

# Statement of Variance Reporting



<b>School Name:</b>	Bishop Edward Gaines Catholic School	<b>School Number:</b>	1607
<b>Strategic Aim:</b>	To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics		
<b>Annual Aim:</b>	To accelerate progress and achievement in Reading, Writing and Mathematics		
<b>Target:</b>	<p>Reading:</p> <ul style="list-style-type: none"> <li>Of the Māori children identified as At or Above they will continue to make and maintain progress in reading by the end of 2023.</li> <li>Of the 4 boys identified as BELOW curriculum expectations for Reading, all will have made accelerated progress working toward meeting Reading expectations by the end of 2023.</li> <li>Of the 2 girls identified as BELOW curriculum expectations all will have made accelerated progress and be working toward meeting Reading expectations by the end of 2023.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Of the 9 girls and boys identified as WELL BELOW &amp; Below curriculum expectations, all will have made accelerated progress and will be BELOW or AT in writing expectations by the end of 2023.</li> <li>The 1 Māori child below in writing will continue to make accelerated progress in writing in 2023.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Of the 7 students achieving Below or Well Below they will make some gains in meeting curriculum expectations in mathematics in 2023.</li> <li>Of the 33 students At or Above they will maintain this progress in 2023.</li> </ul>		
<b>Baseline Data:</b>	<p><b>Reading:</b> Baseline Data: (November 2022)</p> <p>In Reading, 34/40 – 85% of learners were achieving at or above the curriculum expectation – an improvement in achievement 2021. At risk learners have all been identified and are on our LSC and SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. RTLb and the Principal are also targeting learning</p>		

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programmes themselves for these students. Trends in the data show that transient children make up the majority of those children achieving below the expectations of the curriculum. (3 of 40 learners) are Well Below 7.5% (3 of 40 learners) are Below 7.5% (23 of 40 learners) are At 57.5% (11 of 40 learners) are Above 27.5%

Gender: Our school is relatively balanced with girls & boys. Comparatively, trends in the data show that boys are currently achieving slightly below girls in Reading

- Girls (21 learners): Below & Well below ( 2 ) 9.5% At (14) 66.7% ( 5 ) Above 23.8%
- Boys (19 learners): Below & Well below ( 4 ) 21% At ( 9 ) 47.4% Above ( 6 ) 31.6%

Ethnicity: Of our Māori learners, 4 learners out of 13 ( %) are currently below or well below in Reading; these learners are Māori boys and girls. While there is still much room for improvement here. Other ethnicities represented in our data below show achievement is following a bell curve trend or better.

- Māori : 11 learners: Well Below & well below (0 learners) 0% At ( 10 ) 91% Above ( 1 ) 9%
- Pacific : 9 learners : Below ( 4 learners) 44.4% At ( 4 ) 44.4% Above (1) 11.1%
- Pakeha/NZ European : ( 9 learners) Below ( 3 ) 33.3% At ( 3 ) 33.3% Above ( 3 ) 33.3%
- Asian ( 6 learners): At ( 2 ) 33.3% Above ( 4 ) 66.7%
- Other : ( 5 learners): At ( 3 ) 60% Above ( 2 ) 40%

All learners: 85% meet or exceed expected curriculum levels in 2022. Maori Learners: 100% meet or exceeded expected curriculum levels in 2022. Boy learners: 79% meet or exceed expected curriculum levels in 2022.

## Writing:

Baseline Data: (November 2022)

In Writing, of the 40 learners in November 2022, ( 9 ) 22.5% were achieving well below and below (31) 77.5% were achieving at or above the curriculum expectation. The 9 learners below and well below have been identified and are on our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. Trends show some of these needs are in the top end of the school, particularly Year 6, 7 cohort.

- 5% (2 of 40 learners) are Well Below
- 17.5% (7 of 40 learners) are Below

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- 62.5 % (25 of 40 learners) are At
- 15 % ( 6 of 40 learners) are Above

Gender: Trends in the data show that boys and girls achieving below and well below are tracking relatively the same, with girls slightly less. It is pretty much the same at the above or at scale as well for both genders, with girls slightly doing better.

- Girls (21 learners): Well below & Below (4 learners) 19% At (13 ) 62% Above ( 4 ) 19%
- Boys (19 learners): Well below & Below (5 learners) 26.3 % At (12 ) 6.2% Above (2) 10.5%

Ethnicity: Of our 11 Māori learners, 1 learner is currently BELOW or WELL BELOW in Writing and 6 Asian learners are achieving ABOVE or AT. Our Pacific learners are 3 below or well below and 6 achieving AT or above. Our NZ Pākehā/European learners, we have 7 achieving ABOVE or AT against the end of year curriculum expectations.

- Māori : 11 learners: Well Below & well below (1 learners) 9.1% At (9 ) 81.8% Above ( 1 ) 9.1%
- Pacific : 9 learners : Below (3 learners) 33.3% At (5) 55.6 % Above (1) 11.1 %
- Pakeha/NZ European : (9 learners) Below ( 2 ) 22.2% At ( 5 ) 55.6 % Above ( 2 ) 22.2 %
- Asian ( 6 learners): At ( 4 ) 66.7 % Above ( 2 ) 33.%
- Other : ( 5 learners): Below ( 2 ) 40% At ( 2 ) 40% Above (1 ) 20%

All learners: 77.5% met or exceeded expected curriculum levels in 2022. Maori learners: 91% meet or exceeded expected curriculum levels in 2022. Boy learners: 73.7% meet or exceeded expected curriculum levels in 2022.

### Mathematics:

Baseline Data: (November 2022)

In [Mathematics](#), 33/40 -82.5% of learners are achieving AT or Above the curriculum expectation. We will continue to monitor and assess mathematics across the school and work to maintain this. 7 students are achieving below expectation 17.5% These learners below and well below have been identified and are on teachers tracking sheets and our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. More explicit acts of teaching in maths will be used this year.

Gender: Trends show that comparatively more boys than girls are exceeding in maths and meeting the curriculum expectation. Less boys are below or well below.

- Girls ( 21 learners) Well below & Below ( 4 ) 19% Above (3) 14.3% At ( 14) 66.7 %

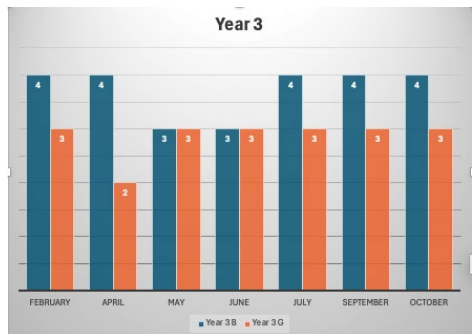
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- Boys (19 learners) Below (3) 15.8% Above (7) 36.8% At (9) 47.4%

Ethnicity: Of our Māori learners, 75% of learners are achieving at expectations. This means that 7 out of 15 (33.33%) Māori learners are currently below or well below in Mathematics. Interestingly, of those 7 learners, 5 have joined our school in 2019. 80% of Pacific learners, 100% of Asian learners and 88.89% of NZ Pākehā/European learners are achieving at or above end of year curriculum expectations.

- Māori : 11 learners: Well Below & well below (2 learners) 18.2 % At (8) 72.7 % Above (1) 9.1%
- Pacific : 9 learners : Below (2 learners) 22.2 % At (5) 55.6 % Above(2) 22.2 %
- Pakeha/NZ European : (9 learners) Below (1) 11.1% At (7) 77.8 % Above (1) 11.1 %
- Asian (6 learners): At (2) 33.3 % Above(4) 66.7.%
- Other : (5 learners): Below (1) 20% At (3) 60% Above (1) 20%

All learners: 82.5 % met or exceeded expected curriculum levels in 2022. Maori learners: 81.8% meet or exceeded expected curriculum levels in 2022. Boy learners: 84.2% met or exceeded expected curriculum levels in 2022.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																																																																																																								
<p>While there was a plan for the actions to be taken, review reveals that many of the actions were not taken.</p> <p>Teachers continued their classroom programmes without any understanding of the objectives of the annual plan and no voice in the outcomes.</p> <p>Classroom programmes were based on the learning needs of students and student learning was clearly assessed.</p> <p>Some professional learning was undertaken.</p>	<p>After a thorough analysis of the data the major frustration was that there was no possibility of comparing apples with apples – instead it was apple with oranges with an occasional strawberry for good measure.</p> <p>Eg.</p> <table border="1" data-bbox="459 454 1686 702"> <thead> <tr> <th></th> <th>Year 2</th> <th>Year 3</th> <th>Year 2</th> <th>Year 3</th> <th>Year 2</th> <th>Year 3</th> <th>Year 2</th> <th>Year 3</th> <th>Year 2</th> <th>Year 3</th> <th>Year 2</th> <th>Year 3</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>75% (3)</td> <td>67% (2)</td> <td>25% (1)</td> <td>33% (1)</td> <td>75% (3)</td> <td>67% (2)</td> <td>33% (1)</td> <td>50% (2)</td> <td>100% (4)</td> <td>67% (2)</td> <td>0</td> <td>33%</td> </tr> <tr> <td>Girls</td> <td>67% (2)</td> <td>75% (3)</td> <td>33% (1)</td> <td>25% (1)</td> <td>67% (2)</td> <td>75% (3)</td> <td>33% (1)</td> <td>25% (1)</td> <td>67% (2)</td> <td>25% (1)</td> <td>33% (1)</td> <td>75%</td> </tr> <tr> <td>Maori</td> <td>100% (2)</td> <td>100% (3)</td> <td>0</td> <td>0%</td> <td>100% (2)</td> <td>100% (3)</td> <td>0</td> <td>0</td> <td>50% (1)</td> <td>67% (2)</td> <td>50% (1)</td> <td>33%</td> </tr> <tr> <td>Pacifica</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>33% (1)</td> <td></td> <td>67% (2)</td> <td></td> <td>67% (2)</td> <td></td> <td>33%</td> </tr> <tr> <td>Other</td> <td></td> <td>100% (7)</td> <td></td> <td>0%</td> <td></td> <td>100% (1)</td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> <td>7 students</td> </tr> <tr> <td></td> <td>83%</td> <td>71%</td> <td>17%</td> <td>29%</td> <td>71%</td> <td>71%</td> <td>29%</td> <td>29%</td> <td>86%</td> <td>43%</td> <td>14%</td> <td>57%</td> </tr> </tbody> </table> <p>This chart shows the difference between 2022 and 2023 for students who were in Year 3 in 2023. From the data it appears that the students deteriorated in reading, writing and maths over the year and would give major concerns as to the quality of teaching and learning in the class.</p> <p>However – this is the other data:</p>  <p>As can be seen two girls left in April, two boys in May but two new girls arrived. In July two new boys arrived. The transience of students means that many of our students have very low levels coming into the school. Many of our students are also ESOL. It is not possible to really compare the data between 2022 and 2023 using the data available in the school. To do that, the data would need to be clean – ie only looking at the students who stayed consistently from Term 4 2022 to Term 4, 2023. Unfortunately, that data was not collected.</p> <p>It would be useful for the future to ensure that data is collected in the school SMS so that clear data can be used for this purpose.</p>		Year 2	Year 3	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3	Boys	75% (3)	67% (2)	25% (1)	33% (1)	75% (3)	67% (2)	33% (1)	50% (2)	100% (4)	67% (2)	0	33%	Girls	67% (2)	75% (3)	33% (1)	25% (1)	67% (2)	75% (3)	33% (1)	25% (1)	67% (2)	25% (1)	33% (1)	75%	Maori	100% (2)	100% (3)	0	0%	100% (2)	100% (3)	0	0	50% (1)	67% (2)	50% (1)	33%	Pacifica						33% (1)		67% (2)		67% (2)		33%	Other		100% (7)		0%		100% (1)		0					Total students	7 students	7 students	7 students	7 students	7 students	7 students	7 students	7 students	7 students	7 students	7 students	7 students		83%	71%	17%	29%	71%	71%	29%	29%	86%	43%	14%	57%		<p>I am writing this for the new principal who has been appointed and to give clear direction so that this can be completed productively in the future:</p> <ol style="list-style-type: none"> <li>1. All student data needs to be put into the SMS (Edge) that the school uses. This will enable data to be tracked effectively over time.</li> <li>2. Acknowledging the extreme transience within Tokoroa, targets need to be set that are more specific and over shorter time frames: eg. Students in Year 4 will have a focused programme in Number during term 2, with the aim of increasing one level during this time. The aim is to at least maintain this increase over terms 3 and 4.</li> <li>3. Sharing targets with the staff will ensure that all teachers know and understand the relevant objectives that</li> </ol>
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impact on their year levels.

## Planning for next year:

The overall trend is that students are coming to school with low levels in reading, writing and mathematics, especially as 5 year olds. The professional development for teachers will include three strands that tie together to support teachers with specific programmes to assist with children who come with low levels (across the school). The first, with Mary-Ann Murphy focuses on Learner Agency, the second on digital skills that support learner agency as well as assisting teachers with using the SMS to record and analyse data. The third is the iDeal reading programme, beginning with spelling, that will support a strong structured literary focus. This programme is used by the Faith Kahui Ako and will be supported by the Across school teachers.

Our Māori students do not appear to have significant learning needs, but some of the Pacifica students do. Unfortunately, these students have low attendance rates so this will be an area that needs to be addressed. Some of the children who are ESOL will require additional support to achieve at expected levels.

The principal will need support in leading teaching and learning to ensure that student learning needs are well resourced.