

# Statement of Variance Reporting



<b>School Name:</b>	Twizel Area School	<b>School Number:</b>	0527
<b>Strategic Aim:</b>	<p><b>Responsive Curriculum and Facilities</b> To develop a curriculum and educational facility that is responsive to the cultures, needs, interests and aspirations of all.</p> <p><b>Hauora</b> To strengthen resilience and wellbeing for all students and staff.</p> <p><b>Learning Partnerships</b> To foster authentic learning partnerships with whanau and the wider community.</p> <p><b>Professional Capabilities</b> To grow professional capabilities and collective capacity within our school.</p>		
<b>Annual Aim:</b>	To accelerate the achievement of 189 Year 1-10 students in Mathematics.		
<b>Target:</b>	In 2022, the target is to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.		
<b>Baseline Data:</b>	<p>77% of Year 1-10 learners achieved at or above NZC expectations at the end of 2020. 73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2020.</p> <p>In 2021, the target was to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics. The outcome was: 70% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.</p> <p>This has been selected as a continued goal due to disruptions over the last 2 years due to COVID. It has been hard to gain traction with the goal and PLG. Having now engaged with a selected PLD provider (DMIC) through Massey University, we feel better supported in improving our curriculum outcomes in the Mathematics learning area.</p>		

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<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>Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2022</p> <p>Identify DMIC intervention ākonga and begin programme</p> <p>Deliberately teach strategies to enhance deeper thinking and understanding in maths.</p> <p>Encourage appropriately researched approaches to maths in all classes.</p> <p>Professional Learning Group establishment and regular meetings</p> <p>Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).</p> <p>Analyse and report the progress and achievement of ākonga against the goal</p> <p>Explore and share the wide range of resources available at school.</p>	<p>73% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.</p>	<p>Although an underperformance when compared to the target, it is important to note that this is the first 'uptick' in Mathematics outcomes since 2018. We have experienced significant loss of learning due to covid across 2022, yet are now able to track student performance at an individual, cohort and school wide level and have begun to experience acceleration and improvement. It is worthy of note, that the % of students considered 'Above' normal curriculum expectations has increased from 19% to 23% in line with improvements from 'Working Towards' to 'At'. We have undertaken significant staff training and are sustaining a pedagogical shift. In 2023, we need to embed this, ideally with improved attendance and consistency.</p>	<p>The school will continue its relationship with Massey University and DMIC in order to sustain and accelerate this progress.</p> <p>Pedagogical shifts will continue. The appointment of the new SLT will allow us to review and add rigour to our moderation and assessment processes, allowing us to better intervene with and report on learning needs across individuals, groups, cohorts etc.</p>
<p><b>Planning for next year:</b></p>			
<p>The target will remain for 2023 in its 2022 format as we are beginning to see improvements in practice and outcomes but need to embed this, especially with new staff. Further reviews of assessment practice within the new SLT will ensure accuracy and moderation.</p>			

<b>Annual Aim:</b>	To accelerate the achievement of 37 Year 11-13 students in their NCEA outcomes.
<b>Target:</b>	<p>Ensure that support is provided to all NCEA ākongā in meeting their personal goals.</p> <p>At least 24% of eligible ākongā to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākongā at TAS 2021 - 19%).</p> <p>Of our Year 12 and 13, 31% (5 ākongā) have goals to transition along a vocational pathway. At least 50% of the identified ākongā to achieve a Vocational Pathway Award at NCEA Level 2.</p> <p>67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).</p>
<b>Baseline Data:</b>	<p>In 2021, the target was:</p> <p>Ensure that support is provided to all NCEA ākongā in meeting their personal goals.</p> <ul style="list-style-type: none"> <li>• At least 45% of ākongā to achieve Merit + endorsements for their certificate (national 2019 - 45.4%, TAS 2020 - 24%).</li> <li>• Of our Year 12 and 13, 38% plan to transition along a vocational pathway, 100% of these ākongā will be supported in making secure transitions to work or further education and training.</li> <li>• 57% of the current Year 13 to achieve a University Entrance Qualification (national 2019 - 54%, TAS 2020 - 83%).</li> </ul> <p>The outcome was: Of those students who completed the year at TAS, and were entered for an NCEA qualification:</p> <ul style="list-style-type: none"> <li>• 39% received a Merit or Excellence endorsement</li> <li>• 100% of our students leaving to a vocational pathway met the requirements of transition</li> <li>• 64% of Year 13 students attained University Entrance</li> </ul> <p>This has been selected as a continued target due to the disruptions in 2020 and 2021 to normal NCEA programmes due to COVID. The Year 12 and 13 students in 2022 have never had a 'normal' NCEA year, as a consequence has lost the rigour of some of their programmes.</p>

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<p>Students make a careful choice of study and or vocational pathways. The timetable is created to ensure that all ākonga receive their required courses. NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects. Students setting their own individual goals for achievement alongside mentors, parents and whānau Interim and formal (3x per year) mentoring conferences. Monitoring of courses with deliberate acts of teaching. Setting and achieving milestones both short and long-term. Celebrating individual achievements within WAKA values system. Summative and formative assessments. Results shared with ākonga and whānau using Kamar portal. Students give feedback on relevance and difficulty of individual NCEA standards. Collaboration opportunities with other subject specialists.</p>	<p>33% of eligible ākonga achieved Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%).  60% of the identified ākonga to achieved a Vocational Pathway Award at NCEA Level 2.  75% Year 13's achieved a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).</p>	<p>Despite traversing the most covid-impacted year with severe disruption to teaching and learning, the NCEA cohort have surpassed each of the annual targets.</p> <p>Teacher commitment and communication have been the strongest impactors on sustaining performance, especially when student affect became very low.</p> <p>Sticking to the plan of mentoring despite consistency challenges developed relationships with whānau that sustained the learning.</p> <p>Creativity in teaching and constantly realigning plans and goals gave the fluidity that the seniors needed to achieve.</p> <p>Collaboration with staff at other schools has been an ongoing issue/theme due to our isolation and is beginning to impact 'new NCEA' plans.</p> <p>Senior Students are beginning to engage with WAKA acknowledgements.</p> <p>Affirmation of processes and outcomes through MNA Report.</p>	<p>With the appointment of a new SLT, we need to assess where we are at with our progress towards the curriculum refresh and new NCEA. Collaboration opportunities for staff need to be created. Further learning and focus on Vocational pathways needs to be undertaken by staff, students and whānau. Our goal setting process needs to be reviewed for consistency across the NCEA cohorts.</p>
<b>Planning for next year:</b>			
<p>All targets surpassed. Plans will now focus on the the curriculum refresh and new NCEA alongside maintaining and supporting strong student outcomes.</p>			