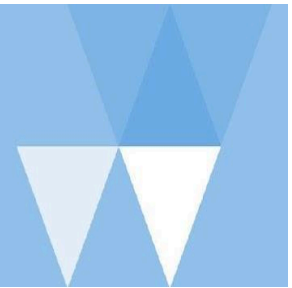


Statement of Variance Reporting



School Name:	National Park	School Number:	2405
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Strategic Aim:	We will create classroom environments that enable all learners to maximise their potential.
Annual Aim:	<ul style="list-style-type: none"> To provide Akonga with best practice and an inclusive and equitable learning environment for all children to be successful.
Target:	<ul style="list-style-type: none"> 90% of tamariki attend school regularly. Regular attendance is defined as when tamariki have attended for 90% of the term. 80% of tamariki are achieving at the appropriate Year level Ideal Structured Literacy stage that is aligned with the Literacy Learning Progressions, and the New Zealand curriculum.



Tātaritanga raraunga

Baseline Data:

Annual Goal: 90% of tamariki attend school regularly. Regular attendance is defined as when tamariki have attended for 90% of the term.

% of Number of tamariki who attended school regularly in 2023

Term:	Whole School	Maori	Boys	Girls
1	34.1%	7.1%	38.5%	27.1%
2	53.3%	38.5%	48.1%	61.1%
3	41.3%	27.3%	43.3%	37.5%
4	73.8%	55.6%	76.6%	70.6%

Annual Goal: To provide Akonga with best practice and an inclusive and equitable learning environment for all children to be successful.

Structured Literacy Data 2023:

Ideal Structured Literacy assessment recommends the following stages that are appropriate for the following year group:

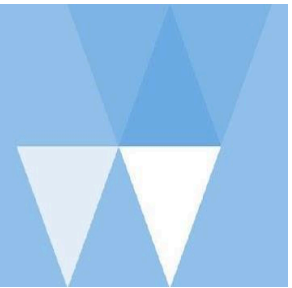
Stage 1 - Year 1 and 2

Stage 2 - Year 3 and 4

Stage 3: Year 5 and 6

Stage 4 - Year 7 and 8

<u>Ideal Stage:</u>	<u>Term 1 2023</u>	<u>Term 3 2023</u>	<u>Term 4 2023</u>	<u>Ideal Stage:</u>	<u>Term 1 2023</u>	<u>Term 3 2023</u>	<u>Term 4 2023</u>
1 (Year 1 and 2)	100%		100%	1 (Year 3 and 4)	55%		0%
>30%	100%		66.6%	>30%	20%		0%
30% - 50%			33.3%	30% - 50%	40%		0%
50% - 80%				50% - 80%	40%		0%
50% - 80%			0%				
2 (Year 3 and 4)	22.2%		70%	3 (Year 3 and 4)	22.2%		30%
>30%	0%		33.3%	>30%	50%		33.3%
30% - 50%	50%		10%	30% - 50%	50%		0%
50% - 80%	50%		40%	50% - 80%			66.6%



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2 (Year 5 and 6)	38.0%		30.7%	3 (Year 5 and 6)	61.5%		61.5%
>30%	20%	25%	0%	>30%	37.5%		12.5%
30% - 50%	20%		25%	30% - 50%	25%		25%
50% - 80%	60%	75%	75%	50% - 80%	37.5%		62.5%
4 (Year 5 and 6)	0%		7.6%				
2 (Year 7 and 8)	11.1%		11.1%	3 (Year 7 and 8)	88.8%		77.8%
>30%	100%	100%	0%	>30%	37.5%		0%
30% - 50%			100%	30% - 50%	0%		0%
50% - 80%				50% - 80%	62.5%		87.5%
4 (Year 7 and 8)	0%		11.1%				

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>
Annual Goal: 90% of tamariki attend school regularly. Regular attendance is defined as when tamariki have attended for 90% of the term.			
<ul style="list-style-type: none"> • In 2023, attendance matter termly reports were shared with the Board of Trustees once a term. • Office administrator attended a Ministry of Education school attendance course. • Published regularly attendance quotes in newsletters to inspire whanau that attendance matters. • Engaged regularly following up with whanau why their children were absent. • Engaged with Ruapehu College attendance officer for students who were identified as having critical attendance. 	<ul style="list-style-type: none"> • Regular attendance of tamariki increased from Term 1 - Term 4 by 39.7% for the whole school. • Regular attendance of tamariki increased from Term 1 - Term 4 by 48.5% for Maori akonga. • Regular attendance of tamariki increased from Term 1 - Term 4 by 38.1% for boys and Regular attendance of girls increased from Term 1 to Term 4 by 43.5%. • Regular attendance for akonga in Term 4 was greater than averages across schools in the Manawatu-Whanganui region and was greater than those schools who have a similar EQI. The average in the Manawatu-Whanganui region is 58% of children regularly attending. Schools with similar EQI is 62% regular attendance. 	<ul style="list-style-type: none"> • Term 1 saw a lower than regional and EQI regular attendance rates due to whanau being absent from holidays. This was due to whanau not being able to travel after Covid. • In Term 1, cyclone Gabrielle and uncertainty with local employment meant the school experienced a number of whanau who transitioned in and out of the rohe (area). A major employer officially closed in Term 1 which led to tamariki leaving the area and taking time off with whanau to look for new employment. • Term 3 is snow term so the school roll increases over this time with tamariki who join the school for Term 3. Term 3 saw the school's number of children attending regularly fall below national, regional and EQI regular attendance rates. • Being a snow term in Term 3, families will utilise fine weather days to be on the mountain. This is an unjustified absence. • Term 3 due to a roll growth meant the Board of Trustees appointed another teacher for Term 3 and Term 4. These 2 terms saw greater stability in the school. 	<ul style="list-style-type: none"> • Publish attendance data in school newsletter to share regular attendance data with whanau. • Engage with Ruapehu attendance officers with referrals made through MOE attendance portal for those whanau whose regular attendance is identified as moderate and unjustified attendance (<80% regular attendance) to support whanau getting tamariki to school regularly. • Celebrate and recognise tamariki who achieve "regular attendance. Term celebration and assembly recognition. • Celebrate and share with the school community, tamariki who achieve 95% regular attendance. • Revisiting attendance policy as a school board to look at procedures around the number of unjustified absences would mean akonga are identified as truant on school roll. • Look at correlation of data between academic achievement and attendance of akonga. Especially priority learners.

Annual Goal: To provide Akonga with best practice and an inclusive and equitable learning environment for all children to be successful.

<ul style="list-style-type: none"> • In 2023, the school embarked on a school wide structured literacy approach with Ideal literacy. This allowed teachers to implement a phonics program with our Year 1- 2 tamariki which was supported with decodable books. • The school purchased Ideal decodable books to support the implementation of structured literacy for Year 1-2 tamariki. • Kaiako took part in the self guided teacher PLD to understand the pedagogy behind the science of reading, orthographic mapping, and how to implement the scope and sequence. • The school also paid for teacher PLD to attend Ideal structured literacy courses on spelling and reading. • The school received RTLB funding to purchase decodable books for older readers to help support 	<ul style="list-style-type: none"> • At the beginning of 2023, 75% of the tamariki were identified through assessment as not working at their recommended spelling stage. 25% of the school were working at or above the recommended stage for their year group. • At the end of 2023, 57.5% of the tamariki were working at or above the Ideal Structured Literacy stage that was recommended for their Year group. • At the end of 2023, 42.5% of the tamariki were not working at or above the Ideal Structured Literacy Stage that is recommended for their year group. • This is a variance of 32% improvement of students working at the recommended stage from the beginning of the 2023. • 83% (5 / 6) of Maori learners are working at or above the Ideal Structured Literacy stage that was recommended for their Year group at the beginning of 2023 and at the end of 2023. 16.6% (1 / 5) of Maori learners are not working at or above the Ideal Structured Literacy stage that was recommended for 	<ul style="list-style-type: none"> • Staff developed a stronger pedagogical knowledge of the science of reading, orthographic mapping, and syllable types to be able to implement a structured literacy approach into classroom programs. • Ideal structured literacy approach meant that a structured literacy approach could be implemented across the school. • Teacher aide training and lesson modelling allowed small group instruction to take place for those learners who had been identified as working behind the recommended stage. • Reading programs and decodable books were used to support phonological concepts taught for both younger students, and older students who were still identified as needing decodable book support. For these students, student voice collected showed an increased interest in reading as texts purchased were appropriate for their age level. • This was the first year implementing the ideal structured literacy scope and sequence so staff were in the first year of implementing this approach. • Due to the time spent developing staff pedagogical knowledge, assessments of students, gap analysis this meant the 	<ul style="list-style-type: none"> • Monitor each term learners who have been identified as working below the recommended structured literacy stage for their Year. • Report twice a Year to the Board of Trustees structured literacy data. • Continue to develop staff pedagogical knowledge on structured literacy to ensure the approach is sustainable for the school. • Use gap analysis to identify areas of the scope and sequence that need to be reviewed. • Ensure that spelling words are sent home to whanau and encourage tamariki to learn these with whanau.
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Tātaritanga raraunga

<p>older children who still used decodable readers.</p> <ul style="list-style-type: none"> Using assessments, the principal identified tamariki who were working at stages below their suggested stage. These tamariki received small group instruction on the spelling stage they were identified as working at. This group of tamariki were monitored each term. Decodable readers were also used to support the spelling/phonological concept that the students were working on. 	<p>their Year group at the end of 2023.</p> <ul style="list-style-type: none"> At the beginning of 2023, 43%(10/23) boys were working at, or above the Ideal Structured Literacy stage that was recommended for their Year group. 57% of boys were not working at or above the Ideal Structured Literacy stage that was recommended for their Year group at the beginning of 2023. At the end of 2023, 56.5% (13/23) of boys were working at, or above the Ideal Structured Literacy stage that was recommended for their Year group. 43.4% (10/23) of boys were not working at or above the Ideal Structured Literacy stage that was recommended for their Year group. This saw an improvement of 13.5% (3/23) boys who were identified as not working at the expected stage of structured literacy. At the beginning of 2023, 50% (5/10) girls were working at, or above the Ideal Structured Literacy stage that was recommended for their Year group at the beginning of 	<p>scope and sequence did not start to be implemented until midTerm 1.</p> <ul style="list-style-type: none"> 2023 saw a complete new teaching team at National Park School. The school employed 2 beginning teachers. One first year teacher and one 2nd year teacher. A new teacher aide was also employed. 	
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Tātaritanga raraunga

	<p>2023. 50% (5/10) of girls were not working at or above the Ideal Structured Literacy stage that was recommended for their Year group at the beginning of 2023.</p> <ul style="list-style-type: none"> At the end of 2023, 75% (9/12) of girls were working at, or above the Ideal Structured Literacy stage that was recommended for their Year group. 25% (4) of girls were not working at or above the Ideal Structured Literacy stage that was recommended for their Year group. 25% (4) of girls made enough progress to be working at the recommended stage who had not been working at the expected level at the beginning of 2023. 		
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Planning for next year:

- Create a gap analysis of student assessments to use to identify gaps in the Ideal scope and sequence.
- Assess new students and priority learners at the end of Term 1 to monitor progress, and create a gap analysis.
- Kaiako takes part in Learning Matters PLD - Spelling and Reading instruction to ensure sustainability.
- Encourage whanau relationships with spelling words being sent home to reinforce learning.
- Purchase older reader decodable books to engage older priority learners.
- Monitor weekly attendance rates.
- Look at changes to attendance policy to decrease unjustified absences.
- Publish termly attendance rates in newsletters and educate whanau on the importance of “regular” attendance.
- Recognise and reward tamariki that have greater than 95% attendance.

Tātaritanga raraunga

