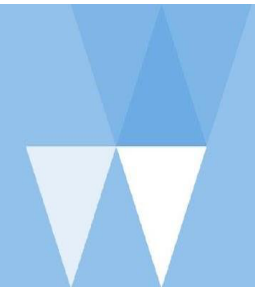


Statement of Variance Reporting



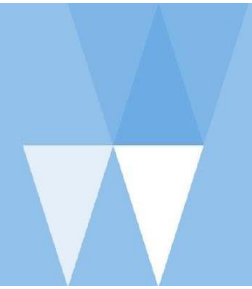
School Name:	Nelson Intermediate School	School Number:	3210
Strategic Aim:	<ul style="list-style-type: none"> - Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support. - Develop a student centred, innovative teaching & learning pedagogy where ākonga are supported to be adaptive & creative thinkers 		
Annual Aim:	<p>Support the professional growth of kaiako to improve teaching and learning. Continue to consolidate a relevant, authentic, innovative, local curriculum throughout the kura. Continue to consolidate our understanding and application of the principles of Cultural Relationships for Responsive Pedagogy.</p> <p>Continue to develop & embed mathematical capability with a focus on sustainability & consistency across the kura</p> <p>Kaiako to provide a varied math programme providing collaborative, independent learning opportunities for akonga.</p>		
Target:	Accelerate the learning of our target maths students and help reduce this deficit from 16% to 10%. This will be accomplished by tracking these students in our class profiles by outlining our interventions and regularly testing to determine whether or not they are making progress in their learning.		
Baseline Data:	<p>In Term 4, 2022,</p> <p>95% of Māori ākonga made progress in maths.</p> <p>83.2% of ākonga made progress in maths.</p> <p>In Term 4, 2023,</p> <p>81% of Māori ākonga made progress in maths.</p> <p>87% of ākonga made progress in maths.</p> <p>57% of ākonga were working at level 4 and above.</p>		



Tātaritanga raraunga

33% of ākonga were working at level 3 and below.

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>
<p>Trialled Pr1me mathematics in Wairepo 7, with the intention of rolling this out towards the wider Wairepo syndicate in 2024. This involved observations at Clifton Terrace and collaborating with Scholastic.</p> <p>Continued to implement elements of previously used pedagogical approaches such as DMIC within our classroom programs.</p> <p>Teachers allowed autonomy and flexibility in how they cater to their classes by being able to factor in student interest and ability. Provided with the framework (maths overview) and resources (digital/physical). These were sent before starting a new strand.</p> <p>Workshop run in Term 2 on maths warm-ups and how they can be implemented within our classroom.</p> <p>Invested in a larger range of resources to support ākonga working at level 1 and 2 (Pr1me books, AWS sheets). In addition, invested in workbooks for students excelling at level 5 and beyond.</p>	<p>Māori:</p> <p>19% of Māori ākonga made no progress.</p> <p>73% of Māori ākonga made expected progress.</p> <p>7% of Māori ākonga made accelerated progress.</p> <p>Whole School:</p> <p>13% of ākonga made no progress.</p> <p>72% of ākonga made expected progress.</p> <p>14% of ākonga made accelerated progress.</p> <p>Male:</p> <p>13% of male ākonga made no progress.</p> <p>73% of male ākonga made expected progress.</p> <p>14% of male ākonga made accelerated progress.</p> <p>Female:</p>	<p>Teachers allowed autonomy and flexibility in how they cater to their classes by being able to factor in student interest and ability. Provided with the framework (maths overview) and resources (digital/physical). These were sent before starting a new strand.</p>	<p>Continue to provide specific feedback/feedforward and facilitate self and peer assessment that promotes growth within ākonga learning.</p> <p>Start a new cycle for the PLG. This could look at how to best support Pasifika/Māori ākonga within mathematics and how to embed digital technologies authentically in the curriculum.</p> <p>Give opportunities for kaiako to observe /share effective instructional practice among each other.</p> <p>Use extended technology release time to co-plan/collaborate on maths lessons/units.</p> <p>Roll out Pr1me mathematics program across the Wairepo whanau, with the intention of adapting it to meet our needs as a kura/akomanga. In particular, how it impacts on Māori achievement in mathematics in TPW and how it can be adapted for that learning space.</p>



Tātaritanga raraunga

Maths PLG to allow kaiako to collaborate and share resources/strategies to support teacher growth with a focus on mathematics. Reflections from teachers in this group on their growth teaching maths.

Provided students opportunities to participate in local and national maths competitions (Otago Problem Challenge/Mathix).

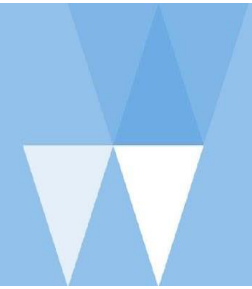
13% of female ākonga made no progress.

70% of female ākonga made expected progress.

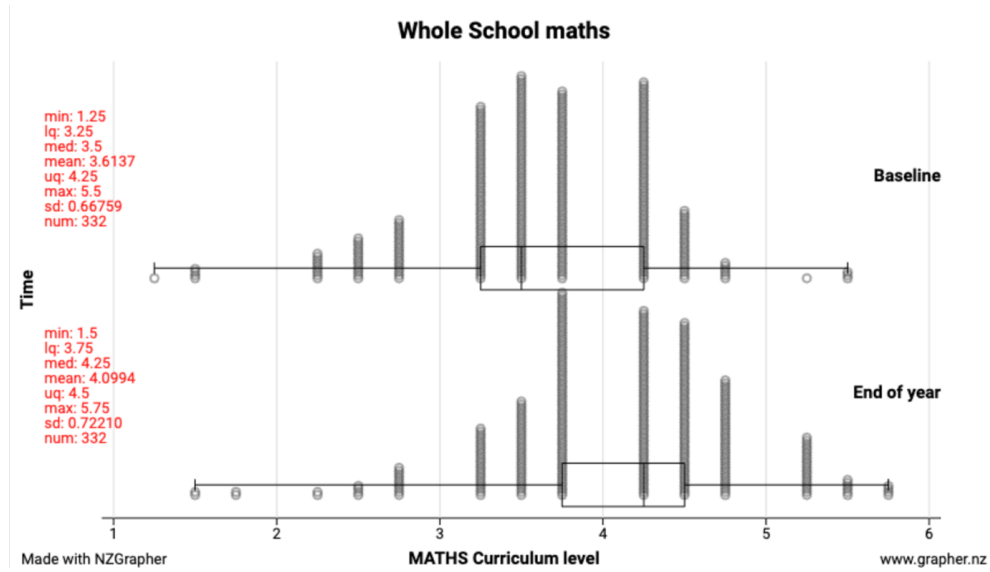
12% of female ākonga made accelerated progress.

Planning for next year:

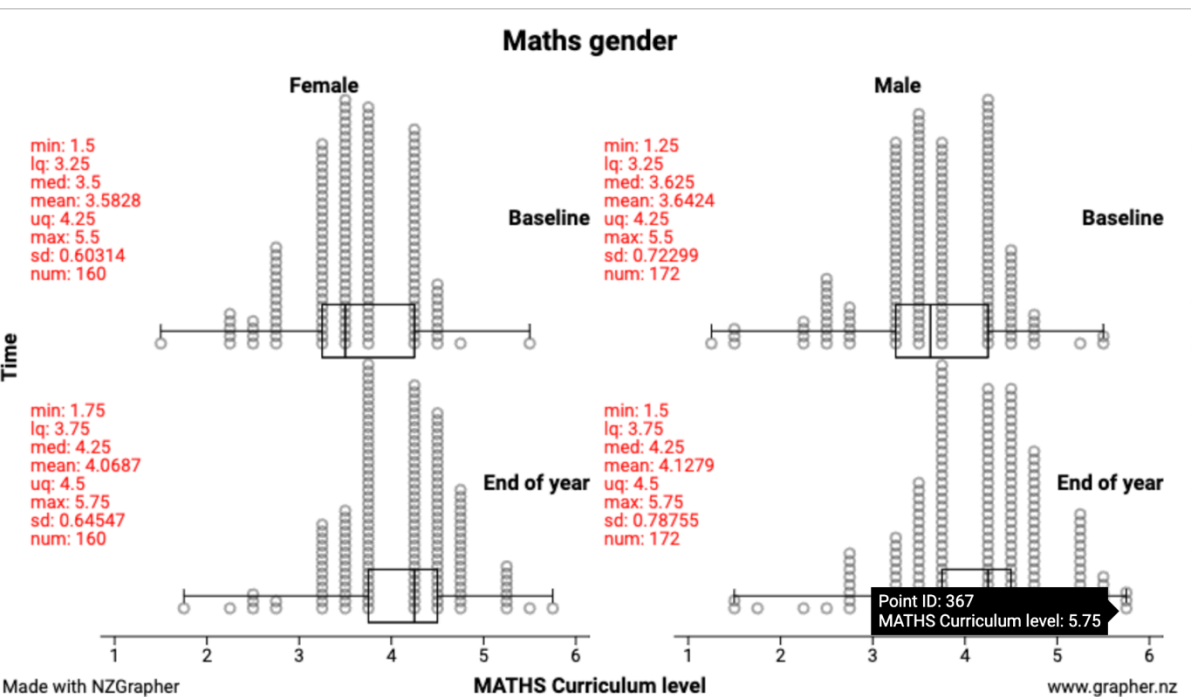
- Invest in PLD centering on Culturally Responsive Pedagogy, Mana ōrite mō te mātauranga Māori, Common practice model.

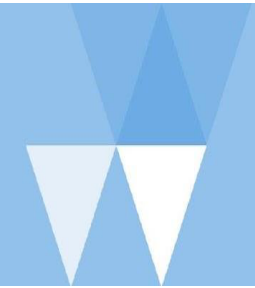


Tātaritanga raraunga



Tātaritanga raraunga





Tātaritanga raraunga

