

## St Heliers School Statement of variance: progress against targets

<b>Annual Target/Goal:</b> <i>As per the annual implementation plan</i>				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> To increase the number of Y2 children achieving 'at' the expected level of the NZC in reading.	Reading mileage increased notably for most of these children.  Teachers shared effective teaching strategies within team meetings, which helped with teacher upskilling.  Children are more confident with their reading abilities.  Progress and achievement discussions were held each term, where teachers shared children learning, challenges and ideas to move forward.	67% (n=12/18) Y2 children moved from 'below' to achieving 'at' expected level of the NZC in reading.  Probes, Running Records, PAT assessments, and teacher OTJs were used as sources of information.	7% (n=1/18) has been identified and placed on our Reading Recovery programme for daily individual reading lessons.  22% (n=4/18) ESOL children included in this data are attending ESOL lessons and will take longer to reach expectation.  Target, daily reading instruction has resulted in the majority of children moving to expectation.	Continue with scheduled team meeting times that focus on target children's progress and achievement.  Reading intervention programmes for children identified as not achieving 'at' the expected reading level.  ESOL children attend small group lessons in the Language Centre with a qualified teacher, which will help with written, spoken and reading texts.
<b>Action 2</b> To increase the number of Pasifika children achieving 'above' the expected level of the NZC in reading.	Reading mileage increased notably for most of these children.  Teachers shared effective teaching strategies within	30% (n=3/10) Pasifika children moved from 'at' to 'above' expected level of the NZC in reading.	10% (n=1/10) was absent from our school for a period and remained at the expected NZC level.	Continuing to communicate with families the importance of attending school on time and every day to ensure all children gain from the excellent reading

	<p>team meetings, which helped with teacher upskilling.</p> <p>Children are more confident with their reading abilities.</p> <p>Stronger home-school relationships were formed, and families supported their child's home reading.</p>	<p>Probes, Running Records, PAT assessments, and teacher OTJs were used as sources of information for teacher OTJs.</p>	<p>10% (n=1/10) was absent for an extended period.</p> <p>Target, daily reading instruction has resulted in most children moving to above expectation.</p>	<p>programmes our teachers provide.</p> <p>Continued high expectations for all learners to achieve higher than they currently are in reading.</p>
<p><b>Action 3</b></p> <p>To increase the number of Y4 children achieving 'at' the expected level of the NZC in writing.</p>	<p>Termly team meetings focused on these children to provide support to shift achievement levels.</p> <p>Continued AfL pedagogy with teachers modelling, shared learning intentions, success criteria, self-assessment and clarity of learning which enabled children to understand their next learning steps and what was required to shift the standard/quality of their writing.</p>	<p>50% (n=8/16) Y4 children moved from 'below' to 'at' expected level of the NZC in writing.</p> <p>e-astle school wide writing samples in T2 &amp; T4 and written work during the year were used as sources of information for teacher OTJs.</p>	<p>6% (n=1/16) Y4 children attends ESOL lessons and will take longer to reach expectation.</p> <p>6% (n=1/16) Y4 children left St Heliers School</p> <p>Target, daily writing instruction has resulted in half the children moving to expectation.</p>	<p>Continued in class monitoring and targeted teaching to the learning needs of the children who did not reach expectation.</p>
<p><b>Action 4</b></p> <p>To increase the number of Y8 female children achieving 'at' the expected level of the NZC in mathematics and statistics.</p>	<p>Regular monitoring and updating Goal/Target documents during team meetings.</p> <p>Student- led expert mathematics workshops for extra support (very effective based on student voice)</p>	<p>89% (n=8/9) Y8 female children moved from 'below' to 'at' expected level of the NZC in mathematics and statistics.</p> <p>GLoSS, PAT Mathematics, book work and class contributions were used as</p>	<p>11% (n=1/9) Y8 children have learning challenges and continue to make progress, although not at the expected Y8 NZC level for mathematics.</p>	

	<p>Targeted teaching areas covered in team meetings to develop teacher content knowledge and pedagogical content knowledge for teaching Y8 mathematics.</p> <p>Self and peer assessing across the curriculum, including mathematics, enabled this group to know what success looks like and what they needed to learn to achieve this.</p>	sources of information for teacher OTJs.		
<p><b>Action 5</b> To increase the number of NZ Māori children achieving 'above' the expected level of the NZC in mathematics and statistics.</p>	<p>Targeted teaching strategies and mathematic content and pedagogical knowledge covered in team meetings to further develop teacher expertise at teaching mathematics &amp; statistics.</p> <p>Discussion with parents at our Māori hui regarding expectations for their children, how their children learn best and support that can be provided at home to develop mathematical skills and knowledge.</p> <p>Student voice collected around how Māori children learn best in mathematics.</p>	9% (n=1/11) NZ Māori children moved from 'at' to 'above' expected level of the NZC in mathematics and statistics.	91% (n=10/11) NZ Māori children have remained 'at' have made improvements even though they did not achieve at 'above'.	Reset this goal in 2024

<p><b>Action 6</b> To increase the number of Pasifika children achieving 'above' the expected level of the NZC in mathematics and statistics.</p>	<p>Targeted teaching strategies and mathematic content and pedagogical knowledge covered in team meetings to further develop teacher expertise at teaching mathematics &amp; statistics.</p> <p>Discussion with parents at our Pasifika fono regarding expectations for their children, how their children learn best and support that can be provided at home to develop mathematical skills and knowledge.</p> <p>Student voice collected around how Pasifika children learn best in mathematics.</p>	<p>10% (n=1/10) Pasifika Children moved from 'at' to 'above' expected level of the NZC mathematics and statistics.</p>	<p>90% (n=9/10) Pasifika Children have remained 'at' have made improvements even though they did not achieve at 'above'.</p>	<p>Reset this goal in 2024</p>
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