

Statement of Variance Reporting



School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all Māori learners have a sense of belonging in the school and experience achievement and success as Māori where tikanga is highly valued.		
Annual Aim:	Māori learners are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori.		
Target:	Māori students will make progress towards achievement in literacy and mathematics in relation to NZ Curriculum levels.		
Baseline Data:	<p>Baseline Data: End of 2023 data</p> <p>11/59 Māori students are working towards curriculum expectation in Reading</p> <p>48/59 Māori students are working at or above curriculum expectation in Reading</p> <p>8/59 Māori students are working towards curriculum expectation in Writing</p> <p>51/59 Māori students are working at or above curriculum expectation in Writing</p> <p>15/59 Māori students are working towards curriculum expectation in Mathematics</p> <p>44/59 Māori students are working at or above curriculum expectation in Mathematics</p>		

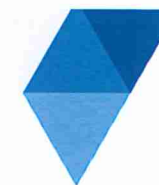
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • A range of supports were put in place for students as needs were identified in all curriculum areas • Technology was used to provide support for students eg cPens • Teacher Aides have been utilised, for all year groups, to assist with class programmes or individuals • Decodable texts, from the structured literacy platform and other suppliers, have been introduced to class reading programmes • Small group work with the LSC which includes structured literacy lessons • Writing is part of the daily programme which includes quick writes and genre specific writing. • A structured literacy spelling programme continues school-wide. • Encoding with Structured Literacy including printing formations, letter-sound knowledge, words and at sentence level with dictated sentences with class and group. (Encoding is the process 	<p>Māori Students: READING 15/63 (24%) students were working towards curriculum expectation, 8 boys and 7 girls at the end of 2024</p> <p>48/63 (76%) students were working at or above curriculum expectation, 26 boys and 22 girls at the end of 2024</p> <p>Māori Students: WRITING 17/63 (27%) students were working towards curriculum expectation, 11 boys and 6 girls at the end of 2024</p> <p>46/63 (73%) students were working at or above curriculum expectation, 23 boys and 23 girls at the end of 2024</p> <p>Māori Students: MATHEMATICS 14/63 (22%) students were working towards curriculum expectation, 6 boys and 8 girls at the end of 2024</p> <p>49/63 (78%) students were working at or above curriculum expectation, 28 boys and 21 girls at the end of 2024</p>	<ul style="list-style-type: none"> • Structured literacy introduction is having an impact on students reading, writing and spelling • Appropriate supports were put in place to target student needs in all curriculum areas • Professional Development with the teacher aides and teachers so that they are aware of new initiatives • Support provided with the implementation of structured literacy and mathematics initiatives • Board commitment to providing the appropriate resources to support the structured literacy programme implementation • Regular review of progress so that student needs were being monitored and support adjusted as necessary • Writing samples were reviewed on a regular basis to identify next steps for planning 	<ul style="list-style-type: none"> • Identify the target students at each year level who require support with identified curriculum areas • Cultural responsiveness will continue to be incorporated into staff PLD for 2025 • Kahui Ako PLD will have a strong focus on local purakau and pakiwaitara which can be incorporated into the school curriculum to make learning more authentic and relevant. • Graduate profile work continues with the Kahui Ako which gives staff direction to further develop te ro and tikanga in their class programmes. • Pitopito Korero continues to be incorporated so students have the opportunity to participate in te reo Māori

<p>of hearing a sound and being able to write a symbol to represent that sound.)</p> <ul style="list-style-type: none"> • Assessment screening and data analysis, for maths, has been used to inform planning and teaching • Using the same assessment screen booklet, for maths, at the start and end of year has given the children the ability to see where they have made progress and areas for development in 2025 • Maths is a daily feature of the class programme supplemented with integration in other curriculum areas • Continued PLD with Charlotte Wilkinson is being offered to staff as they become more familiar with the resources available for maths 		<ul style="list-style-type: none"> • Maths Professional Development with Charlotte Wilkinson so that staff are aware of new initiatives, planning and provision of maths delivery to meet the needs of the students 	
---	--	--	--

Planning for next year:

- We will continue to work with the Kahui Ako to develop iwi connections with Ngati Awa.
- Continue to upskill staff in the tikanga and te reo of Ngati Awa.
- Identify a within school teacher to lead the development of our cultural and tikanga for 2025
- Implementation the graduate profile for the school with reference to tikanga, culture, waiata, karakia and purakau.
- Provide opportunities for Māori students to enjoy success as Māori – kapa haka, pitopito korero, te reo role models.
- Model appropriate pronunciation of te reo with the students.
- PLD provision by MAC (Māori Achievement Collaborative) in 2025

Statement of Variance Reporting

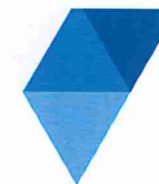


School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the NZ Curriculum to reach their potential as learners.		
Annual Aim:	All students have the literacy and mathematics skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.		
Target:	<p>All year 6 students will progress towards achieving at curriculum level 3 or above in literacy (Writing)</p> <p>All year 5 students will progress towards achieving within curriculum level 3 or above in literacy (Writing)</p> <p>All year 4 students will progress towards achieving at curriculum level 2 or above in literacy (Writing)</p>		
Baseline Data:	<p>Baseline Data:</p> <p>Year 6 - End of 2023 data</p> <p>11/46 students were working towards curriculum expectation, 6 boys and 5 girls at the end of 2023</p> <p>35/46 students were working at or above curriculum expectation, 20 boys and 15 girls at the end of 2023</p> <p>Year 5 - End of 2023 data</p> <p>4/43 students were working towards curriculum expectation, 4 boys and 0 girls at the end of 2023</p> <p>39/43 students were working at or above curriculum expectation, 22 boys and 17 girls at the end of 2023</p> <p>Year 4 - End of 2023 data</p> <p>9/43 students were working towards curriculum expectation, 5 boys and 4 girls at the end of 2023</p> <p>34/43 students were working at or above curriculum expectation, 16 boys and 18 girls at the end of 2023</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> All staff took part in the structured literacy PLD which focused on spelling and reading which supports writing development. Writing is part of the daily programme which includes quick writes and genre specific writing. A spelling programme was introduced which follows the school-wide scope and sequence through structured literacy. Encoding with Structured Literacy including printing formations, letter-sound knowledge & word knowledge. This done at sentence level with dictated sentences with class and group. (Encoding is the process of hearing a sound and being able to write a symbol to represent that sound.) RTLB was utilised for specific students who required more support to further develop their skills for writing. 	<p>Year 6 WRITING: 15/46 (33%) students were working towards curriculum expectation, 11 boys and 4 girls at the end of 2024</p> <p>31/46 (67%) students were working at or above curriculum expectation, 13 boys and 18 girls at the end of 2024</p> <p>Year 5 WRITING: 8/44 (18%) students were working towards curriculum expectation, 7 boys and 1 girl at the end of 2024</p> <p>36/44 (82%) students were working at or above curriculum expectation, 22 boys and 14 girls at the end of 2024</p> <p>Year 4 WRITING: 9/38 (24%) students were working towards curriculum expectation, 6 boys and 3 girls at the end of 2024</p> <p>29/38 (76%) students were working at or above curriculum expectation, 15 boys and 14 girls at the end of 2024</p>	<ul style="list-style-type: none"> Literacy progression work with staff improved teacher pedagogy and the implementation of class programmes. Writing samples were reviewed on a regular basis to identify next steps for planning. Writing was a daily feature of class programmes. Work on structured literacy practices was incorporated into the class programmes. Authentic contexts were used to motivate the students in their writing. EOTC experiences were used to prompt writing development as this gave the students authentic contexts to write about. 	<ul style="list-style-type: none"> To continue to monitor the effectiveness of the structured literacy practices that support writing. Continue with the structure literacy spelling component of the writing programme. Teacher aide support will be provided, to ensure there are supports for the children as they write. Progress has been made throughout the year but a number of students will still require support in 2025 as expectations increase. The iDeal spelling should assist in this area of development. Writing every day and conferencing their writing is essential for these students to make further progress. Continue the iDeal Learning Matters Structured Literacy PLD so that all staff are providing for the needs of the students.

			<ul style="list-style-type: none"> • Provide support to ESOL students to ensure progress and achievement over time
Planning for next year: <ul style="list-style-type: none"> • Continue with the school wide PLD, with iDealLearning Matters, which supports the introduction of the structured literacy approach for students • We will continue to monitor and provide support to students who were working towards the curriculum expectations at the end of 2024 • Review the class programmes to ensure writing is integrated across the curriculum and regular explicit instruction is planned for • Regular conferencing with students to ensure they are aware of their abilities and areas of development • A matric for identifying aspects of writing and what needs to be covered will continue to be incorporated in 2025 class programmes • From our specific PLD with iDeal Structure Literacy we will review the lesson structure and needs of the students in the writing domain. This will include PLD for staff with modelled lessons a feature of this PLD. • Structured Literacy staffing support component to be utilised with reading and writing when a student requires intervention support for both domains. 			

Statement of Variance Reporting



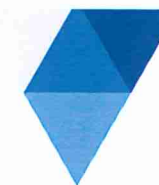
School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the NZ Curriculum to reach their potential as learners.		
Annual Aim:	All students have the literacy and mathematics skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.		
Target:	<p>All year 6 students will progress towards achieving at curriculum level 3 or above in Mathematics.</p> <p>All year 5 students will progress towards achieving within curriculum level 3 or above in Mathematics.</p> <p>All year 4 students will progress towards achieving at curriculum level 2 or above in Mathematics.</p>		
Baseline Data:	<p>Baseline Data:</p> <p>Year 6 - End of 2023 data 10/46 students were working towards curriculum expectation, 4 boys and 6 girls at the end of 2023 36/46 students were working at or above curriculum expectation, 22 boys and 14 girls at the end of 2023</p> <p>Year 5 - End of 2023 data 9/43 students were working towards curriculum expectation, 7 boys and 2 girls at the end of 2023 34/43 students were working at or above curriculum expectation, 19 boys and 15 girls at the end of 2023</p> <p>Year 4 - End of 2023 data 11/43 students were working towards curriculum expectation, 5 boys and 6 girls at the end of 2023 32/43 students were working at or above curriculum expectation, 16 boys and 16 girls at the end of 2023</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Assessment screening and data analysis has been used to inform planning and teaching Using the same assessment screen booklet at the start and end of year has given the children the ability to see where they have made progress and areas for development in 2023. Maths is a daily feature of the class programme supplemented with integration in other curriculum areas. Mathletics is used to support maths development and consolidation for years 3 to 6. This was BoT funded in 2023. Continued PLD with Charlotte Wilkinson is being offered to staff as they become more familiar with the resources available for maths. Teacher aides working with small target groups on developing number knowledge 15-20 min daily. 	<p>Year 6 MATHEMATICS: 17/46 (37%) students were working towards curriculum expectation, 5 boys and 12 girls at the end of 2024</p> <p>29/46 (63%) students were working at or above curriculum expectation, 19 boys and 10 girls at the end of 2024</p> <p>Year 5 MATHEMATICS: 14/44 (32%) students were working towards curriculum expectation, 8 boys and 6 girls at the end of 2024</p> <p>30/44 (68%) students were working at or above curriculum expectation, 21 boys and 9 girls at the end of 2024</p> <p>Year 4 MATHEMATICS: 4/38 (11%) students were working towards curriculum expectation, 2 boys and 2 girls at the end of 2024</p> <p>34/38 (89%) students were working at or above curriculum expectation, 19 boys and 15 girls at the end of 2024</p>	<ul style="list-style-type: none"> Appropriate supports were put in place to target student needs Professional Development with Charlotte Wilkinson so that staff are aware of new initiatives, planning and provision of maths delivery to meet the needs of the students. Support provided with the implementation of maths programmes across the school Board commitment to providing the appropriate resources to support the further development of maths. Regular review of progress so that students need was being monitored and support adjusted as necessary 	<ul style="list-style-type: none"> From our end of year data we have identified 36 children who will need further support to meet curriculum expectations. 17 of these will move on to intermediate schooling. The remaining group will be identified at the start of 2025 and become a target group along with any new students who require support. Engage with the delivery of Te Mātaiaho, the refreshed Mathematics and Statistics NZ Curriculum Continued PLD with Charlotte Wilkinson to ensure staff are supported in their maths delivery. Provision of resources to support student progress and development in maths. Conferencing of identified needs and trends across cohorts so that planning can reflect the needs of the school.

Planning for next year:

- Continue with the school wide PLD, with Charlotte Wilkinson to further develop planning and implementation of mathematics
- We will continue to monitor and provide support to students who were working towards the curriculum expectations at the end of 2024
- Review the class programmes to ensure mathematics is integrated across the curriculum and regular instruction is explicitly planned for
- Regular conferencing with students to ensure they are aware of their abilities and areas of development
- Continue with assessment screening to identify needs which inform planning and delivery of mathematics
- Introduce the refreshed Te Mātaiaho Mathematics and Statistics curriculum to all staff.
- Utilisation of the two maths Teacher Development Days for staff PLD and familiarisation with the refreshed curriculum
- PLD provision for staff on the use and implementation of Numicon resources – MOE provided resource
- Continue to use PAT to support assessment practices and identification of student needs

Statement of Variance Reporting



School Name:	Ōhope Beach School	School Number:	1857
Strategic Aim:	To ensure all learners have a sense of belonging in the school and are making progress towards their own personal excellence and have access to the NZ Curriculum to reach their potential as learners.		
Annual Aim:	All students have the literacy and mathematics skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.		
Target:	<p>All year 6 students will progress towards achieving at curriculum level 3 or above in literacy (Reading)</p> <p>All year 5 students will progress towards achieving within curriculum level 3 or above in literacy (Reading)</p> <p>All year 4 students will progress towards achieving at curriculum level 2 or above in literacy (Reading)</p>		
Baseline Data:	<p>Baseline Data:</p> <p>Year 6 - End of 2023 data 9/46 students were working towards curriculum expectation, 5 boys and 4 girls at the end of 2023 37/46 students were working at or above curriculum expectation, 21 boys and 16 girls at the end of 2023</p> <p>Year 5 - End of 2023 data 9/43 students were working towards curriculum expectation, 7 boys and 2 girls at the end of 2023 34/43 students were working at or above curriculum expectation, 19 boys and 15 girls at the end of 2023</p> <p>Year 4 - End of 2023 data 10/43 students were working towards curriculum expectation, 4 boys and 6 girls at the end of 2023 33/43 students were working at or above curriculum expectation, 17 boys and 16 girls at the end of 2023</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • A range of supports put in place for students as needs were identified • Technology was used to provide support for students eg cPens • Teacher Aides have been utilised, for all year groups, to assist with class programmes or individuals • Epic and Read Theory is a free resource used to support reading in year 4 to 6 • Decodable texts, from the structured literacy platform and other suppliers, have been introduced to class reading programmes • Small group work with the LSC which includes structured literacy lessons • All children were engaged I structured literacy lessons for spelling, reading, writing and handwriting. 	<p>Year 6 READING: 8/46 (17%) students were working towards curriculum expectation, 2 boys and 6 girls at the end of 2024</p> <p>38/46 (83%) students were working at or above curriculum expectation, 22 boys and 16 girls at the end of 2024</p> <p>Year 5 READING: 7/44 (16%) students were working towards curriculum expectation, 6 boys and 1 girl at the end of 2024</p> <p>37/44 (84%) students were working at or above curriculum expectation, 23 boys and 14 girls at the end of 2024</p> <p>Year 4 READING: 6/38 (16%) students were working towards curriculum expectation, 3 boys and 3 girls at the end of 2024</p> <p>32/38 (84%) students were working at or above curriculum expectation, 18 boys and 14 girls at the end of 2024</p>	<ul style="list-style-type: none"> • Structured literacy introduction is having an impact on students reading, writing and spelling • Appropriate supports were put in place to target student needs • Professional Development with the teacher aides and teachers so that they are aware of structured literacy approaches • Support provided with the implementation of a structured literacy approach • Board commitment to providing the appropriate resources to support the structured literacy programme implementation • Regular review of progress so that student needs were being monitored and support adjusted as necessary • A number of students received support from RTLB and made progress over time 	<ul style="list-style-type: none"> • Continue the Structured Literacy PLD so that all staff are providing for the needs of the students • Structured Literacy support provided following MoE staffing allocation • PLD for Staff on structured literacy for years 0-3 and years 4-6. MoE funded. • Budget provision for PLD and reading resources to support the development • Further develop ESOL language programmes for a number of students who have entered the school

Planning for next year:

- Continue with the school wide PLD, with Learning Matters, which supports the continuation of the structured literacy approach for students
- Provision of additional structured literacy support students as needs are identified – MOE staffing allocation for 2024
- We will continue to monitor and provide support to students who were working towards the curriculum expectations at the end of 2024
- Review the class programmes to ensure reading is integrated across the curriculum and regular explicit instruction is planned for
- Review the reading resources to ensure authentic texts are available for the students
- Continue to build up the decodable reader material to support students as this is integrated into the class reading programme
- Provide PLD to staff as the needs arise to ensure they are able to deliver the structured literacy approach to reading
- Ensure the Literacy team are meeting regularly to monitor progress and the delivery of intervention supports where identified