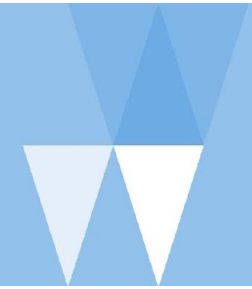


Statement of Variance Reporting



School Name:	Nelson Intermediate School	School Number:	3210
Strategic Aim:	<p>Innovative teaching and learning Develop a student centred, innovative teaching and learning pedagogy where ākonga are supported to be adaptive and creative thinkers. Culturally responsive pedagogy – ākonga are strong in their culture, identity and sense of belonging enabling them to thrive as bicultural citizens.</p>		
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>		
Target:	<p>In 2023, 100% of Māori ākonga will be working at or above NZC Level 4 for reading and writing</p>		
Baseline Data:	<p>In Term 1, 2023, the median curriculum level for Year 7's in reading was Mid Level 3 and for Year 8's Beginning Level 4.</p> <p>In Term 1, 2023, both boys and girls had the same baseline data of End Level 3 for reading.</p> <p>In Term 1, 2023, the median curriculum level for Year 7's in writing was Mid Level 3 and for Year 8's End Level 3.</p> <p>In Term 1, 2023, the median curriculum level for girls in writing was End Level 3 and for boys was Mid Level 3.</p>		

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>
<ul style="list-style-type: none"> • Completing class profiles with a focus in Term 1 to assist with identifying learning needs within the class. • EAsttles done during Term 1. This helps with identifying what to plan for. • Staff hui during Term 2 and 3. This was around reading planning based on Asttle data in specific processes and strategies. • Class portfolios identifying the diverse learners within classes. • The use of digital technology to help with reading (audio books) and within rotations. • Gail Loane methodology • Targeted groups from Level 1 & 2 learners. • Devices utilised for writers that are still developing their fine motor skills. • Giving students opportunities to write about their experiences. • 	<p>In 2023 5% of Māori ākonga made accelerated progress. This is 3% down from last year.</p> <p>77.5% Māori ākonga made expected progress within writing. This is up from 62.5 last year.</p> <p>In 2023 8% of Maori ākonga made accelerated progress within reading. This is down from 18.75% in the previous year.</p> <p>83% of Māori ākonga made expected progress within reading. This is up from 66.25% in 2022.</p> <p>As you can see in both areas of literacy, ākonga Māori had success making progress in their learning. However, fewer had accelerated success.</p> <p>75% of all ākonga within the school are working within Level 4 of the NZC for reading.</p> <p>Whereas 56% of ākonga across the school are working within Level 4 of the curriculum.</p>	<p>Spending time as a staff looking at E-asttle data and making group plans on targeting the weaknesses (processes and strategies).</p> <p>PLG group all focused on reading - spread back to whānau groups.</p> <p>Principles of culturally responsive pedagogy visited at the start of the year.</p> <p>Having times for kaiako to discuss and see different ways a literacy programme can be utilised (PLG).</p> <p>The last 2 years there has been a push on establishing a reading program. This has included a PLG, staff hui and outside facilitators.</p> <p>We have not hit the target of 100% Māori ākonga achieving within Level 4 of the NZ curriculum.</p>	<p>Continue to provide specific feedback/feedforward and facilitate self and peer assessment that promotes growth within ākonga learning.</p> <p>Start to deepen reflections through ākonga learner journals.</p> <p>Assessment information (Easttle for reading, PaCT, self and peer) will be used to target ākonga needs.</p> <p>Writing prompt to be moderated within whānau. This will allow kaiako to plan to the gaps in their class.</p> <p>Continue the PLG in literacy. This is looking at digital technology within the class.</p> <p>Continue to give opportunities for kaiako to observe/share effective instructional practice.</p> <p>Continue to develop our efficiency and knowledge around using PaCT at our kura.</p>



Tātaritanga raraunga

<ul style="list-style-type: none"> Using their experiences as the vehicle for teaching and learning. Providing feedback/feedforward to students. Reporting next steps to parents in mid-year reports. PLG. A group of kaiako to look at literacy and share back with their whānau. 	<p>As a school, 74.9% made expected progress; 10% 14.3% made accelerated progress; and 10.2% made no progress in reading.</p> <p>As a school, 72% made expected progress; 15% made accelerated progress and 13.4% made no progress.</p>		<p>Continue with E-asttle this year to assist with reading assessment and planning.</p> <p>Develop a whole school writing prompt to moderate writing and assist with planning.</p>
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Planning for next year:

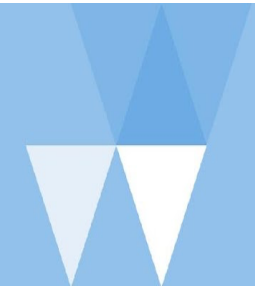
Looking at the whole school data it looks like we will need to do work around writing. Work with SLT to develop a plan around this.

Continue to consolidate reading programmes within the school.

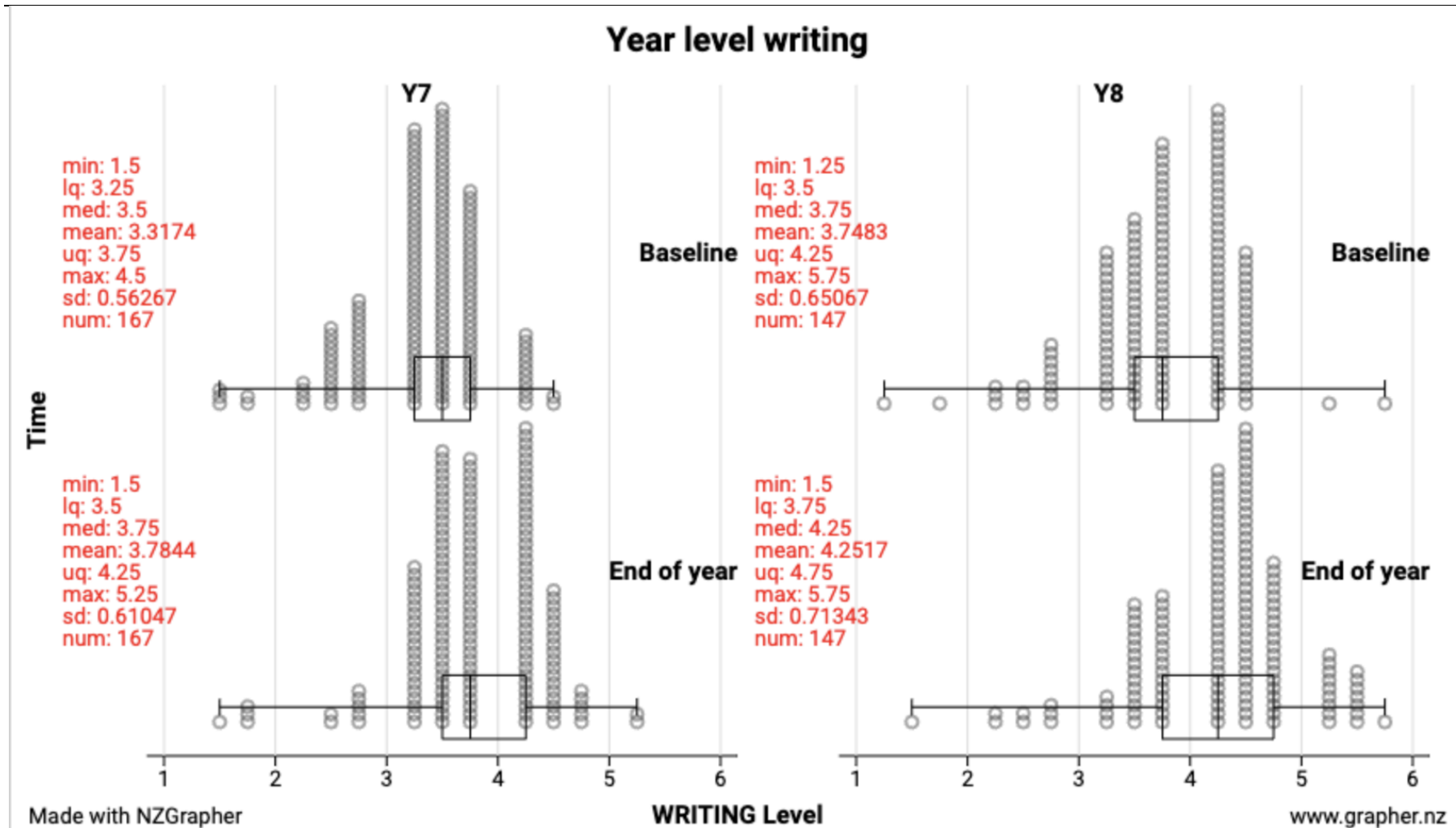
As more information comes out about the common practice model look to work with SLt and, most likely, PLG kaiako on what this will look like within the kura.

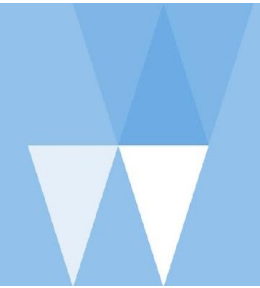
Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support

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

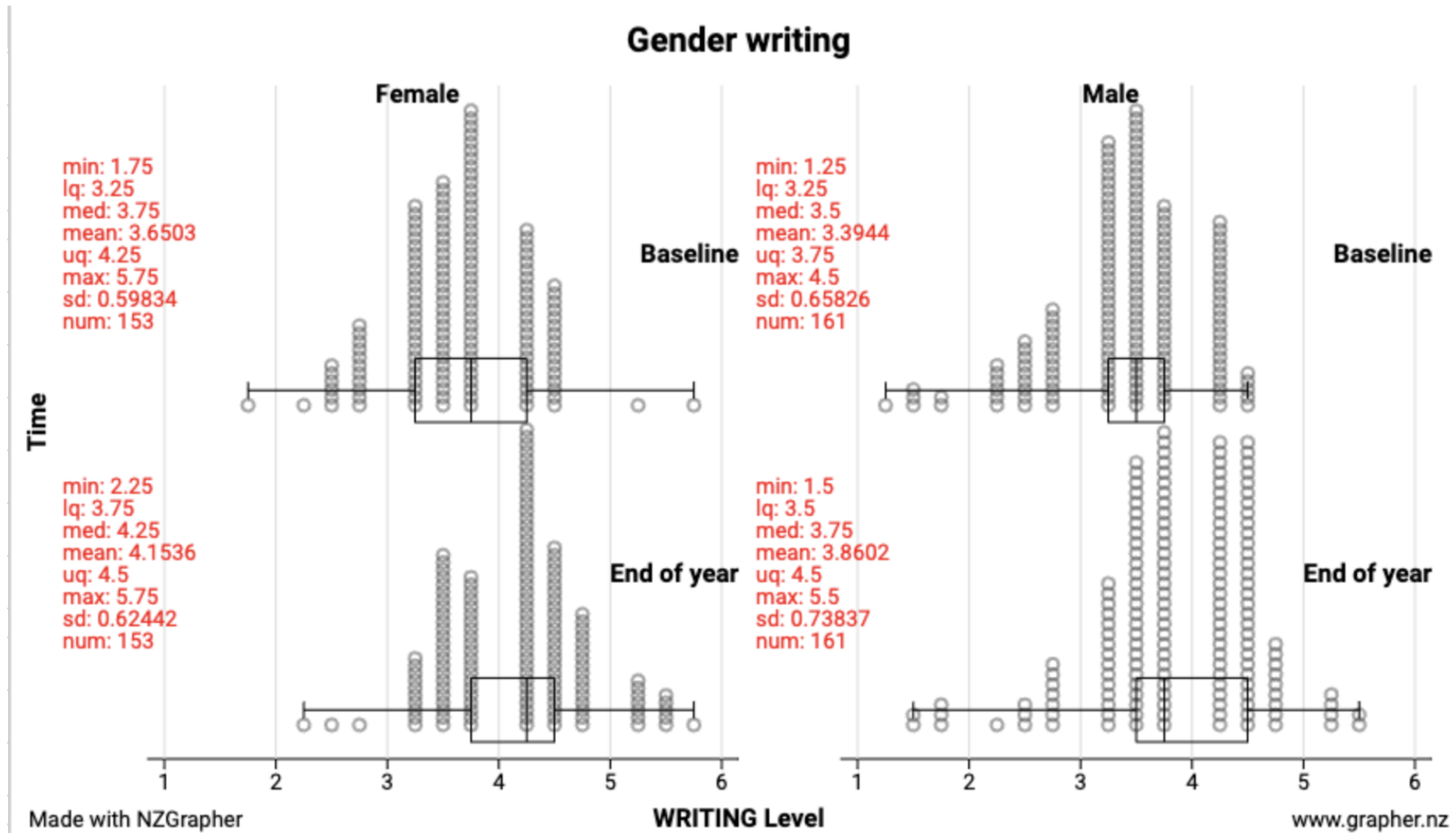


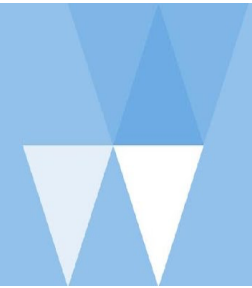
Tātaritanga raraunga





Tātaritanga raraunga





Tātaritanga raraunga

Whole school writing

