**Statement of Variance: Progress against Targets Greenmeadows School 2024**

*Strategic Goal: Learners throughout the school reach their highest potential, especially in literacy and numeracy. NELP 2, 3, 4, 5, 6*

Annual Target/Goal: More students meeting or exceeding curriculum expectations

Action 1

Raise teacher capability as part of The Learner First (TLF) PLD

**What did we achieve?**

* consistent pedagogies in mathematics teaching and learning emerging across the school
* maths curriculum team involved in the PLD (8 teachers) throughout 2024
* the last three months of 2024 saw some dramatic steps taken nationally with the announcement on 4th August about the ‘Make it Count’ action plan, and the accelerated implementation of the Mathematics curriculum
* sound levels of achievement in Mathematics (75% of students across the school meet expectation)
* established expectations as part of the Term 3 curriculum meeting scheduled so that there is clarity for teachers
* collective planning templates and programming emerging
* rich routines imbedded into many programmes
* applying approaches to science learning

**How do we know?**

* meeting minutes – staff, syndicate and curriculum teams
* coaching groups amongst staff
* Mathematics PAT results

**Reasons for any differences (variances) between the target and the outcomes**

* variance in resources and programming
* ensuring that consistent messaging is widespread
* some year groups rates of achievement still low

**Planning for next year – where to next?**

Continued involvement in TLF

Schoolwide approach to maths learning adopted – use ‘Maths No Problem’ resource

Establishing target groups for all teachers and monitoring progress

* continue to imbed and evolve rich routines
* monitoring Year 4 and 5 cohorts for increased levels of achievement

Action 2

Raised levels of achievement in written language and mathematics

**What did we achieve?**

* solid levels of achievement, in reading and maths using OTJs.
* reading results show a consistency of achievement across all year groups
* Maths PATs indicate good levels of understanding across the Y4 to 6 cohorts.
* writing levels are lower across the school (only 64% meeting expectations)

**How do we know?**

* use of OTJs by teachers used for every student
* 75% of school students meeting or exceeding expectations in Maths
* 64% of students meeting expectation in Writing

**Reasons for any differences (variances) between the target and the outcomes**

* continuing to build consistency of programming
* increasing number of ESOL students enrolling
* still developing consistency of practice, programming and use of resources
* need for more physical resources especially in teaching of maths

**Planning for next year – where to next?**

* Writer’s Toolbox for Years 5 and 6 to promote writing
* Imbedding the ‘Maths No Problem’ resource into our overall structure of programming
* Target groups for each teacher in maths in 2025
* Continue to work on staff moderation techniques and achieving consistency in making OTJs

Strategic Goal 2: Enhance the school’s environment to promote Hauora and more community connection NELPS 1, 3, 5 and 6

Annual Target/Goal: Improve school’s environment and strengthen community connections

Action 1

Enhance physical spaces around the school

**What did we achieve?**

Completed the junior playground through working bees and community raised funds

Community efforts tidied the school and cleared away a significant amount of the school

Community constructed junior playground

**How do we know?**

Site inspection

Playgrounds completed

Attendence at working bees

**Reasons for any differences (variances) between the target and the outcomes**

Exceeded expectations – enables revised planning for 2025

**Planning for next year – where to next?**

Planning for space behind B Block and vacant area that housed the old playground

Link to kaitiakitanga in food production

Action 2

Link with community in a number of projects

**What did we achieve?**

Various community hui and fono.

Had an extremely successful online safety session for parents and whānau

Exit survey for Year 6 families/whānau

**How do we know?**

Survey results expressing support for the school – participation rates interviews, school functions

160 attended internet safety evening

**Reasons for any differences (variances) between the target and the outcomes**

Aiming to broaden range of whānau engaging in hui and fono – not a complete representation of entire families

**Planning for next year – where to next?**

t

Continue to broaden and strengthen links with community

Ongoing planning towards waharoa project

Development of gardens and food growing facilities involving the students

## **Evaluation and analysis of the school’s students’ progress and achievement**

This evaluation and analysis shows how all your students have progressed and achieved over the last year. This is different from your statement of variance which reports on the progress your school has made against the targets set out in your annual implementation plan.

The following tables are taken from the 2024 end of year OTJs made by teachers..

* we have combined the ‘below’ and ‘well-below’ classifications to be ‘below’
* only Year 1 students who had been at school more than twenty-five weeks in 2024 were given an OTJ

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2024 Maths OTJsYears 1 to 6(Male)/(Female) | Above Expectation | At Expectation | Below Expectation | Totals |
| Year 1 | 2/0 | 12/9 |  | 23 students |
| Year 2 | 5/2 | 32/33 | 8/7 | 87 students |
| Year 3 | 3/3 | 24/25 | 7/6 | 68 students |
| Year 4 | 9/0 | 21/18 | 11/16 | 75 students |
| Year 5 | 8/9 | 19/15 | 13/17 | 81 students |
| Year 6 | 4/1 | 23/30 | 7/9 | 74 students |
|  | 31/15 (11%) | 131/130 (64%) | 46/55 (25%) | 408 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2024 Maths OTJsMāori students(Male)/(Female) | Above Expectation | At Expectation | Below Expectation | Totals |
| Year 1 |  | 1/3 |  | 4 students |
| Year 2 |  | 8/6 | 2/2 | 18 students |
| Year 3 | 1/1 | 6/9 | 1 /2 | 20 students |
| Year 4 | 1/0 | 4/3 | 3/5 | 16 students |
| Year 5 | 0/2 | 3/5 | 5/7 | 22 students |
| Year 6 |  | 6/7 | 3/2 | 18 students |
|  | 2/3 (5%) | 28/33 (62%) | 14/18 (33%) | 98 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2024 Writing Years OTJs 1 to 6(Male)/(Female) | Above Expectation | At Expectation | Below Expectation | Totals |
| Year 1 |  | 9/7 | 5/1 | 22 students |
| Year 2 | 2/2 | 28/33 | 14/8 | 87 students |
| Year 3 |  | 19/23 | 15/11 | 68 students |
| Year 4 | 4/1 | 20/21 | 17/11 | 74 students |
| Year 5 | 0/3 | 14/25 | 25/13 | 80 students |
| Year 6 | 2/1 | 13/29 | 18/10 | 73 students |
|  | 8/7 (4%) | 103/138 (60%) | 94/54 (36%) | 404 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2024 Writing OTJsMāori students(Male)/(Female) | Above Expectation | At Expectation | Below Expectation | Totals |
| Year 1 |  | 1/2 |  | 3 students |
| Year 2 |  | 6/7 | 4/2 | 19 students |
| Year 3 |  | 4/8 | 4/3 | 19 students |
| Year 4 | 1/0 | 2/3 | 5/5 | 16 students |
| Year 5 | 0/2 | 1/6 | 8/5 | 22 students |
| Year 6 |  | 3/6 | 6/3 | 18 students |
|  | 1/2 (3%) | 17/32 (50%) | 26/18 (45%) | 97 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2024 Reading Years 1 to 6(Male)/(Female) | Above Expectation | At Expectation | Below Expectation | Totals |
| Year 1 |  | 11/7 | 2/1 | 21 students |
| Year 2 | 4/2 | 26/33 | 15/8 | 88 students |
| Year 3 | 5/7 | 22/17 | 7/9 | 67 students |
| Year 4 | 4/2 | 28/21 | 9/11 | 75 students |
| Year 5 | 10/15 | 19/19 | 11/7 | 81 students |
| Year 6 | 3/6 | 18/27 | 13/7 | 74 students |
|  | 26/32 (14%) | 124/124 (61%) | 57/43 (25%) | 406 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2024 Reading OTJsMāori students(Male)/(Female) | Above Expectation | At Expectation | Below Expectation | Totals |
| Year 1 |  | 1/2 |  | 3 students |
| Year 2 |  | 5/8 | 5/1 | 19 students |
| Year 3 | 2/2 | 4/6 | 2/3 | 19 students |
| Year 4 | 1/0 | 4/3 | 3/5 | 16 students |
| Year 5 | 1/5 | 5/7 | 3/1 | 22 students |
| Year 6 | 1/1 | 3/6 | 5/2 | 18 students |
|  | 5/8 (13%) | 22/32 (55%) | 18/12 (30%) | 98 |

These tables repeat the ongoing trends we typically see at our school.

* the rates of achievement for boys in comparison to girls in maths
* the proportion of students not meeting expectation (approximately 25%)
* the proportion of Māori rates of achievement is lower than their peers (apart from Year 5 in Reading).

SUMMARY

Meeting Expectations - Reading

Year 6 Reading 73% (Māori students 61%)

Year 5 Reading 78% (Māori students 82%)

Year 4 Reading 73% (Māori students 50%)

Year 3 Reading 76% (Māori students 74%)

Year 2 Reading 74% (Māori students 68%)

Meeting Expectations - Mathematics

Year 6 Maths 78% (Māori students 72%)

Year 5 Maths 63% (Māori students 45%)

Year 4 Maths 64% (Māori students 50%)

Meeting Expectations – Written Language

Year 6 Writing 62% (Māori students 50%)

Year 5 Writing 52% (Māori students 41%)

Year 4 Writing 62% (Māori students 62%)

Key points to take away from this data include:

### 1. **Maths OTJs (Overall Trends)**

* **Achievement Levels**: In general, 64% of students are meeting expectations in Maths, with 25% falling below expectations, and only 11% above expectations.
* **Gender Differences**: Boys have a higher rate of achievement compared to girls across the various year levels.
* **Māori Student Achievement**: Māori students are performing at a lower rate than their non-Māori peers. For instance, only 67% of Māori students in Year 6 met the expected standards, compared to 78% of the general cohort.

### 2. **Reading OTJs (Overall Trends)**

* **Achievement Levels**: In Reading, 61% of students meet expectations, with a 25% below expectations rate and 14% above expectations.
* **Gender Differences**: Boys and girls are closer in terms of achievement in reading, with 72% of boys meeting or exceeding expectations compared to 78% of girls.
* **Māori Student Achievement**: Māori students also show lower achievement levels in Reading. In Year 6, for example, 61% of Māori students met expectations, which is lower than the 73% of the general cohort.

### 3. **Written Language**

* **Achievement Rates**: Written Language performance is notably lower than in Reading and Maths. The overall achievement rates for students meeting expectations range from 50% to 62%, but the data specifically for Māori students is concerning, especially in Year 5, where only 41% meet expectations.

### 4. **Key Observations**

* **Proportion Below Expectations**: Across all subjects, a substantial proportion of students (around 25%) are not meeting expectations, with a significant gap for Māori students.
* **Māori Achievement**: Māori students seem to consistently perform lower than their peers in all subject areas, highlighting a potential area for targeted intervention or support.
* **Gender Gap**: Although both boys and girls face challenges, boys generally seem to be achieving at a lower level in Written Language and Reading when compared to girls.

### 5. **Proportions Meeting Expectations by Year Level**

* **Maths**: The highest proportions of students meeting expectations in Maths are in Year 2 (74%) and Year 3 (76%). The lowest is Year 5 (63%) and Year 4 (64%), particularly for Māori students.
* **Reading**: Māori students in Year 4 have the lowest reading achievement (50%) compared to their peers, with the highest being Year 5 (82% for Māori students, 78% for all students).

### 6. **Potential Areas for Improvement**

* **Year 4 Māori students** show lower achievement in both Maths (50%) and Reading (50%) when compared to their peers.
* **Girl’s Achievement in Maths** could be an area to focus on, as their results consistently show lower levels compared to boys, especially in Year 4 and Year 5.
* **Māori student support** could be strengthened across subjects, particularly in Years 4 and 5, where achievement gaps are most pronounced.

## **How we have given effect to Te Tiriti o Waitangi**

We have given effect to Te Tiriti o Waitangi by:

* + - * holding whānau hui three times in 2024
			* having all teaching staff involved in Te Toka Tūroa Māori language classes
			* having mihi whakatau for new whānau throughout the year
			* developing elements of tikanga into very day school practises e.g. karakia
			* involvement in Kāhui Ako pōwhiri activities
			* commitment to gathering community input into the design of the school’s carved waharoa
			* Māori language learning for all classes
			* Kapa haka group in excess of 160 students
			* Participation in local marae activities

**Statement of Compliance with Employment Policy**

For the year ended 31 December 2024

For the year ended 31st December 2024 the Board:

- meets all Equal Employment Opportunities requirements

- has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment

- has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice

- is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board

- ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination