Statement of Variance Reporting

School Name:	Twizel Area School	School Number:	0527

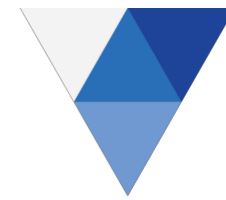|	
Strategic Aim:	**Responsive Curriculum and Facilities** To develop a curriculum and educational facility that is responsive to the cultures, needs, interests and aspirations of all. **Hauora** To strengthen resilience and wellbeing for all students and staff. **Learning Partnerships** To foster authentic learning partnerships with whanau and the wider community. **Professional Capabilities** To grow professional capabilities and collective capacity within our school.
Annual Aim 1:	**To accelerate the achievement of 174 Year 1-10 students in Mathematics.**
Target:	In 2023, the target is to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.
Baseline Data:	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. In 2022, the target was continued. To ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics. The outcome 73% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics. 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 (DMIC) and are sustaining a pedagogical shift. In 2023, we need to embed this, ideally with improved attendance and consistency.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2023 Continue DMIC learning and pedagogical shift. Deliberately teach strategies to enhance deeper thinking and understanding in maths. Encourage appropriately researched approaches to maths in all classes. Professional Learning Group dedicated to this goal. Provide extension opportunities for able maths problem solvers Analyse and report the progress and achievement of ākonga against the goal Explore and share the wide range of resources available at school. Review assessment and data collection methods across the Primary School	81% of the originally identified ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.	Across the school year, we followed the plan, engaged with the updated DMIC pedagogy and continued to benefit from specific professional development. The assessment data collection and procedure was greatly adapted following the research principles and with the guidance of a SAF. This led to deeper professional knowledge of the learning progressions. The outcome was positive, and expected, given the growing confidence with DMIC and the ability to build upon work and success from the previous year.	Although we have surpassed the target, it is worthy of consideration that our cohort of Māori learners did not experience the same outcome. Although the original cohort have progressed from 73% 'at and above' at the start of the year to 74% at present, this does not match the progress of the overall cohort. Another consideration for next steps is the way we collect information when students arrive at our school. Those students not included in this year-long data collection (e.g. our new students) are over-represented in our 'below' data.

Planning for next year:

The Mathematics target will remain for 2024 but will focus on Māori achievement, retaining teacher fidelity to DMIC and new student monitoring. It will be our intention to retain the progress we are experiencing whilst seeking understanding of more specific cohorts' progress.

Annual Aim 2:	To investigate ways in which we can improve student agency at TAS, and to formalise the Digital Portfolio process for Years 1-10

Target:	Investigate ways in which student agency is supported in other learning settings.
Baseline Data:	In 2021 and 2022 there have been a number of discussions of ways to improve Student Agency across the curriculum. These discussions have formed an ongoing plan to develop digital portfolios for all Year 1-10 students, and have led to visits to other schools to investigate ways in which student agency is supported in other learning settings.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Engage with further training (via Core) in Digital portfolios To ensure every student in Y1-10 has a Seesaw Digital portfolio that they are using and their whānau are able to access Continued visits to other schools to investigate Student Agency in Years 7-10, surveys to students at TAS Investigate the formation of a learning plan for 2024 with increased agency and opportunities for Years 7-10	Training continued across the Year 1-10 teachers with specific focus on new teachers Students experienced varying degrees in success with using Seesaw, and parent engagement was variable. A variety of visits to other schools were undertaken to understand agency in action, along with a Principal sabbatical to further investigate the global perspective on student agency in the middle years (Y7-10) A learning plan has begun development and will be further co-constructed by a professional learning group in 2024.	Changes of personnel has both hindered and progressed this goal. Seesaw will need revitalisation with clearer outcome expectations now that our staff are fully familiar with its benefits and limitations. There is now clarity of next steps regarding student agency in the middle school which will need to be scaffolded with significant teacher professional learning.	Our Graduate Profile will be consulted upon and put into action in 2024 There will be further focus on linking student outcomes to their portfolios A professional learning group for our Year 7-10 teachers will be formed with the intention of increasing working knowledge of project-based learning. A trial project will be undertaken during 2024.

Planning for next year:

Continuation of this goal using the knowledge gained in 2023. Incorporation of the identified next steps: Graduate profile, Formalisation of Portfolios, PBL for Y7-10 in the future with co-constructed plan development in 2024.

Annual Aim 3:	To accelerate the achievement of 47 Year 11-13 students in their NCEA outcomes.

Target:	• Ensure that support is provided to all NCEA ākonga in meeting their personal goals.
	    - At least 35% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2022 - 39%).
	    - At least 50% of the eligible students in Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2022 - 75%). The remainder of the cohort are supported to ensure their qualification/experience matches their next chosen step.

Baseline Data:	In 2022, the target was:
	Ensure that support is provided to all NCEA ākonga in meeting their personal goals.
	    • At least 24% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%).
	    • Of our Year 12 and 13, 31% (5 ākonga) have goals to transition along a vocational pathway. At least 50% of the identified ākonga to achieve a Vocational Pathway Award at NCEA Level 2.
	    • 67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).
	The outcome was: Of those students who completed the year at TAS, and were entered for an NCEA qualification:
	• 39% received a Merit or Excellence endorsement
	• 100% of our students leaving to a vocational pathway met the requirements of transition
	• 75% of Year 13 students attained University Entrance

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
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 and share with whānau Interim and formal (3x per year) mentoring conferences. Three mentor reports and one end of year subject report. Monitoring of courses with deliberate acts of teaching. Setting and achieving milestones both short and long-term. Celebrating individual achievements within WAKA values system. Revisiting both ākonga SMART goals. Summative and formative assessments. Results shared with ākonga and whānau using Kamar portal.	24.3% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 – 21.6%, Eligible ākonga at TAS 2022 - 39%). 67% of the eligible students in Year 13 achieved a University Entrance Qualification (national 2022 – 50.3%, TAS 2023 - 75%). The remainder of the cohort satisfied the requirements of their transition plan.	The Year 11 cohort achieved much lower results that expected, given their successes in prior years of learning. We will need to further investigate their experiences and barriers. A significant barrier for those who did not achieve Level 1 in their chronological year group was Numeracy. In Year 12, many students accessed vocationally based studies which do not offer access to M/E grades, thereby preventing their access to endorsement. However, this has resulted in micro-credentialing that was not previously achieved at TAS. 44% of Year 12 students received a micro-credential from Young Enterprise. Gateway achievement was high in 2023. In Year 13, all students aiming for University Entrance achieved it (67%), and half of the cohort received M+ overall endorsements. 50% of the students in Year 13 completed a Vocational Pathway award, and 17% received a Young Enterprise Micro-credential.	Investigation of the Year 11 experiences and barriers in 2023 which led to results lower than expectations. Promotion of the pathways to M/E endorsement and further teacher and student education, especially as the new Y11 standards come into action in 2024. In 2024, the Year 13 cohort is comprised mainly of students on vocational pathways. This will require careful curation of their qualifications and connections to their next learning steps. University Entrance monitoring for those aiming at university will be for a very small cohort. Consideration of the impacts for students regarding the co-requisite Literacy and Numeracy qualifications.

Planning for next year:

Target focus on meeting the needs of individuals and meeting/monitoring the Literacy / Numeracy requirements at each stage. Further education for mentors and for students on how to attain M/E. Study skills learning opportunities.

Annual Aim:	To improve student wellbeing opportunities.
Target:	To improve outcomes across the Wellbeing@School Survey criteria with special focus on the Caring Teaching criteria which is our lowest outcome at 56.8% in 2022.
Baseline Data:	In 2021 and 2022 there have been a number of discussions of ways to improve Senior Student Wellbeing. These discussions have formed the work of the Wellbeing PLG who have developed an emerging Curriculum Plan. Our Wellbeing at School data has identified issues with student pro-social skills development and developing a shared understanding of caring teaching. The Senior Student's Wellbeing at School data is lower than the Primary School data, The Senior data has sustained in most areas throughout the covid era, whereas the Junior data has shown improvement over the last 3 years.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Continue Wellbeing PLG and make necessary changes to student outcomes Make a Wellbeing Wednesday session which is available to all students. Develop a Caring Teaching Profile to create a shared understanding of what Caring Teaching looks like. Wellbeing at School Survey	Caring Teaching criteria increased to 65.9% outcome in the 2023 Wellbeing@School survey. This is no longer the weakest category. Pro-social student strategies are now the lowest.	Through focus on this element with the Middle School students and creating a shared definition, understanding of the caring teacher concept increased. Parents were able to participate in the profile formation. This helped to clarify their role as well.	Investigation of pro-social student strategy learning. Increase student leadership opportunities. Continuation of further Wellbeing opportunities.

Planning for next year:

Continuation of this goal using the knowledge gained in 2023. Incorporation of the identified next steps: Pro-social skills learning, promoting student leadership, continue varied Wellbeing opportunities.