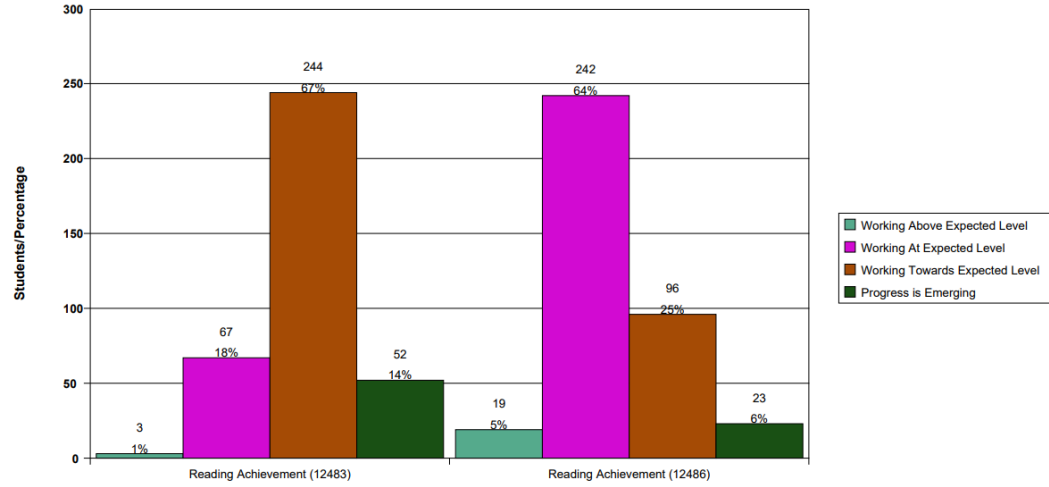


Statement of Variance

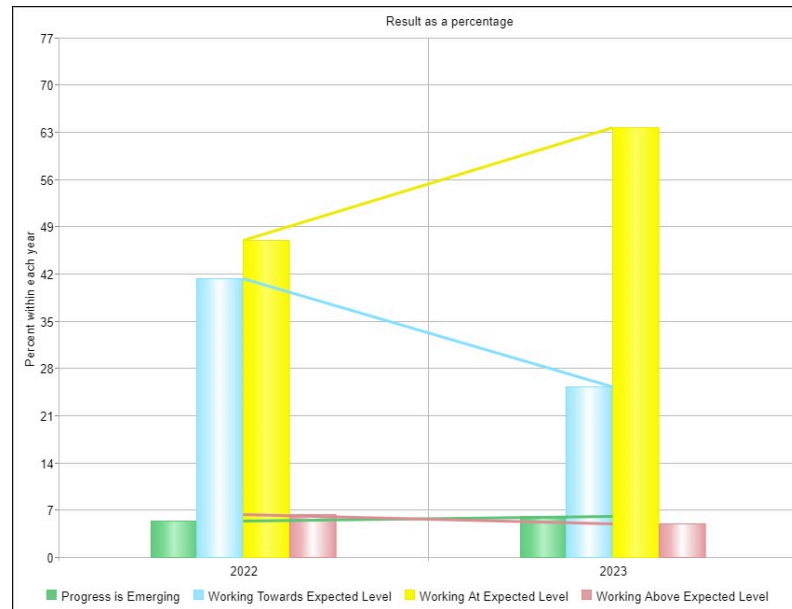
School Name:	Westminster Christian School	School Number:	0344
Strategic Aim:	<p>The Strategic Plan/Charter was carried over from previous years on the advice of the Ministry of Education to cover 2023, indicating that we would strive to have all of our tamariki achieve at or above the expected levels in reading, writing, and mathematics. We aim to move our students performing at emerging progress and working towards the expected level by 10%.</p> <p>We aimed to identify and cater for our learners who require learning support.</p>		
Annual Aim:	<p>Our focus was on the NELPs, where the student is at the centre of a barrier-free education. We strive for quality teaching and leadership to prepare our tamariki for a future of learning and working.</p> <p>We had three annual goals:</p> <p>Assessment for Literacy: our aim is that by the end of the year, our teachers will be familiar with using the Learning Progressions Framework to triangulate their overall Teacher Judgement.</p> <p>Connections through our school values: Our aim is that by the end of the year, we will have clear behaviour expectations that can be articulated across all areas of the school. We will also align our policies with our procedures.</p> <p>Align our school curriculum with the New Zealand Curriculum Refresh: by the end of the year, all teachers will feel supported in delivering the Aotearoa NZ Histories Curriculum, as well as mathematics, English and Science.</p> <p>Assessment in Reading, Writing and Mathematics:</p> <p>We aim to shift the students from progress is emerging to working towards the expected level by 10%, in addition we will shift students performing towards the expected level to working at the expected level by 10% by the end of the year.</p>		
Target:	<p>Assessment in Reading, Writing and Mathematics:</p> <p>We aim to shift the students from progress emerging to working towards the expected level by 10%, in addition we want to shift students performing towards the expected level to working at the expected level by 10% by the end of the year.</p> <p>By the end of the year, teachers will be familiar with using the LPF to triangulate their overall teacher Judgment and will be using these in their Assessment of Literacy.</p> <p>By the end of the year, Clear Behaviour Expectations will be articulated for all areas of the school, and our policies will align with our procedures.</p> <p>By the end of the year, all teachers will feel supported in delivering the Aotearoa Histories Curriculum, as well as Mathematics, English and Science.</p>		

Baseline Data:

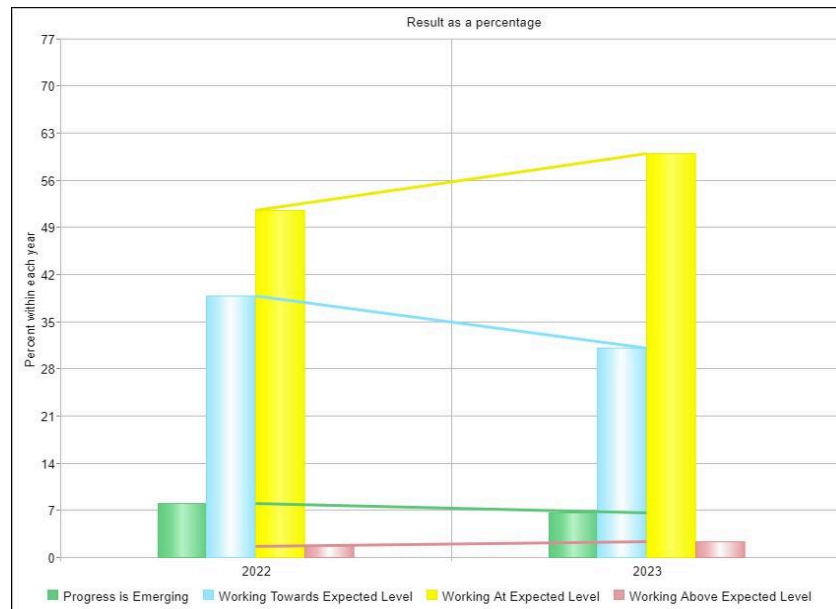
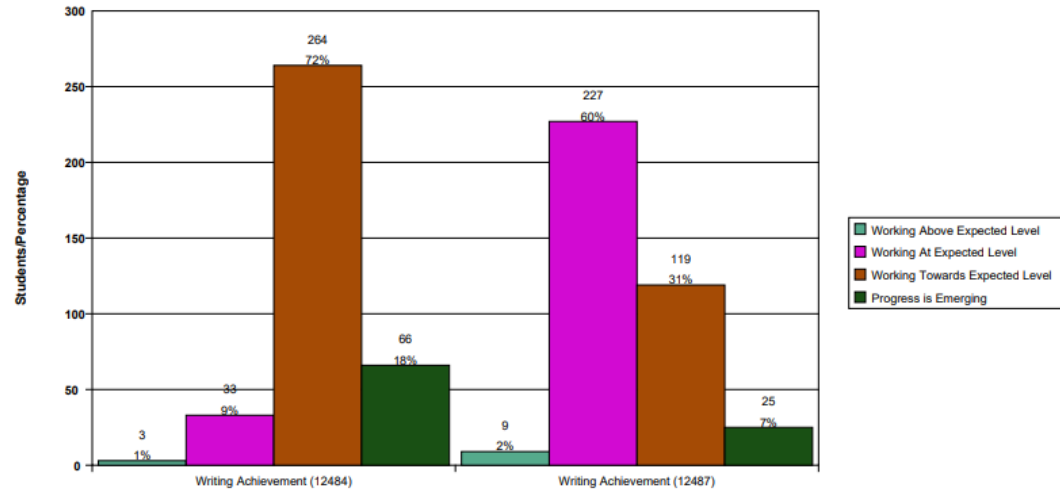
Reading 2023



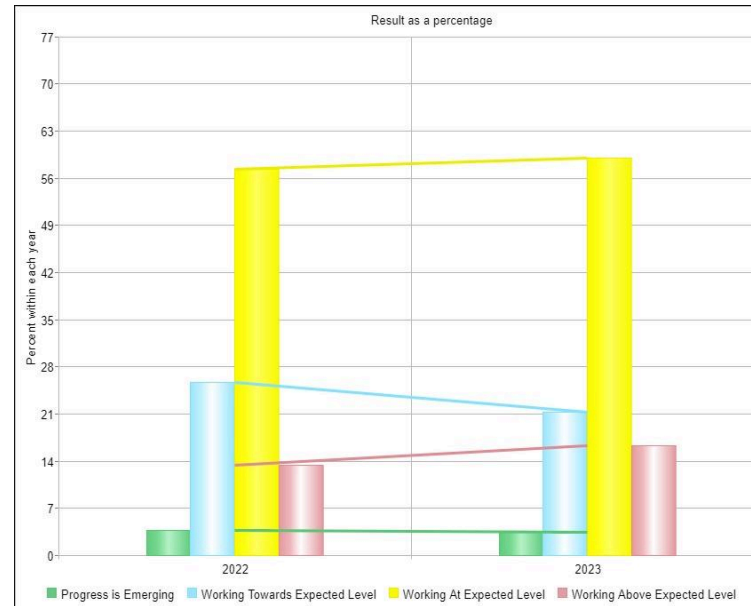
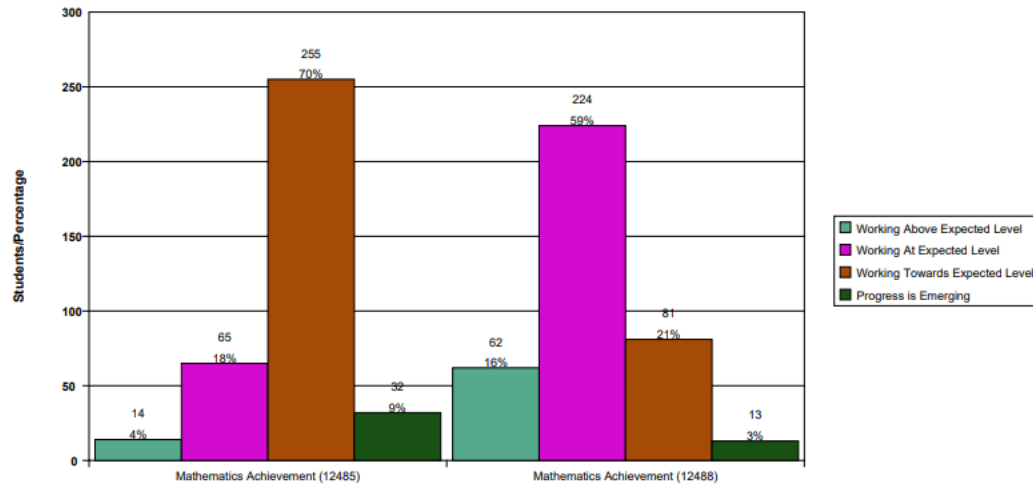
The first graph on the left is Mid Year Results and the graph to the right is the End Year Results. The following graph is a comparison between 2022 and 2023:



Writing 2023



Mathematics 2023



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>Throughout 2023, each classroom teacher identified the students at risk of not achieving the expected level in Reading, Writing and Mathematics. Once identified, these children became the identified target students and were carefully monitored, and their progress was monitored throughout the year.</p> <p>Regular meetings were held to share the students' progress, interventions implemented, and the next steps for the target students.</p> <p>Our teachers worked with target students to support them in their understanding of where they are at in their learning journey, and what their next steps would be.</p>	<p>Reading: A small increase in students performing above average, with an increase from 1% to 6%. A significant increase in students performing at the expected level, with an increase from 18% to 64%. A significant decrease from 67% to 25% in students working towards the expected level. A notable decrease from 14% to 6% in students with emerging progress From mid year to end of year, the movement of students has been positive and has well exceeded the 10% achievement goal for students shifting from working towards to working at the expected level. We achieved an 8% increase for students shifting from emerging progress to working towards the expected level, which is slightly below the 10% achievement goal.</p>	<p>Reading: During 2023, the school continued to grow, and our roll increased.</p> <p>There was a increase of 1% in students where progress was still emerging.</p> <p>There was a decrease of 16% of students who at the end of 2023 working towards the expected level compared to 2022.</p> <p>There was a 16% increase in students working at the expected level at the end of 2023, compared to 2022.</p> <p>There was a 1% decrease in students working above the expected level compared to 2022.</p>	<p>Reading: We need to set a realistic goal for moving students from Emerging to working towards. 10% proved to be unobtainable, particularly considering several of these students are on IEPs. 5% is a more realistic goal, with 10% goal for moving students who are working towards the expected level to working at the expected level by the end of the year. We need to investigate why we have a difference in our OTJ compared to the PAT assessments that we conducted in Term , should this occur in 2024.</p>
	<p>Writing: We need to set a realistic goal for moving students from Emerging to working towards. 10% proved to be unobtainable, particularly considering several of these students are on IEPs. 5% is a more realistic goal, with 10% goal for moving students who are working towards the expected level to working at the expected level by the end of the year. We need to investigate why we have a difference in our OTJ compared to the PAT assessments that we conducted in Term , should this occur in 2024.</p>	<p>Writing: During 2023 there were an additional 81 students assessed compared to 2022. There was a 2% decrease in students with emerging progress, below the goal of 10%. In 2022 38% of students were working towards the expected level, which dropped to 31% in 2023. There was a 9% increase in students working at the expected level in 2023, compared to 2022. There was no significant difference between students working above the expected level between 2022 and 2023.</p>	<p>Writing: We need to set realistic goals for moving students from emerging progress and working towards the expected level. Our PLD in Literacy in Writing is a purposeful focus, as is the structured approach to teaching Literacy in the Foundation Phase.</p>

	<p>Maths: There was an increase of 12% in students achieving above the expected level from mid to end of year assessment. A significant increase of 41% of students working at the expected level at the end of the year compared to the mid year results. There was also a significant decrease of 46% in students who were working towards the expected level at the end of the year compared to the mid year results. At the end of the year there was a decrease of 6% of students at the emerging progress achievement indicator.</p>	<p>Maths: There was no change between 2022 and 2023 in students who are at emerging progress. Both years had 3% of students at emerging progress. There was a slight decrease of students in 2023 who are working towards the expected level compared to 2022. In 2022 there was 25% compared to 21% in 2023. There was also no notable change in the students performing at the expected level in 2022 compared to 2023. In 2022 there were 57% compared to 59% in 2023 working at the expected level. There was an increase of 3% of students working above the expected level in Mathematics compared to 2023.</p>	<p>Maths: The results over the past two years has been constant. The focus in 2024 will be to move 10% of the students who are working toward the expected level to at the expected level during the year.</p>
<p>Assessment in Literacy- Writing</p> <p>Teachers utilised practices that improved student achievement through Assessment for Learning pedagogies, which are measurable. Teachers developed a deeper understanding of the Literacy programme and provided a consistent delivery across the classes. Although we were unsuccessful in our first application for funding, we engaged with the facilitator we had previously worked with and had a couple of whole staff sessions.</p> <p>Some teachers have become familiar with using the LPF to triangulate their overall teacher Judgment and will use these in their assessment of student achievement in literacy. Teachers will be equipped to plan and deliver literacy consistently and be resourced to do so.</p>	<p>The staff were surveyed at the end of the year, and of those who responded to the survey, 33% agreed that they were using the LPF to triangulate their OTJ in the assessment of Writing. 16% felt they were not and 50% were unsure.</p> <p>66% of staff felt equipped to plan and deliver Literacy consistently and were resourced to do so, while 33% were unsure.</p>	<p>The fact that we did not receive funding had a direct impact on our development in this area. Limited PLD sessions had a significant effect on teachers developing a deeper understanding of the LPF and PaCT signposts for triangulating their assessment of writing and their OTJ.</p>	<p>We have successfully acquired 80 hours of funding for the implementation of the Assessment of Literacy, with a focus on Writing for 2024.</p> <p>This will definitely benefit our teachers, as we seek to lift the level of Writing across our school.</p>
<p>Three members of the junior team were trained in the Better Start Literacy programme. This involved three members of the Junior Team. The students used for their training comprised target students.</p>	<p>After the ten week programme, the results showed a significant progress for these students. Students moved several stages in their phoneme identity and letter-sound recognition.</p>	<p>All the strategies used were effective, and the students benefited from the intense and deliberate acts of teaching Literacy.</p> <p>The movement of the the students targeted in the BSLA programme was beyond our expectation.</p>	<p>We have enrolled the rest of the Junior Team in the BSLA programme. This will enable us to implement a structured approach to Literacy for all students in the Junior Phase of Years 1 to 3.</p>

<p>To develop our connections through our values, we promoted engagement in the Positive Behaviour for Learning contract to develop clearly identified Westminster Christian School values and behaviour expectations in consultation with staff, students and the community.</p>	<p>66% of surveyed staff strongly agreed that by the end of the year the school was connected through our three values, and behaviour expectations were articulated for all areas of the school. 16% agreed this was achieved, and 16% disagreed, and felt we had not achieved this goal.</p> <p>83% felt that our policies aligned with our procedures, with 17% strongly agreeing that this was the case.</p>	<p>Students and staff displayed the school values that support them in their education for Time and Eternity. We refined and implemented positive behaviour strategies and systems, and aligned the policy through to classroom procedures.</p>	<p>Continue staff PLD in Christian Education, PB4L embedded throughout the school. Our bicultural and multicultural makeup embraced and honoured, incorporating Kapa Haka, Te Reo Maori & Te Ao Maori across the school. Our diverse learners' needs met through our Special Needs and GATE programmes.</p>
<p>To align our school curriculum with the NZ curriculum refresh we implemented external and internal facilitation, the Westminster Christian School curriculum will be brought up to date following the NZ Curriculum Refresh.</p>			

Planning for next year:

We have established a more reasonable target for our Target students to achieve in Reading, Writing and Maths.

Reading:

- 5% increase in target students moving from progress is emerging to working towards.
- 10% increase in students working towards the expected level to working at the expected level.

Writing:

- 5% increase in target students moving from progress is emerging to working towards.
- 10% increase in students working towards the expected level to working at the expected level.

Maths:

- 5% increase in target students moving from progress is emerging to working towards.
- 10% increase in students working towards the expected level to working at the expected level.

The actions we will take to assist the students who did not move are as follows:

We have now appointed another SENCo, so we gave a senior/Intermediate School Senco and a Junior School SENCO. These two SENCO's will monitor the progress of the identified students and will work closely with the teachers to ensure progress is made, and interventions are in place to assist the students, within this target group.