

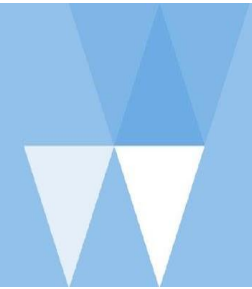
Analysis of Variance Reporting 2021



School Name:	Ngutunui School	School Number:	1853
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Strategic Aim: 2021-23	<ol style="list-style-type: none"> 1.To lift student achievement in relation to equity and excellence. 2. Implementation and understanding of the PB4L programme 3. Develop our own localised curriculum 4.Creating a sustainable environment
Annual Aim: 2021	<ol style="list-style-type: none"> 1.To lift students achievement 2.Introduction and understanding of the MOE PB4L programme into our kura 3.Develop our own localised curriculum
Target & Baseline Data 2021	<p>Reading: 6/8 (75%) of our tamariki who are below to be At by the end of 2021. 7/8 (87.5%) are male 3/8 (37.5%) are Māori</p> <p>Math: 78% (7 out of 9) tamariki who are below to be At by end of Nov 2021 6/9 (67%) are male 5/9 (56%) are Māori</p> <p>Writing: 1) Target 75% (6 out of 8) tamariki who are Well Below to be either At or Below by end of Nov 2021 7/8 (87.5%) are male 4/8 (50%) are Māori</p> <p>2) Target 83% (5 out of 6) tamariki who are Below to be At by the end of Nov 2021 5/6 (83%) are male 0/6 (0%) are Māori</p> <ul style="list-style-type: none"> • No PB4L within the school • not using a localised curriculum

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>Planned actions set out in 2021 strat plan</p> <p>Reading: Running records to be completed on these 8 tamariki at least once a week</p> <p>Close monitoring of these tamariki</p> <p>Meeting with whānau early in Term 1 to set goals to ensure school/home partnership is established (to meet at least once a term thereafter)</p> <p>Purchase more non-fiction text to hook boys (7 of the 8 are boys)</p> <p>Small group introduction to Quick 60 Reading programme</p> <p>Writing: Introduction of the Structured Literacy Programme which will be school wide. Ideal – Learning Matters</p> <p>Math:</p>	<p>Due to staff changes and the interruptions of Covid 19 for the year 2021 it was difficult to gain an understanding of what outcomes were achieved.</p> <ul style="list-style-type: none"> formal data was not collected in Terms 3-4 reporting to parents Term 4 was based on school vales and OTJ data was not available to show what actions were achieved over 2021 <p>PB4L Tier 1 was beginning to be implemented into the school wide programme</p> <ul style="list-style-type: none"> -values developed -learning expectations developed -school lead established <p>Localised Curriculum</p> <ul style="list-style-type: none"> - a localised curriculum was not formed - interruptions due to covid meant that consultation with community did not 	<p>Data was not collected to end Terms 3-4 of 2021 due to Covid</p> <p>Localised curriculum was not developed due to covid interruptions</p>	<ul style="list-style-type: none"> 2022 will be a chance to revise our strategic planning Localised Curriculum will be developed in 2022 - within our strategic goals annual targets will be set based on the current needs, noticing that are found to start the 2022 year (staff consultation - new principal and teaching staff 2022)



Tātaritanga raraunga

<p>IEP's for two children</p> <p>Withdrawal group - cluster of Year 5 tamariki who are 1 stage behind</p> <p>Work on part/whole thinking - making them multiplicative by focusing on cognitive development</p> <p>Accelerated learning - preload vocab through use of TIP charts, Visual cues, pictures, arrays and equipment to help with multiplicative thinking.</p>	<p>eventuate (goal move to 2022)</p>		
<p>Planning for next year:</p>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			