

## 2023 Statement 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](#)

### **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 2023 were...**

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/>)

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

- Reviewed and redesigned the assessment timetable, including reporting to whānau in Terms 1 and 3 instead of Terms 2 and 4
- Redesigned written reports to more clearly show child’s progress and achievement
- Teachers tracked and contacted caregivers of children with unjustified attendance.
- Staff PD re Te reo Māori and tikanga
- Continued to use Tamsin Hanly’s books to learn about NZ’s history
- Engaged iDeal platform for Structured Literacy, including PD, assessment, pedagogy
- Resourced Kapa Haka group to perform at National competition in Nelson in late October
- Extended Play-Based Learning throughout school
- Reviewed and adjusted Maths planning and timetabling across school

- Insisted that outside agencies provide the services and resources that our children are entitled to
- Familiarised staff with NELPs and PGC
- Wasted enormous amounts of time training for Restraint and managing the ESLs on behalf of the MoE (whose job it should be)

### **How did that work out?**

Sourced from feedback (invited and uninvited), anecdotal evidence, observation, and analysis of assessment.

- Surveyed and met whānau early in Term 1 to ascertain strengths, lesser strengths, concerns and goals for Tamariki
- Redesigned reporting timetable received positive feedback
- Redesigned report forms received positive feedback
- Attendance 80.19%, Justified Absences 9.4%
- 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.
- Te Reo PD for teachers
- Kapa haka group performed brilliantly at National competition, Nelson

### **Was there any variance? Why?**

Classroom practice improved in all these goals, so no variance.

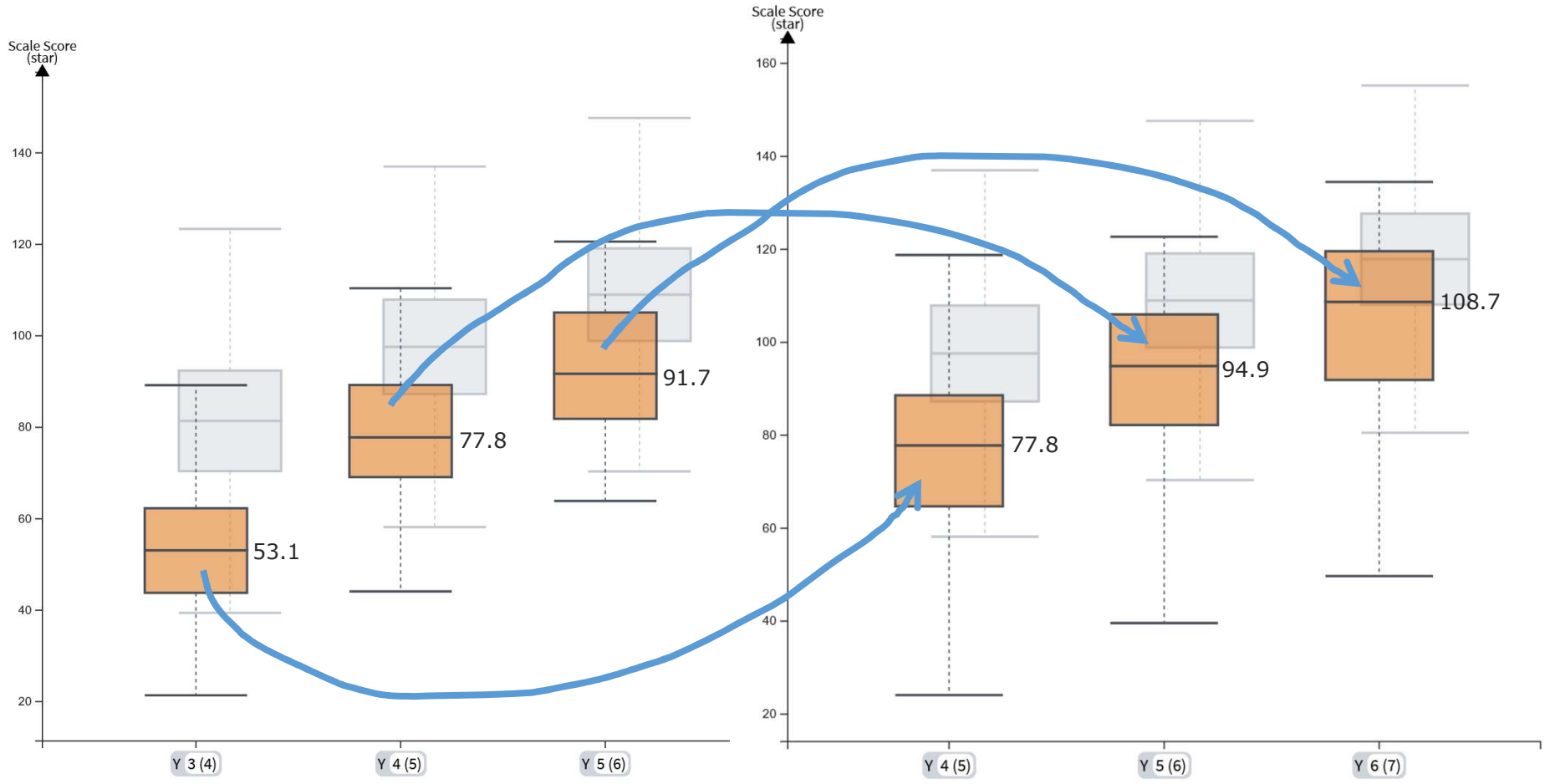
STAR testing shows improvement in Reading abilities, and catching up with the NZ norms., but a large group of very poor readers, particularly at Year 4. Structured Literacy should help these children considerably.

(Graphs attached: STAR progress T4 2022 to T4 2023)

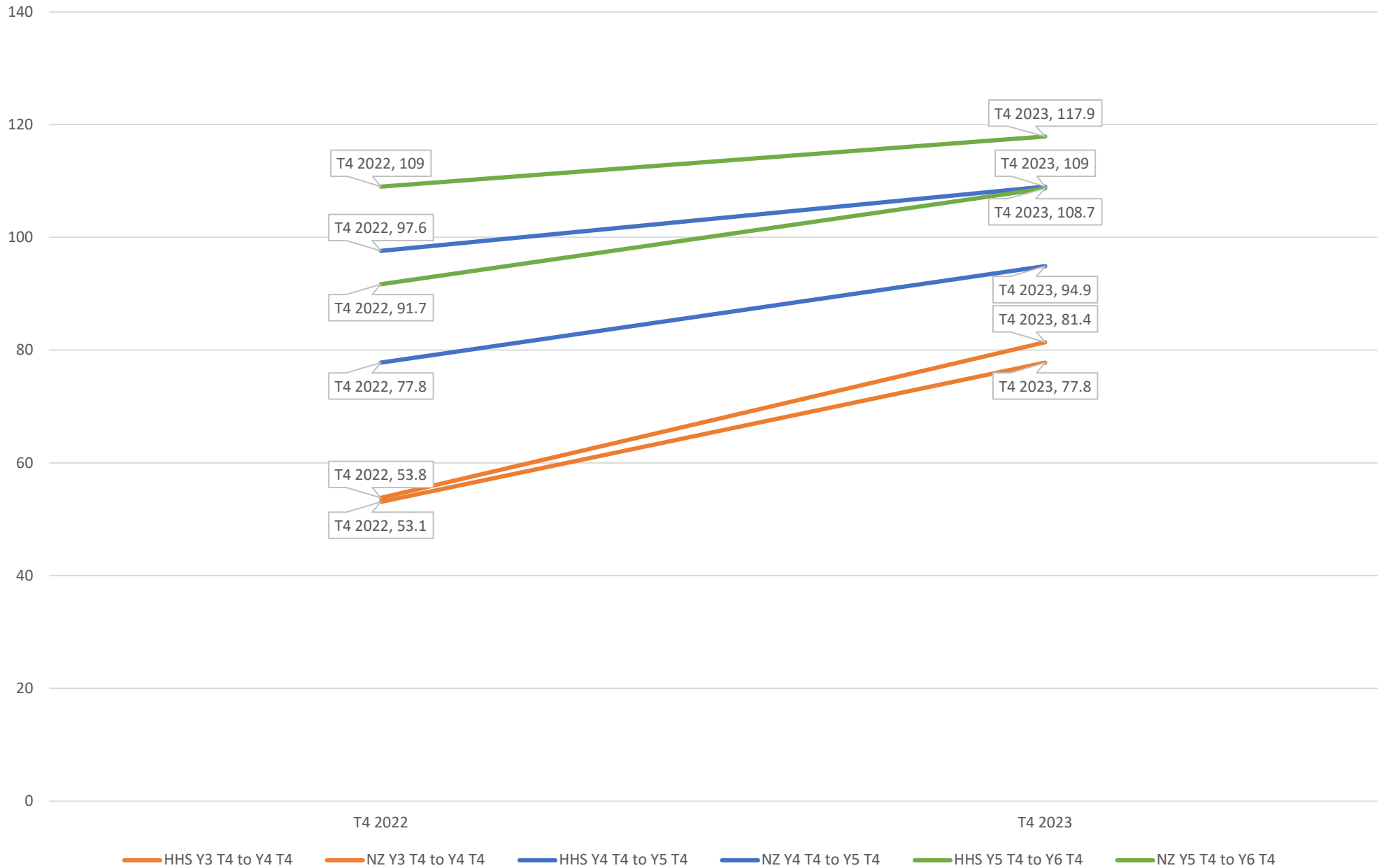
- T4 2022 Y5s to T4 2023 Y6s: mean score 91.7 to 108.7 (NZ: 109.0 to 117.9) Progress almost double NZ's, but still behind.
- T4 2022 Y4s to T4 2023 Y5s: mean score 77.8 to 94.9 (NZ: 97.6 to 109.0) Progress half as much again as NZ's

### **Planning for 2024**

- Restructure school to better reflect ethos: 3 teams, each Y0-6, with whānau in same team
- Align New Entrants reporting with auraki reporting
- Explore redeveloping auraki Year 6 Graduating Document , by using Pou, thus aligning GD across school
- Review and redesign guidelines for attendance risks, using improved data from SMS
- Further implement iDeaL Structured Literacy platform
- Develop tikanga Māori throughout school
- Continue wasting enormous amounts of time training for Restraint and managing the ESLs on behalf of the MoE (whose job it should be)
- Continue to insist that outside agencies provide the services to which our children and whānau are entitled



## STAR Growth T4 2022 to T4 2023 HHs vs NZ



### Average Maths Numeracy Stage by Year

