Statement of Variance Reporting

School Name:	Tauranga Special School	School Number:	1762

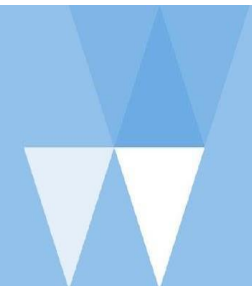| Strategic Aim: Analysis report	To improve student voice/agency in learning
Annual Aim:	**Schoolwide Goal:** To increase students' voice in learning and enact the value of Ako(reciprocity in learning and teaching) in the school wide learning culture through having all staff and students increasingly develop the skills of teaching and learning, and confidence within either the TSS Inquiry Based Learning model(Launch iii +) or the TSS variation of the Engagement Model(Fuel to Launch ii)
Target:	To improve the engagement in learning achievement of the target cohorts - Māori girls and Pasifika students especially in English

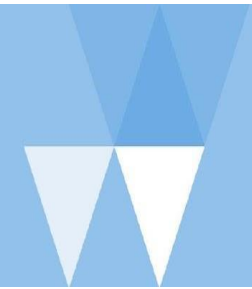| **Baseline Data**:	Tauranga Special Schoo:l Rongohia te Hau Term 4, 2020

Graphs

Mean ratings for relational items
— Māori students — non Māori students — Staff

1. In my school I feel good to be.....
2. I have time to do things I want to do
3. Students like me do well
4. Māori students do well
5. Teachers in my school know me and I know them
6. My teachers like me
7. I like my teachers
8. My teachers care about me

Mean ratings for pedagogical items
— Māori students — non Māori students — Staff

9. My teachers listen to my ideas abpout learning
10. My teachers expect me to do well
11. My teachers help me to learn
12. My teachers make learning fun.
13. My teachers talk with me about what I am doing so I can do better
I encourage Māori students to help each other with their work

LRV

Total 67 students	Māori Male	Māori Female	NZE male	NZE Female	Pasifika	Indian/Asian/Other
Med=4	29 students	8 students	14 students	7	7	7 4M&3F
41 Junior					6m & 1F	*1M&A*
Med=4					*4M & P*	
26 Senior	*(4 +Pasifika, 1 +Asian)*					

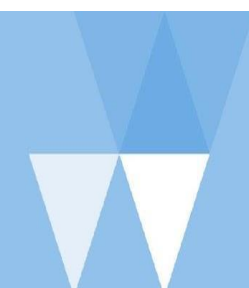|						
Med=4 20 Female Med=4 52 Male Med=3	**20 Junior** **Med=4.5** **9 Senior** **Med=4**	3 Junior & 5 Senior Med=3	4 Junior 10 Senior Med=4	1 Junior 6 Senior Med=3	4 Juniors 3Senior Med=2	6 Juniors 1 Senior Med=1

SWP

Total 67 students **Med=3** 41 Junior Med=4 26 Senior Med=4 20 Female	Māori Male 29 students *(4 +Pasifika, 1 +Asian)*	Māori Female 8 students	NZE male 14 students	NZE Female 7	Pasifika 7 6m & 1F *4M & P*	Indian/Asian/Other 7 4M&3F *1M&A*

	Med=6	20 Junior	3 Junior &	4 Junior	1 Junior	4 Juniors	6 Juniors
	52 Male	Med=2.5	5 Senior	10 Senior	6 Senior	3Senior	1 Senior
	Med=5		Med=2	Med=3	Med=4.5	Med=2.5	Med=3
		9 Senior					
		Med=4					

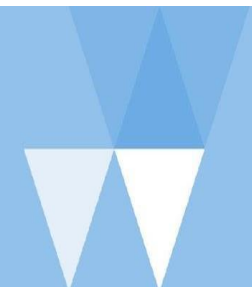| Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Twice a term(Covid permitting) during staff meetings, teachers met in class cohort groups to share practice and gather ideas as to how they could accelerate our target students' cohort's progress. Accelerating the progress of these students was also a goal in Teacher's professional journals which was part of growth conversations with their learning leaders. In 2022 we increased our staff's knowledge, understanding and use of both an Inquiry Based Learning Model and of the UK Engagement model. We saw significant increases in engagement in learning through these. Most students working on the engagement model, made progress on the Indicator continuums.	For our Pasifika students, our 2022 rates of progress are at or above the medians for Expressive English and Maths, and slightly below for receptive English. Our Māori girls are at or above for both Receptive and Expressive English, but below for Maths (on the same median as NZE females) see the tables below. Unfortunately in large part because of the impacts of Covid, we didn't collect our student data in time for it to be merged into the electronically collected staff and whānau data. Anecdotal evidence suggests that Inquiry based Learning and the Engagement Model are helping students feel as they have more say in their learning and engagement by learners is increasing	The regular checking in and conversations helped keep the student cohorts to the front of teachers' minds. The regular conversations helped share good practice and gave opportunities for teachers to reflect and/or ask for other ideas to help the target cohort. Some of the shortfall in Maths progress could be attributed to teachers not having a Number focus until late in the year because of the Covid disruptions in Term 1. Moving forward, the curriculum committee has set that the Number focus be covered earlier in the year. We are unclear as to why the Pasifika students didn't do so well in Receptive English, while gaining ground in Expressive English.	Based on the outcomes of this approach we will continue to include target student cohort work in staff meeting agenda and professional conversations. Looking at our achievement data for the 2022 year, for most teachers, our girls will be the target for accelerating progress. This cohort includes our Māori girls who have caught up in two out of three sets of data. Our NZE girls achievement is behind in all three aspects. Girls are a minority in our school - at this point in time, there are 20 girls out of 71 students up to and including Year 10. For the classes who have no girls, accelerating the expressive English of our Māori boys will be a focus. This year we will continue to develop more student lead learning through our Inquiry model and the Engagement indicators. We are also making another push at ensuring precise individualised learning intentions are being shared with students. We are also

			trying to find better ways to support students to reflect on their own progress. Both these practices have been evidenced as supporting accelerated learning.These will require some PD with our staff as they require different skill sets and strategies to what is used in mainstream teaching. This was the area in our Pedagogical Rongia te Hau data which staff identified as being able to be improved

Planning for next year:

In the main, our targets were largely achieved in two out of three monitored areas. As our girls in general are now in our target cohort, this will help support and maintain the progress of our Māori girls.

We note that our Asian students' achievement in Expressive English is significantly below the median. Most of these students have English as a second language in addition to having significant learning needs to the level that they receive ORS. Half of that cohort is female, so they are included in our target area

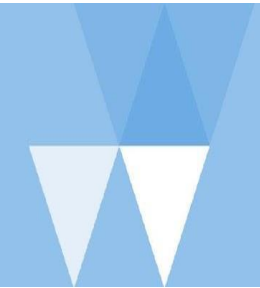| 2022 English -Receptive Language - Listening, Reading, Viewing			
Total 76 students Median: 4	22 Female Median: 3	54 Male Median: 4	

37 Māori Median: 4 Males: 4 Females: 4 (2022 Target cohort)	27 NZE Median: 4 Males: 6 Females: 3	6 Asian Median: 4	8 Pacific (2022 Target cohort) Median: 3

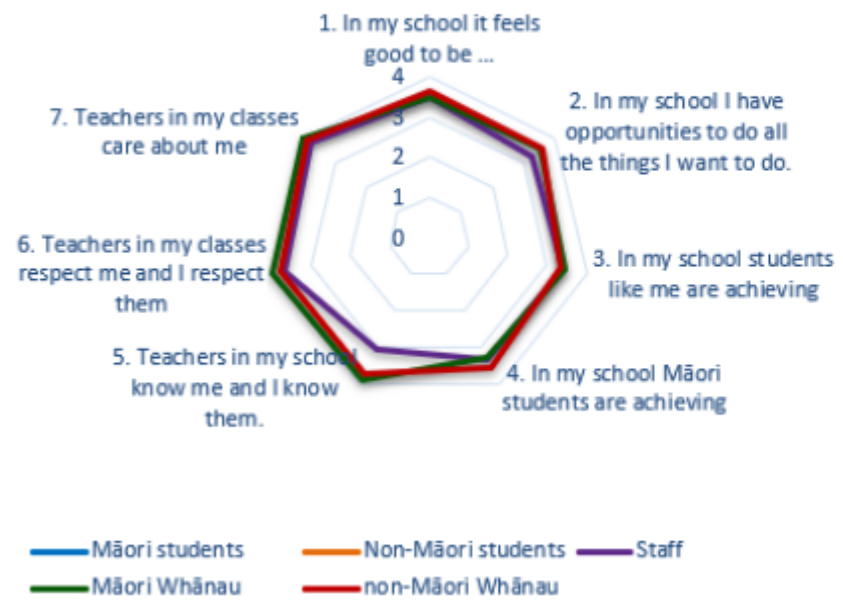| 2022 English- Expressive Language - Speaking, Writing, Presenting			
Total 76 students Median: 4	22 Female Median 5	54 Male Median: 4	
37 Māori Students Median: 5 Māori Males: 3 Māori Females: 5 (2022 Target cohort)	27 NZE Median: 5 NZE Males: 6 NZE Females: 3	6 Asian Median: 2	8 Pacific Median 4 (2022 Target cohort)

2022 Maths			
Total 76 students median is 4	22 Female: 2	54 Male median is 5	
37 Māori Median: 4 Male Māori median is 4 Māori Female median: 2	27 NZE Median: 4 NZE Male median: 6 NZE Female median: 2	6 Asian Asian Median is 4.5	8 Pacific Median is 5.5

2022 Rongohia Te Hau Data

Mean Ratings for relational items

Mean Ratings for pedagogical items