

Analysis of Variance Reporting



School Name:	Randwick School	School Number:	2969
Strategic Aim:	<p>Strategic Goal 1: Putting Relationships First - diversity is our strength</p> <ul style="list-style-type: none"> • All staff demonstrate Trauma-informed practice • All teaching staff are trained in the Collaborative Proactive Solutions Model • Developing Whanau Involvement 		
Annual Aim:	<p>Vision:</p> <p>To nurture the mana of our tamariki.</p>		
Target:	Whole School and communities		
Baseline Data:	<p>42% of our roll is Māori. Our school vision is to nurture the mana of every child. We want to ensure that all of our staff have a good understanding of the needs of Māori learners as well as a general knowledge and understanding of Te Ao Māori. Māori language is the foundation of Māori culture and identity. Learning in and through Māori language is an important way for Māori students to participate in te ao Māori and it supports students to connect with their identity as Māori.</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>
<ol style="list-style-type: none"> 1. All teaching staff read “Lost at School” by Ross Greene. 2. All staff completed professional development in the CPS Model (Collaborative Problem Solving) 3. Continued to upskill teachers in Trauma-Informed Education 4. Principal will be trained in the Neurosequential Model in Education(NME). 5. Fostered relationships with whānau by: <ul style="list-style-type: none"> - employed a Te Reo speaking teacher and kapa haka teachers - re-establishing a parent group - hosting events with whānau - communicating with whānau through Seesaw 6. Encouraged and supported volunteers in the school environment. 7. Andrew attended MAC hui’s, looking at building strong community connections in schools 	<ol style="list-style-type: none"> 1. All new teaching staff completed the beginning and advanced courses in CPS with Ross Greene online. All staff worked with the students in a calm mana-enhancing way. This led to a reduction in the number of negative behaviour data entries and increased positive feedback data from students. 2. We had an increase in the number of students participating in Kapa Haka. 3. Through student feedback, we noticed an increase in the number of students who said we valued their culture and provided opportunities to support this. 4. We have a library volunteer working on Tuesdays, and our breakfast club is run by volunteers. We have a local Maori uncle coming in to coach touch rugby at lunchtime, and we had a local church group paint murals around the school and supplied Xmas gifts for our tamariki. We had an in-class volunteer all year, mainly working in Te Marama. During these times, we had a decrease in negative behavioural incidents. 	<p>Significant progress has been made towards this goal</p> <p>Teachers and staff have become less punitive in their response to students' negative behaviour and are treating the underlying issues. This has led to a more settled learning environment and helped students build the skills they need to regulate.</p>	<ul style="list-style-type: none"> ● Strengthen Professional Growth Cycles to ensure staff continue to develop their knowledge and skills. ● Embed CPS in practice. ● Work with the Lower Hutt Principals group to explore iwi connections and trauma-informed education. ● All at-risk students will have ASUP’s (assessment of skills and unsolved problems). ● Ensure that our school values are being practised through actions.
Planning for next year:			
<p>A trauma-informed approach will continue in 2026 using Mitey (Anti Bullying Programme) as a tool for delivery</p>			

Strategic Aim:	<p>Strategic Goal 2: Curriculum - Building Effective Teacher and Learning</p> <ul style="list-style-type: none"> • All staff will develop their understanding of Learning Through Play • Build teacher capability in the new Mathematics Curriculum • Develop teacher capability in literacy knowledge and skills 																																																								
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Writing

Counts ↑	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	0	0	0	0
Above	0	0	3	7	7	9
At	0	0	18	30	29	43
Below	0	0	35	39	54	40
Well below	0	0	24	17	14	22
Total At or above	0 out of 0	0 out of 0	21 out of 80	37 out of 93	36 out of 104	52 out of 114
Percentage At or above			26%	40%	35%	46%

Maths

Counts ↑	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	1	1	1	0
Above	0	0	2	5	6	17
At	0	0	24	46	45	54
Below	0	0	39	30	40	32
Well below	0	0	14	9	10	11
Total At or above	0 out of 0	0 out of 0	27 out of 80	52 out of 91	52 out of 102	71 out of 114
Percentage At or above			34%	57%	51%	62%

Actions <i>What did we do?</i>	Outcomes Continued <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. We introduced more structure and routine into the junior spaces to support students' regulation. 2. We invited House of Bricks back to support creative learning and <u>tuakana tana</u> opportunities 3. The junior team met regularly to discuss the implementation of structured literacy. 4. All staff developed a Behavioural Plan and step process for supporting our tamariki. 5. Teachers observed one another in practice, including off-site classroom observations. 6. Numicon equipment arrived, and it was distributed with lists. 7. 3 staff went to a Numicon day of PD. 8. The principal continued his professional development in the trauma-informed space. 9. All teaching staff attended 2 MOE-provided TODs. 10. All teaching staff signed up for Oxford Owl and had Numicon PD (Maths). 11. Junior Teachers attended BSLA PD. 12. All Nga Pikopiko Whanau classes teach structured literacy using the BSLA format and sequence. Each class will have an element of PHOM, Guided lessons, writing and a quality picture book to build vocabulary. 13. Structured Literacy data entered. 	<ol style="list-style-type: none"> 1. The junior staff noticed more regulated behaviour, which supported teaching and learning. 2. All staff have noticed an improvement in behaviour, and our behavioural data supports this. 3. There was over a 55% reduction in negative behaviours recorded by staff. 4. The teachers are reporting on children's progress in all curriculum areas with a greater understanding of communicating next steps and using plain language reporting. 5. Our Writing data shows an improvement of 6% from 2024 to 2025. 6. Teachers developed their understanding of the curriculum's Phases of learning to better support implementation of these areas. 7. Teachers have robust, specific phonic data to help target specific learning needs. 	<p>LTP was restructured and we noticed an improvement in students' regulated behaviour.</p> <p>All staff being trained in CPS.</p> <p>Specific teaching of our values.</p> <p>Structured Literacy</p>	<p>Continued targeted professional development for teachers.</p> <p>Develop processes for measuring the impact of PD.</p>
Planning for next year:			
<p>Target for 2030 - Less than 200 entries per year</p>			

Terms	2024	2025	2026	2027	2028	2029	2030
1	375	214					
2	341	135					
3	293	103					
4	189	96					
Total	1198	548					
Reduction or Increase %	n/a	54% reduction					

2024 total minus 2025 total = then that total divided by 2024

Strategic Aim:	<p>Strategic Goal 3: Accelerating Progress - Every student is supported to achieve their personal best</p> <ul style="list-style-type: none"> • Develop Cultural Leadership • Demonstrate and understand our school WAKA values • Design and install value signs
Annual Aim:	To nurture the mana of our tamariki.
Target:	Whole School

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>																				
<ol style="list-style-type: none"> The Cultural Leadership position was allocated to two teachers to share. We designed our mihi whakatau and started these in term 2. We included Gracefield School and Moera Kindergarten in our Te Wiki o te reo Māori and community celebration. We had a very successful cultural day attended by a large number of the community. WAKA values are displayed in each classroom, and our value Po were installed at the front of the school, acting as a cultural entrance. Regular team meetings to support teaching and learning using our school values. Our values have been translated to support our ESOL community of learners. 	<ol style="list-style-type: none"> Increased community involvement. Students were heard talking about their culture. We held a number of mihi whakatau and attended powhiri at our local marae. Students understood the importance and the protocol and processes behind these events. The students know their values well and are able to communicate what they are and what they mean. All classrooms have our values displayed and refer to them regularly. Students are happy (see student survey results) <table border="1" data-bbox="703 794 1272 954"> <thead> <tr> <th></th> <th>2024</th> <th>2025</th> <th>2026</th> </tr> </thead> <tbody> <tr> <td>1. I feel happy when I am at Randwick School.</td> <td>96%</td> <td>96%</td> <td></td> </tr> <tr> <td>2. The teachers at this school care about the children.</td> <td>93%</td> <td>99%</td> <td></td> </tr> <tr> <td>3. My teacher is interested in my culture, and there are opportunities at school to share my culture.</td> <td>82%</td> <td>89%</td> <td></td> </tr> <tr> <td>4. If I have a problem at school, I feel I can talk to a teacher or adult about it.</td> <td>76%</td> <td>94%</td> <td></td> </tr> </tbody> </table>		2024	2025	2026	1. I feel happy when I am at Randwick School.	96%	96%		2. The teachers at this school care about the children.	93%	99%		3. My teacher is interested in my culture, and there are opportunities at school to share my culture.	82%	89%		4. If I have a problem at school, I feel I can talk to a teacher or adult about it.	76%	94%		Achieved <ul style="list-style-type: none"> - Better communication - More resourcing 	<ol style="list-style-type: none"> Each year, the Cultural Leadership Allowance will be assigned to a specific teacher to promote and support our cultural events and teaching and learning. A clear job description will be developed to support this role. We will continue to use values as our overarching focus and investigate how our students can action these. Continue to make community connections and develop support for our kura. Identify 'at-risk' families that
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Planning for next year:

See the three-year strategic plan.

Yes I agree this document is a true and accurate Analysis of Variance for 2026.

Name: Andrew Wooster, Jo Sawyer, Ari Waiwiri

Oliver Thompson, Gareth Tucker, Nina Latu