</p> <p>We need to continue to engage with Pasifika families about the achievement and any challenges for learning. We can then work in a collaborative partnership to make changes to the efficacy and outcomes for these learners.</p>
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2022 Statement of Variance Reporting: STOKE SCHOOL

<p>Below and Well below- 38.8% Of this -35/83 (42%) accelerated progress 23/83 (28%) sufficient progress 25/83 (30%) insufficient progress</p> <p>Māori cohort outcomes - Above or At achievement- 54.1% (out of 61 ākonga) Below and Well below-45.9 % Of the comparable cohort this – 19/45 (42%) accelerated progress 10/45 (22%) sufficient progress 16/45 (36%) insufficient progress We did not improve the outcome difference to 10% or less for Māori learners.</p> <p>Pasifika cohort outcomes - Above or At achievement- 53.4% Below and Well below- 46.6% Of this -5 /12 (42%) accelerated progress 3/12 (25%) sufficient progress 4/12 (33%) insufficient progress We did improve the outcome for Pasifika learners. There is less than a 10% difference compared to NZ European cohort and this is to be celebrated.</p> <p>We have consistent achievement but have not made any significant changes in writing to the achievement outcomes for our ākonga overall.</p>	<p>The TALL (Teaching Additional Language Learners) resources from 2022 can become a toolkit for learning for these learners.</p>
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2022 Statement of Variance Reporting: STOKES SCHOOL



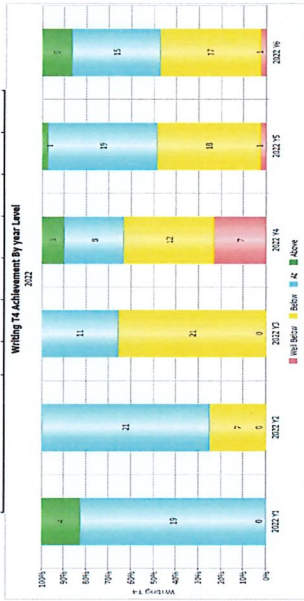
Notably, our year three and four students did not achieve as well as they have in previous years, these are students who are transitioning from Structured Literacy learning approaches to the more traditional approach to teaching literacy.

by Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2020 95	2021 65	2022 26	57	32	52
	2021 100	74	47	63	26	52
	2022 100	75	34	37	51	53
% Below and Well Below	2020 5	34	74	43	68	41
	2021 0	26	53	37	74	44
	2022 0	25	66	63	49	47

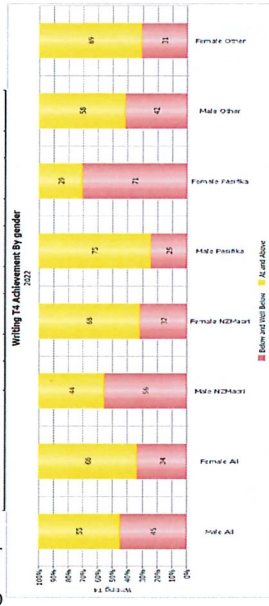
As in reading, we notice that we were able to account for programmes of support for learners who fell in the below and well below groups. A SENCo report provided in term 3 identified programmes and student within the programmes. Not all learners with needs produced work at the previously assessed level until much later in the school year for some year three and four learners – this delayed referral for these learners – something to work on in 2023. RT-Lit (Resource teachers for literacy) are a poorly use resource in this area and we note the need to improve referrals to support literacy, including writing achievement. Teachers had groups of foci student within the class and were able to account for specific learning support in place as well as teacher pedagogical practices to make changes

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for the pace of progress of all learner's school wide.



Ethnically, our Māori students (male and female, but predominantly male) and our Pasifika girls continue to underperform in comparison to wider groups with the whole school.



As previously, closing this gap needs to remain a foci in order to improve outcomes that allow Māori to be successful learners, and in writing our male Māori ākonga. Relationship Based Learning (RBL) strategies continue to show good success in learning spaces where they are more fully employed.



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by Ethnicity	All Students		NZ Maori		Pasifika		Other	
	2020	2021	2020	2021	2020	2021	2020	2021
% At and Above	56	62	42	53	61	47	61	61
	2022	60	54	53	63	63	63	63
% Below and Well Below	44	38	58	47	39	39	39	39
	2021	38	47	53	32	32	32	32
	2022	40	46	47	37	37	37	37

Planning for next year:

2023 suggested actions:

Research and professional development support and informs actions to meet the needs of diverse learners in writing Meetings maximise the time spent on using analysed student learning for collective inquiry into the effectiveness of teaching practice. This supports moderation and further professional support and dialogue around writing. Professional learning and development (linked closely to structured literacy practices) PLD professional learning opportunities would include:

- integrating theory and practice
- engaging, and if necessary, challenging teachers' prior beliefs
- promoting cultural and linguistic responsiveness
- encourage teachers to individually and collectively take responsibility for their own professional learning and improvement.

The aim of having an 'innovative' iwi-led education plan has been begun with the plan – Ngā Kawatau Me ngā Tūmanakotanga o te Taihū (the aspirations of Te Taihū). We need to work to address this plan and put to action the offerings of the eight iwi of the top of the south.

For 2023 some teachers, not all, have asked that previous year's teachers identify learners who are at risk and share information. This could include information about the whole learning journey to date and may reflect previous years learning and processes for individuals.

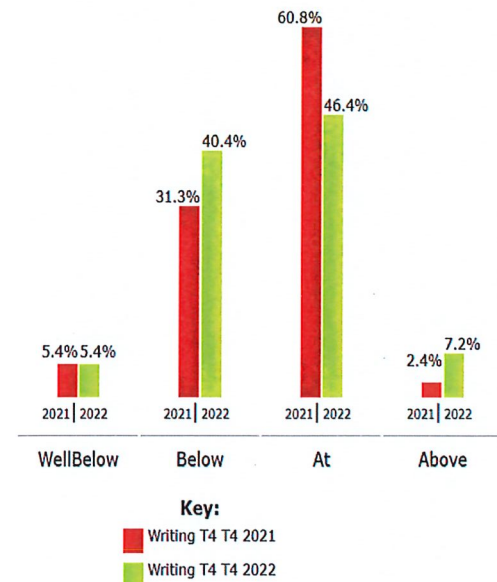
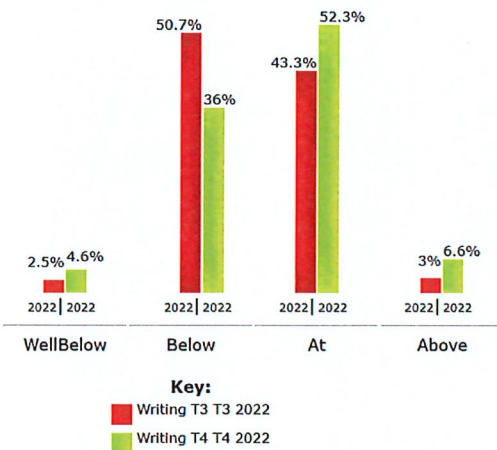
We need to continue to engage with Pasifika families about the achievement and any challenges for learning. We can then work in a collaborative partnership to make changes to the efficacy and outcomes for these learners.

The TALL (Teaching Additional Language Learners) resources from 2022 can become a toolkit for learning for these learners.



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Writing- the breakdown



Discussion:

The data shows a solid improvement in the data compared to term three. However, that also demonstrates the rate of progress for these students in 2022 – 125/107 students did not make sufficient progress in term 3 and 4 (63% of our learners). However, it is great to see both the reduction of students in below (13.9%) and the improvement in at students- students who are operating where they should be for this time of year (9%). There are clearly identified needs for improvement in writing and the consolidation of reciprocity between reading and writing and oral language acquisition.

So what? Writing there is a disparity between achievement outcomes in reading and writing – and with the connection between writing and reading instruction evident in the class programme for juniors a need to further ensure ākonga have success in reading and writing. We may also need to consider moderation strategies – this will be able to be developed inline with work at Kahui level to ensure continuity of practice across a range of settings in 2023. The lead teacher for literacy will be an integral part of relaying messages and learning across to staff.

What next?

Research and professional development support and informs actions to meet the needs of diverse learners Meetings maximise the time spent on using analysed student learning for collective inquiry into the effectiveness of teaching practice. Professional learning and development (linked closely to structured literacy practices) PLD professional learning opportunities would include:

- integrating theory and practice
- engaging, and if necessary, challenging teachers' prior beliefs
- promoting cultural and linguistic responsiveness
- encourage teachers to individually and collectively take responsibility for their-own professional learning and improvement

Discussion: Explore effective means to teach writing in school – including resources such as Effective Literacy Practice (MOE) as well as the components of effective structured literacy



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practices in the junior/middle school which would include both foundational skills (e.g., decoding, spelling, handwriting and letter formation) and higher-level literacy skills (e.g., reading comprehension, written expression). Reading and writing success have a reciprocity and oral language is at the heart of achievement and success – teachers continue to explore this with learners. Structured Literacy is more than just teaching reading, it is also teaching the spelling system (orthography) and the structure of sentences (syntax) for writing.

An area to explore, particularly for writers showing more progress, is sentence combining and development – numerous studies (Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. International Reading Association, 468-471;

Saddler, B. & Graham, S. (2005). The effects of peer-assisted sentence-combining instruction on the writing performance of more and less skilled young writers. *Journal of Educational Psychology*, 97(1), 43-54;

Wyse, D. (2001). Grammar for writing? A critical review of empirical evidence. *British Journal of Educational Studies*, 49(4), 411-427),

support the use of sentence-combining as a way to improve the quality of children's writing, as well as the amount and quality of revision they do. Sentence-combining involves direct teaching and practice with the manipulation of two or more simple sentences to produce more sophisticated structures. This is an example of an act that would have a direct impact on student achievement.

And, in addition some work will need to be developed around,

- deepening understanding of the curriculum and of the pedagogical and assessment practices that promote conceptual understanding and learning-to-learn capabilities

- developing teacher knowledge and adaptive expertise using context-specific approaches that are informed by research

- providing multiple opportunities to learn and apply new knowledge, and to process it with others

- enabling teachers to activate educationally powerful connections

Leaders and Teachers will need to demonstrate awareness and consideration of Hattie's (2015) top 10 positive influences on outcomes for students, in classroom / team planning / schoolwide planning, Teaching as Inquiry (Professional Growth Cycles (PGC)), Appraisal. Teacher estimates of achievement - reflect high expectations and associated supports for learners.

1. Collective teacher efficacy - teachers work and learn together to increase collective expertise and capability
2. Student self-reported grades - students predict own performance as they are supported to gain confidence in their own ability to learn (i.e. learners self assess against RPS learner assets and develop growth mindsets using learning pit and learning map initiatives)
3. Piagetian programmes - programmes are tailored to the Piagetian developmental stages of different age groups

in the implementation of the 4 differing inquiry approaches across the school

4. Conceptual change programmes - programmes are carefully planned to move learners from surface to deeper conceptual understanding



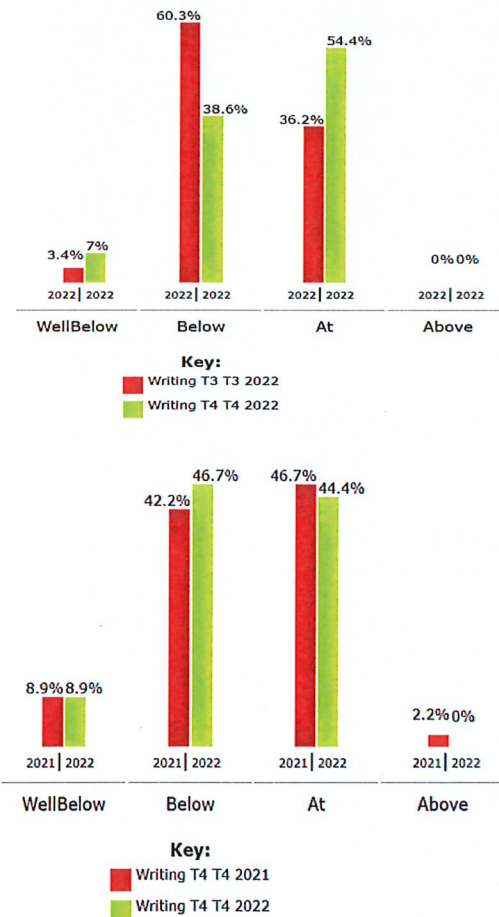
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5. Response to intervention - prevention of academic failure through early intervention and regular monitoring of progress

This work all ties in with relationship based learning strategies of feedback, feedforward, co-construction, activating prior learning and co-construction.

Target group:

Māori students –



Discussion:

From, the data presented we had huge progress in achievement for our Māori writers. Of the 45 students who can be included in this data we can see 18.2% shift from term three to term four. This means 8 tamariki made considerable progress or teachers felt confident in the decision they were making for end of year achievement outcomes for these tamariki.

So what? First question would be, can we replicate this writing success for these learners. It is exciting to see the pace of progress – could we have identified strategies that worked for these tamariki earlier? And if so, could we have replicated it for other learners who were at risk of not achieving the expected outcome for their age?

What next? The end of year data for these tamariki did not change noticeably from 2021 to 2022. Overall, we did not make enough progress for learners in this cohort to close the gap between their peers. Attendance was a notable issue for some of these learners – teachers in some classes were in regular communication about attendance. This was reflected in AREA data. There was a trend of early collection for a few of these boys (observed anecdotally by class teachers).

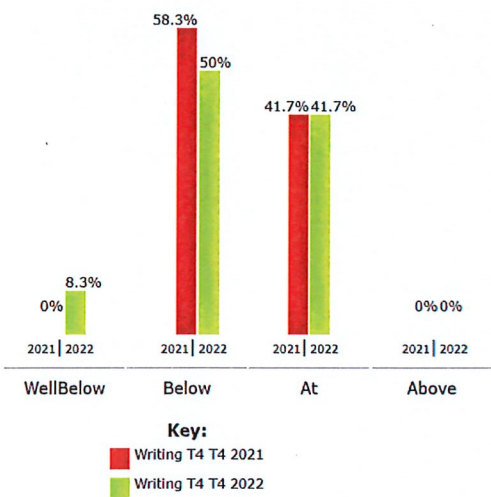
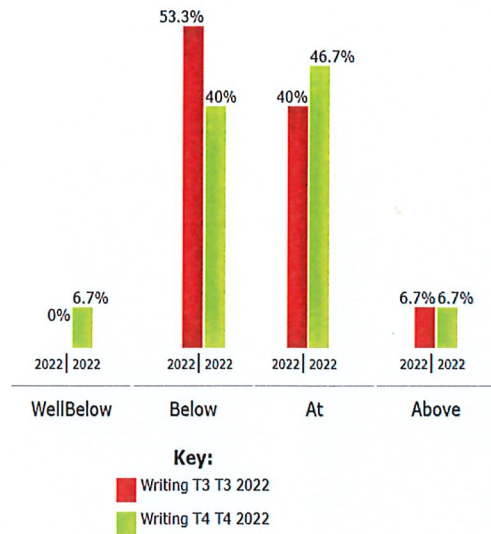
Ka Hikitia offers no clear advice as to how equity in educational outcomes might be achieved for these Māori ākonga. 'Sustained system-wide change' implies the ambition to address structural i.e. economic inequity and institutional racism – not all within the realms of things schools have control over. These macro-level societal issues are beyond the control of schools.

However, this does not mean we should not attempt a change in our understanding of what Māori ākonga need to be successful writers and literate within the curriculum. The aim of having an 'innovative' iwi-led education plan has been begun with the plan – Ngā Kawatau Me ngā Tūmanakotanga o te Tauihu (the aspirations of Te Tauihu). We need to work to address this plan and put to action the offerings of the eight iwi of the top of the south.



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Pasifika students –



Discussion:

The curve was flattened from term three to term four but it was disheartening to see that a student was unable to demonstrate both acceleration and success, teachers need to identify this far earlier in the learning journey and put supports in place. Moderation, as an assessment tool and an identification tool needs to occur regularly within syndicates and at planned point school wide to generate discussion about what is occurring for a risk and priority learners.

So what?

Quality teaching based on high expectations and challenging learning tasks is more likely to support our Pasifika students to make the greatest progress. Students are more likely to meet expectations to do well if they have opportunities to take charge of their learning and are scaffolded to build on what they already know. This can be lead through student voice and data collection. This is the relationship-based learning (RBL) profile in action.

What next?

For 2023 some teachers, not all, have asked that previous year's teachers identify learners who are at risk and share information. This could include information about the whole learning journey to date and may reflect previous years learning and processes for individuals.

We need to continue to engage with Pasifika families about the achievement and any challenges for learning. We can then work in a collaborative partnership to make changes to the efficacy and outcomes for these learners.

The TALL (Teaching Additional Language Learners) resources from 2022 can become a toolkit for learning for these learners.



2022 Statement of Variance Reporting: STOKE SCHOOL

School Name:	Stoke School	School Number: 03223
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Annual Aim:	<p>Ngā Ākonga: Students are our focus.</p> <p>Aim 1.1 – Develop and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.</p> <p>Haumāiui: Achievement</p> <p>Aim 2.1 – Develop and improve pedagogy and assessment practices to accelerate and support student achievement.</p>	
Target Area MATH	<p>Target:</p> <p>To reduce the disparity gap for our marginalised students in math to 10% across all groups</p> <p>Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation.</p> <p>Accelerate progress of all students performing below expectation within each class who meet these criteria.</p> <p>These goals have been discussed and explored by the Stoke School Board of Trustees, who also identify these as areas for development and improvement in 2022.</p>	



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Baseline Data:

Baseline data: Analysis of school-wide data in December 2020 identified that:

80% (59/74) of our girls are achieving at or beyond, 78% (80/103) of our boys are achieving at or beyond. 79% (139/177) of the total cohort achieved at or above expectation. We acknowledge that 65% (30/46) of Māori are achieving at or beyond and 54% (7/13) of our Pasifika are achieving below or well below.

We have used this data to inform target setting.

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>
<p>Actions taken in 2022:</p> <p>Identify priority learners – track and monitored these learners termly.</p> <p>Shared teaching and learning strategies that 'worked' in classes with colleagues.</p> <p>Discussed outcomes for these learners and highlighted strategies that worked.</p>	<p>To reduce the disparity gap for our marginalised students in literacy (reading) to 10% across all groups – partially achieved –</p> <p>OUTCOME:</p> <p>For all our learners- Above or At achievement-69.8% (rounded) Below or Well below- 29.7% (rounded) Of this - 61/211 (37%) accelerated progress 62/211 (37%) sufficient progress 43/210 (26%) insufficient progress</p> <p>Rest of Cohort (including NZ European) Cohort outcomes – Above or At achievement-75 % Below and Well below- 25% Of this –32/83 (39%) accelerated progress 28/83 (34%) sufficient progress 23/83 (28%) insufficient progress</p> <p>Māori cohort outcomes - Above or At achievement-64 % Below and Well below- 36%</p>	<p>Our year three and four ākonga needs to be more confident in - Early Additive -part-whole (Stage 5), that is they need to be able to,</p> <ul style="list-style-type: none"> · separate numbers into useful units to solve addition and subtraction, e.g. 7 + 8 can be done as 7 + 7 + 1 (doubles) or 9 + 7 is the same as 10 + 6 (tidy tens). · to work with numbers from 0 - 1000 · They will recognise and begin to use symbols for common fractions e.g. 1/2, 1/3, 1/4, 1/5, 1/10 	<p>Engage whānau in conversations about mathematical learning earlier in the year for 2023 – a curriculum event would be beneficial.</p> <p>Leaders to bring about constant conversation in teams throughout the year in order to drive achievement in math.</p> <p>Leaders to focus on building teacher capability with front loading skills, pedagogy and effective strategies for math teaching that bring about change within their teams. (Linking to Kahui ako plans and work in 2023)</p> <p>We will need to consider our tikanga Māori and the strong correlation to Relationship based</p>



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<p>Of this – 16/45 (36%) accelerated progress 19/45 (42%) sufficient progress 10/45 (22%) insufficient progress We did not improve the outcome difference to 10% or less for Māori learners.</p> <p>Pasifika cohort outcomes - Above or At achievement-43 % Below and Well below- 57%</p> <p>Of this –4/12 (36%) accelerated progress 4/12 (36%) sufficient progress 3/12 (27%) insufficient progress We did improve the outcome for Pasifika learners.</p> <p>Improve outcomes for particularly Māori and Pasifika students, who are achieving Below or Well Below the curriculum expectation. Partially achieved OUTCOME: see above</p> <p>Accelerate progress of all students performing below expectation within each class who meet these criteria. Partially achieved: OUTCOME: For all our learners- Above or At achievement-69.8% (rounded) Below or Well below- 29.7% (rounded) Of this - 61/211 (37%) accelerated progress 62/211 (37%) sufficient progress 43/210 (26%) insufficient progress</p> <p>Rest of Cohort (including NZ European) Cohort outcomes – Above or At achievement-75 % Below and Well below- 25% Of this –32/83 (39%) accelerated progress 28/83 (34%) sufficient progress</p>	<p>learning (RBL) strategies, around our math teaching practices; Class teachers can use voice in 2023 to develop further Tino rangitiratanga – the right to determine one’s own destiny. Parents and children are involved in decision-making processes. Ako – a mutual teaching and learning relationship in which the educator is also learning from the student. And also, Kia piki ake i ngā raruraru o te kāinga – reaching into Māori homes and brings parents and families into the activities of the school. RBL pedagogical strategies to support this include co-construction, activating prior learning and giving consistent and quality feedback and feed forward for learning. Whilst highly beneficial (and research driven) improvement practices for Māori and minoritized students these strategies will benefit the ākonga class and school wide.</p> <p>for our Pasifika learners to do better it would be helpful to work with families about what it is they think their children need to know in math and ways in which we</p>
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23/83 (28%) insufficient progress

Māori cohort outcomes -

Above or At achievement-64 %

Below and Well below- 36%

Of this - 16/45 (36%) accelerated progress

19/45 (42%) sufficient progress

10/45 (22%) insufficient progress

We did not improve the outcome difference to

10% or less for Māori learners.

Pasifika cohort outcomes -

Above or At achievement-43 %

Below and Well below- 57%

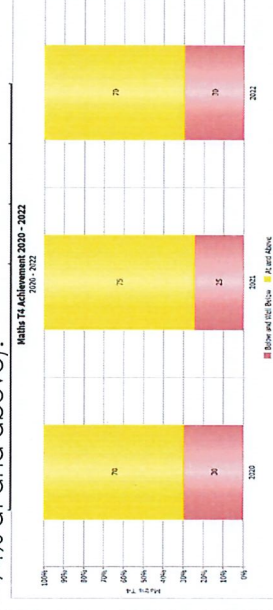
Of this -4/12 (36%) accelerated progress

4/12 (36%) sufficient progress

3/12 (27%) insufficient progress

We did improve the outcome for Pasifika learners.

We have achieved at a lower level than in 2021 but not significantly lower than in previous years. This is the pattern for the previous four years (2019 - 74% at and above).



Notably the year three and year four ākonga have not had as much success which would suggest that stage 5 math may need further

can help them to better in a collaborative partnership.



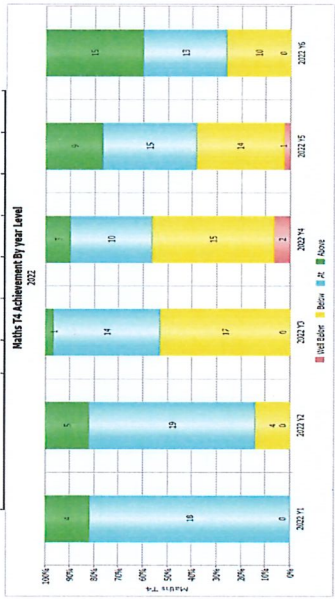
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unpacking for all learners to ensure they are both ready with number knowledge and then able to progress with strategy (early additive part whole strategies and knowledge).

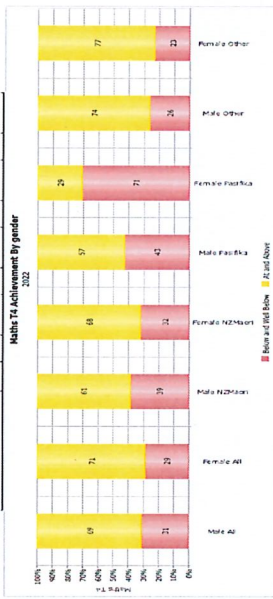
by Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
% At and Above	2020	95	71	46	77	57	76
	2021	100	87	64	71	69	58
	2022	100	86	47	43	62	74
% Below and Well Below	2020	5	29	54	23	43	24
	2021	0	13	36	29	31	42
	2022	0	14	53	57	38	26

We notice that we were able to account for programmes of support for learners who fell in the below and well below groups – priority learners fit within this and were monitored by the numeracy lead termly alongside the class teachers. A SENCo report provided in term 3 identified programmes and student within the programmes – there was notably less of a focus on math a specific curriculum area. We have limited intervention in math – with an extension programme offered in math instead. Teachers had groups of foci student within the class and were able to account for specific learning support in place as well as teacher pedagogical practices to make changes for the pace of progress of all learner’s school wide.

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Ethnically, our Māori students (male and female) and our Pasifika girls continue to underperform and are a very distinct group. Both Māori and Pasifika (minoritized learners) require explicit planning for success.



As previously, closing this gap needs to remain a foci in order to improve outcomes that allow Māori to be successful learners. Relationship Based Learning (RBL) strategies continue to show good success in learning spaces where they are more fully employed.

There is a significant gap between our goal for



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reducing to a 10% disparity and the outcomes we have achieved.

by Ethnicity	All Students		NZ Maori		Pasifika		Other	
	2020	2021	2020	2021	2020	2021	2020	2021
% At and Above	75	84	62	47	43	84	77	84
	70	75	64	43	43	75	75	75
% Below and Well Below	30	23	41	44	44	23	23	23
	25	38	38	53	53	16	16	16
	30	35	36	57	57	25	25	25

Planning for next year:

Engage whānau in conversations about mathematical learning earlier in the year for 2023 – a curriculum event would be beneficial. Leaders to bring about constant conversation in teams throughout the year in order to drive achievement in math. Leaders to focus on building teacher capability with front loading skills, pedagogy and effective strategies for math teaching that bring about change within their teams. (Linking to Kahui ako plans and work in 2023)

We will need to consider our tikanga Māori and the strong correlation to Relationship based learning (RBL) strategies, around our math teaching practices; Class teachers can use voice in 2023 to develop further Tino rangitiratanga – the right to determine one's own destiny. Parents and children are involved in decision-making processes.

Ako – a mutual teaching and learning relationship in which the educator is also learning from the student.

And also,

Kia piki ake i ngā raruraru o te kāinga – reaching into Māori homes and brings parents and families into the activities of the school.

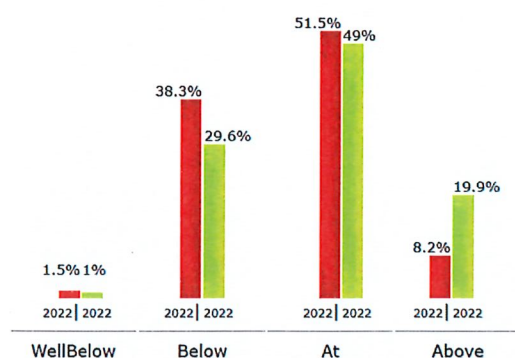
RBL pedagogical strategies to support this include co-construction, activating prior learning and giving consistent and quality feedback and feed forward for learning. Whilst highly beneficial (and research driven) improvement practices for Māori and minoritized students these strategies will benefit the ākonganga class and school wide.

for our Pasifika learners to do better it would be helpful to work with families about what it is they think their children need to know in math and ways in which we can help them to better in a collaborative partnership.



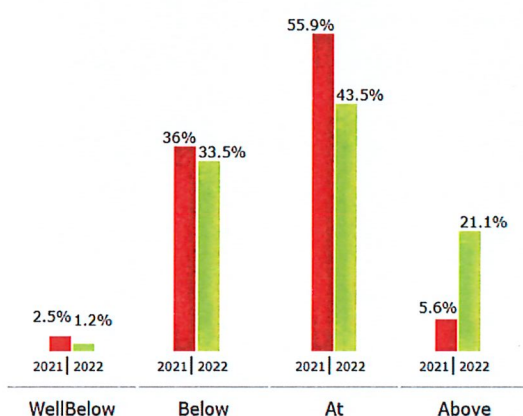
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Math – the breakdown



Key:

■ Maths T3 T3 2022
■ Maths T4 T4 2022



Key:

■ Maths T3 T3 2021
■ Maths T4 T4 2022

Discussion:

We have 70% of all students operating at or above the expectation for their year group. This is a return to the 2020 achievement outcome for math achievement at Stoke School. In term 3 to 4 there was a shift of 11.7% of tamariki to the above the expectation for their year group. When looking at comparison between 2021 and 2022 data the shift of students from achieving at expectation to above is the change – this would ask the question then of why have we not shifted children from below in the same capacity? What is the expectation of teachers for these learners?

So what?

Of the 1.2% (2 tamariki) well below, only one had an intervention plan in place. For 2023 all tamariki who are well below the expected achievement for their year group intervention and planning needs to be in place to reflect the need – this might be in so much as recognizing a need for further assessment from external agencies such as Resource Teachers for Learning and Behaviour (RTLb). SENCo will need to coordinate with teachers for this.

What next?

Engage whānau in conversations about mathematical learning earlier in the year for 2023 – a curriculum event would be beneficial.

Leaders to bring about constant conversation in teams throughout the year in order to drive achievement in math.

Leaders to focus on building teacher capability with front loading skills, pedagogy and effective strategies for math teaching that bring about change within their teams. (Linking to Kahui ako plans and work in 2023)

Discussion: Class teachers were well provided with equipment in 2022. They were able to access additional resources, and these were distributed school wide.

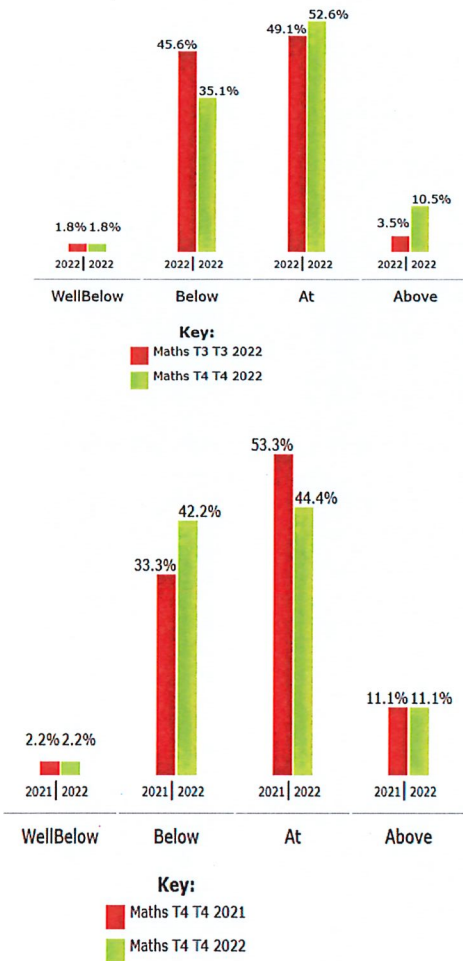
The additional use of an ex-College School math teacher to tutor senior students in math was a success. Neil continued to support these learners and they did well. Class teachers felt supported by Neil too and he was able to provide support and advice.

Target group:



STOKE SCHOOL, 601 MAIN ROAD, STOKE, NELSON 7011

Māori students –



Discussion:

Our data indicates 63.1% (29/45) Māori students achieved success at the level expected for their year group. We note that 36% (16/45) ākonga made accelerated progress.

And 5 out of 45 ākonga were doing better than expected for their year group and 4 out of 5 were in the Y5/6 cohort, which would indicate that these tamariki have steadily worked to close the gap over multiple years.

What next? We will need to consider our tikanga Māori and the strong correlation to Relationship based learning (RBL) strategies, around our math teaching practices;

Class teachers can use voice in 2023 to develop further **Tino rangitiratanga** – the right to determine one's own destiny. Parents and children are involved in decision-making processes.

Ako – a mutual teaching and learning relationship in which the educator is also learning from the student.

And also,

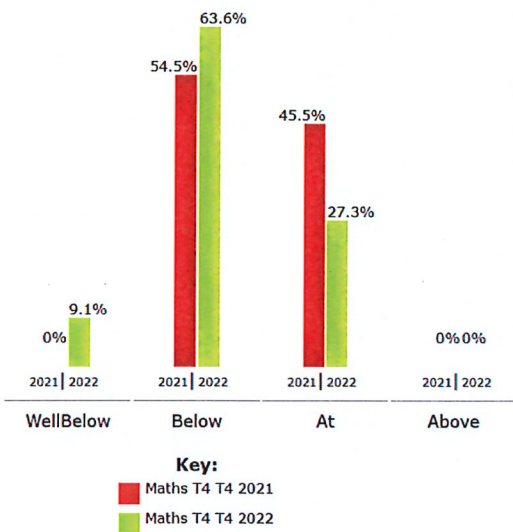
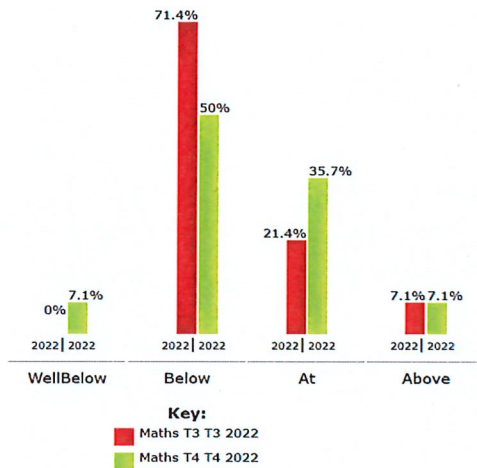
Kia piki ake i ngā raruraru o te kāinga – reaching into Māori homes and brings parents and families into the activities of the school.

RBL pedagogical strategies to support this include co-construction, activating prior learning and giving consistent and quality feedback and feed forward for learning. Whilst highly beneficial (and research driven) improvement practices for Māori and minoritized students these strategies will benefit the ākonga class and school wide.



STOKE SCHOOL, 601 MAIN ROAD, STOKE, NELSON 7011

Pasifika students –



Discussion:

With a notable shift in term 4 of 21.4% (3/15) of Pasifika learners moving to at the expected outcome for their year group, it goes that the accelerated learning might be expected, however only 4/15 (36%) of tamariki made accelerated progress in 2022.

So what? As we continue to grow our relationships with our Pasifika learners and their families, we have a better understanding of other factors which influence achievement including attendance. Again, the lower level of attendance - the Pasifika ethnic group had the lowest percentage of students attending regularly in term 4, with 40.0% (6/15) of students attending regularly. Regular' attendance is defined for statistical purposes as 90% or higher.

What next?

Pasifika parents want their children to have a good education and are committed to supporting them, although the way in which parents support their children can differ from that which schools and teachers expect. As the teacher is seen as the authority in the classroom, parents believe it is their role to ensure that their children respect the teacher, behave well, and do their work. In other words, they focus more on behaviour, assuming that good behaviour will enable the teacher to teach them to achieve high levels of performance – for our Pasifika learners to do better it would be helpful to work with families about what it is they think their children need to know in math and ways in which we can help them to better in a collaborative partnership. It would be challenging to assist in math learning if parents do not know what they need to show and demonstrate to their children.



Annual Plan – 2022: Analysis of Variance

Ngā Ākonga: Students are our focus.

All students are at the centre of their education by being active participants and displaying student agency. Their well-being is recognised and important.

Aim 1.1 – Embed and improve pedagogy and teaching as inquiry practices to accelerate and support student achievement.

2022 development

What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Develop professional learning development (PLD) that is relationship based learning (RBL) base	Teaching to the North-East (R Bishop) Literacy progressions and framework development	All Staff KH and literacy team, all staff	Teachers will collaboratively plan and integrate impact coaching and co-construction pedagogical changes into class practice	Co-construction meetings Kahui placement of community position – two WST and then a third later in year to liaise with ECE WST liaison with AST worked within school – 1 focus co-construction (SO) the other focus	Work within the contract slowed – was difficult to meet with facilitator. Literacy work began in second half of the year with Kahui teams being developed.	Work within the Kahui teams framework to improve literacy framework and goals and expectations for literacy. Continue to grow opportunities for structured literacy development school wide.



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<p>Students will have agency in their learning journey and contribute to transition processes</p>	<p>Student voice collection Planning in syndicates AREA data WST (within schoolteacher – Kahui Ako)</p>	<p>All staff Class teachers WST – SO and CL</p>	<p>Teachers planning and teaching will reflect student voice</p>	<p>Student voice collected in some instances by class teacher and other by AST. AREA data reflected teachers employing RBL strategies for whānau and ākonga engagement</p>	<p>Teachers wanted to collect voice and the AST came to an agreement that this would occur. Planning occurred in syndicates – there was allowance for variation to meet ākonga interest and need in spaces AREA data had variability in content and quality – what was asked for and required was covered with staff two times in the term. WST engagement with AST was</p>	<p>Continue to develop this practice of voice collection. Develop kaupapa for syndicate planning based on review suggestions in 2023 – including designating responsibilities. AREA data collection is valuable – refine practice. There will be one WST – this means the programme of work will need to be amended to reflect this.</p>
<p>Embed co-construction meeting protocols as a way to support teachers,</p>	<p>Co-construction protocols Priority learners data</p>	<p>All teachers</p>	<p>Teachers will meet regularly in co-construction/syndicate teams</p>	<p>Meeting two times a term with trained facilitator for three areas of</p>	<p>Talking frameworks were used – people had preferences,</p>	<p>Two co-construction meetings are sufficient to work</p>



2022 Statement of Variance Reporting: STOKE SCHOOL

<p>progress priority learners and to reflect on classroom practice</p>	<p>AREA data Literacy progressions Math frameworks</p>	<p>TA and Teachers KH and KW WST – CL and SO</p>	<p>Teachers will talk to priority learners learning and needs with evidence</p>	<p>the school, regarding co-construction goals Teams worked collaboratively to develop talking frameworks for co-construction meetings</p>	<p>and this was acceptable. Priority learners were identified – relationship-based learning pedagogies continue to need development to improve educational outcomes for minority learners.</p>	<p>on goals and co-construct new processes and outcomes. AREA and Aroro needs to be embedded as a tool to support co-construction. Lead teachers (Literacy and Numeracy) require support for planning outcomes and sharing new knowledge and learning with staff.</p>
<p><u>Aim 1.2</u> – Establish and embed strategies to grow student well-being.</p>						
<p>2022 development</p>						
<p>What?</p>	<p>How?</p>	<p>Who?</p>	<p>Measures of success?</p>	<p>Outcomes What happened?</p>	<p>Reasons for the variance Why did it happen?</p>	<p>Evaluation Where to next?</p>
<p>Tier 1 PB4L (positive behaviour for learning), and tier 2 PB4L strategies are</p>	<p>Tier 2 team Tier 1 data review and planning</p>	<p>KM – Tier 2 CL – Tier 1</p>	<p>Students to have strategies to identify and take action (resilience) to support</p>	<p>Two staff trained in tier 2 interventions.</p>	<p>Training provided by MOE.</p>	<p>Continue to embed silent mentoring</p>



2022 Statement of Variance Reporting: STOKES SCHOOL

<p>embedded in staff practice</p>		<p>All staff</p>	<p>and develop own well-being</p> <p>Students can articulate and share PB4L strategies with whānau</p> <p>Silent mentoring between staff and students is evident and a difference can be reported to and by the student's teacher</p>	<p>A planning sheet for their two interventions was shared with staff.</p> <p>Silent mentoring was identified and developed for students at risk.</p> <p>Staff professional learning was provided by trained staff members.</p> <p>Tier 1 data review identified areas to work on termly.</p> <p>BoS (Board of Students) worked to develop and support the PB4L kaupapa – including rule development and refinement.</p>	<p>Delivered to staff in staff meetings.</p> <p>Reviewed at term changes.</p> <p>Shared silent mentoring approach with BoT to develop board understanding.</p> <p>Supports were put in place for tamariki and staff to support behavioural issues. Trends and patterns were identified – pastoral care was put in place (BoT, MOE and Kāhui funded) to support at risk children.</p>	<p>Identify these tamariki as early as we can.</p> <p>Apply for supports – senior leadership to check and monitor that akonga are not missed or left out of support processes.</p> <p>Tier 2 to be reviewed with staff and the support planning for these learners to be reviewed.</p>
<p>Restorative practices are embedded in playground and class practices</p>	<p>PB4L resources</p> <p>PB4L team – tier 1 led by CL and tier 2 lead by KM</p>	<p>KM, CL</p> <p>All staff</p> <p>PLD - facilitator</p>	<p>Students voice ownership and engagement in restorative practices</p>	<p>Training with Cath Forster (opt in and essential work) used to support staff.</p>	<p>Time constraints meant not always a well-executed strategy for</p>	<p>Teacher only day -planned to cover restorative circles and circle time work for 2023.</p>



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	All actions are data and evidence driven			Restorative meeting with teacher aides and support staff to empower a school wide approach.	supporting behaviour.	Continue to develop kaupapa around restorative practices. Engage board of students in this practice.
Aim 1.3 – Build further the capacity of our students to own and be responsible for their own learning.						
2022 development						
What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Student voice is collated and feed forward to teachers by WST (within school teacher)	Release used to collect student voice Whānau are communicated with and student voice is shared	SO, CL Senior leadership team Class teachers	Students can articulate having a say in their educational outcomes. Students can articulate what they have learnt and what their next learning step is	Voice was collected. Voice was used effectively in some instances to support class learning. Voice was used as a celebration and recognised by staff as a way of getting feedback and	Staff wanted to collect their own student voice. WST found some ākonga were not receptive (they did not have the relationship with the child.	Empower staff and ākonga relationships that focus on learning and well-being. Continue to develop kaupapa around this practice and how this information is used.



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Teachers collect own student voice	Class teachers use a shared framework to collect student voice Class teachers use student voice to inform their teaching and assessment practices	Class teachers		feed forward from tamariki.	As above	As above
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Haumāuiui: Achievement

Learning is our goal: All students can access The New Zealand Curriculum and make progress and achieve in relation to national curriculum levels.

Aim 2.1 – Embed pedagogical and assessment practices to accelerate and support student achievement.

2022 development

What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Assessment for Learning (AFL) PLD is completed	Delivered in staff meetings and in individual meet and	Jacqui Clayton Class teachers	Formative assessment - any means by which students receive input and guiding	Completed PLD (professional learning development) with AFL	Meetings planned.	Business as usual with new learning in place.



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High expectations using the RBL and AfL frameworks are articulated and evident in all teaching and learning spaces	greeted with PLD facilitator		feedback on their relative performance to help them improve	(Assessment for Learning) entered data for final report into PLD portal.		
Feedback Feed forward Co-construction Power Sharing Activating Prior Learning	Class teachers WST X-Col teacher support - ID		Students voice is an integral part of class practice Student voice informs teacher practice Student achievement outcomes are achieved	This can be observed in class spaces - individual class teachers clearly articulating and focusing on areas within their own pedagogical practice. Co-construction goals reflect these foci too.	Class teachers are able to guide their own goals from RBL (Relationship based learning) and therefore the focus they have is what can most often be seen and heard in teaching spaces.	Continue to embed co-construction. Review and ensure impact coaching practices are not lost.
<u>Aim 2.2</u> – Continue to encourage multi-level participation in the review of the Stoke School curriculum and consolidate relationships with a growing local curriculum, shared with Kahui Ako. (COVID-19 impacted)						
2022 development						
What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?



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<p>At school level – whānau work collaboratively with school and students to grow a curriculum which reflects our tūrangawaewae</p>	<p>Community consultation Kānohi ki te kanohi Ongoing survey and feedback received Increased and improved communication channels</p>	<p>Board Staff Students Whānau</p>	<p>Coffee/Tea group established meeting fortnightly. Online survey completed – health and physical activity curriculum. Community open event for arts completed. School newsletter weekly – electronic. Some school events cancelled or amended to meet COVID-19 guides.</p>	<p>COVID-19 guides.</p>	<p>Review and implement these practices and plans in 2023.</p>
<p>At Kāhui level – shared understanding of achievement and outcomes for students</p>	<p>Principal meetings WST and X-col teachers check in Shared Kāhui PLD</p>	<p>Board All staff WST – SO and CL X-col – ID</p>	<p>WST (within school teachers) – community and school funded work individually and collaboratively with AST (Across School Teacher) and Principal</p>	<p>Review roles of WST, at times this did not keep the cohesiveness of the model. Some WST work was not as effectively taken up by staff.</p>	<p>Continue to develop this in 2023. Continue to work alongside ImpactEd.</p>



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			Practices were review. Meetings attended, feedback and information passed on. Staff from school to attend Kahui workshops – Aoteafoa NZ Histories, Literacy and Numeracy.	Kahui board meeting not attended by all BOT. Timing issues contributed to this. Kahu works was not attended for numeracy. Literacy and Aotearoa NZ Histories followed up. These teams need to be focused with facilitator in place.	
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Ako: Kia Whakaako
Teaching and Learning: Teaching is our craft.

Teachers effectively teach all groups of students so they can learn and achieve:

Aim 3.1 – Review future focused and innovative learning environments which promote collaborative learning and engagement.

2022 development

What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance	Evaluation Where to next?



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		Why did it happen?	
Building project – 5YP – room 5 and 6 upgrade completed	AD Bridge and Onus construction work on project	AD Bridge and Onus Principal Board - KT	Class environments are collaborative in make up and the environment is innovative
Teachers work collaboratively at a range of year levels to plan, teach and assess learning across the curriculum	Syndicate meetings encourage collaborative planning PLD is selected to reinforce this approach to teaching	Class Teachers Senior Leadership Principal	Student voice reflects and references collaborative and innovative learning All students are engaged
		Completed.	PLD was not identified – not available. Activities and events for ākonga supported this instead. Buddy classes in place for some areas of the school.
			Some buddy classes were more effective than others – COVID-19 limited some interactions initially. Group events – Nelson Museum visit, Top Team, sports events – re-established collaborative approach. Whānau participated in some of these activities - cross country an excellent example of this.
			Look to next 5YP planning in 2024. Ways to move forward collaboratively between staff, teams, whānau, iwi and local community need further planning.

Aim 3.2 – Consolidate a culturally safe learning environment for all learners (staff, whānau, ākonga).



2022 Statement of Variance Reporting: STOKES SCHOOL

2022 development						
What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Tier 2 PB4L work is embedded	PLD is feed back to class Explicit plans for Tier 2 PB4L are in place and actioned	Tier 2 leadership – KM Principal	All tier 2 students are catered for Staff can talk to tier 2 students needs and can cater for them	Tier 2 framework for function of behaviour analysis shared. Tier 2 planning for students shared. Staff did not use this effectively.	Making time to further discuss plans at syndicate level? PLD was brief and needed review later in the year to cement ideas and new learning.	Review Function of Behaviour Analysis in 2023 framework. Prioritise work for tier 2. Embed the restorative process. Explore Te Awa Whakamana
COVID action plans take the well-being of all parties into account	COVID protection framework is followed Community are updated and advised of changes made by Ministry of Health and Ministry of Education	Principal Board Senior Leadership	Unwell students access at home learning (hybrid learning as required) Unwell staff are supported to be at home and get well	COVID-19 plans established, reinforce, reviewed and used. Tools for communication include Facebook, and classdojo.	Effectively carried out.	Incorporate new learning in future planning for health events.



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Aim 3.3 – Consolidate a cultural knowledge (identity) and be critical thinkers who are advocates of change to improve educational outcomes for all learners.

2022 development						
What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
New curriculum is in place and reviewed	NZ Histories – Professional Learning is developed, and staff learning is supported	Board Principal Tamsin Hanley – University of Auckland (PLD facilitator)	PLD is completed and evident change in class teacher practices Explicit planning is available and taught Students can talk to the new curriculum area	PLD delivered by Tamsin Hanley. Resources for background research and reading purchased. DRAFT Stoke curriculum developed. 2 year reading planning developed for PLD. Joined Kahui group.	Further Kahui development for support involving Kahui and ImpactEd. Further MOE resources	Work with Kahui group to develop local curriculum Develop further curriculum review role out 2023 on...
	Digital technologies – the new framework is reviewed and resourced (physically and through staff	IT lead teacher – NH Principal Board	PLD is completed and evident change in class teacher practices.	Framework in place	Ākonga struggle to talk about learning in this area.	Purchase further equipment to support class programmes.



2022 Statement of Variance Reporting: STOKE SCHOOL

meeting time – dedicated professional learning time)	Aroro – Te Ao Māori and Te reo language development. Teachers access professional learning	All staff (7 on te reo PLD through NMIT) Syndicate leaders – SO and KM Principal	Explicit planning is available and taught. Students can talk to the new curriculum area	Resources shared for teaching and learning programmes	Develop student language to support curriculum area. Teach students the learning required to talk about steps and progressions,
		Cultural identities of ākonga are evident in teaching spaces Te Ao Māori and te reo is explicitly planned for within the curriculum	Some staff engaged in Te Ahu O Te Reo. Whānau shared with some teachers.	Some staff are not in a place to be able to and/or want to engage in te reo or te ao Māori	Engage in Potama Pounamu. Continue to champion Te Ahu O Te Reo through NMIT
Whānau a Kura: Community – Inclusivity is our foundation Maintain a responsive and inclusive community culture which believes all students can and will achieve.					
Aim 4.1 – Enhance methods of reporting to our community.					
2022 development					
What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen? Evaluation Where to next?



2022 Statement of Variance Reporting: STOKE SCHOOL

Structured Literacy is the focus of junior literacy reporting to parents – reflecting change in class pedagogical practice	The reporting scaffold in Etap undergoes update and review	Junior schoolteachers Principal Senior Leadership Etap	A new framework is embedded in Etap	The report format was reviewed – development to be completed for 2023 use. The etap system continues to need to be updated for recording assessments.	Teachers struggled to engage fully with what data was required in etap.	Complete this work.
The reporting to parents' framework undergoes consultation and review	Review and consultation is undertaken in term3 (beginning of)	Principal Board Senior Leadership team	The assessment timeframe is updated to reflect community and school requirements and desires	This was reviewed. Whanau thoughts taken into consideration for things like information contained, reduction of teacher talk and timing of information sharing in a year.	Timing was pushed out to capture voice of whānau, teacher and student.	Finish formatting with etap platform.
<u>Aim 4.2</u> – Grow our relationships with Māori / Pasifika families and develop their involvement with teaching and learning.						
2022 development						
What?	How?	Who?	Measures of success?	Outcomes <i>What happened?</i>	Reasons for the variance	Evaluation <i>Where to next?</i>

2022 Statement of Variance Reporting: STOKES SCHOOL

				Why did it happen?			
Teachers integrate cultural values and socio-cultural norms explicitly into their pedagogy increase levels of trust, acceptance, sharing and mutual support between students	Relationship Based Learning Pasifika community engagement Māori community consultation Kānohi ke ti kanohi consultation	Senior Leadership Board Principal Various community and educational groups – RTLB, MOE	By integrating culture, caring, challenge and support into their pedagogies, teachers strengthen relationships and build communities of learners who succeed socially and academically.	A support lead for community and liaison was in place – Max. This was highly successful – particularly with Māori and Pasifika community.	There is a challenge in how this is measured – co-construction and impact coaching are tools for this. Covid-19 provided some limitations around how to kanohi ke ti kanohi.	Continue to work on this goal Integrate Potama Pounamu into PLD (professional learning development). Review and develop further Relationship Based Learning pedagogies.	
Students are able to demonstrate 'tuturu' and share their diversity through board of student engagement Staff are able to access support from whānau and community groups to ensure class practices and Kaupapa are aimed for high expectations and	Pasifika community engagement Māori community consultation Kānohi ke ti kanohi consultation Parent, Student, teacher meetings	All staff Board Senior Leadership Principal	Diversity is valued, addressed and integral to instructional strategies. Academic norms are strong and not subverted by social norms. Students are enabled to express and process dissenting views. Disagreements	Board of student: Voice – "I like that we got to try things and have a say." "I really liked trying to fix the lunches. I don't think everyone listened to us."	Some staff became dependent on liaison person (above) and did not make first contact. Keep the Board of Students going – aim to develop further opportunities for them to lead school wide	Continue to work towards, "staff are able to access support from whānau and community groups to ensure class practices and Kaupapa are aimed for high expectations and respectful of	



2022 Statement of Variance Reporting: STOKES SCHOOL

respectful of diverse points of view	Home school communication is clear and respectful		around curriculum are valued and cognitive conflict is seen as a resource central to the learning process	"I want to do this again!"	changes and /or have a say.	diverse points of view"
<p><u>Aim 4.3</u> – Well-being of our Whānau (students, families and staff) is evaluated and actions taken to support a more positive culture.</p>						
2022 development						
What?	How?	Who?	Measures of success?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Students are able to demonstrate 'tuturu' and share their diversity through board of student engagement</p> <p>Staff are able to access support from whanau and community groups to ensure class practices and Kaupapa are aimed for high expectations and respectful of diverse points of view</p>	<p>Pasifika community engagement</p> <p>Māori community consultation</p> <p>Kanohi ke ti kanohi consultation</p> <p>Parent, Student, teacher meetings</p> <p>Home school communication is clear and respectful</p>	<p>All staff</p> <p>Board</p> <p>Senior Leadership</p> <p>Principal</p>	<p>Diversity is valued, addressed and integral to instructional strategies.</p> <p>Academic norms are strong and not subverted by social norms.</p> <p>Students are enabled to express and process dissenting views. Disagreements around curriculum are valued and cognitive conflict is seen as a resource</p>	<p>Board of Students established – meet fortnightly.</p> <p>Worked with Ka Ora Ka Ako to develop menu for lunches programme.</p> <p>Worked to continue to monitor and adjust this.</p> <p>Kanohi ke ti Kanohi occurred in some class spaces. COVID-19 limited how this might occur.</p>	<p>Whole school events were cancelled due to COVID restrictions.</p> <p>Whanau were hesitant to return to school – even in December whanau would wait at the gate often.</p>	<p>Continue to work on this goal.</p>



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<p>Walking released whānau, ākonga liaison paraprofessional with expertise in relationships and connections with the wider stoke school community is explored</p>	<p>Initially board funded support</p> <p>Offer guidance/talking opportunities to students, staff and families/whānau as required, working within the framework for privacy and confidentiality and the school code of conduct. Guidance and support includes collating and relaying shared information to the correct sources – within and external to school</p>	<p>MF? Board Principal MOE and Kahui discussions</p>	<p>central to the learning process</p> <p>A high trust relationship is developed which provides relational dialogue to support students well-being and educational outcomes.</p>	<p>In place for duration of the year with support of funding from Kahui and from Board.</p> <p>Connections with whānau successful – attendance data indicates this. In addition a high number food and community connections made for whānau.</p>	<p>Teacher communication levels</p>	<p>Review and think plan for future outcomes.</p>
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