

Statement of Variance 2024 - Koromatua School

Priority Area for Student Achievement

To accelerate progress in Reading for students to achieve at or above the appropriate NZ Curriculum level.

<p>2022 Annual target: Writing- Year 3-8</p> <p>Each teacher has selected a group of students from their class that will be their target students for the year.</p>	<p>Student Group: Boys - 21 Girls - 19 Total - 40</p> <p>Ethnic breakdown Maori: 28 (70%) NZ European: 6 (15%) Pasifika: 6 (15%)</p>		<p>Evidence:</p> <p>EasTTle writing samples & moderation EasTTle reading tests Student books PROBE testing In class observations On-going running records</p>
Actions	Actual Outcomes	Analysis - Reasons for Variance Evaluation	Next steps
<p>Target students were identified by name and progress was monitored regularly. Target students were selected from those who had achieved Below Standard at the end of 2023. No Well-Below students were selected as target students.</p> <p>Teaching and assessment was informed by EasTTle testing, running records, PROBE and observations.</p> <p>Target students received additional support from iDEAL Structured Literacy Trained TA</p>	<p>Reading: 5/40 students are still working below expectation 12.5% 35/40 students are now working at or above expectation 87.5%</p> <p>Girls- 90% at or above expectation Boys- 86% at or above expectation</p> <p>Girls-- 17/19 girls are now working at or above expectation 90% Girls - 2/19 girls are still working below expectation 10% Boys- 18/21 boys are now working at expectation 86%</p>	<ul style="list-style-type: none"> Many of these students were involved in our iDeaL support program 4 days a week. This was a systematic approach to literacy that included spelling, writing and phonics. This was all linked together in books for the students to practise these new skills. Our youngest students also had in class support in the form of a TA during Reading and Writing time. Targeted In class support during reading time with all students 	<ul style="list-style-type: none"> Continue to utilise the programs with our junior students that are at risk to ensure that nearly all students are achieving at or above in literacy when they move into the senior school. Continue to teach phonics/spelling daily across the school. Continue to count and celebrate 'Nights of Reading' for our junior students. Continue to plan as a school to meet the needs of all our learners and ensure

	<p>3/21 boys are still working below expectation 14%</p> <p>Maori students 27/28 are now working above or at 96% expectation 1/28 are still working below expectation 4%</p> <p>Pakeha students 4/6 are now working at expectation 67% 2/6 are still working below expectation 33%</p> <p>Pasifika students 4/6 is now working at expectation 67% 2/6 are still working below expectation 33%</p>	<p>enabled the teacher and TA to work with our students that needed the most support.</p> <ul style="list-style-type: none"> ● Short targeted lessons that focus on a specific skill or writing feature have enabled students to have success and then transfer this into other writing pieces. ● Parent/caregiver meetings to inform and also support the students' learning has had a major ● Continue to utilise the iDeal Structured Literacy programmes with our junior students that are at risk to ensure that nearly all students are achieving at or above in literacy when they move into the senior school. ● Continue to teach phonics/spelling daily across the school. 	<p>we stay up to date with latest research and learnings related to literacy teaching and learning.</p> <ul style="list-style-type: none"> ● Continue to make vocabulary an integral part of our planning and especially the introduction phase of any piece of work. ● We will also not presume that our students understand topic-related words in our inquiry or reading times, but preload all vocabulary to ensure the children are understanding what they are reading or discussing. ● In 2024 our focus is going to be on writing and spelling, so we will also make sure that introducing rich vocab is included in all planning of each genre we look at.
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2024 Student Progress/Data Reading					
	Below	At	Above		Number of students
Year 1	42%	45.5%	12.5%		24
Year 2	20.8%	58.2%	21%		24
Year 3	18%	59%	23%		37
Year 4	12%	68%	20%		25
Year 5	14.8%	71%	14.2%		28
Year 6	8.8%	82%	9.2%		34
Year 7	6%	83%	11%		35
Year 8	11%	72%	17%		36
Overall Total	16%	69%	15%	84%	243

Gender and Ethnic Breakdown (Reading)					
	Below	At	Above	At/Above	Number of Students
Maori	16%	70%	14%	84%	214
Pakeha	20%	60%	20%	80%	10
Pasifika	33%	53%	14%	78%	15
Asian	0%	90%	10%	100%	4

Boys	16%	68%	16%	80%	133
Girls	14%	64%	22%	86%	110

2024 Student Progress/Data Maths					
	Below	At	Above		Number of students
Year 1	25%	50%	25%		24
Year 2	25%	54%	21%		24
Year 3	18%	59%	23%		37
Year 4	16%	64%	20%		25
Year 5	18%	68%	14%		28
Year 6	15%	68%	17%		34
Year 7	20%	51%	29%		35
Year 8	16%	62%	29%		36
Overall Total	21%	60%	19%	79%	243

Gender and Ethnic Breakdown (Maths)					
	Below	At	Above	At/Above	Number of Students
Maori	18%	69%	16%	85%	214
Pakeha	30%	60%	20%	80%	10
Pasifika	33%	60%	13%	73%	15
Asian	25%	50%	25%	75%	4
Boys	21%	67%	11%	79%	133
Girls	20%	68%	12%	80%	110

2024 Student Progress/Data Writing				
	Below	At	Above	Number of students
Year 1	24%	63%	13%	24
Year 2	25%	46%	21%	24
Year 3	19%	65%	16%	37
Year 4	20%	68%	12%	25
Year 5	18%	71%	11%	28

Year 6	20%	70%	8%	34
Year 7	11%	77%	12%	35
Year 8	21%	69%	9%	36
Overall Total	19%	68%	11% 79%	243

Gender and Ethnic Breakdown (Writing)					
	Below	At	Above	At/Above	Number of Students
Maori	22%	72%	10%	82%	214
Pakeha	20%	60%	20%	80%	10
Pasifika	30%	60%	10%	70%	15
Asian	25%	75%	0%	75%	4
Boys	21%	60%	19%	79%	133
Girls	18%	72%	10%	82%	110