



Whitiora School
Analysis of Variance
2022

Annual Goal

Goals in:

- Learners at the Centre
- Barrier-Free Access
- Quality teaching & Leadership

will support achieving of the Annual Targets

Students achievement in Reading, Writing, and Maths OTJ At or Above Levels will be increased by at least 5% (based on Community of Learning Target 2020)

WHITIORA SCHOOL DATA ENGLISH MEDIUM - WRITING

	Start of Year Raw Data (188)					End of Year Raw Data (255)			
COHORT	WELL BELOW	BELOW	AT	ABOVE	COHORT	WELL BELOW	BELOW	AT	ABOVE
ALL (188)	83 44%	29 15%	73 39%	3 2%	ALL (255)	102 40%	54 21%	97 38%	2 1%
MĀORI (105)	52 49%	18 17%	34 33%	1 1%	MĀORI (145)	57 39%	32 22%	55 38%	1 1%
PASIFIKA (21)	8 38%	1 5%	11 52%	1 5%	PASIFIKA (24)	4 17%	7 29%	12 50%	1 4%
MALE (87)	49 56%	9 11%	27 31%	2 2%	MALE (123)	59 48%	25 20%	38 31%	1 1%
FEMALE (101)	34 34%	20 20%	46 45%	1 1%	FEMALE (132)	43 33%	29 22%	59 44%	1 1%

WHITIORA SCHOOL DATA ENGLISH MEDIUM - WRITING

	Start of Year Clean Data (137)					End of Year CleanData (137)			
COHORT	WELL BELOW	BELOW	AT	ABOVE	COHORT	WELL BELOW	BELOW	AT	ABOVE
ALL (137)	65 47%	16 12%	53 39%	3 2%	ALL (137)	54 39%	31 23%	50 37%	2 1%
MĀORI (74)	36 49%	9 12%	28 38%	1 1%	MĀORI (74)	30 41%	15 20%	28 38%	1 1%
PASIFIKA (16)	8 50%	1 6%	6 38%	1 6%	PASIFIKA (16)	4 25%	6 38%	5 31%	1 6%
MALE (68)	39 57%	7 10%	20 30%	2 3%	MALE (68)	35 52%	10 14%	22 33%	1 1%
FEMALE (69)	26 38%	9 13%	33 48%	1 1%	FEMALE (69)	19 28%	21 30%	28 41%	1 1%

WHITIORA SCHOOL DATA ENGLISH MEDIUM -READING

	Start of Year Raw Data (188)					End of Year Raw Data (255)			
COHORT	WELL BELOW	BELOW	AT	ABOVE	COHORT	WELL BELOW	BELOW	AT	ABOVE
ALL (188)	91 49%	46 24%	49 26%	2 1%	ALL (255)	73 29%	67 26%	106 42%	9 3%
MĀORI (105)	52 49%	30 29%	23 22%	0 0%	MĀORI (145)	47 32%	40 28%	55 38%	3 2%
PASIFIKA (21)	7 33%	6 29%	8 38%	0 0%	PASIFIKA (24)	5 21%	6 25%	12 50%	1 4%
MALE (87)	49 56%	20 23%	18 21%	0 0%	MALE (123)	31 25%	39 32%	50 41%	3 2%

FEMALE (101)	42 42%	26 26%	31 31%	2 1%	FEMALE (132)	42 32%	28 21%	56 42%	6 5%
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WHITIORA SCHOOL DATA ENGLISH MEDIUM -READING

	Start of Year Clean Data (137)					End of Year Clean Data (137)			
COHORT	WELL BELOW	BELOW	AT	ABOVE	COHORT	WELL BELOW	BELOW	AT	ABOVE
ALL (137)	73 53%	27 20%	35 26%	2 1%	ALL (137)	39 28%	41 30%	50 36%	7 6%
MĀORI (74)	37 50%	15 20%	22 30%	0 0%	MĀORI (74)	19 26%	20 27%	30 41%	5 6%
PASIFIKA (16)	9 56%	3 19%	4 25%	0 0%	PASIFIKA (16)	4 25%	6 38%	5 31%	1 6%
MALE (68)	40 55%	14 21%	14 21%	0 0%	MALE (68)	25 37%	22 32%	19 28%	2 3%
FEMALE (69)	33 48%	13 19%	21 30%	2 3%	FEMALE (69)	14 20%	19 28%	31 45%	5 7%

WHITIORA SCHOOL DATA ENGLISH MEDIUM - MATHS

	Start of Year Raw Data (188)					End of Year Raw Data (255)			
COHORT	WELL BELOW	BELOW	AT	ABOVE	COHORT	WELL BELOW	BELOW	AT	ABOVE
ALL (188)	96 51%	29 15%	62 33%	1 1%	ALL (255)	87 35%	54 21%	111 43%	3 1%
MĀORI (105)	56 53%	18 17%	30 29%	1 1%	MĀORI (145)	58 40%	30 21%	57 39%	0 0%
PASIFIKA (21)	10 48%	5 24%	6 28%	0 0%	PASIFIKA (24)	5 21%	6 25%	12 50%	1 4%
MALE (87)	49 56%	11 13%	27 31%	0 0%	MALE (123)	42 34%	19 15%	60 49%	2 2%
FEMALE (101)	47 46%	18 18%	35 35%	1 1%	FEMALE (132)	45 34%	35 27%	51 38%	1 1%

WHITIORA SCHOOL DATA ENGLISH MEDIUM - MATHS

	Start of Year Clean Data (137)					End of Year Clean Data (137)			
COHORT	WELL BELOW	BELOW	AT	ABOVE	COHORT	WELL BELOW	BELOW	AT	ABOVE
ALL (137)	66 48%	18 13%	52 38%	1 1%	ALL (137)	49 36%	32 23%	55 40%	1 1%
MĀORI (74)	34 46%	15 21%	24 32%	1 1%	MĀORI (74)	31 42%	13 18%	30 40%	0 0%
PASIFIKA (16)	8 50%	4 25%	4 25%	0 0%	PASIFIKA (16)	5 31%	6 38%	5 31%	0 0%

MALE (68)	38 56%	7 10%	23 34%	0 0%	MALE (68)	27 40%	13 19%	27 40%	1 1%
FEMALE (69)	28 41%	11 16%	29 42%	1 1%	FEMALE (69)	22 32%	19 28%	28 40%	0 0%

ANALYSIS OF STUDENT LEARNING PROGRESS WRITING ENGLISH MEDIUM

Clean data shows the following Student Learning Analysis:

Overall All Students

Writing saw a decrease of 3% (4 student decrease) for 'At and Above': 'Above' decreased at 1% (1 student)

Maori students

There was no change of At and Above achievement in writing from start to end of year data

Pasifika students

Writing saw a decrease of 5% (1 student decrease) for 'At and Above'; 'Above' stayed constant at 6% (1 student)

Boy students

Writing saw progress increase of 1% (1 student increase) for 'At and Above'

Girl students

Writing saw progress decrease of 7% (5 student decrease) for 'At and Above'

WELL BELOW student shift: An additional target identified for Writing was a 5% decrease shift of students achieving Well Below

Overall All Writing Well Below shift exceeded the target of 5% There was a reduction of 8% (11 student reduction)

Maori students Well Below shift exceeded the target of 5% There was a reduction of 8% (6 student reduction)

Pasifika students Well Below shift exceeded the target of 5% There was a reduction of 25% (4 student reduction)

Boy students Well Below shift met the target of 5% There was a reduction of 5% (4 student reduction)

Girl students Well Below shift exceeded the target of 5% There was a reduction of 10% (7 student reduction)

The school did not meet the AT & ABOVE student shift target of 5% increase in the curriculum area of Writing. This is an area that may need to be a focus for teacher pedagogy 2023. Next steps: Structured Literacy strategies implemented across the school. Review of writing and further strategies for improvement developed.

ANALYSIS OF STUDENT LEARNING PROGRESS READING ENGLISH MEDIUM

Clean data shows the following Student Learning Analysis:

Overall All Students

Reading saw an increase of 15% (20 student increase) for 'At and Above': 'Above' increased at 5% (5 students)

Maaori students

Reading saw an increase of 17% (15 student increase) for 'At and Above': 'Above' increased at 6% (6 students)

Pasifika students

Reading saw an increase of 12% (2 student increase) for 'At and Above': 'Above' increased at 6% (1 student)

Boy students

Reading saw an increase of 10% (7 student increase) for 'At and Above': 'Above' increased at 3% (2 students)

Girl students

Reading saw an increase of 4% (13 student increase) for 'At and Above': 'Above' increased at 4% (3 students)

WELL BELOW student shift: An additional target identified for Writing was a 5% decrease shift of students achieving Well Below

Overall All Writing Well Below shift exceeded the target of 5% There was a reduction of 25% (34 student reduction)

Maaori students Well Below shift exceeded the target of 5% There was a reduction of 24% (18 student reduction)

Pasifika students Well Below shift exceeded the target of 5% There was a reduction of 31% (5 student reduction)

Boy students Well Below shift met the target of 5% There was a reduction of 18% (15 student reduction)

Girl students Well Below shift exceeded the target of 5% There was a reduction of 28% (19 student reduction)

The school exceeded the AT & ABOVE student shift target of 5% increase in the curriculum area of Reading. The school's involvement in the Structured Literacy programme BSLA & ASLA will have contributed to this success. Next Steps: structured literacy strategies implemented across the school.

ANALYSIS OF STUDENT LEARNING PROGRESS MATHS ENGLISH MEDIUM

Clean data shows the following Student Learning Analysis:

Overall All Students

Maths saw an increase of 2% (3 student increase) for 'At and Above'

Maaori students

Maths saw an increase of 7% (5 student increase) for 'At and Above'

Pasifika students

Maths saw an increase of 6% (1 student increase) for 'At and Above'

K	1	3	-2											
K	1	4	-2											
T	1	5	-2											
K	1	7	-2											
K	1	4	2											
K	1	4	2											
T	1	6	2											
K	1	6	2											
T	2	6	2											
T	1	7	2											
T	1	7	2											
K	1	7	3<											
KII			MANAWA TAKI			MANAWA AKI			MANAWA ORA			MANAWA TOA		

ANALYSIS OF AAKONGA LEARNING MAAORI MEDIUM

- Maaori tama 5 / 8 (62.5%) are exceeding expectation
- Maaori kotiro 8 / 18 (44%) are exceeding expectation
- Maaori kootiro 8 / 18 (44%) are achieving as expected
- Maaori tama 3 / 8 (37.5%) are needing more support
- Maaori kootiro 3 / 18 (16.6%) are needing more support

Data shows that 62% of Maaori tama are achieving at or beyond expectation and 88% of Maaori kootiro are achieving at or beyond expectation

This data would suggest that the learning context and delivery settings support the successful development of our tamariki

This data also correlates to the learning kura wide. Maaori contexts, Maaori koorero, waiata and cultural connection have provided opportunities for these tamariki to be leaders as they have supported other learning spaces as Amokura Reo. This has built connections to other learning spaces, it has empowered self esteem and bound our kura together with a divine aho of kotahitanga.

LEARNERS AT THE CENTRE

STRATEGIC INITIATIVES & OUTCOMES	EXPECTED OUTCOMES
<p>To provide pouako, pouawhina, ākonga and whānau with the tools, strategies, resources, support and environments we need to build and sustain lives worth living. (Hauora)</p>	<p>Whare Tapa Whā will guide the kura in the shaping of our learning programmes and our hauora plan (including behaviour)</p> <p>Kaiako will have an understanding of trauma informed practices and use this learning to support learning programmes and their response to ākonga demonstrating high additional behaviour needs</p> <p>Responding to the whole needs/ being/ hauora of the ākonga will improve attendance and engagement of learning at kura</p>
<p>Grow and strengthen powerful partnerships to support the Whitiara Localised Curriculum</p>	<p>The voice of the Whitiara community will be present in the day to day running of our school</p> <p>Ngāti Māhanga and Ngāti Wairere will be invited to participate in many school events as well as sharing their knowledge about the local history of the area</p> <p>Stronger relationships will be built with whānau through school social interactions and events</p> <p>A curriculum of hauora that values the aspirations of all will be established</p>

REPORT AND ANALYSIS OF VARIANCE

To provide pouako, pouawhina, ākonga and whānau with the tools, strategies, resources, support and environments we need to build and sustain lives worth living.

- Te Puumanawa o Whitiara is the school pastoral care team consisting of a full time counsellor, social worker and LSC who working alongside the leadership, staff and community in addressing challenges that may affect attendance and engagement of aakonga
- Through He Waka Eke Noa the school was able to allocate the role of Trauma Informed Practice to a senior teacher. This role was created to empower teachers and leaders to develop strategies to support aakonga who have experienced or are experiencing trauma and the impact of transience and to support students in their wellbeing and develop a sense of belonging and improved engagement in learning.
- Staff have had the opportunities to explore effective strategies and practices to support traumatised students. A main resource that was created to respond to trauma of an aakonga is the Whitiara Hauora Plan. This plan acknowledges the problem story the aakonga sits in (Mauri Noho) but hones in on the preferred story for the aakonga (Mauri Tuu). Strategies are discussed collaboratively with the aakonga, whaanau and staff to ensure the aakonga can sit in the story of Mauri Tuu.
- Staff have had PLD on Whare Tapa Wha with Core Education and are finding ways to use this model in the development of the Whitiara Curriculum.
- Te Puumanawa o Whitiara team delivers the Tree of Life programme school wide

- Te Puumanawa o Whitiara delivers the Mana Taane programme focussed on Year 7 and year 8 boys and providing them the space, strategies and tools to be a kind and empathetic young man
- Te Puumanawa o Whitiara delivers the SMART programme to Year 3 and year 4 children on ways to manage anger
- The school has connected with different organisations and ministries to respond to the wellbeing of aakonga and whaanau living in emergency housing. This has resulted in different initiatives the school is involved in including; BReakfast Club with the Whitiara Bible Chapel, After school programmes with Youthtown in conjunction with the police, supporting aakonga with Te Mapura - an afterschool homework programme.
- **Grow and strengthen powerful partnerships to support the Whitiara Localised Curriculum**
- The school continues to be actively involved with He Waka Eke Noa and Maaori Achievement Collaboration (MAC) focussed on the tikanga, koorero and history of Waikato Tainui rohe and ahi kaa. The school is also focussed on the education initiatives that Ngaati Maahanga have developed for kura.
- The school has worked alongside Ngaati Wairere kaumatua in hearing the rich stories that surround the Whitiara School community.
- The school continues to work alongside Core Education in the development of the localised curriculum

NEXT STEPS FOR 2023

- Continue to work with outside organisations such as MSD and the police in supporting aakonga and whaanau living in emergency housing
- Continue to seek funding for the employment of the school full time counsellor and social worker
- Share the model of Te Puumanawa o Whitiara to other schools and external agencies in the hope that all schools will be able to access the skills of a full time counsellor and social worker
- Continue to provide staff at Whitiara PLD and resources around Trauma Informed Practice. This is a response to the continued effects that whaanau are dealing with due to Covid-19 and the challenges that whaanau will be experiencing living in emergency housing.
- Strengthening partnerships with Ngaati Wairere and Ngaati Maahanga in the development and resourcing of the localised curriculum
- Strengthening relationships with whaanau and the wider Whitiara School community through organised school events
- Work alongside Core Ed in the development of a localised curriculum that reflects the present community

BARRIER FREE ACCESS

STRATEGIC INITIATIVES & OUTCOMES	EXPECTED OUTCOMES
Build strong inclusive relationships through valuing ākonga identity, language & cultural competencies	Pouako and ākonga will have an appreciation and respect of others culture, language and identity Māori tikanga, reo and values will be evident in the kura environment Whānau will engaged with the kura when focussed on celebrations and success of their tamaiti/ tamariki Ākonga and whānau will feel valued with the likeliness that ākonga will attend school more frequently
Identifying and providing additional learning support for ākonga	Pouako will work collaboratively with SENCO/DP & LSC to develop Learning plans for those ākonga with high additional learning needs

Pouako will have professional discussions throughout the year within their teams and school wide to reflect on the learning successes of their ākonga and use this information to develop learning programmes

Pouako will work collaboratively with ākonga to develop and provide learning programmes strongly based on ākonga strengths and interests so that there is an increase in ākonga engagement in learning

REPORT AND ANALYSIS OF VARIANCE

Build strong inclusive relationships through valuing ākonga identity, language & cultural competencies

- The school has strengthened their connection to Te Ao Maaori with school wide practice of tikanga and kawa including poowhiri, karakia, mihi and waiata
- Te Aahuru rumaki class is thriving with aakonga increasing their skills and knowledge in Te Aoo Maaori
- School accesses the skills of aakonga and pouako knowledgeable in Te Ao Maaori
- The school is continuing to celebrate and acknowledge the diversity of Whitiara through cultural events.
- The school is utilising the ESoL teacher to connect with aakonga and their whaanau and strengthen their use of the english language.

Identifying and providing additional learning support for ākonga

- SENCO and LSC meet regularly to discuss the learning needs of aakonga alongside teachers and whaanau. If needed external organisations are involved including MoE and RTL. IEPs are also developed in collaboration with aakonga, whaanau and staff
- The school understands that the resourcing from providers can be limited and find other innovative ways to respond to the learning needs including school wide PLD delivered by staff in regards to neurodiversity which is becoming more common amongst aakonga
- Te Puumanawa o Whitiara team delivers the Tree of Life programme schoolwide. This programme focuses on the strengths and successes of aakonga
- Teams meet regularly to discuss the learning of aakonga

NEXT STEPS FOR 2023

- Expand Te Aahuru to an akomanga teina and akomanga tuakana
- Continue to provide Whitiara Staff PLD in Te Ao Maaori
- Encourage and provide staff the opportunities to enrol in te reo Maaori classes including Te Ahu o te reo Maaori
- Plan, provide and celebrate opportunities for cultural school events throughout the year
- Implement Cultural Hour into the school programme where staff, whaanau and the community are invited to participate in the delivery of cultural learning activities
- Employment of an LSC to 0.8 FTTE to support the school with learning needs of aakonga
- Ensure that teams are having discussions about the learning progress of aakonga and what pathways and resources may be needed to respond to learning needs
- Have a system in place where teachers are tracking and monitoring aakonga with learning needs
- Upskill learning assistants in ESoL and other learning initiatives

QUALITY TEACHING & LEADERSHIP	
STRATEGIC INITIATIVES & OUTCOMES	EXPECTED OUTCOMES
Embedding Te Tiriti o Waitangi into our school practices and fostering tikanga, te reo Maaori, mana whenua and Tainuitanga.	<p>Māori tikanga and reo is evident in teaching and learning in ways that reflect the inherent identity, language and culture of our Māori learners and their whānau</p> <p>Māori tikanga and reo is embraced and practiced schoolwide through a range of learning activities including pōhiri, karakia, waiata, kapa haka</p> <p>Whitiora community has an understanding of the local history and stories that surround our kura.</p> <p>Pouako and pouawhina become more aware and comfortable with the speaking of te reo Māori and the practice of tikanga Māori</p>
Growing pouako knowledge, skills and capabilities to be deliberate with formative assessment, planning and teaching.	<p>Pouako are self reflective of their practice and are able to make changes to their planning and teaching of learning programmes that accommodates the learning of all ākonga</p> <p>A collaborative inquiry process will provide great evaluative kōrero with the vision of achieving success for all ākonga</p> <p>Discussions of effective assessment practices will support and inform pouako in making quality OTJs</p>
REPORT AND ANALYSIS OF VARIANCE	
<p><i>Embedding Te Tiriti o Waitangi into our school practices and fostering tikanga, te reo Maaori, mana whenua and Tainuitanga.</i></p> <ul style="list-style-type: none"> • School is operating at Level 4 (mainstream) within the MoE guidelines of te reo Maaori me oona tikanga being used at school (minimum of 3 hours being taught a week). The increase of Te reo Maaori has been prompted through delivery of karakia, mihi and waiata everyday, learning and performing poowhiri and mihi whakatau, having the opportunity to participate in kapahaka, learning and responding to different instructions in te reo maaori, creating and delivering a pepeha, learning and saying basic phrases that relate to the learning that is happening in the learning centre, practising the concept of whanaungatanga, demonstrating different kawa in and out of the classroom • Te Aahuru, school rumaki unit, is operating at Level 1 te reo Maaori with learning programmes infused with te reo Maaori me oona tikanga • Opportunities for staff to grow in te ao Maaori during staff hui • School working alongside MAC in the delivery and celebration of Te Ao Maaori • School continues to collaborate with Ngaati Maahanga and Ngaati Wairere and learning the rich history that surrounds the school <p><i>Growing pouako knowledge, skills and capabilities to be deliberate with formative assessment, planning and teaching.</i></p> <ul style="list-style-type: none"> • Junior teachers involved in a structured literacy programme, Better Start Literacy Approach, delivered through Canterbury University. 	

- Middle school teachers Y3-5 involved in the trial structured literacy programme, ASLA, delivered through Canterbury University

NEXT STEPS FOR 2023

- Expansion of Te Aahuru to akomanga teina and akomanga tuakana
- Continue to provide Whitiara Staff PLD in Te Ao Maaori utilising the knowledge and skills of staff members
- Encourage and provide staff the opportunities to enrol in te reo Maaori classes including Te Ahu o te reo Maaori
- Embed the values and mauri of Te Tiriti o Waitangi in school documentation, learning, teaching and practices
- Utilise the skills of staff members in providing learning around learning capabilities and assessment in reading, writing and maths
- Access external organisations to support school with PLD around formative assessment practices
- Implement a robust tracking and monitoring system of aakonga at different levels of learning
- Ensure team minutes are focused on teaching and learning
- SLT work alongside curriculum leaders to develop an efficient and effective way to collect and analyse raw and clean data