**2022 Analysis of Variance, Hora Hora School (Te Mai)**

The relevant requirements are…

**Education and Training Act 2020**

**134 Statements of variance and annual reports**

A board must give the Secretary—

1. (a) a statement of variance by a date fixed by the Secretary each year; and

(b) an annual report as soon as practicable after the end of each financial year, and no later than a date fixed by the Secretary.

(8) In this section,—

*statement of variance* means a statement that details—

(a) any variance between the school’s performance and the achievement of the school’s objectives set out in its strategic plan and annual implementation plan; and

(b) any matters required by regulations made under [section 639](https://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?id=LMS172994" \l "LMS172994)

**Our Aim**

Our Curriculum Delivery will be enhanced by specific teaching and learning strategies to provide our students with every opportunity to fulfil the Vision of this school.

**Our specific goals for 2021 were…**

1. To continue to develop and incorporate the emphasis on teaching from children’s strengths.
2. To explore the history of Aotearoa / New Zealand with our students, with an emphasis on local events (e.g. Northland, Whangarei)
3. To continue to develop trauma informed practice throughout the school.
4. To use the Y6 GP / Pou to drive our curricula.
5. To increase the use of Te Reo / Tikanga throughout the school.

**What did we do to help achieve these goals?**

* Teachers used identified strengths in children to develop individual, class and team curricula
* Continued to use Tamsin Hanly’s books to learn about NZ’s history
* ‘Nga Roopu’: small tutor groups for developing social skills, interests and relationships established and running: Construction, Handcrafts, Art
* Whole class specialist classes: Physical activity, Kapa haka, Ukelele
* Use of place of safety for children requiring it
* Employed numerous Paraprofessionals to support traumatised children
* Liaised closely with RTLB re support for traumatised children
* Resourced Kapa Haka tutors for performing groups
* Regular Staff PD on Te Reo Maori
* Supported Digital Technologies resource teacher to implement Radio Station
* Extended Play-Based learning throughout school
* Employed a researcher to collate and report on data collected
* Insisted that outside agencies provide the services and resources that our children are entitled to

**How did that work out?**

* Teachers identified strengths in all children. Teachers provided extended opportunities for children to demonstrate strengths.
* Y6 Graduation Profile based on KCs and Te tiriti (Auraki) and Nga Pou (bilingual) used as basis for developing class curricula
* Teachers continued to use TH’s books to learn about NZ history.
* Continued resourcing ‘Nga Roopu’: using art, construction, handcrafts, physical activity, music, kapa haka to develop children’s social skills and interests
* Te Reo PD for teachers
* Kapa haka group performed at regional competition; chosen for National competitions , Nelson 2023
* RTLB helped many classes and teachers with trauma-informed practice
* Many children accessed ‘place of safety’ or friendly adult to help them self-regulate
* Ongoing PBL implementation throughout school

**Was there any variance? Why?**

COVID19 meant that many of our goals had to be put aside while we concentrated on maintaining the wellbeing of our whanau and ourselves.

Despite this, classroom practice improved in all these goals, so no variance.

STAR testing shows improvement in Reading abilities, but not catching up with the NZ norms. This is attributed to the ongoing and cumulative effects of COVID19.

(Graphs attached: STAR progress T4 2021 to T4 2022)

* 2021 Y5s to T4 2022 Y6s: mean score 93.1 to 106.9 (NZ: 109.0 to 117.9)
* 2021 Y4s to 2022 Y5s: mean score 80.6 to 92.3 (NZ: 97.6 to 109.0)

**Planning for 2023**

Our school priorities in 2023 are…

1. Pou and KCs – growing our tamariki
2. Whānau engagement / attendance
3. Te Reo Māori and tikanga
4. NZ histories / localised curriculum
5. Structured literacy
6. Curriculum (including Maths alignment across school)
7. Professional Growth Cycle
8. National Education and Learning Priorities (<https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>)

