MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Statement of Variance Reporting

School Name:	Te Parito Kōwhai Russley School	**School Number**:	3496

Strategic Aim:	Shaping connected curriculum
Annual Aim:	Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact.
Target:	The 9 learners who are reading below standard will make steady progress in their reading stages which will be tested by the Little Learners Love Literacy assessment guide. The targeted learners will make it to stage 7.1. This will still not quite be at standard, however, it will be progress that will provide a good set of fundamentals and a solid platform to continue to accelerate the following years. The standard for Year 2 is to pass 7.2, and the standard for Year 3 is to have passed 7.5 and a Probe test at age level 7.5-8.5. At Stage 7.1 learners will know most digraphs, short vowels and alternative spellings for long vowel sounds which is critical in being able to phonetically encode and decode many high frequency words.
Baseline Data:	9 Te Kākano learners; all achieving well below expectation • 5 Year 2 learners, 4 Year 3 learners • 7 females, 2 males • 2 students @ stage 3; 4 students @ stage 4; 3 students @ stage 4+

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Actions
What did we do?

At Te Parito Kōwhai Russley School, we are now several years into structured literacy. Individual learners take different lengths of time to work through the many stages. The children we have targeted are learners who don't seem to have any obvious barriers as to why they are not progressing faster. Being on the target means that they will be a strong focus, and we can attempt different interventions and approaches that these specific learners may not have seen before.
We have also noticed that learners coming through were less routine; not sure why. This slowed down the learning as there are a lot of basic structures needed to be implemented into daily teaching. Learners seem less independent and require more time and assistance with their school work.
The targeted learners have been involved in structured literacy from the beginning of their school life.
Structured literacy groups. (teacher interventions)
The children in the target will continue to be part of an intense explicit structured literacy programme within their classroom.
Specific and direct interventions where learners were drawn out of class outside of their structured literacy time will be implemented in Term One and Term Two; "and/and" added value exposure.
Target learners will be exposed to writing modelling to improve their vocabulary and ability to encode new words.
Learners continued with daily lessons of The Code as well as daily handwriting

Outcomes
What happened?

	Year	Start	End of term two	End of year
Stage 4				
S1	2	4	5	7.2
S2	3	4	5	Left school
S3	2	3	4+	6
S4	3	3	5	7.2
S5	2	4+	6	7.2
S6	2	4	6	7.3
Stage 4+				
S7	3			Left school
S8	3	4+	6	7.3
S9	2	4+	6	7.2

Reasons for the variance
Why did it happen?

In short, the value-added initiatives has given more exposure for the learners and gaps have been closed.

Targeted learners were involved in two different intervention groups in both Term One and Term Two where they are withdrawn from the classroom in the afternoon so they get a double hit of literacy each day.
The Code was taught at least 4x a week.
Handwriting was taught 4-5 days a week to improve letter formation and recognition. As handwriting becomes more fluent and natural for learners they don't need to think about letter formation as much and can focus more of their energy into writing.
We implemented directed silent reading 1-2 days a week when we are not handwriting. In this session learners are able to read any text of their choice. This gives learners exposure to language that is not directly from their decodable books and introduces high frequency words.
Spelling patterns and sounds taught during writing modelling and in learners' writing books.
Teacher aides working with target learners during Structured Literacy sessions in classrooms, after being seen by the teacher. They were re-reading texts and completing let's spell activities.
Structured Literacy packs have been sent home with the targeted learners so that they can practice at home with whānau.

Evaluation
Where to next?

The learning from this focus is the need for multi-layers levels of support and intervention.

At our kura, we have raised the profile of added value, "and/and" exposures. The question we are asking, "is apart from the explicit teaching, what else are we providing"? Where are the opportunities for multiple exposures?
We sometimes refer to these as 'blitz' interventions. Finding an opportunity and planning to give multiple exposures to learning in a condensed period of time. This requires that we break from the norm and 'business as usual' as a way of accelerating the gain.

The parent and community engagement aspect of this work is also critical. Genuinely seeing this relationship as a partnership gives value and weight to it, but also creates an expectation that their child's learning is not just a school problem. The added value of time and knowledge through the parent enhances the learning environment of the child.

which will integrate specific spelling patterns and build automaticity with letter formation. Learners whānau were involved in directed home learning to support the teaching at school.			

Planning for next year:

Next year presents different challenges in that teachers are moving into collaborative pair teaching partnerships. Designing a collaborative learning environment is a complex organisational task. Apart from considering this, what needs to be remembered is how we can maximise the multi-exposure methodology and mindset. We think that there should be opportunities to leverage this with two teachers in a learning space.

School Name:	Te Parito Kōwhai Russley School	School Number:	3496

Strategic Aim:	Shaping connected curriculum
Annual Aim:	To improve Numeracy knowledge and capability
Target:	The 47 learners will master at least up to Stage 4 basic facts skills and have automaticity of their basic facts.
Baseline Data:	The following summary of students with gaps in Stage 4 (and below) in the basic facts wall have been identified: Y4: 20 students; 5: 21 students; Y6: 6 students; 47 students in total. As the students in the target group spread across 3 different years groups, for some students, the lack of basic facts knowledge would be considered a critical deficiency to maths achievement.

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Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
According to Audrey Tan, if we focus on efficiency and accuracy in the four operations, a lot of other math attainment problems diminish. Cognitive neuroscience shows the link between automatic recall of basic facts and success in maths. Children's brains reorganise as they gain fluency with basic facts and commit to memory. Teaching children to memorise their times tables is probably the most important thing they can do before they leave primary school. Without it, they will be impractically slow at division and even worse with fractions. **Y1-4** • Automatic recall of single-digit basic facts • Family of facts • Start on timetables • Confidence in working with numbers **Y5-8** • Automatic recall of times tables The focus of math rotations aimed at improving basic facts mastery included: **Fact Fluency:** • Implementing timed drills or games to improve speed and accuracy • Providing opportunities for rote practice to reinforce memorisation of facts e.g. Big Maths : Beat That! Is a fun and motivating resource for basic facts retention. • Incorporating regular assessments to monitor progress and identify areas needing improvement. • Embedding basic facts practice into daily math routines, such as warm-up exercises • Connecting basic facts mastery to other areas of the math curriculum,	EOY Basic facts wall brick (mastered concept) improvement: **Year 4:** 5 students: 1-3 new concepts (bricks) mastered 10 students: 4-6 new concepts (bricks) mastered 5 students: 7-10 new concepts (bricks) mastered **Year 5:** 8 students: 1-3 new concepts (bricks) mastered 6 students: 4-6 new concepts (bricks) mastered 8 students: 7-10 new concepts (bricks) mastered **Year 6:** 2 students: 1-3 new concepts (bricks) mastered 3 students: 4-6 new concepts (bricks) mastered 1 student: 7-10 new concepts (bricks) mastered <u>EOY OTJ - Curriculum shift</u> Although, not a feature of the target, other curriculum level observations are as follows. 3 sub-levels (accelerated progress) = 1 2 sub-levels (accelerated progress) = 17 1 sub-level progress = 24 (Year 4 = 11, Year 5 = 7, Year 6 = 6) 0 sub-level progress = 1	All teachers in the team were engaged in this initiative. The planning, discussion and review had a team focus and so had priority. It was delivered as a staged intervention with focused time on, some time away, before returning for a 'hit'. A bigger question arises as to why this number of students have challenges with basic facts. Number familiarity is critical to supporting all maths knowledge and confidence in this area flows through to other maths aspects. Linked to the 'where to next' aspect is to explore further what happens with the maths programme in the junior end of the school to look for alignment possibilities and to critique programme delivery. Knowing the relevance of number knowledge and acquisition , a wondering is that students are not being exposed to, or encouraged to become familiar with certain number combinations because it doesn't fit with the stage or level that they are operating at. These are things to explore further.	Explicit, repetitive maintenance and practice of basic facts will continue to be an important part of next year's maths programme. There have been positives for all students with this approach. It will continue to be timetabled and planned across the team in 2025. Our target students translated their basic facts foundational strengthening into curriculum sublevel improvement. With 18 students making accelerated progress, 18 making a sub-level progress, and only 1 of the students not progressing. Many of the students engaged in the target find the language of maths difficult. We have tracked them over a long time and recognise their individual learning needs. We need to consider what this deliberate focus on basic facts looks like when integrated into a specific maths approach. We will have to reinvestigate this next year after having adopted a maths approach to deliver our maths curriculum.

such as number sense, arithmetic operations and problem-solving skills.

Strategies Supported by Basic Facts:

- Teaching and practising mental math strategies that leverage basic facts knowledge, e.g. using doubles, near doubles, or decomposition.
- Integrating basic facts into problem-solving activities e.g. Russley Rapids
- Encouraging students to make connections between basic facts and related mathematical concepts, such as addition/subtraction fact families or multiplication/division relationships.

Explicit Instruction:

- Providing explicit instruction on specific basic facts, focusing on understanding the relationships between numbers and the properties of operations.
- Using visual aids, manipulatives, or digital resources to enhance understanding and retention of basic facts.

Differentiation:

- Providing leveled practice activities * add Stage BF
- Focus on Y1-4 Level (Stage 4-5)
- Automatic recall of single-digit basic facts
- Family of facts
- Start on timetables
- Y5-8 (Stage 5 and beyond)
- Automatic recall of times tables

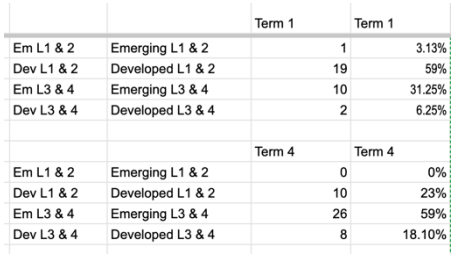
Planning for next year:

We will be making decisions about the supporting approach to our maths curriculum for 2025 as mandated through the government. This will determine how we choose to plan our maths curriculum and what priorities present. Further review of this aspect will occur in Term 1, 2025.

School Name:	Te Parito Kōwhai Russley School	School Number:	3496

Strategic Aim:	Shaping connected curriculum
Annual Aim:	We are examining our students' science capabilities this year, as well as their attitudes towards science. Results from the National Monitoring Study of Student Achievement (NMSSA) in 2017 found that in Year 8 a minority (20 percent) were achieving at or above curriculum expectations. There is a science focus for Inquiry themes this year and we want to see whether the science we 'do' this year increases student knowledge of science and what science is. **Knowledge**: We used the "Science Toolkit" which was developed as a response to the above findings and is used as a way to: • identify aspects of the science learning area that each student does or does not understand • find teaching and learning activities to address identified areas of need • monitor student progress over time. **Attitude**: We examined our student's attitude toward science, using a survey developed by MD in order to see whether our student's attitudes increased due to our increased science focus in 2024.
Target:	This is across the Y8s in the team. (32 took part in the March assessment) Year 8s, all genders, NZ European 13, Middle Eastern 4, Maori 4, Asian 3, Pasifika 4, Chinese 4
Baseline Data:	The March data demonstrates that over 60% of our Y8 students are not working in Level 3 or 4. This provided us with a target to improve this across the year.

		Term 1	Term 1
Em L1 & 2	Emerging L1 & 2	1	3.13%
Dev L1 & 2	Developed L1 & 2	19	59%
Em L3 & 4	Emerging L3 & 4	10	31.25%
Dev L3 & 4	Developed L3 & 4	2	6.25%

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
There was a significant focus on throughout the year. A Science strand was planned and delivered every term, perhaps more so than stipulated in our curriculum delivery plan. **Term One: Physical World - Physical inquiry and physics concepts** Explore and investigate physical phenomena in everyday situations. (Magnetism, Electricity) **Term Two: Planet Earth & Beyond - Interacting Earth systems** Investigate and understand that the geosphere(land), hydrosphere(water), atmosphere(air), and biosphere(life) are connected via a complex web of processes. **Term Three: Living World - Ecology:** Understand how living things interact with each other and with the non-living environment. **Term Four: Material World - Properties and changes of matter:** Investigate the properties of materials. Whilst science was taught in an "Inquiry' based approach, a specific and deliberate approach to integrate transactional (non-fiction) reading and writing within our literacy programme was used. This happened during science lessons as well as our literacy learning. **Writing**: Our structured literacy focus (The Writing Revolution) blended well with our science focus. We looked at basic conjunctions (so, but, because) to help us explain a topic; we learned note-taking and summarising skills and used paragraph structures (Single Paragraph outlines and Multiple Paragraphs). All this	As can be seen from the table, our Year 8s made an overall improvement in the Science Toolkit's second assessment. **Below expectation**: In Term One, 62% of the cohort were graded in the relatively low Level 1 and 2 band, in Term Four, only 23% of students achieved this grade. **At expectation:** In Term One, 37.5% of the cohort were graded in the expected Level 3 and 4 band, in Term Four, 77% of students achieved this grade.  The Science attitude survey was less conclusive. It would be fair to say, that with the increased exposure to Science throughout the year, the student responses to their attitude towards Science actually reduced overall.	There was a significant increase in the visibility of Science throughout the year. The overall improvement demonstrates at least two things: 1. Having a major investment of time in learning science across the year builds knowledge and scientific understanding for most students. 2. Focusing carefully on 'how' to answer questions in something we can't leave to chance; our increased concentration on this in 2024 has helped the pleasing improvements as highlighted by the data. We don't have an explanation for why the science attitude questions reflected the way they did. The students were exposed to much more science, including hands-on science and integrated approaches to science concepts and applications through reading, writing and maths.	**From the collective learning that has taken place over the year, what needs to happen?** We need to ensure students can: • Read a question carefully • Understand what the question is asking them • Patiently and carefully think about the question and synthesise the relevant information • Include as much detail as possible within their answers. To do this, we need to incorporate the above into our learning programme. This does already happen; in reading, for instance, we start the year in a very structured way, looking at the above points, teaching them and then maintaining this across the year. This occurs in all learning areas, reading, writing, science, maths, inquiry etc. We also need to allow students time to practice assessments and tasks that take a while to continue; anecdotally, we noticed a number of Year 7s and lower-achieving Year 8s who struggled to focus for the entire hour. We could see this as they answered fewer of the questions in the later part of the assessment. The challenge in thinking about how Science plays a role in a child's learning is to shift the thinking beyond Science being a knowledge subject. To engage in Science and understand the Nature of Science, the role of reading, writing and maths skills is high. Are these skills to be taught in isolation or integrated? The obvious answer is to have it integrated in a connected and real-life way. The

		Term 1	Term 1
Em L1 & 2	Emerging L1 & 2	1	3.13%
Dev L1 & 2	Developed L1 & 2	19	59%
Em L3 & 4	Emerging L3 & 4	10	31.25%
Dev L3 & 4	Developed L3 & 4	2	6.25%
		Term 4	Term 4
Em L1 & 2	Emerging L1 & 2	0	0%
Dev L1 & 2	Developed L1 & 2	10	23%
Em L3 & 4	Emerging L3 & 4	26	59%
Dev L3 & 4	Developed L3 & 4	8	18.10%

worked towards supporting explanation texts especially. Maths: We included **Number**, Measurement and Statistics to connect as a good foundation when we discussed graphs, data etc. In some of the science work, we do we took measurements or looked at data to make sense of what it was telling us. In short, this was a pretty holistic approach to including science through multiple curriculum areas.			question is how to make this sustainable and deliverable.

Planning for next year:

With curriculum implementation changes in mind, the need to justify one hour a day of explicit teaching of reading, writing and maths will pose challenges to the preparation and planning such an approach again. We will need to make a judgment about how to include a similar approach when the Maths and English curriculums are confirmed, along with the approaches that are advocated to support these.