

TANGITERORIA SCHOOL



Growing Great Kids
Whakatiputipu Tamariki Whakahirahira

Statement of Variance

(Year Ended) 2024

Evaluation and Analysis of Student Progress and Achievement:

Literacy (Reading)

Data shows 76% of students are meeting or exceeding expected levels in Reading. This indicates successful reading programmes are in place with steady and consistent progress year-on-year. Embedding a structured literacy pedagogy in the Teina classroom has helped support teacher/s to ensure they have knowledge, appropriate assessments, and effective practice to explicitly teach foundation skills in literacy. This is helping to build greater reading fluency through phonemic awareness, vocabulary, fluency and comprehension.

Literacy (Writing)

Data shows 60% of students are meeting or exceeding expected levels in Writing and this area continues to be of some concern. While a structured literacy programme is in place around explicit teaching of foundation skills (like handwriting, spelling and grammar), this has primarily focused on introducing “writing mechanics”.

Mathematics

Data shows 85% of students are meeting or exceeding expected levels in Mathematics. This indicates successful mathematics programmes are in place with excellent progress shown. Teachers show confidence in explicit teaching of concepts through a range of strategies and processes across multiple levels. Online programmes have been utilised to support teaching a sequenced year-by-year curriculum.

Local Curriculum

It is expected that the school curriculum reflects the rural environment and local community of Tangiteroria. A focus on authentic, place-based learning aims to ensure students receive a rich curriculum both in and out of the classroom. This includes:

- Continuing environmental education through the school's Te Taiao programme.
- Providing fully-funded Education outside of the Classroom (camps; educational school trips) to ensure equity for all.
- Engaging with mentors to build Mātauranga Māori through a focus on identity, culture and language.

In addition to supporting student progress, the school will continue to work on ‘next steps’ outlined in a previous ERO profile report:

- Building on effective teaching practice to support priority learners to make accelerated and sustained progress in literacy
- Implementing professional learning for staff in literacy to extend and enhance teaching and learning programmes
- Continuing to review and revise strategies to ensure interventions meet the specific needs of priority learners.

Summary of Data

33 Students

14 (42%) of these students were **NOT** in last years data

End-of-Year 2024												
	READING At or Above (76%)				WRITING At or Above (60%)				MATHS At or Above (85%)			
	HIGH PRIORITY (Needs Learning Support)	NOT YET AT EXPECTED LEVEL (Below)	MEETING EXPECTATIONS (At)	EXCEEDING EXPECTED LEVEL (Above)	HIGH PRIORITY (Needs Learning Support)	NOT YET AT EXPECTED LEVEL (Below)	MEETING EXPECTATIONS (At)	EXCEEDING EXPECTED LEVEL (Above)	HIGH PRIORITY (Needs Learning Support)	NOT YET AT EXPECTED LEVEL (Below)	MEETING EXPECTATIONS (At)	EXCEEDING EXPECTED LEVEL (Above)
ALL Students (33)	5 (15%)	3 (9%)	19 (58%)	6 (18%)	6 (18%)	7 (21%)	16 (48%)	4 (12%)	3 (9%)	2 (6%)	23 (70%)	5 (15%)
Māori (12)	3	7	7	2	3	2	5	2	2	1	9	
Māori Boys (5)	2		3		2	2	1		1	1	3	
Māori Girls (7)	1		4	2	1		4	2	1		6	
Pacific (3)			1	2			3			1	1	1

Comparison Summary (with previous end-of-year achievement data)

	READING Meeting or Exceeding expected levels			WRITING Meeting or Exceeding expected levels			MATHEMATICS Meeting or Exceeding expected levels		
Year	2024	2023	2022	2024	2023	2022	2024	2023	2022
Students	(33)	(35)	(39)	(33)	(35)	(39)	(33)	(35)	(39)
Māori	(12)	(12)	(19)	(12)	(12)	(19)	(12)	(12)	(19)
Pacific Island	(3)	(3)	0	(3)	(3)	0	(3)	(3)	0
Total	76% (25)	72% (25)	64% (25)	60% (20)	69% (24)	59% (23)	85% (28)	69% (24)	74% (29)
Māori (12)	75% (9)	58% (7)	47% (9)	58% (7)	58% (7)	42% (11)	75% (9)	68% (8)	58% (11)
Māori Boys (5)	60% (3)	20% (1)	10% (1)	20% (1)	20% (1)	0% (0)	60% (3)	40% (2)	30% (3)
Māori Girls (7)	86% (6)	86% (6)	89% (8)	86% (6)	86% (6)	89% (8)	86% (6)	86% (6)	89% (8)
Pacific (3)	100% (3)	100% (3)	-	100% (3)	100% (3)	-	66% (2)	100% (3)	-




TANGITERORIA SCHOOL

Growing Great Kids

STRATEGIC GOAL #: Teaching & Learning (Ako)

Build sound foundation skills through an authentic localised curriculum.

Annual Target/Goal:

	WHAT DID WE ACHIEVE?	EVIDENCE	DIFFERENCES (VARIANCES) (BETWEEN TARGET AND OUTCOMES)	PLANNING FOR NEXT YEAR (WHERE TO NEXT)
<p>1.1 Build on effective teaching practice to support learners to make accelerated and sustained progress in literacy and mathematics.</p> <p>1.2 Review and revise strategies and interventions to ensure priority learners receive meaningful learning experiences that meet their specific needs.</p> <p>1.3 Implement professional learning for staff (PLD) to support the development of effective teaching and learning, along with wellbeing.</p>	<p>PLD Literacy:</p> <ul style="list-style-type: none"> - Teina class is in its second-year of implementing structured literacy programmes. Teacher & teacher-aide are confident in their practice in using a range of programmes (including BSLA, Ideal and Little Learners Love Literacy). - Tuakana class is still in the early stages of implementing structured literacy. <p>PLD Other:</p> <ul style="list-style-type: none"> - PLG: Tangihua Cluster (wellbeing) continued with collaborative staff upskilling across school and in-class workshops. <p>Local Curriculum:</p> <ul style="list-style-type: none"> - Te Taiao enviro science programme embedded weekly. Students are involved in environmental initiatives outlined in Mātauranga mo te Tiaki Momo Māori school plan. - Creatives-in-Schools art initiative implemented in Term 1 & 2. This involved major collaboration with local artists and students to produce a large art-piece named "Echoes of Te Taiao" 	<p>Learning Support:</p> <p>Progress for priority students in literacy has been monitored using iDeal and structured literacy assessments. In class and 1:1 instruction involves explicit teaching of important components of literacy and foundational skills (eg: decoding, spelling, comprehension).</p> <p>Key Actions:</p> <ul style="list-style-type: none"> - Teachers have been involved in PLD to upskill in structured literacy approaches. - Teaching programmes show structured literacy approaches are systematically taught including foundational literacy skills (eg: decoding, spelling, comprehension). - Teachers can provide qualitative data to support progress and achievement. - Teachers involved in identifying teaching actions that raise underachievement, particularly for learners who may have learning challenges in literacy. - Teachers have conducted peer and/or across school observations of quality literacy practices. 	<p>A review of learning support for priority students was undertaken (principal, staff, LSC, RTLB) to identify the literacy teaching and learning that has helped accelerate learning. This has meant greater learning support is being provided for priority students including better utilising teacher-aides and mentors. Teaching staff have been instrumental in the solid progress of students over the latter part of the year. Increased achievement when comparing mid-year to end-of-year results indicate a concerted effort is being made to build effective practice through PLD (particularly in structured literacy).</p> <p>Professional development continues to strengthen teaching capability with a priority on diverse learning requirements. Students have a clearer understanding of literacy expectations and know where they are at and what steps are needed to further progress based on individual learning goals.</p> <p>Reading and Maths achievement continues to improve – Writing will now need to be prioritised to ensure achievement progresses.</p>	<p>To further support student progress in literacy, we will:</p> <ul style="list-style-type: none"> ▪ Use the new NZ English Curriculum as a guide for "teaching considerations" to explicitly teach higher-level skills in writing composition. For example: <ul style="list-style-type: none"> - Identify the different features and purposes of genres, language used, and sentence structures - consider whether the text is entertaining, informing, or persuading - consider the audience for their writing and how that can influence the style and tone used - question whether their own writing meets the purpose during the planning/drafting and revising stages of writing - identify different vocabulary associated with different genres (e.g., summarise, explain, describe) so that they understand what the task is asking for. ▪ Provide sustainable PLD in the new English & Maths curriculum including consistent assessment practices both within school and across Kahui Ako. ▪ Continue to upskill teachers in structured literacy (particularly in the "Ideal Learning Approach". This will especially include any new teachers and the Principal. ▪ Prioritise success in writing (particularly for boys) through high expectations, monitoring their progress, celebrating successes and setting goals for learning. ▪ Widen the local curriculum to include investigation into community history and storytelling to inspire and promote authentic learning.



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STRATEGIC GOAL #2: Positive Relationships (Whanaungatanga)

Engage in collaborative relationships that connect and reflect our community.

Annual Target/Goal:

	WHAT DID WE ACHIEVE?	EVIDENCE	DIFFERENCES (VARIANCES) (BETWEEN TARGET AND OUTCOMES)	PLANNING FOR NEXT YEAR (WHERE TO NEXT)																								
<p>2.1 Collaborate and support whānau to reduce barriers to learning (including a focus on consistent attendance).</p> <p>2.2 Partner with whānau and wider community to build a sense of community with high aspirations and equitable outcomes.</p>	<p>Attendance continued to be a focus with raised awareness and communication to whanau and BoT around attendance data and expectations.</p> <p>Opportunities for partnering with community included ongoing annual events such as swimming sports, camps, Anzac commemoration, community hui BBQ and Agriculture Day.</p> <p>The school has continued to hold “Whanau Days” where parents and wider community can be present at school to foster across-generational involvement and relationship building (including taking part in book fair parade, maths quiz, reading to and with children, shared lunch, cross country/sprints and fun interactive sports/games.</p> <p>Kahui Ako across-school collaboration for staff and principals continued. Kahui Ako initiatives involved collaboration and opportunities for students to mix inter-school. One example of this was the bi-annual senior leadership trip (Year 7&8) to Wellington combined with another local school.</p>	<p>Ongoing attendance monitoring particularly of ‘chronically absence’ (more than 30% absent) showed a marked increase in attendance for these students. One example of this shows attendance continually increasing from T2, to T3 to T4.</p> <table><tr><td>71.79%</td></tr><tr><td>78.00%</td></tr><tr><td>86.60%</td></tr><tr><td>80.51%</td></tr></table> <p>By the end of 2024 there were nil (0) students identified as ‘chronically absent’ in the overall attendance for the year.</p> <p>Whanau engagement was continuous with mid-year parent-teacher-student interviews, and ongoing informal consultation.</p> <p>Whanau Day provided feedback that was highly positive. Whanaungatanga relationships appear strong with positive ongoing connections made with parents and extended whanau.</p>	71.79%	78.00%	86.60%	80.51%	<p>In 2024, the Ministry changed the way attendance was reported in Everyday Matters. This went from “Present, Justified & Unjustified” (now on pg 9) to a primary focus on “Regular” attendance (pg1). As shown in the results below, data appears <u>very differently</u>. While clarification was sought from the local MoE office around this change, no explanation was provided. This resulted in communication from the school to whanau expressing a “significant drop” in attendance when this was not entirely correct.</p> <p><u>Attendance comparisons:</u></p> <p>In order for year-on-year data to be shown accurately against previous reporting, the following table is based on:</p> <p>“Present, Justified & Unjustified”:</p> <table><tr><th>2024</th><th>2023</th></tr><tr><td>T1 2024 – 88%</td><td>T1 2023 – 91%</td></tr><tr><td>T2 2024 – 88%</td><td>T2 2023 – 89%</td></tr><tr><td>T3 2024 – 92%</td><td>T3 2023 – 91%</td></tr><tr><td>T4 2024 – 93%</td><td>T4 2023 – 92%</td></tr></table> <p>The new Everyday Matters reporting shows a very different picture for the same period:</p> <p>“Regular” Attendance:</p> <table><tr><th>2024</th><th>2023</th></tr><tr><td>T1 2024 – 52%</td><td>T1 2023 – 81%</td></tr><tr><td>T2 2024 – 60%</td><td>T2 2023 – 59%</td></tr><tr><td>T3 2024 – 59%</td><td>T3 2023 – 69%</td></tr><tr><td>T4 2024 – 65%</td><td>T4 2023 – 83%</td></tr></table>	2024	2023	T1 2024 – 88%	T1 2023 – 91%	T2 2024 – 88%	T2 2023 – 89%	T3 2024 – 92%	T3 2023 – 91%	T4 2024 – 93%	T4 2023 – 92%	2024	2023	T1 2024 – 52%	T1 2023 – 81%	T2 2024 – 60%	T2 2023 – 59%	T3 2024 – 59%	T3 2023 – 69%	T4 2024 – 65%	T4 2023 – 83%	<p>From T1 2025, revised Ministry attendance codes to record daily must be used. This distinguishes between presence, justified and unjustified absences. In saying this, Everyday Matters will still focus on reporting “regular” attendance.</p> <p>The new Ministry guidelines around what constitutes a “type of absence” will be shared with staff to ensure consistency of reporting. This will also be communicated to whanau: <i>A ‘Justified Absence’ is an absence defined within a school’s policy as an acceptable reason for a student to be away from school.</i></p> <p><i>An ‘Unjustified Absence’ is recorded when a student is away from school and:</i></p> <ul style="list-style-type: none">• <i>There is no information or there is a throw-away excuse</i>• <i>Explained but not within school policy, such as absence due to birthdays</i>• <i>Absence due to holiday in term-time</i>• <i>Extracurricular activities not organised by schools like sports, dance, music, or hobbies.</i> <p>Ongoing monitoring of attendance will continue, with contact made with whanau for unjustified and/or chronic absences.</p> <p>For accurate comparison, the school will continue to identify both types of data with the BoT, especially as historical data dating back to 2019 shows relative stability and consistency in attendance over a period of time.</p>
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STRATEGIC GOAL #3: School Culture (Tikanga)

Promote a 'culture of care' that reflects school values, identity and wellbeing.

Annual Target/Goal:

	WHAT DID WE ACHIEVE?	EVIDENCE	DIFFERENCES (VARIANCES) (BETWEEN TARGET AND OUTCOMES)	PLANNING FOR NEXT YEAR (WHERE TO NEXT)
<p>3.1 Reflect a school culture based on the three Te Tiriti o Waitangi principles – partnership; protection; and participation.</p> <p>3.2 Provide a safe learning environment aimed at further developing hauora/wellbeing.</p> <p>3.3 Foster the special rural character of the school by enhancing outdoor areas and providing authentic learning opportunities.</p>	<p>Introduction of Kapa Haka in Term 3 and 4 to formalise Te Ao and te reo across the school.</p> <p>Breakfast club has continued daily (available to all students) and a Friday lunch roster is supported by whanau volunteers.</p> <p>Invitations were extended to other schools/groups to share collective knowledge around sustainable actions and authentic outcomes. A number of schools visited and participated in our Te Taiao enviro program.</p>	<p>Kapa Haka was hugely successful. Home & School provided funding for an external tutor/expert for an initial 10 weeks in T3. Due to the popularity, this was extended into T4 and another local facilitator stepped in to continue this. This resulted in presenting new learning of waiata/actions at the end-of-year prizegiving to provide an authentic audience.</p> <p>Online social media was updated to ensure the school is culturally responsive and reflects and respects diversity and inclusion. This included adding school website sub-headings in both English and Te Reo</p>  <p>Weekly mentor programme via SWIS (Stand) along with a kaimahi (Mana Ake) have provided greater support for at-risk students. This saw the introduction of the "Think & Be Me" wellbeing programme.</p>	<p>Home & School Assn fundraising continuous to provide additional support for new learning experiences and ensure the hauora/wellbeing needs are met. This allows targeted student outcomes to be met and exceeded.</p> <p>Unspent funds from previous years were carried over to budget for Breakfast Club and Friday lunch programme to be continued and funded internally (not eligible for Lunches in Schools programme).</p>	<p>A continued focus will be placed on gathering local stories and history and increasing cultural narratives. This will incorporate Kahui Ako o Whangarei local stories. https://www.nkaow.ac.nz/67/pages/16-what-is-cultural-narrative</p> <p>Breakfast Club and Friday lunches will continue in 2025. This will be run by senior students and whanau volunteers.</p> <p>Student wellbeing will continue to be supported through Create & Relate mentor and Mana Ake kaimahi.</p>