

# Statement of Variance Reporting



Year Ending 31 December 2023


<b>School Name:</b> <b>Analysis reporting</b>	<b>School Name:</b> Tauranga Special School	<b>School Number:</b> 1762
<b>Strategic Aim:</b>	<b>School Wide Goal:</b> School Culture, teaching and learning will reflect the principle Ako, valuing and being guided by students individuality, and agreed best practice.	
<b>Annual Aim:</b>	Let the uniqueness of each individual student guide what we do. Students feedback (voice) sought during the learning journey.	
<b>Target:</b>	To increase engagement in learning for our target cohort - girls (29% of our roll). Increase student voice in IP/Ara process.	
<b>Baseline Data:</b>	Analysis of our English (receptive and expressive) and Maths data for our students shows an increase in engagement and achievement for our cohort of girl students in both English receptive and Maths. The data shows we have maintained achievement and engagement in English expressive.  Student participation in IP/Ara meetings has increased from 52% in 2022 to 81% in 2023. Student's attendance at IP/Ara meetings has increased from 16% in 2022 to 26% in 2023.  Feedback from questionnaires with students about communication with teachers and their learning shows an increase in positive responses to questions (Yes or sometimes) from term 1 2023 to term 3 2023 across all questions.	

# Tātaritanga raraunga

English- Receptive (LRV)			
Total 84 students Median: 4	25 Female Median: 6	59 Male Median: 3	
40 Māori Median: 3 Māori Males: 3 Māori Females: 7	27 NZE Median: 5 NZE Males: 5 NZE Females: 4	11 Asian Median: 9	7 Pacific Median: 2

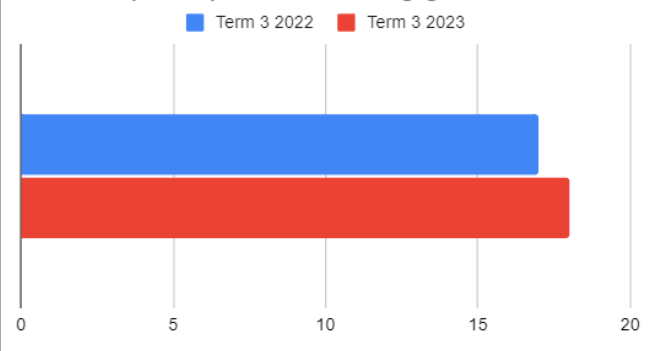
English -Expressive (SWP)			
Total 84 students Median: 4	25 Female Median 5	59 Male Median: 3	
40 Māori Students Median: 5 Māori Males: 2 Māori Females: 8	27 NZE Median: 5 NZE Males: 5 NZE Females: 4	11 Asian Median: 10	7 Pacific Median 2

Maths			
Total 84 students median is 5	25 Female median is 7	59 Male median is 5	
40 Māori Median: 4 Male Māori median is 4 Māori Female median is 7	27 NZE Median: 6 NZE Male median is 7 NZE Female median is 6	11 Asian Asian Median is 10	7 Pacific Median is 2

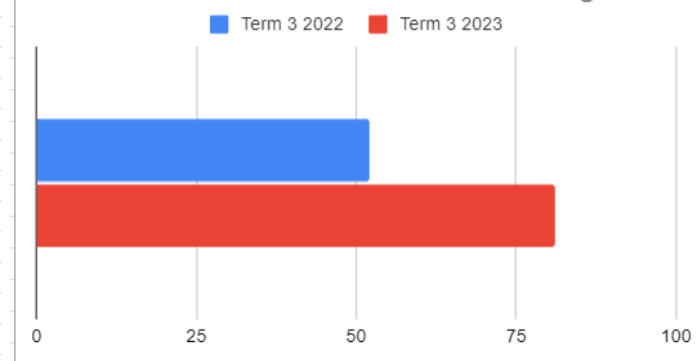
Cohort Female	English receptive	English expressive	Maths 
2022	Median - 3	Median - 5	Median - 2
2023	Median - 6	Median - 5	Median - 7

# Tātaritanga raraunga

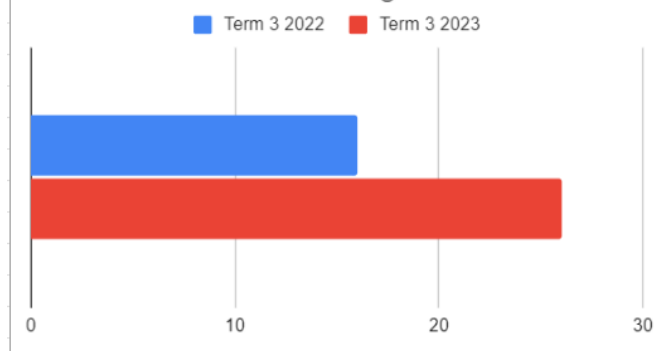
Student participation in setting goals



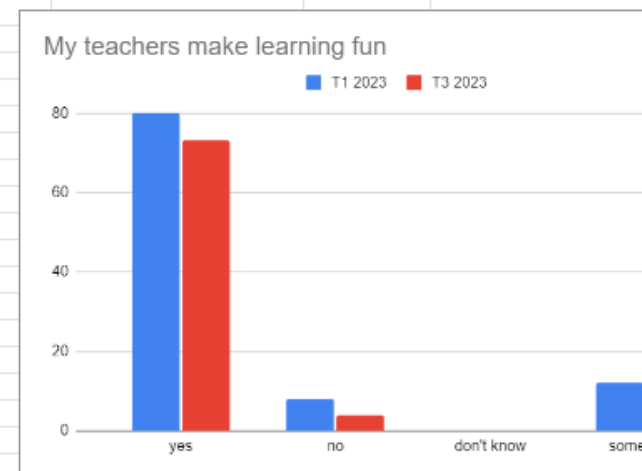
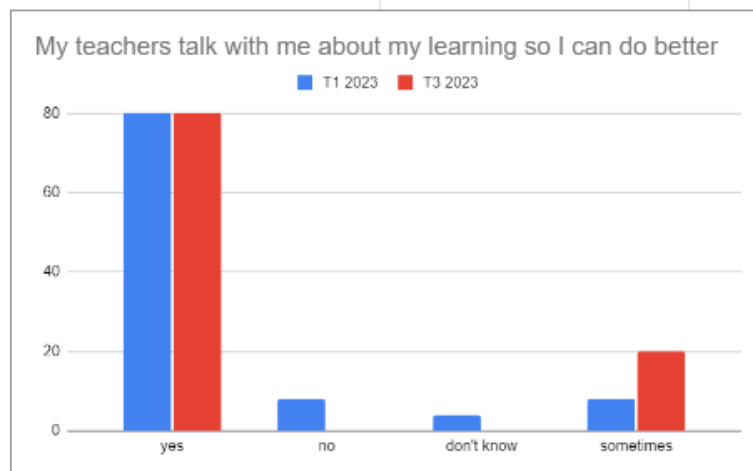
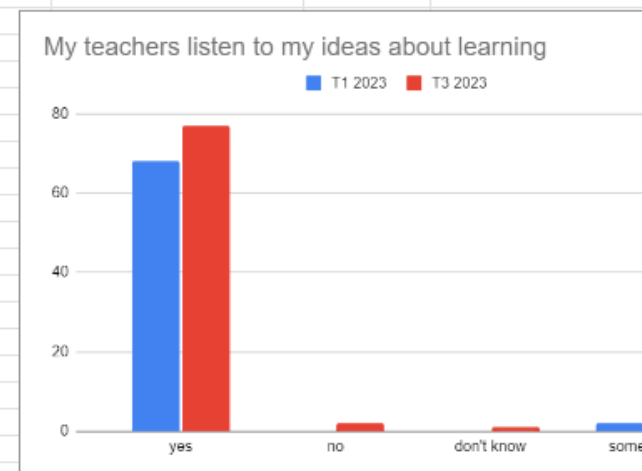
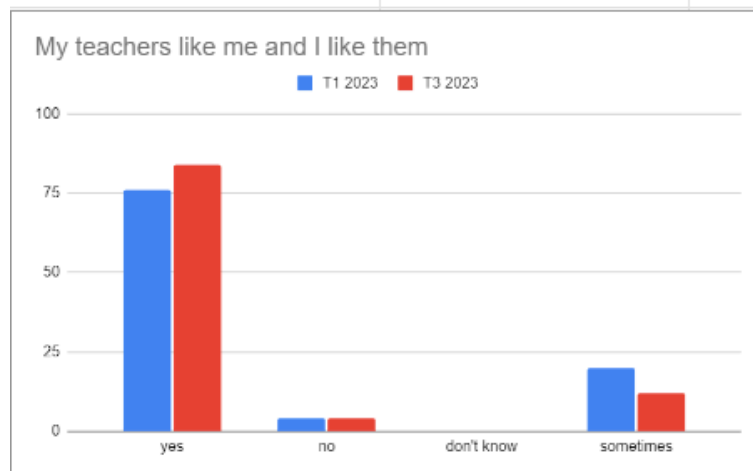
Student's voice contributes to IP meeting



Students attend IP meetings



# Tātaritanga raraunga



<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>Engagement in learning for our target cohort of girls</p> <ul style="list-style-type: none"> <li>• Within Staff meeting Professional Learning Leader (PLL) groups sharing best practice and brainstorming ideas around increasing engagement in learning for our target cohort.</li> <li>• With staff meetings considering our Rongiohia te hau continuum ( best practice for our Akonga )in relation to our cohort group.</li> <li>• As part of our scheduled professional conversations between PLL and teacher - engagement approaches specific to the for individual female student discussed and noted.</li> <li>• Rongiohia te hau - best practice reflections part of class meetings twice termly.</li> </ul>	<p>Engagement in learning for our target cohort of girls</p> <ul style="list-style-type: none"> <li>• Increased engagement in learning within Maths for cohort. This is shown by an increase in median scores of rate of progress from 2 to 7.</li> <li>• Increased engagement in learning within Receptive English for the cohort. This is shown by an increase in median scores of rates of progress from 3 to 6.</li> <li>• Maintained level of engagement within expressive English for the cohort as the median scores of rate of progress has stayed the same.</li> </ul> <p>IP/Ara Process</p> <ul style="list-style-type: none"> <li>• Staff are thinking more about how they can involve students in meetings - a variety of approaches now being used</li> <li>• There has been a shift in</li> </ul>	<p>Engagement in learning for our target cohort of girls</p> <ul style="list-style-type: none"> <li>• 30% of our students are female. A large percentage of these are ESOL students and have additional challenges with their communication including expressive language.</li> </ul> <p>IP/Ara Process</p> <ul style="list-style-type: none"> <li>• For the students who are verbal it is easier for them to contribute to the IP/Ara process. This is harder for emerging communicators- more through engagement. Inquiry learning approach is helping us to be more enabling of this.</li> <li>• Student attendance and voice at IP/Ara meetings has increased but further attendance and gathering of voice is needed.</li> </ul>	<p>Engagement in learning for our target cohort of girls.</p> <p>Having raised engagement in 2 out of 3 areas for our female cohort, we have looked into other barriers to increase progress in Expressive English areas which includes the impact of ESOL on our expressive language.</p> <p>IP/Ara Process</p> <ul style="list-style-type: none"> <li>• Develop professional development opportunities for staff on methods to provide voice for non-speaking students</li> <li>• Create a resource bank of ideas and approaches to gain and share student voice in the IP/Ara process</li> <li>• We will gather more data on student and whānau voice during IP/Ara meetings and setting goals.</li> </ul>

## Tātaritanga raraunga

<p>IP/Ara Process</p> <ul style="list-style-type: none"> <li>Adjusted our IP/Ara process in response to feedback. Student voice added to checklist.</li> <li>Collaborated with and supported staff with how to include/involve whānau in IPs/Ara</li> <li>Student participation(voice) in IPs/Ara is expected and a focus on the students developing the skills needed to do so</li> <li>Had focussed time during staff meetings to brainstorm and collaborate around ideas to gain student voice, how to involve the students in the IP/ARA meeting and share their voice.</li> </ul>	<p>increasing student Ara contribution to goal setting</p> <ul style="list-style-type: none"> <li>Increase in students attending IP/ARA meetings in person - as above in graph evidence</li> <li>Increase in Student voice being shared in a variety of ways in the IP/ARA meeting - as above in graph evidence</li> <li>Use student cohort based groups more often for sharing ideas</li> </ul>		<ul style="list-style-type: none"> <li>To gather further whānau voice, we will be supporting our ESOL families during the IP/Ara process.</li> </ul>
<p>Planning for next year:</p>			

## Tātaritanga raraunga

The cohort for next year would be our ESOL students. We will be proactive in applying for specific ESOL funding to support this cohort. In 2024 we have approximately 10% of our school population who could possibly be identified as ESOL. We are working with our Kahui Ako Across School Lead to further develop our skills in supporting these students.