

Statement of Variance Reporting



School Name:	Kamo Primary School	School Number:	1030
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Strategic Aim:	Our 2023 Strategic Aim was that all students will strive to meet personal gains that supports the New Zealand Curriculum levels and expectations for their year level in Reading.																																										
Annual Aim:	Our Annual Aim for 2023 was that all students will be engaged in Reading and their learning will show the progress they have made to reach their own potential. This will be integrated across the curriculum.																																										
Target:	Our Curriculum Achievement Target in Reading for 2023 was to have at least 85% of our students working At or Above their New Zealand Curriculum levels and expectations for their year level. This target is inclusive of our whole school as we do not exclude our students who have additional learning needs and therefore, their results are included.																																										
Baseline Data:	<p>Our 2023 baseline data showed the following:</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>88%</td> <td>52%</td> <td>14%</td> <td>9%</td> <td>5%</td> <td>3%</td> </tr> <tr> <td>Level 2</td> <td>10%</td> <td>48%</td> <td>86%</td> <td>67%</td> <td>18%</td> <td>6%</td> </tr> <tr> <td>Level 3</td> <td>1%</td> <td>-</td> <td>-</td> <td>24%</td> <td>74%</td> <td>66%</td> </tr> <tr> <td>Level 4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>2%</td> <td>23%</td> </tr> <tr> <td>Level 5</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>1%</td> </tr> </tbody> </table>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Level 1	88%	52%	14%	9%	5%	3%	Level 2	10%	48%	86%	67%	18%	6%	Level 3	1%	-	-	24%	74%	66%	Level 4	-	-	-	-	2%	23%	Level 5	-	-	-	-	-	1%
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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>																																										
<p>During 2022 we undertook an Assessment for Learning contract through Cognition Education. As part of this contract, we had our facilitator observe each teacher and then meet with them to discuss how they were using assessment information to guide and inform their practice in Reading.</p> <p>At the same time, we had a staff member who has previously been a Literacy facilitator work with our Year 4 – 6 teachers to support them in developing Reading programmes that were responsive to student need. This was to ensure we were delivering programmes that met the needs of our students while also continuing to develop more depth with student comprehension.</p> <p>In 2021 we began looking at Structured Literacy and introduced this to our junior students. Throughout 2022 it was introduced to the rest of the school and this year we have implemented it schoolwide as part of our programme for those who need it.</p>	<p>Our overall end of year Reading data for 2023 showed the following:</p> <table border="1" data-bbox="629 352 1153 659"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>97%</td> <td>60%</td> <td>19%</td> <td>8%</td> <td>3%</td> <td>1%</td> </tr> <tr> <td>Level 2</td> <td>3%</td> <td>34%</td> <td>80%</td> <td>62%</td> <td>23%</td> <td>8%</td> </tr> <tr> <td>Level 3</td> <td>-</td> <td>6%</td> <td>1%</td> <td>30%</td> <td>71%</td> <td>52%</td> </tr> <tr> <td>Level 4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>4%</td> <td>37%</td> </tr> <tr> <td>Level 5</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>2%</td> </tr> </tbody> </table> <p>We saw significant changes in the following cohorts within our school for 2023:</p> <ul style="list-style-type: none"> • Our overall data shows our students in Years 2 and 6 have made exceptional progress over the second half of the year. Year 2 has 40% of students working above the end of year expectation and Year 6 has 39% working above. • It's fantastic to see all year groups have students working above their end of year expectation with standouts in Years 2, 5 and 6 who have students working well above expectation. • Students in Year 4 are also doing well as they have 30% of students working above expectation, and 		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Level 1	97%	60%	19%	8%	3%	1%	Level 2	3%	34%	80%	62%	23%	8%	Level 3	-	6%	1%	30%	71%	52%	Level 4	-	-	-	-	4%	37%	Level 5	-	-	-	-	-	2%	<p>We exceeded our specific aim of having 85% of our students achieving at or above in Reading. We reached a very pleasing total of 90% working within or above the expected curriculum level for the end of year.</p> <p>We have identified the following reasons for the positive variance in our data:</p> <ul style="list-style-type: none"> • Teachers became more comfortable with what they were teaching and how to teach it. • The teaching model that was introduced allowed teachers to have a framework for their lessons and programmes. • Collaborative planning provided opportunities for teachers to scaffold each other in their own professional teaching and learning in Reading. • Collaborative planning allowed for opportunities to build capability across the staff as opposed to having a few people holding all the knowledge. 	<p>We chose to continue to follow the same practices we did in 2022 as both our internal and external Reading PLD we undertook proved to be successful. We are in a position for our staff to independently maintain and continue moving forward in their teaching and analysis of Reading.</p> <p>We will continue to follow the same practices we implemented throughout the year with the intention of taking this to the next level in our professional learning and development as a whole staff.</p> <p>We will continue to plan collaboratively in teams and use the planning templates and resources that were introduced and created as part of our PLD.</p> <p>We will continue to provide extra support for our Provisionally Certified Teachers (PCTs) and for those staff who are changing levels within the school.</p> <p>We will have Reading and Structured Literacy at the forefront of our minds to</p>
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<p>Throughout this year (2023), we have continued to follow the same principles and pedagogies as 2022 as this proved to be successful. Below is what we identified as making a difference to student learning and our Reading data for 2023 through both the Assessment for Learning contract, and the internal PLD:</p> <ul style="list-style-type: none"> • Using a consistent, model to deliver Reading education in our classrooms. • Delivering lessons and targeted teaching where teachers work with students around an identified need to enhance their learning. • Collaborative planning within our four teaching teams. • Staff and team meetings which have been dedicated to professional learning and development in Reading and Structured Literacy for teachers. • Staff meetings which have been focused around raising student achievement. • Professional discussions as part of teacher's Professional Growth 	<p>just 8% working below where they should be.</p> <ul style="list-style-type: none"> • While Year 5 has students working well above expectation, they are also the most concerning cohort with 26% working below their end of year expectation. This is followed by our Year 3s who have 19% below. • Looking at our year groups more closely, when we analyse how many students are within each quartile, we have between 41% and 47% of them working within the 0 – 50th percentiles. This is more than we would like but we are mindful that this includes our students with additional learning needs. • We also have between 53% and 60% of our students who are working in the 50th – 100th percentiles. • Breaking the year levels down further, we have some great results with 31% of our students overall working in the 75th – 100th percentile. These students are meeting, and in most cases exceeding, the end of year expectation. A more detailed breakdown of the year groups shows the following percentage of students working at this higher percentile: <ul style="list-style-type: none"> - 31% of Year 1 - 37% of Year 2 	<ul style="list-style-type: none"> • Planning allowed for teachers to identify student needs. Shared and guided Reading lessons were taught which allowed teachers to focus on teaching specific skills for those who needed them. • A growth mindset developed amongst the staff in relation to the teaching of Reading. • We had 'buy-in' from staff which helped to create a positive mindset. • Reading became less of an area where teachers were unsure of themselves and how to teach it effectively. • Teachers became more confident in what they were looking for in their students and felt more comfortable with the evidence they had for students to make an informed and justified OTJ in PaCT about a student's learning. • We have continued to use language around assessing against curriculum levels and the LPF and had meetings where we could see what this would look like. 	<p>increase our data even further by the end of the 2024 school year.</p> <p>We will continue to use the Progress and Consistency Tool (PaCT) to help teachers confirm their judgements for student progress and achievement.</p> <p>We will continue to work with staff around their curriculum knowledge and development, as well as the Learning Progressions Framework in Reading.</p> <p>Our own local curriculum for Kamo Primary School was introduced in 2019. Changes are made each year in response to students and staff needs, and changes in education. This will continue to guide our teaching and learning.</p> <p>All staff will continue using Iris Connect in 2024 to observe themselves, reflect on their teaching and students' learning and then make changes to their practice and programmes accordingly.</p> <p>Programmes will continue to include Structured Literacy in 2024. Teachers in Years 0 – 2 will use Liz Kane's 'Little</p>
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<p>Cycles in relation to teaching and learning.</p> <ul style="list-style-type: none"> • Peer observations of Reading and Structured Literacy lessons amongst staff. • Having a constant awareness amongst all teaching staff about what we are aiming to achieve in our Reading data for 2023. • Open discussions with our Board of Trustees around our data – what it's showing, what we are doing to address it and what we see as a result. • Professional learning with our teaching staff around how to measure progress and achievement against the New Zealand Curriculum levels. • Use of the Progress and Consistency Tool (PaCT) and continuing to use the Learning Progressions Framework (LPF) to help teachers make informed decisions and about their students' learning. • Using Iris Connect for staff to video themselves teaching, observe and reflect on their lessons, and make changes 	<ul style="list-style-type: none"> - 32% of Year 3 - 30% of Year 4 - 27% of Year 5 - 29% of Year 6 <ul style="list-style-type: none"> • Looking at the genders, our girls are performing better than our boys, but not with such exceptional differences. The data shows: <ul style="list-style-type: none"> - Year 1 has only a 1% difference between the genders with 2% of girls and 3% of boys working above expectation. - Year 2 with 43% of girls working above expectation and boys have 37% above. - Year 3 girls have 3% working above expectation whereas the boys do not have any. However, our girls have 21% working below their end of year expectation whereas boys have 18%. - Year 4 girls have 3% below expectation compared with 12% of boys, and 38% above expectation compared with 24% of boys. - Year 5 has 19% of girls working below expectation while boys have 31%. The girls have 5% working above their expected level compared with boys who have 3%. - Year 6 shows our girls have 39% working above expectation and our boys are 	<ul style="list-style-type: none"> • PaCT has given teachers the opportunity to identify the specific skills and abilities each child has obtained and allows them to assess them on their positive progress and achievement rather than pointing out any deficits in their learning. • Structured Literacy has allowed our students in Years 0 – 2 to have sound foundational skills to begin their Writing journey and to also build on from. It has also meant students in Years 3 – 6 who require more specific and targeted teaching are receiving it. 	<p>Learners Love Literacy' decodables and 'The Code.' Teachers in Years 3 – 6 will be using the iDeal platform.</p> <p>As a staff, we will begin looking further at Te Mātaiaho during 2024 and begin implementing it so we develop an understanding of the Understand, Know, Do model, how the curriculum refresh is changing the way we think of learning and achievement, as well as how we deliver the progress indicators. Alongside this, we will also be looking at and learning about the Common Practice Model.</p>
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<p>accordingly to suit the needs of their students.</p> <ul style="list-style-type: none"> • Being flexible and changing the model of how we teach Reading as the needs of our staff and students change. 	<p>very similar with 38% above. This cohort has 12% of girls working below their expectation but our boys are doing better here with only 7% below.</p> <ul style="list-style-type: none"> • The results for our Māori students follow a somewhat similar trend to the overall schoolwide data. • Year 2 Māori students have a significant difference to the overall schoolwide data in an extremely positive way. The overall data shows we have 53% of students working within the two higher quartiles (50th – 100th percentile). However, our Māori students have an impressive 78% working in these higher percentiles. • The other cohort who has a considerable difference is Year 5. They have 73% of Māori students working in the 50th – 100th percentile compared with 56% in our overall data. • Our Māori students in Years 2, 4 and 6 are doing exceptionally well. Each has an impressive percentage of students working a level above their expectation in Reading – 22% in Year 2, 28% in Year 4 and 37% in Year 6. • While we have some tremendous successes in our Māori data, we are aware and acknowledge that in Years 3 – 6 we have higher percentages of students working 		
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below expectation than we would like. We have 26% in Year 3, 22% in Year 4, 18% in Year 5 and 21% in Year 6. Admittedly, our students with additional learning needs are included in these numbers, but there are still more than we would like.

- Looking at the gender difference of our Māori students, they are very similar in Years 1 – 3 with a 5% difference in Year 2 and 2% in Year 3. However, we start to see a more noticeable difference from Year 4 through to Year 6. Their results show:
 - Year 4 girls have 38% above expectation compared with 20% of boys, and 12% below expectation compared with 30% of boys.
 - Year 5 have no students working above in either gender, and our girls have no students working below either. The same can't be said for our boys who have 33% working below.
 - Year 6 has strong and positive data for our boys who have an impressive 50% working above expectation compared with girls who have 27%. They boys have 12% working below expectation in comparison to girls who have 27%.

- Our Pasifika data shows tremendous results, but it is important we look at the actual numbers as well as percentages. This cohort is extremely small with only 19 students in our school who identify as any of the Pasifika ethnicities.
- It is only Years 3 and 5 who have students working below expectation with both being 75%. However, this equates to only 3 students in total for each year group. In all other cohorts, our students are working at their expected level for this time of the year. For the majority of our Pasifika students, English is their second language and therefore these results are quite pleasing and we can see the progress they are making.

Teachers became more aware of what to teach in Reding at all levels of learning across the school. This was due to the use of PaCT, the LPFs and both the internal and external PLD we undertook in 2022 and continued to implement this year. Noticeable changes in teachers own content knowledge were seen and they became more aware and confident in what to plan for and teach in their classroom programmes.

Planning for next year:

The Kamo Primary School Board of Trustees will continue to support our principal in the direction she would like to take our school with regard to teaching and learning in Reading. All decisions made will be based around what best suits the needs of our students. We are invested in raising student achievement in Reading and our Board of Trustees will do anything to support what our Senior Leadership Team and our teaching team feel would be the best approach for our students. The Board of Trustees of Kamo Primary School always has the best interests of our students at the forefront of any decision they make.

They have been informed of our 2023 end of year data and have seen the progress that was made from Term 2 to Term 4 in all Year groups. We have a reasonable number of students with additional learning needs for a school of our size and they agree with the leaders of the school that we will not exclude these student's results from our data. We believe in an inclusive learning environment for all students and therefore they are included in the results we share.