

TARAMOA STRATHMORE SCHOOL

ANALYSIS OF VARIANCE 2023

STRATEGIC GOAL 1: ACHIEVED

CULTURE: uphold Te Tiriti o Waitangi, inclusively value and embrace Māori, including everyday tikanga and Te Reo Māori, identity all cultures, recognising our Pacific cultures, and create a supportive whānau / community environment.

DOMAIN: Learning environment **FOCUS AREA:** Ethnicity **TARGET GROUP:** Whole school **GENDER:** all **ETHNICITY:** Māori & non-Māori

PROGRESS

Business as usual:

- Pōwhiri / mihi whakatau used authentically, with the support of the Māori Achievement Collaborative and Kaumatua
- Karakia mō te kai (morning tea and lunch)
- Further reviewed and developed the reporting to whānau system to ensure that it is meeting whānau needs. This includes a simpler format of reporting progressions in reading, writing and maths through the school's Student Management System (Hero)
- Captured student and whānau voice as part of ongoing review of the school curriculum
- All events provided kai to support whanaungatanga
- Reviewed and developed the reporting to whānau system to ensure that it is meeting whānau needs
- Maintain deeper relationship with Kaumatua to develop our own sense of Strathmore School, our history, our community, our tikanga, Tokoroa and rohe o Raukawa. Kaumatua also advises the Board and staff. Every Tuesday morning, kaumatua works in school on a timetable, working with classes
- Developed murals that celebrate the cultures of our whānau, adding a further mural to complete the celebration of our school's culture along the entire frontage of the school
- Collected voice on the changes to house groups, changing from Central Plateau and Taranaki māunga to rākau linking them to other areas of the school (classroom manu and our whakatauki which centres on manu)
- All areas of the school are consultative and inclusive of staff, students and whānau / community through gathering of student and whānau voice and student voice and IDP days and through he kano ki te kano and Google Forms voice collection, and through staff voice (using PIMS)
- Conducted a teacher road trip to areas of significance around the southern part of the Raukawa rohe, including Marae
- Introduced the Aotearoa NZ Histories curriculum with a focus on Raukawa history
- Redeveloped classroom seating that focuses on whanaungatanga and shared spaces

Priority:

- Embed consistent school-wide strategies for teaching and learning procedures and learning relationships that move away from the Eurocentric model we currently use, and embrace Māori and Pasifika world views

NEXT STEPS

- Continue to develop the school's outdoor spaces and EOTC opportunities that celebrate our school's whānau and local knowledge, including a visit to local Marae
- Redevelop library to focus on shared reading / shared learning
- Redevelop the role of Cultural Coordinator in line with the new MOE allowance

STRATEGIC GOAL 2: ACHIEVED

ACHIEVEMENT: Ensure our ākonga, with their whānau & community, will reach their educational potential with high aspirations, by reducing barriers, maximising learning opportunities, to become self-managers and life-long learners

DOMAIN: Teaching / Learning **FOCUS AREA:** Achievement **PRIORITY GROUP:** Below expected **GENDER:** All **ETHNICITY:** Māori & non-Māori

RESULTS: Reading: 83% At or Above. Writing: 78% At or Above. Maths: 81% At or Above. See a breakdown of results at the end of this report

PROGRESS

Business as usual:

- Increase student engagement through exciting and meaningful programmes of learning, including project-based learning, STEAM learning.
- Collected and tracked data (OTJs for all year groups - data presented to the Board in November 2023). Achievement data reported to the Board in July and November. Weekly focus on Priority Learners (3 Priority Learners per teacher at any given time)
- Tracked literacy (reading and writing) and numeracy, reported to the Board in June and November 2023, with a weekly focus on priority learners
- SENCO team meet fortnightly to plan and provide support through RTLBI intervention, including in class support (ICS) for individuals and groups and whole classes, teachers and individual student achievement. Achievement data continues to be monitored by LSCs at Kāhui Ako level
- Provided PLD for TAs to grow in abilities to support learning. This includes the Better Start Literacy Approach (BSLA). This programme is delivered through 1:1 and small group work) and SENCO support team (learning support interventions as priorities)
- Celebrated student success and progress / achievement through weekly assembly, PB4L acknowledgements and annual prize giving (Poutama Awards)
- Developed a meaningful curriculum: Review curriculum, procedures and continue to improve student achievement in Literacy and Numeracy, with the inclusion of STEAM and project-based learning
- Reviewed and refined systems to identify, track / monitor and support the progress of our priority learners and the whole student population
- Māori Achieving and Succeeding as Māori: Continue to develop teacher and student knowledge of Te Reo through our Pai ki te Korero programme (with ongoing support from the Māori Achievement Collaborative and Kaumatua

- Provided equitable support to all students through outside agencies such as SWiS, RTLB and MOE's Learning Support
- Prioritised students within 1 sub level of their expected level with a weekly focus, and in groups of three to ensure targets are met
- Timetabled daily and weekly reading and writing
- Included technology to support learning, including students with recognised learning challenges to use digital technology to assist their reading, writing and numeracy, including platforms for maths (e-Ako, Prodigy, Prototec)
- Changes to current teaching and learning model, focusing on reading, writing and maths with a more hands-on approach where reading, writing and maths are also taught through projects and STEAM
- Māori Achievement Collaborative (MAC) and Kaumatua to support Māori Achieving and Succeeding as Māori
- Moderation of student assessment (standardised) and class work through in house PL
- Inclusion of daily Te Reo through Pai ki te Korero, using a must do and can do system
- Further developed teacher capability through targeted PL in numeracy (through ALiM), literacy (through BSLA - 4 teachers gained their microcredentials through University of Canterbury)

Priorities:

- Continued PLD in numeracy through ALiM with a focus on Deliberate Acts of Teaching (the result of unstable staffing)
- Developing significant local knowledge, understandings and beliefs (geography and history) as part of termly themes, a localised curriculum and programmes of learning from a Māori perspective

NEXT STEPS

- Include Structured Literacy (Liz Kane's Cracking the Code) as part of the learning programme for 20 mins a day in targeted learning groups
- Introduce new strategic focuses with 2 goals: culture and engaged learning.
- Embed literacy and numeracy task boards to foster the development of student agency
- Include BSLA reading resources onto website for parent use at home

STRATEGIC GOAL 3: ACHIEVED

WELLBEING: ensure ākonga, kaimahi, whānau and community are provided a culturally, physically, emotionally and spiritually safe environment where everyone can build resilience, confidence and cultural identity

DOMAIN: Community engagement **FOCUS AREA:** Procedures **TARGET GROUP:** Community **GENDER:** all **ETHNICITY:** Māori & non-Māori

PROGRESS

Business as usual:

- Continued to provide a safe environment that our young people wish to be a part of
- Reviewed the PB4L programme to ensure this remains valid
- Strengthened and consistently used Learning Relationships and PB4L frameworks to further safeguard our learners
- The leadership and kaiako teams regularly met whānau and community kanohi ki te kanohi (face to face)
- Collected ākonga voice to review and further develop PB4L and curriculum
- Actively teach and promote our school values
- Implement and share with the whole learning community outlines for citizenship, behaviour for learning and routines for learning through sharing our Learning Relationships / PB4L handbook for parents
- Maintained participation in Health, Physical Education and Sports
- Maintain our zero tolerance for bullying
- Refurbished and regenerated public areas of the school, including the removal of dangerous trees, and the repair of trip hazards
- Develop, implement and promote SunSmart procedures, including wearing of hats during spring and summer terms (Term 1 and Term 4)
- Extend the playground to include a wider range of play equipment
- Developed new playing areas such chalkboard areas and balance structures
- Through Team Taramoa (formally PTA), fundraise and develop a sealed bike and scooter track
- Provide bicycles and scooters (including helmets) for use while at school
- With student involvement, design a bicycle direction line for strider bikes and scooters
- Remove / make safe hazardous buildings, parts of buildings and debris as soon as possible after hazards are identified
- Continue to encourage ākonga to eat healthy school meals, and maintain a healthy foods / drinks policy

NEXT STEPS

- Develop bike track in the bottom half of the school
- Increase participation in sports and PE, including PL for teachers

STRATEGIC GOAL 4: ACHIEVED

ATTENDANCE: provide engaging learning opportunities so that our ākonga, with the support of whānau / aiga, kōpu tangata, will attend school regularly (90% of the time)

DOMAIN: Teaching and Learning **FOCUS AREA:** Engagement **TARGET GROUP:** Teachers, Whānau and Students **GENDER:** all
ETHNICITY: Māori & non-Māori

ATTENDANCE DATA (Regular Attendance): Māori: 38%. Pasifika: 51%. NZE: 62%.

PROGRESS

Business as usual:

- Maintained the attendance van in association with SWPICS, used by children whose attendance is 70% or below
- Increased links with whānau whose children have low attendance through the office manager and attendance officer
- Developed a programme of monthly celebration and reward for 90% and 100% attendance (certificates and prizes)
- Continued to develop a modern and innovative school that inspires all learners to want to come to school
- Celebrated with whānau our safe, happy and thriving school, where our Whanonga Pono / REAL values, whanaungatanga, manaakitanga, cultural responsiveness and a focus on individual and team achievement are essential to everything

Priorities

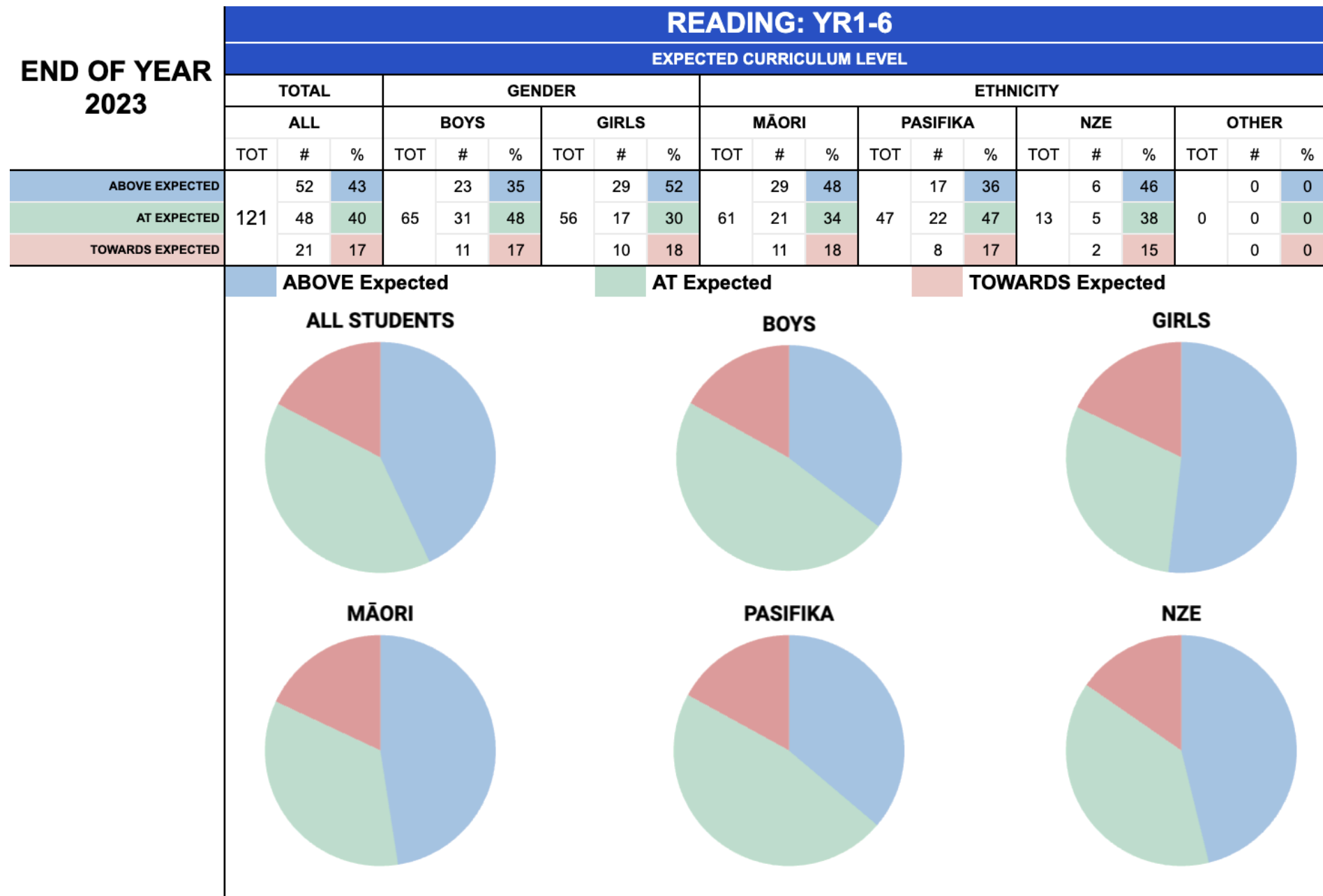
- Consult with whānau about curriculum, communication and reporting
- Students provided PL in using Student Management System (uploading examples of learning)
- Teachers use to inform parents and provide support for parents to assist children's learning in the home
- Teachers and students set learning goals using HERO

NEXT STEPS

- Increase regular attendance to 70% through deeper focus on attendance services
- Embed project-based learning
- Increase sports participation

END OF YEAR ACHIEVEMENT DATA: As with our Mid Year Data, this data is drawn from OTJs (Overall Teacher Judgements)

Reading:



Writing:

**END OF YEAR
2023**

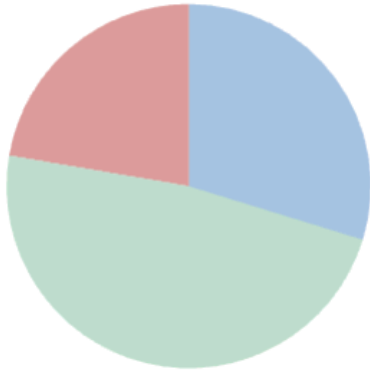
WRITING: YR1-6																				
EXPECTED CURRICULUM LEVEL																				
TOTAL			GENDER						ETHNICITY											
ALL			BOYS			GIRLS			MĀORI			PASIFIKA			NZE			OTHER		
TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
ABOVE EXPECTED	36	30		11	17		25	45		15	25		15	32		6	46		0	0
AT EXPECTED	58	48	121	65	55	56	22	39	61	33	54	47	20	43	13	5	38	0	0	0
TOWARDS EXPECTED	27	22		18	28		9	16		13	21		12	26		2	15		0	0

ABOVE Expected

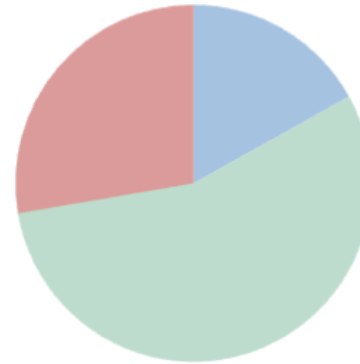
AT Expected

TOWARDS Expected

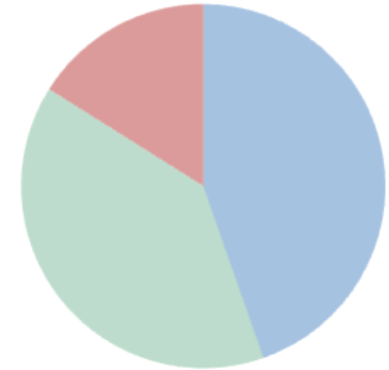
ALL STUDENTS



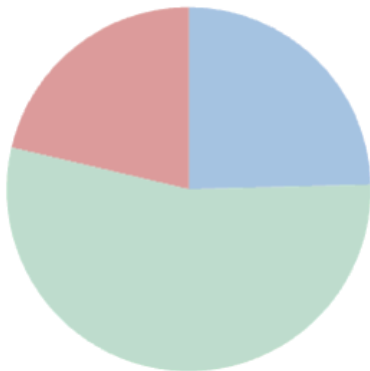
BOYS



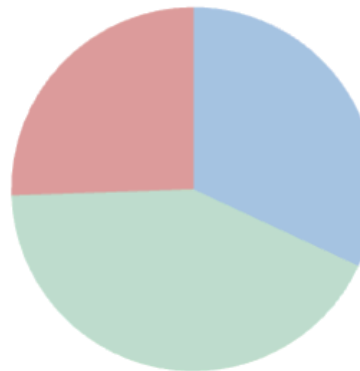
GIRLS



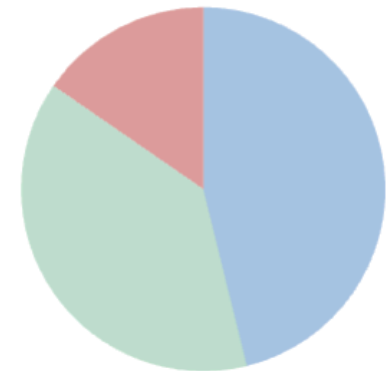
MĀORI



PASIFIKA



NZE



Maths:

**END OF YEAR
2023**

NUMERACY: YR1-6																						
EXPECTED CURRICULUM LEVEL																						
TOTAL			GENDER						ETHNICITY													
ALL			BOYS			GIRLS			MĀORI			PASIFIKA			NZE			OTHER				
TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%		
ABOVE EXPECTED			25	21	11	17	14	25	11	18	10	21	4	31	0	0	0	0	0	0		
AT EXPECTED			121	72	60	65	39	60	56	33	59	61	38	62	47	27	57	13	7	54	0	0
TOWARDS EXPECTED			24	20	15	23	9	16	12	20	10	21	2	15	0	0	0	0	0	0		

