



Discovery School Statement of Variance 2023

School Number 2832

Strategic Goals and Annual Initiatives	<ol style="list-style-type: none"> 1. Grow our knowledge of Te Ao Māori <ol style="list-style-type: none"> 1.1. Connect and work in partnership with Ngati Toa 1.2. Increase our understanding of te tiriti o Waitangi & our role in honouring this 1.3. Increase understanding, knowledge & use of te reo me ona tikanga Māori 2. Learn through a refreshed, rich local curriculum <ol style="list-style-type: none"> 2.1 Implementation of Aotearoa NZ Histories 2.2 Refresh our local curriculum as the national refresh progresses 2.3 Ensure our vision is fit for purpose 3. To improve the school environment and resources <ol style="list-style-type: none"> 3.1 Encourage and support student led projects that improve our school environment 3.2 Use the bike track to support learning 3.3 Create spaces that enhance outdoor learning
Giving effect to Te Tiriti o Waitangi	Our school is committed to giving effect to Te Tiriti o Waitangi. The first strategic goal and its targets are wholly focused on this and it is evident as you read through the detail of our annual plan. The second goal also links closely to this with a focus on learning about and implementing Te Mataiaho, with elements of provision of an inclusive, rich curriculum that honours Te Tiriti o Waitangi. This, along with mana whenua stories and work with Ūpane and whānau Māori will ensure we are giving effect to Te Tiriti o Waitangi.
Achievement Target 1 - Our students as writers	By the end of 2023, accelerate the progress of Year 2-8 students so that 91% of students are writing at or above the expected level. This means shifting 22/55 students achieving below expectations at the end of 2022.
Baseline Data	At the end of 2022, 86.1% (423/488) of students were working within or above their curriculum expectations in writing. This includes 401 students in Y2-8 this year. Girls were achieving higher in writing than boys. We have noticed a significant drop in achievement data in Years 5-8 and this may be a result of the time lost at school through covid lockdowns and increased absences. Staff have implemented a range of differentiated strategies within and across classes and syndicates to meet the needs of students, however we still have a need to focus on acceleration for a number of students.

<p>Actions Taken in 2023</p>	<ul style="list-style-type: none"> ● Aspects of Structured Literacy implemented in classrooms across the school ● School wide moderation was undertaken before our OTJs were entered into Edge in Term 2 & 4 as we aimed for consistency of OTJs ● The Loss of Learning Programme was in place for only Term 1 to give 20 Year 7/8 students a boost in writing - it focussed on reinforcing basic writing skills and using high interest/engaging content ● Students were expected to know and be able to express their current writing levels and next learning steps to share with their parents in student-led conferences at the beginning of term 3 - they set writing goals and reflected on these during their meetings ● Most students who were writing at curriculum levels below those expected for their cohort had Priority Learner Tracking Sheets ● Writers' walls were displayed in some classrooms (learners walls) ● Increased engagement with whānau Māori across the school which may have contributed to improved writing for some of our Māori students and is an important base for building relationships with families of those students not yet achieving expectations ● The use of Assistive Technology to support individual students
<p>Outcomes</p>	<ul style="list-style-type: none"> ● At the end of 2023, 82% of students across Years 1-8 were achieving within or above curriculum expectations in writing (381/466) - when specially looking at the 2023 Year 2-8 students, this was 78% ● Of the 22 students we identified at the beginning of 2023 who could be focused on to make accelerated progress, they all made progress, with 18 of them making accelerated progress ● 87.1% of girls and 76.9% of boys achieved expectations ● Ethnic breakdown achieving expectations: 51.6% Māori (18/31 students), 82.4% NZ Pākeha (250/303 students), 80.7% Pasifika (23/26 students) & 86.1% Asian (31/36 students) ● Across all cohorts, we saw an increase in the number of students achieving above from the middle to the end of the year ● Overall, we continue to see a drop in our writing data and this target was not met
<p>Reasons for Variance</p>	<p>We believe we continue to see the effects of covid lock downs in our achievement data. 2020, 2021 and 2022 all had impacts on student attendance, with 2022 being one of the most challenging with large numbers of students off at different times due to health guidance/rules around isolation periods for those with covid or household contacts. The continuous learning in writing was interrupted for our students. The Loss of Learning programme helped a number of our Year 7/8 students to improve on their writing, however other students were also impacted. Writing programmes have returned to normal in 2023, and we have begun to implement structured literacy approaches as we have undertaken professional learning. There are a small number of students for whom ongoing attendance concerns may have impacted.</p>
<p>Evaluation / Next Steps</p>	<ul style="list-style-type: none"> ● Continue to moderate writing samples across classes within syndicates, ensuring an appropriate balance of deeper/surface features ● Continue to moderate OTJs across the school - twice a year ● Consider possibilities of allocating funding to a loss of learning programme for identified students like the one we ran this year ● Teams look for opportunities to engage our boy writers (PD for staff, male role models)

	<ul style="list-style-type: none"> ● Share practice and monitor across teams and the Leadership Team to support students writing below - this will be in the form of a revised approach to tracking priority learners ● Students will be supported to know and express their current writing levels and next learning steps to share with their parents in student led conferences ● Explore and begin to use the refreshed curriculum ● Implement our newly developed school wide plan of scope and sequence for Structured Literacy ● Focus on what needs to be delivered at each phase of learning as we change the structure of our school to better cater for foundation learning in Year 0-3 and broadening horizons beyond that, along with less transitions as students progress through school
Achievement Target 2 - Our students as readers	By the end of 2023, accelerate the progress of Year 2-8 students so that 97% of students are reading at or above the expected level. This means shifting 11/22 students achieving below expectations at the end of 2022.
Baseline Data	At the end of 2022, 96% (468/488) of students were working within or above their curriculum expectations in reading. This includes 401 students in Y2-8 this year. While girls were achieving marginally higher in reading than boys, there is not a significant achievement gap. Reading continues to be a strength in our data set and the students who are below, often have other learning difficulties that are contributing, making their achievement quite difficult to accelerate.
Actions Taken in 2023	<ul style="list-style-type: none"> ● Students set reading goals and reflected on these during their student led meetings with their parents ● One of our PD focuses this year was consolidating our understanding and use of Structured Literacy throughout the school. Helen Walls led the PD focusing on using structured literacy approaches to our reading and writing programmes. Classes have been using elements of this approach in their literacy programmes. Feedback from staff has shown this has been a successful addition to our teaching programmes already in place ● Teachers in Year 5/6 used Chapter Chat. This is a system involving reading a chapter book over a period of time and then the class discussing their thoughts online with others and completing assigned tasks related to that text ● Priority tracking sheets were established or continued to track Year 3-8 students who were reading below their curriculum level. Extra support was given to these students and reflected upon regularly on the tracking sheet. They were shared within syndicate meetings so successes could be replicated in other classes ● 10 students received individualised support at Tier 3 level in reading and writing in Reading Recovery during 2023, with three being carried over with the programme in 2024. ● Eleven students worked in small groups within the classroom taking part in Reading Recovery, Early Literacy Support across the year receiving Tier 2 support.
Outcomes	<ul style="list-style-type: none"> ● At the end of 2023, 90.1% of students across Years 1-8 were achieving within or above curriculum expectations in reading(420/466) - when specially looking at the 2023 Year 2-8 students, this was 88.2% ● Of the 12 students we identified at the beginning of 2023 who could be focused on to make accelerated progress, 10 did so with 7

	<p>moving to within expectations, 1 to above and 2 from well below to below expectations (not quite accelerated enough)</p> <ul style="list-style-type: none"> ● 92.7% of girls and 88.7% of boys achieved expectations ● Ethnic breakdown achieving expectations: 83.9% Māori (26/31 students), 90.8% NZ Pākeha (275/303 students), 88.5% Pasifika (23/26 students) & 86.1% Asian (31/36 students) ● While some of our priority learners made great progress, overall, we have been concerned to see the drop in reading achievement across our school reading is an area of strength for our school and the target was not achieved
Reasons for Variance	<p>We are unsure as to why there has been a drop in our reading data. While achievement is still high, it is not as high as expected and we have an increasing number of children who are priority learners in reading. While we may be seeing the ongoing effects of covid lockdowns, we feel that reading was the one area that students and parents were able to carry on with more independently during lockdowns. We have started to wonder about the effect of screen time and less reading of actual books on student achievement. Of the children who are below, a number of them have complex needs and learning support needs such as dyslexia and auditory processing difficulties.</p>
Evaluation / Next Steps	<ul style="list-style-type: none"> ● Implement our newly developed school wide plan of scope and sequence for Structured Literacy ● Ensure parents know where their child is in reading and what they can do at home to help them ● Investigate more opportunities for teachers to engage children in oral language and vocabulary building, especially during play-based learning in Junior Team ● Explore and begin to use the draft curriculum ● Share practice and monitor across teams and the Leadership Team to support students reading below - this will be in the form of a revised approach to tracking priority learners ● Ensure all classes are engaged in a balanced reading programme (structured literacy, reading to, with & by) ● Continue with Reading Recovery programme for 6 year olds along with a small group of younger students each term that is based in the classroom to help with lifting their reading skills and strategies ● Ensure teachers regularly use formative assessment as part of their reading programme ● Focus on what needs to be delivered at each phase of learning as we change the structure of our school to better cater for foundation learning in Year 0-3 and broadening horizons beyond that, along with less transitions as students progress through school
Achievement Target 3 - Our students as mathematicians	<p>By the end of 2023, accelerate the progress of Year 2-8 students so that 95% of students are achieving at or above the expected maths level. This means shifting 27/46 students achieving below expectations at the end of 2022.</p>
Baseline Data	<p>At the end of 2022, 91% (444/488) of students were working within or above their curriculum expectations in maths. This includes 401 students in Y2-8 this year. Boys were achieving slightly higher in maths than girls. We have noticed a drop in achievement data compared with previous years and this may be a result of the time lost at school through covid lockdowns and increased absences. Staff have implemented a range of differentiated strategies within and across classes and syndicates to meet the needs of students, however we still</p>

	have a need to focus on acceleration for a number of students.
Actions Taken in 2023	<ul style="list-style-type: none"> • Weekly 'Loss of Learning' programme during Term 1 with a group of 16 Year 7/8 students • Students have set maths goals and most have reflected on these on Seesaw and children communicated their current maths levels and next learning steps during their student led conference • Senior students analysed their diagnostic data during the addition/subtraction, multiplication/division strategy and proportions/ratios units and selected workshops based on their needs • Most students who were working below their expected curriculum levels had Priority Learner Tracking Sheets • Last year, we changed the end of year maths assessments. This is because of the time taken to complete GLOSS/NUMPA testing as well as reliever costs. Years 1 & 2 have continued with JAM and NumPa, years 3 & 4 re-sat the PAT in term 4 and years 5-8 sat an E-AsTTle test. This was set up to primarily assess number knowledge and strategies. This data was used to assist teachers to create their overall teacher judgements and to provide them with teaching points/gaps in understanding. All year 3-8 students sat the Progressive Achievement tests in term 1 as usual • 35 Year 7&8s participated in the Otago Problem Solving Challenges throughout the year. Some of these students went on to compete in the interschool MATHSWELL competition and six of them sat an exam called the "Final Challenge" aimed at those who excelled in Otago Problem Solving • Weekly programme during Term 3 for 23 year 7&8 students who excel in mathematics • We celebrated Maths Week in Term 3 to promote maths as fun and engaging
Outcomes	<ul style="list-style-type: none"> • At the end of 2023, 84% of students across Years 1-8 were achieving within or above curriculum expectations in maths (389/466) - when specially looking at the 2023 Year 2-8 students, this was 80.2% • Of the 27 students we identified at the beginning of 2023 who could be focused on to make accelerated progress, they all made progress, however only 10 made accelerated progress (9 moved from working towards to within expectations, 1 from well below to below expectations) • 80% of girls and 86.7% of boys achieved expectations • Ethnic breakdown achieving expectations: 68% Māori (21/31 students), 83% NZ Pākeha (251/303 students), 81% Pasifika (21/26 students) & 91.7% Asian (33/36 students) • Overall, we have seen a drop in our maths data and this target was not met
Reasons for Variance	<p>We believe we continue to see the effects of covid lock downs in our achievement data. 2020, 2021 and 2022 have all seen significant impacts on student attendance, with 2022 being one of the most challenging with large numbers of students off at different times due to health guidance/rules around isolation periods for those with covid or household contacts. This has impacted on a teacher's ability to ensure consistency in deliberate acts of teaching of maths knowledge across number and strand. For a small number of students, there are also additional attendance concerns that remain post covid. We also have a period of 'limbo' between the numeracy project and the curriculum refresh. System wide guidance on assessment tools and clarity around what students need to know has been unclear.</p>

Evaluation / Next Steps	<ul style="list-style-type: none">● Two teachers completed ongoing professional development in 2022; “Just in Time Maths.” They have begun sharing the ideas from this with other teaching staff this year and this should continue in 2024● Explore and begin to use the draft refreshed curriculum● Share practice and monitor across teams and the Leadership Team to support students who are below in maths - this will be in the form of a revised approach to tracking priority learners● Look to implement an ALIM programme one term in senior classes. This aims to accelerate maths progress in struggling learners● Middle Team to consider how students could analyse their diagnostic data during numeracy units and select workshops based on their needs● Work with whānau Māori and Ūpane to ensure programmes are relevant to our Māori learners and that strong partnerships are established that support learning.● All classes ensure that engaging basic facts/place hot spot activities are part of their daily programme● Focus on what needs to be delivered at each phase of learning as we change the structure of our school to better cater for foundation learning in Year 0-3 and broadening horizons beyond that, along with less transitions as students progress through school
Planning for next year	<p>In 2024, we will continue to ‘drill down’ into our data more deeply with a systematic approach developed to track students carefully and identify any who may be plateauing in achievement. We also intend on looking deeply at the curriculum refresh content in English and Maths, with a particular focus on teachers understanding what students specifically need to understand, know and do at each phase of learning. We will be refining our priority learner processes with a focus on sharing more strategies across teams and more formal check ins with the Deputy Principal/SENCO.</p>