

Durie Hill School 2355

2024 Statement of Variance Reporting

STRATEGIC GOAL 1 (2024 - 2026)	<p>Wellbeing of akonga and staff – Foster and support hauora and well-being. Foster a school culture enabling positive and confident learners.</p> <p>2024 – 2026 Actions:</p> <ul style="list-style-type: none"> Engage all staff with Positive Behaviour for Learning Programme. (PB4L); implement school wide PB4L Tier 2 strategies. Strengthen students to develop the competencies of our school HERO expectations. Promote and extend effective relationships and engagement with our parent / whanau and wider community. Complete wellbeing at school feedback and analysis outcomes. Actively engage with local community in which they feel valued. Promote effective relationships and utilise support within school whanau and community. Grow tikanga practices across school. Develop a shared language and understanding of learning and assessment within our community. Promote health awareness and healthy choices. 		
2024 ANNUAL GOALS AND ACTIONS	<p>PB4L – To strengthen our PB4L Tier 1 and Tier 2 tools and strategies to best support positive behaviour for learning.</p> <p>Feedback / voice – To gather and analyse staff and student well-being.</p> <p>Relationships - To connect and establish relationships within our school whanau and community.</p>		
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>Action 1 – PB4L</p> <p>Tier 2 PB4L Strategies are used and referred to within our School Wide Flow Chart and PB4L School Wide Folder.</p> <p>PB4L: Undertake PLD to extend our school’s PB4L initiative; sustain and</p>	<p>Sustained practice that is well imbedded, reminders at the forefront-confident through celebrations, certificates, positive forecasting, weaving of special days and challenges, eg: Pink T-Shirt Day, Kindness Challenge.</p> <p>Stable staff that all been through the PB4L SW training.</p> <p>Tier 1, 2 and 3 support implementation with SENCo and RTL / outside agencies.</p>	<p>Way to de-escalate behaviours, UBRS responding to behaviour.</p> <p>Making connections with whānau, community, visible, questions, catch up.</p> <p>Transition - students get to spend time in their new class with their new teacher, key influences and</p>	<ul style="list-style-type: none"> PB4L Induction booklet, consolidate and format especially for Tier 2. Minor behaviours - reminders of strategies, eg.CICO, laid out options, positive, CPS Ensure templates are accessible. Increased CRT being present before and after school helps validate the reliever with classroom teacher” I’m expecting it to be a great day.” Being available to settle class and set the day up for success.

<p>refine our school's PB4L Tier 1 practice.</p>	<p>Connection with parent/whanau community, classroom environment and maintaining positive relationships are key.</p> <ul style="list-style-type: none"> • Shared language of being a HERO-simple for little ones NE-seniors, sophisticated, novel challenges putting a positive spin on values • Shared language-exploring concepts • Celebrating qualities in assemblies and happening in classroom. • Considered approach, carefully thought about what we do well. • Self-assessment tool (T4PB) used at different times of the year. • School wide celebrations everyone is acknowledged and enjoys the celebration. • Classroom incentives are being acknowledged and individual to each class. • Positive forecasting-super hero book from different people. Hearing different voices and challenges. • Positive talking and sharing from other classes. • Durie Hill School is welcoming and safe. 	<p>tapping into key people, relievers with new teacher.</p> <p>Improving and developing a shared understanding on the ways, we teach for positive behaviour.</p> <p>Attending Dr Kathryn Burkett's full day PLD workshop on anxiety and building resilience in children to further support and build on ways to support children experiencing anxiety and / or ways to build resilience.</p> <p>ERO Findings: Learner engagement is increasingly strengthened by staff affirming positive behaviour and implementing shared expectations to encourage a climate reflective of their shared values.</p>	<ul style="list-style-type: none"> • Continue with our support and intervention based on our school Tier 1,2 and 3 systems. This is happening well.
<p>Action 2 - Anti Bullying school wide procedures.</p> <p>To implement a whole school approach to student behaviour and well-being.</p>	<p>Holding Pink T-Shirt Day, an event we dedicated to promoting anti-bullying messages and encouraging a culture of kindness and respect.</p> <p>Held a kindness challenge across the school, promoting key messages and sharing being an up stander.</p> <p>Middle School attending the Kindness Workshop and Show.</p>	<p>School Wide Events that promote key messages with consistency and a shared language to support our school wide expectations.</p>	<p>To continue building on and fostering a school culture, and promoting confident, connected, and engaged learners.</p>

	Continued to use Peer Mediators, a structured process where our leaders help with low level conflict and to come up with ways to problem solve.		
<p>Action 3 - To carry out and review Staff and Student Well-being Survey.</p> <p>To gather teacher feedback about student needs and behaviours, support for teachers in this area of teaching, and to gather their ideas to promote school spirit and unity for our learners and teachers.</p> <p>To gather student feedback with the goal to gather their views about activities and actions that may engage and enhance their play and activity, and for them to build and establish positive and productive relationships with their peers</p>	<p>Following our recent ERO review, our leadership and management team worked together to refine and re word our HERO Wellbeing Survey. We focused on improving the wording of our questions to ensure clarity and understanding. After making these adjustments, we consulted with staff in team meetings to gather their feedback before delivering the survey across the school.</p> <p>To streamline the process and to ensure consistency on the delivery of the wellbeing survey, we decided that our AP would survey the Tui Junior Team using five key questions (these are highlighted), while our DP would survey the rest of the school with the full set of questions.</p>	<p>We revised our HERO Wellbeing survey to ensure that the questions were more child-friendly, making them easier for our younger students to understand. This was important to ensure that all children could easily express their thoughts and feelings about their well-being.</p> <p>To maintain consistency in how the survey was delivered, we decided that our Assitant Principal (AP) would survey the Tui Junior Team using five key questions, while our Deputy Principal (DP) would administer the full set of questions to the rest of the school. By structuring it this way, we aimed to collect reliable and meaningful responses that consistently reflect our students' wellbeing.</p>	<p>Overall, we are pleased with the responses, we can see shifts in improvement across the school and the results have provided valuable insights into our school community. The results have highlighted key areas we would like to focus on this year, guiding our next steps in supporting student wellbeing.</p> <p>Where to next? We have information that provides positive steps that we will continue to use and improve. The areas we aim to develop further are:</p> <ul style="list-style-type: none"> • Respect among students. • Seeking help from active supervision duty teachers, and ways to be an up stander. • Building on ways to enhance relationship connections with our parent whanau community.
<p>Action 4</p> <p>To grow our connection and engagement within our local parent / school community.</p>	<p>We have actively fostered stronger connections and engagement within our local parent and school community. Through various events and initiatives, we have created opportunities for collaboration, cultural celebration, and shared learning experiences.</p>	<p>Significant events have reinforced important anti-bullying messages while encouraging active participation and supported our school HERO expectations.</p>	<p>Student Leadership – creating more student led leadership responsibilities.</p> <ul style="list-style-type: none"> • Road Patrol • Peer Mediators • P.E equipment Monitors • Library Monitors • Environmental Monitors

<p>We want to promote effective relationships and engagement with <i>whānau</i> - parents, caregivers, families and community.</p>	<p>School sports have provided a platform for students and families to connect, encouraging teamwork and community spirit. Our Neke Neke movement, aligned with Pink Shirt Day,</p>		
	<p>We have also invited our parent community to school-wide celebrations, such as our Matariki festivities and end-of-term HERO presentations.</p>	<p>Allowing families to engage in their children's learning and achievements. These events have been well attended and have strengthened the sense of belonging within our school community.</p>	<p>To strengthen existing partnerships, and build relationships in the school and with the wider community, <i>whānau</i> and <i>iwi</i>, to further promote learner success.</p> <p>Takitini Hauora – appointing a Within School Lead (WSL).</p>
	<p>To support ongoing communication and celebrate student success, we have effectively used Class Dojo.</p>	<p>This platform has enabled teachers to share classroom highlights, achievements, and important updates, keeping parents informed and engaged in their children's learning journey.</p>	<p>Student Enrolment Form – we have continued with the same document but will look to update and provide a digital version.</p> <p>Continue to adapt our enrolment form as required.</p>
	<p>Our Parent Friends Support Group have organised school community events, such as movie nights and school discos. These events have not only provided enjoyable experiences for students but have also contributed to school fundraising efforts.</p>	<p>As a result, we have been able to renew our school sports uniforms and subsidize costs for families wishing to purchase a school sports top, but also ensuring we continue to have a school sports uniform set to ensure participation in school and after school sports.</p>	<p>Using the community notice board to share the PFSG Target for fundraising.</p> <p>Set a goal target with a focus that aligns to our school priorities. Plan fundraising events in advance across the year.</p>
	<p>Developing our cultural responsiveness, our staff have engaged in Niho Taniwha Culturally Responsive Practice. Our Board of Trustees has started to utilise the Hautū Tool to evaluate and strengthen our school's culturally responsive practices.</p>	<p>To deepen our understanding of inclusive and effective teaching approaches.</p> <p>Ensuring that our school environment reflects and</p>	<p>Niho Taniwha – continue our online module learning with at least two staff meetings per term for shared conversation and learning. At the end to document the main Culturally Responsive Practice at Durie Hill School.</p> <p>Hautū Tool – Create an action plan based on the data collected. Following the completion of the</p>

		respects the diverse backgrounds of our students and families.	action, we hold a place for our action plan at our board meetings. After 6-12 months, allocate time to reflect and evaluate. Where did we land? What has happened? What are our next steps?
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STRATEGIC GOAL 2 (2024 - 2026)	<p>Build Sustainable Practices – Encourage and enable all students to attain their highest standard of achievement in Literacy and Numeracy. Strengthening existing partnerships and building relationships within the school and wider community.</p> <p>2024 – 2026 Actions:</p> <ul style="list-style-type: none"> • Engage with the Education Review office to develop evaluative capability of all kaiako • Use the ERO self-audit to align systems within the school. • Develop and review cycle for all policies and procedures within the school. • Work with all staff/kaiako and ākonga to review current practices that centre on ākonga. • Seek local knowledge and resources; link with community providers to increase the range of learning opportunities available. • Use student information to inform school needs, and the learning needs of students – for individual, groups, class, and school. • Implement actions to lift achievement in literacy and maths. 		
2024 ANNUAL GOALS AND ACTIONS	<p>Achievement in Literacy and Maths – To encourage and enable all students to attain their highest standard of achievement in literacy and numeracy.</p> <p>Localised Curriculum – To seek, engage and use local knowledge and resources; connecting with local community to provide rich and authentic learning experiences</p> <p>ERO – To complete our school evaluation and development in the area of Writing and in conjunction with our ERO evaluation.</p>		
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>Action 1 - Lift achievement and progress in literacy and maths.</p> <p>Use assessment information to respond to learning needs, with a focus on Literacy for all students, and in particular for students within our</p>	<p>Progress and achievement data for students who were assessed as not achieving their expected levels in Reading, Writing, and Numeracy as at the start of 2024 was collected by each teacher and collated by our school leadership team. Ongoing and regularly moderation and evaluation through a 'spiral of inquiry' approach was continued through professional conversations during 1:1 meeting, team meetings and staff meetings.</p> <p>For assessment information on our 2024 Achievement Targets for Learners, please refer to 'Durie Hill School – Statement of Variance 2024 Achievement Targets February 2024 – December 2024' at the end of this document.</p> <p>Our whole school collated data shows:</p>	<p>Deliberate planned reflection and evaluation through an ongoing spiral of inquiry approached maintained.</p> <p>Professional Conversations aligning to Achievement Strategic Goals.</p> <p>Continuing to use and refine, 'lifting achievement and progress of our focus learners within writing' and in conjunction with our TAI – Spiral of Inquiry Approach to</p>	<p>Structured Literacy – BSLA continue with BSLA – structured literacy moving further across the school.</p> <p>Continue to monitor our Year 2 children into Year 3 and to monitor our focus learners within writing as they move through the school.</p> <p>Utilising our Literacy Specialist Teacher to support our Tier 2</p>

<p>target groups as explained within our school's 2024 student achievement targets.</p>	<p>For our total group of students including those in NE/Year 1, assessment data at the beginning and at the end of 2024 showed the following shift in achievement:</p> <ul style="list-style-type: none"> - Reading: 60% at expectation to 79% at expectation - Writing: 54% at expectation to 74% at expectation - Maths: 60% at expectation to 80% at expectation. <p>For our group of students who are Maori including those in NE/Year 1, assessment data at the beginning and at the end of 2024 showed the following shift in achievement:</p> <p>Reading for Maori Learners: 54% at expectation to 75% at expectation Writing for Maori Learners: 48% at expectation to 67% at expectation Maths for Maori Learners: 52% at expectation to 75% at expectation.</p> <p>For our group of students who are Non-Maori including those in NE/Year 1, assessment data at the beginning and at the end of 2024 showed the following shift in achievement:</p> <p>Reading for Non-Maori Learners: 62% at expectation to 80% at expectation Writing for Non-Maori Learners: 55% at expectation to 76% at expectation Maths for Non-Maori Learners: 63% at expectation to 80% at expectation.</p> <p>For our group of male students including those in NE/Year 1, assessment data at the beginning and at the end of 2024 showed the following shift in achievement:</p> <ul style="list-style-type: none"> - Reading for boys: 51% at expectation to 70% at expectation - Writing for boys: 45% at expectation to 63% at expectation - Maths for boys: 54% at expectation to 70% at expectation. <p>For our group of female students including those in NE/Year 1, assessment data at the beginning and at the end of 2024 showed the following shift in achievement:</p> <ul style="list-style-type: none"> - Reading for girls: 71% at expectation to 90% at expectation - Writing for girls: 64% at expectation to 70% at expectation - Maths for girls: 67% at expectation to 90% at expectation. 	<p>monitor and evaluate achievement and progress.</p> <p>Use of BSLA as a consistent structured approach to the teaching and learning of literacy across the Tui / Junior Team.</p> <p>Building staff capacity to continue BSLA into the middle area of the school and to provide PLD training for new teachers to our junior team.</p> <p>Assessment data – regularly monitor and evaluate data mid-year and end of year through reporting to parents and the board.</p> <p>Moderation within teams and staff.</p> <p>Teaching and Learning Delivery: Continuing progress with school evaluation plan and development in the area of Literacy as developed with ERO evaluation partner.</p> <p>School-based SENCO to monitor and provide support for students with additional learning needs, and for their teachers – teacher PLD and for teacher support.</p>	<p>learners and Professional Support for our teachers in Years 0-2.</p> <p>Numicon Maths – Using Numicon Maths as a tool to support the delivery and engagement of the Mathematics and Statistics Curriculum as well as providing a level of consistency across the school.</p> <p>Continuing with our current Assessment Guidelines and procedures but adapting and refining as required. Waiting on further guidance in regard to reporting to parents.</p> <p>Setting 2025 Achievement Targets based on end of 2024 school achievement and progress data and information.</p>
<p>Action 2 – Improve Localised Curriculum –</p> <p>Collaborate with and involve members of our school <i>whanau and community, including for</i></p>	<p>The localised curriculum reflects shared expectations for literacy teaching and learning and culturally responsive practice.</p> <p>Documentation of our localised curriculum is continually developed overtime to reflect the school's shared expectations for effective delivery of teaching and learning. Culturally appropriate learning contexts, including accessing resources in the local community, are increasingly included as part of learners' experiences at school.</p>	<p>Using Niho Taniwha is a tool we have used to improve our localized curriculum. It has been beneficial because it has allowed a shared understanding of cultural identity. It provides a framework that aligns with Te Ao Māori and supports ākonga in connecting with their</p>	<p>Continue to utilise and access resources in the local community to enhance learning experiences.</p> <p>Continue our professional development, engaging with Niho Taniwha – Improving</p>

<p><i>Maori, to support and enhance our curriculum, at a wider-school and at a classroom level.</i></p>	<p>Connected with Takitini Hauora Kahui Ako and utilised professional development opportunities to further improve localised curriculum.</p> <p>Niho Taniwha Culturally Responsive Practice PLD – building our cultural capability, exploring the Niho Taniwha model with the opportunity to work together as a team with shared understandings.</p>	<p>identity while achieving academic success.</p>	<p>Teaching and Learning for akonga Maori.</p> <p>Continue to use storytelling (Māori legends) to explore values and histories.</p> <p>Integrate local iwi knowledge through place-based learning.</p> <p>Continue to encourage tuakana-teina relationships, where older students mentor younger ones.</p>
<p>Action 3 – Continue with our Structured Literacy approach (BSLA).</p> <p>Undertake Professional Development in the Better Start Literacy Approach (BSLA), to further support the development of teaching and learning for students in Year 0-2 for teachers new to Years 0-2.</p> <p>Track and support our below learners from 2023 Year 2 in reading.</p>	<p>Effective teaching and learning of literacy, reflective of new approaches and strategies, gained through involvement in professional learning and development (PLD) – BSLA.</p> <p>All our Junior Teachers, a Middle Team Teacher and support staff involved with supporting BSLA have achieved their micro credentials in structured literacy through the University of Canterbury. Two of our teachers have completed facilitator training.</p> <p>ERO Findings: Teachers’ implementation of structured literacy approaches, and intentional teaching strategies, are increasingly impacting positively on learner engagement, progress, and achievement.</p>	<p>BSLA (Better Start Literacy Approach) Professional Development provided the support to help teachers improve early literacy outcomes for students, particularly in areas like phonics, vocabulary, and comprehension.</p> <p>BSLA fitted well with the needs of our learners, it provided ongoing support for our teachers.</p>	<p>Continue with BSLA – Structured Literacy moving further across the school.</p> <p>Continue to monitor our Year 2 children into Year 3 and to monitor our focus learners within writing as they move through the school.</p> <p>Utilising our Literacy Specialist Teacher to support our Tier 2 learners and Professional Support for our teachers in Years 0-2.</p>
<p>Action 4 – ERO</p> <p>Revise annual plan to identify specific targets, align actions, and identify expected outcomes</p> <p>Continue to build collective capability through ongoing PLD.</p>	<p>We completed our School Review with positive outcomes and next steps that align with our strategic and annual implementation plan.</p> <p>The complete report can be viewed at https://ero.govt.nz/institution/2355/durie-hill-school</p> <p>Since the review we are working towards the agreed next steps. The areas that we have developed further are the following:</p>	<p>To inform shared expectations to strengthen the engagement, wellbeing, and Hauora for learners.</p>	<p>Leaders will monitor and report the progress, achievement, and attendance of all learners and those working toward curriculum expectations.</p> <p>Leaders will use outcomes from the PGC and spiral of inquiry to evaluate the impact of teaching and classroom practice to</p>

<p>Further review our own school's curriculum to reflect shared best practice expectations in the delivery of literacy and culturally responsive practice.</p>	<ul style="list-style-type: none"> - Professional Growth Cycles – using the revised professional growth cycle that align to the teacher standards for professional practice. - Professional Learning – utilised professional development through Te Mahau (MOE) with curriculum changes and Takitini Hauora, culturally responsive PLD – Niho Taniwha – improving teaching and learning for akonga Maori. - HERO Well being Survey – revised, leaders collated and analysed Wellbeing at School outcome with the board. 		<p>accelerate the progress of targeted learners and sustain ongoing improvement in reading, writing and mathematics achievement</p> <p>Leaders, teachers, and board will systematically gather relevant information to evaluate the impact of actions for strengthening learner engagement and wellbeing at school.</p> <p>Team leaders will gather evidence to evaluate the impact in delivery of te reo Māori for improving learner outcomes.</p>
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<p>STRATEGIC GOAL 3 (2024 - 2026)</p>	<p>Empower and Grow – Improve teaching and learning practices to enable an engaging and authentic learning environment. Engage learners effectively in a localised student-responsive curriculum.</p> <p>2024 – 2026 Actions:</p> <ul style="list-style-type: none"> • Develop and Implement a Professional Growth Cycle for all staff • Unpack the Standards for the Teaching Profession and Quality Practices template • Develop a professional learning plan for all kaiako using an assessment for learning focus to build agency. • Build capability in Te Reo Māori for kaiako / ākonga. • Upskill leadership capabilities and strengthening conversions for growth through PLD. • Provide and support ongoing professional learning for staff to strengthen the school's ability to raise achievement. • Continue to undertake school wide Positive Behaviour for Learning school development. 		
<p>2024 ANNUAL GOALS AND ACTIONS</p>	<p>Curriculum – We will build awareness, knowledge and understanding of Te Mataiaho. Kaiako / Teachers will be making reference to and planning using Te Mataiaho into their teaching and learning programmes.</p> <p>Explore and further understand the Standards for the Teaching Progression and Quality Practices.</p>		

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>Action 1 - Professional Growth Cycles –</p> <p>Carry out 1:1 professional conversations and observations on how effectively we use the code and standards to improve the quality of teaching and learning programmes.</p>	<p>Teachers have actively engaged in a Professional Growth Cycle (PGC), demonstrating a strong commitment to professional development. The PGC process has provided opportunities for reflection and collaboration, fostering professional conversations and ongoing learning.</p> <p>Key aspects of the PGC included:</p> <ul style="list-style-type: none"> • Reflective practices that encouraged teachers to critically examine their teaching approaches. • Collaboration with peers to share insights, strategies, and experiences. • Professional conversations that deepened understanding and enhanced instructional practices. • Observations of teaching and learning, providing opportunities for feedback and growth. • Reflection and evaluation within a spiral of inquiry approach. • School Wide Professional Development, eg: Kathryn Burkett, MoE – Science of Learning and Curriculum, Niho Taniwha • Structured Literacy - BSLA • Access to the Education Hub for professional readings • Reference to Clarity in the Classroom and Assessment for Learning Matrix. • Identified focus learners taken from our Achievement Targets for Learners. <p>All teachers have completed their summary statements, capturing their reflections, progress, and next steps.</p>	<p>Encouraging Reflective Practice where teachers reflect and evaluate their teaching and learning programmes and using a range of data to inform future planning.</p> <p>Making a difference – teachers reflecting on the following key questions: Has a difference been made? Why? Why Not? What are the next steps?</p> <p>Promotes Collaboration and Professional Conversations</p> <p>Supports a Culture of Continuous Improvement that is regular and ongoing. Using informed evidence based research to support teacher pedagogy.</p> <p>The Spiral of Inquiry cycle allows teachers to investigate, implement, and refine new strategies in a structured, iterative way ensuring teachers adapt and response to the needs of their learners.</p> <p>Empowers Teacher Autonomy and Agency - Teachers take ownership of their learning, setting goals that align with</p>	<p>Review and consolidate our Professional Growth Cycle.</p> <p>Utilising the increase in CRT to support PGC.</p> <p>Seeking Professional Learning Opportunities that align and support teacher development and our school’s strategic plan.</p> <p>Accelerated approaches – using targeted support to accelerate learning in literacy and mathematics.</p> <p>Leaders use outcomes from the PGC and Spiral of Inquiry to evaluate the impact of teaching and classroom practice to accelerate the progress of targeted learners and sustain ongoing improvement and in reading, writing and mathematics achievement.</p>

		School Wide Strategic Goals and Achievement Goals.	
<p>Action 2 - Curriculum – Te Mātaiaho the refreshed NZ curriculum</p> <p>Continue our professional development on the Te Mātaiaho the refreshed NZ curriculum for all staff.</p>	<p>Science of Learning – Term Three Staff Meetings / Team Meetings PLD focused on building awareness and understanding of the Science of Learning. New learning about new strategies and vocabulary to support teaching and learning (e.g., "interleaving"), and the impact of cognitive science on teaching. After PLD teachers have implemented changes in their teaching, such as using more visuals, simplifying lesson plans, and adopting structured writing approaches.</p> <p>Maths and Statistics Curriculum – Professional Learning Development: Unpacking the new Maths Curriculum. Mel Hagan (MoE) facilitated the day.</p> <p>Shared Understandings:</p> <ul style="list-style-type: none"> • Understanding that the goal posts have shifted and as a result our expectations need ‘tweaking.’ • Explored the phases according to the year level currently taught by respective teachers and then shared with all staff. • Guided by the curriculum and Numicon is a tool. (Other ‘tools’ can still be used). 	<p>The sessions provided structured knowledge about the Science of Learning, leading to increased awareness and confidence. Exposure to strategies, and frameworks (e.g., Understand Know Do), and memory-enhancing techniques made the sessions useful.</p> <p>Preparation and time allocated for our teaching staff to explore and navigate the Mathematics and Statistics Curriculum in order to start at the beginning of 2025.</p>	<p>Planning templates – time given to aligning to the new curriculum - reflection and adaptation.</p> <p>Continued reflection and sharing among teachers with using and applying the Science of Learning strategies.</p> <p>Reporting to Parents – revise and adjust format to align to the refresh curriculum. Awaiting guidelines from MOE.</p> <p>Teacher formative and summative assessment – revised assessment guidelines and procedures to align with the curriculum refresh.</p> <p>Unpacking Numicon – PLD to support the delivery and use of Numicon in classes.</p>
<p>Action 3</p> <p>Professional Development to upskill leadership professional growth and cultural leadership.</p>	<p>Graeme McFadyen – Education Consultant has carried out a record of learning in support of the Professional Growth Cycle for Lana Hook and Sheena Stampa. The outcomes of all the professional leadership areas were all well met.</p> <p>The Cycle of Professional Growth aligns to our Strategic Plan and Annual Implementation Plan. It was structured around the Professional Standards for Principals and the Teaching Standards.</p>	<p>The process enabled the following:</p> <ul style="list-style-type: none"> - reflection on strengths and areas for improvement. - encourages the development of leadership skills to support staff and students. - continuous professional learning. -developing a positive school culture -adapting to change 	<p>Continue to engage with Graeme McFadyen – Independent Education Consultant to carry out the Cycle of Professional Growth regarding the Principal and another leader in the school.</p>

		-promoting culturally responsive leadership	
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Kiwi Sport Statement:

A range of physical activities were delivered with funding supported by the Kiwisport Fund allocation via our school’s MOE Operational Grant. Our full Kiwisport allocation of \$3,156.64 within Ministry of Education’s 2024 Operational Grant was expended by engaging students in Physical Activity Programmes, through resourcing of equipment for school-based and after-school-weekend sport activity, and to meet costs towards bus travel for wider inter-school sports events including the Tough Kids Event.

**DURIE HILL SCHOOL – STATEMENT OF VARIANCE
2024 ACHIEVEMENT TARGETS
FEBRUARY 2024 TO DECEMBER 2024**

TARGET 1 – FOCUS LEARNERS	
<p>WRITING: Target 1 - For our Focus learners in Years 3-6 assessed as not yet achieving at their expected level in Writing from 2022 and 2023, we aim to track and monitor their progress and achievement in writing and also where they were assessed as not yet achieving their expected level in Writing at the end of 2023, we aim to progress their achievement at a rate of one year or more.</p>	<p>Number of Focus Learners in this Writing Target Group = 19 learners. End of 2024 = 17 learners</p>
<p>Outcomes: <i>What happened?</i></p> <p>Number of students not achieving at their expected level at the beginning of 2024 = 14 Number of students achieving at the expected level at the beginning of 2024 = 5 2 students in this target group left during 2024 From the remaining 17 target learners in this group:</p> <p>1 made accelerated progress (more than one year’s progress). Another 7 made progress equivalent to one year and are on track with meeting curriculum expectations.</p> <p>7 of the students in this target group are now achieving at their expected level. Number of Achievement Target students not achieving at their expected level at December 2024 = 10</p>	<p>Evaluation</p> <p><i>Where to next?</i></p> <p>The 10 learners who did not meet their expected level will be identified as an achievement target for 2025 with an Individual Education Plan with the aim to progress their achievement in writing at a rate of one year or more.</p>

TARGET 2 – BETTER START LITERACY LEARNERS		
<p>BSLA Target 2a: For our learners currently in Year 3 and Year 2 who were involved in our school’s structured literacy development in 2023 using the Better Start to Literacy approach and assessed as not yet achieving at their expected level in reading at the end of 2023, we aim to track and monitor their progress and achievement in reading at a rate of one year or more.</p>		<p>Number of learners in Year 3 and Year 2 identified in BSLA Target 2a = 8 learners.</p> <p>End of 2024= 8 learners</p>
<p>Outcomes: <i>What happened?</i></p> <p>Number of students not achieving at their expected level at the beginning of 2024 = 8 1 target learner made accelerated progress (more than one year’s progress). Another 1 made progress equivalent to one year and are on track with meeting curriculum expectations and 9 made some progress but not enough progress to be meeting curriculum expectations. Number of Achievement Target students not achieving at their expected level at December 2024 = 8</p>		<p>Evaluation</p> <p><i>Where to next?</i></p> <p>Utilise our new Literacy Specialist Teacher to support and guide individual education plans for the identified 8 target learners. Structured Literacy – BSLA in place for our Year 3 and Year 4 classes.</p>
<p>BSLA Target 2b: For our learners in Year 1-2 who are involved in our school’s structured literacy development using Better Start Literacy Approach, we aim to progress their achievement in reading at a rate of one year or more. – <i>Continue to track progress within our BSLA development for the second year.</i></p>		<p>Number of learners in Year 1 and Year 2 identified in BSLA Target 2b = 49 learners. End of 2024 = 49 learners</p>
<p>Outcomes: <i>What happened?</i></p> <p>Number of students not achieving at their expected level at the beginning of 2024 = 12 Number of students achieving at the expected level at the beginning of 2024 = 37 Number of students not achieving at their expected level at the end of 2024 = 8 Number of students achieving at the expected level at the end of 2024 = 41</p> <p>3 made accelerated progress (more than one year). Another 41 made progress equivalent to one year. 41 of the students in this target group are now achieving at their expected level. Number of Charter Target students not achieving at their expected level at December 2024 = 8</p>		<p>Evaluation</p> <p><i>Where to next?</i></p> <p>The 8 identified learners who have not yet achieved their expected level at the end of 2024 will be target learners for 2025, with the aim to progress their achievement in reading at a rate of one year or more.</p>
SCHOOL-WIDE REPORTING OF ACHIEVEMENT FOR ALL LEARNERS YET TO ACHIEVE AT THEIR EXPECTED LEVEL		
<p>Target 3 – For our learners at all year levels who were assessed as not yet at their expected level in Reading, Writing and Maths and who only made some progress at the end of 2023. Data will also be monitored by gender and by ethnicity.</p>		
Reading Level	Writing Stage	Numeracy Global Stage
Number of learners not achieving at their expected level and made some progress towards expected level (Beg of 2024) = 12	Number of learners not achieving at their expected level and made some progress towards expected level (Bng of 2024) = 16	Number of learners not achieving at their expected level and made some progress towards expected level (Beg of 2024) = 11
End of 2024 = 12	End of 2024 = 16	End of 2024 = 11

<p>1 made accelerated progress (more than one year). Another 3 made progress equivalent to one year and 8 made some progress 4 of the students in this target group are now achieving at their expected level. Number of <i>Achievement Target</i> students not achieving at their expected level at December 2024 = 8</p>	<p>3 made progress equivalent to one year. 11 made some progress 5 of the students in this target group are now achieving at their expected level. Number of <i>Achievement Target</i> students not achieving at their expected level at December 2024 = 8</p>	<p>1 made progress equivalent to one year. 8 made some progress 1 of the students in this target group are now achieving at their expected level. Number of <i>Achievement Target</i> students not achieving at their expected level at December 2024 = 10</p>
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Evaluation
Where to next?
 Utilising Numicon Intervention Support for Years 3-4.
 Two teachers (teachers of Year 3-4) involved in ALiM – Accelerated Learning in Mathematics.
 BSLA – Structured Literacy across all year levels and PLD for teachers who have not received professional development.
 Utilising our Specialist Literacy Teacher.
 Raising accelerated teaching practices across the school.