

Statement of Variance Reporting



School Name:	Solway School	School Number:	2991
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Strategic Aim:	<p>To collaborate and connect children with educational opportunities that meets expectations through the 21st learning principles and skills.</p> <p>To communicate and create changes – personally and socially to equip them with strategies to become independent, resilient, confident and competent learners able to cope with future changes.</p>
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Annual Aim:	<p>At Solway School our children will have a sense of belonging and connection to school to whanau, to friends and the community. All children will experience achievement and success. They will learn to be resilient and have the capacity to bounce back. Children will develop good relationships, be self-confident, able to lead, self-manage and be responsible decision makers. Children will be nurtured and cared for by the staff at Solway and have adults they can turn to who grow their potential, celebrate their success and work through problems. They will feel safe and secure, included and engaged and are confident in their identity.</p>
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Target:	To raise achievement across the school - To improve student outcomes and achievement in reading, writing and maths from year 0 to 6.
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Baseline Data:	<p>Reading Results 2023 T4</p> <table border="1"> <thead> <tr> <th colspan="2" rowspan="2">All students Years 1 - 6</th> <th colspan="2">Well Below</th> <th colspan="2">Below</th> <th colspan="2">At</th> <th colspan="2">Above</th> <th>Total</th> </tr> <tr> <th>No</th> <th>%</th> <th>No</th> <th>%</th> <th>No</th> <th>%</th> <th>No</th> <th>%</th> <th>No</th> </tr> </thead> <tbody> <tr> <td rowspan="3">All</td> <td>Male</td> <td>0</td> <td>0%</td> <td>23</td> <td>24.7%</td> <td>57</td> <td>61.3%</td> <td>13</td> <td>14.0%</td> <td>93</td> </tr> <tr> <td>Female</td> <td>0</td> <td>0%</td> <td>17</td> <td>15.6%</td> <td>79</td> <td>72.5%</td> <td>13</td> <td>11.9%</td> <td>109</td> </tr> <tr> <td>Total</td> <td>0</td> <td>0%</td> <td>40</td> <td>19.8%</td> <td>136</td> <td>67.3%</td> <td>26</td> <td>12.9%</td> <td>202</td> </tr> <tr> <td rowspan="3">Maori</td> <td>Male</td> <td>0</td> <td>0%</td> <td>16</td> <td>42.1%</td> <td>17</td> <td>44.7%</td> <td>5</td> <td>13.2%</td> <td>38</td> </tr> <tr> <td>Female</td> <td>0</td> <td>0%</td> <td>13</td> <td>25.5%</td> <td>32</td> <td>62.7%</td> <td>6</td> <td>11.8%</td> <td>51</td> </tr> <tr> <td>Total</td> <td>0</td> <td>0%</td> <td>29</td> <td>32.6%</td> <td>49</td> <td>55.1%</td> <td>11</td> <td>12.4%</td> <td>89</td> </tr> </tbody> </table>	All students Years 1 - 6		Well Below		Below		At		Above		Total	No	%	No	%	No	%	No	%	No	All	Male	0	0%	23	24.7%	57	61.3%	13	14.0%	93	Female	0	0%	17	15.6%	79	72.5%	13	11.9%	109	Total	0	0%	40	19.8%	136	67.3%	26	12.9%	202	Maori	Male	0	0%	16	42.1%	17	44.7%	5	13.2%	38	Female	0	0%	13	25.5%	32	62.7%	6	11.8%	51	Total	0	0%	29	32.6%	49	55.1%	11	12.4%	89
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Writing Results 2023 T4

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	36	38.7%	56	60.2%	1	1.1%	93
	Female	0	0%	22	20.2%	67	61.5%	20	18.3%	109
	Total	0	0%	58	28.7%	123	60.9%	21	10.4%	202
Maori	Male	0	0%	17	44.7%	21	55.3%	0	0%	38
	Female	0	0%	11	21.6%	30	58.8%	10	19.6%	51
	Total	0	0%	28	31.5%	51	57.3%	10	11.2%	89

Numeracy Results 2023 T4

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	27	29.0%	47	50.5%	19	20.4%	93
	Female	0	0%	23	21.1%	73	67.0%	13	11.9%	109
	Total	0	0%	50	24.8%	120	59.4%	32	15.8%	202
Maori	Male	0	0%	15	39.5%	20	52.6%	3	7.9%	38
	Female	0	0%	16	31.4%	26	51.0%	9	17.6%	51
	Total	0	0%	31	34.8%	46	51.7%	12	13.5%	89

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>Reading / Writing– as the year progressed it became increasingly obvious that more and more schools were adopting structured literacy, from early in the year we had been actively investigating programmes on offer. By mid-year our junior team had voluntarily committed to training and implementing BSLA in conjunction with Canterbury University. This was implemented in year 0-2 classrooms early in term 3. For the first time we had 2 reading recovery teachers doubling the number of students we were able to support and for the 2nd year held a reading challenge in term 3 whereby students were actively rewarded for reading every night.</p> <p>Numeracy- we continued working with our numeracy consultant Gillian Kissling and change our online numeracy provider for our older students to 'Mathtific'.</p>	<p>Reading results remained very high (over 80%) and indeed improved slightly over 2022's results which were already above the national average. Those reading above the expected level did dip from the same time in 2022.</p> <p>Mid-year results for writing were well above any previous year at over 90% but dipped significantly in term 4 to just 71%.</p> <p>Mathematics achievement remained steady at 75% which was still above the national average but lower than what we would like.</p>	<p>Our midyear data for writing showed well over 90% of students at or above the expected level and then dropped significantly to 71% in term 4. I do not believe this represents the real achievement but is reflective of issues around writing moderation by teachers. Writing marking is the most subjective of the core learning areas. Our end of year testing was heavily impacted by illness from both students and teachers. Whilst teachers may have been too generous midyear, they may have also have overly compensated when correcting at the end of year. Reading was steady as was Numeracy, but both still have room for improvement, especially when looking at the data spread for Māori learners which whilst better than many Kura was wider than we traditionally see at Solway School.</p>	<p>Writing moderation needs to be a high priority in 2024 with extra staff meetings planned to allow for this. Data needs to be in earlier to allow for extra moderation if they results deviate significantly from expectations.</p> <p>Structured literacy has been implemented in the lower half of the school with the senior school adopting this approach for literacy over the next year.</p> <p>We have implemented tighter controls around the delivery of an hours teaching each day for reading, writing and maths.</p> <p>Structured maths is being trialled in the junior classes.</p> <p>We are actively looking at structured schemes that we could use school wide for maths and asked to trial the yet to be released revised National Maths curriculum.</p>
<p>Planning for next year:</p>			
<p>Assure data collected is of the highest standard so we can have confidence in its reliability through regular moderation and professional development.</p> <p>Continue with our implementation of BSLA structured literacy moving to year 3 and eventually the remainder of the school as those option become available for the senior levels.</p> <p>Resource structured maths in the junior classes and investigated our options for schoolwide programmes and schemes.</p>			