

# Statement of Variance Reporting



<b>School Name:</b>	St John's School	<b>School Number:</b>	3824
<b>Strategic Aim:</b>	That all students are able to access the New Zealand Curriculum as seen through progress and achievement.		
<b>Annual Aim:</b>	To plan, develop and implement a school wide literacy programme.		
<b>Target:</b>	<p>To accelerate the progress of 13 students (9 boys and 4 girls). This includes 6 Filipino students and 1 Māori. 6 of these students (included in previous target students) are meeting their curriculum level in writing but are at risk of not meeting so we want to keep a track of their progress.</p> <p>To do this we will:</p> <ul style="list-style-type: none"> <li>-continue to strengthen whanau-school relationships, through parent meetings, providing support, guidance, and up-to-date assessment information at regular intervals throughout the year, with all staff participating in this.</li> <li>-deliver targeted structured literacy programmes in all classes (eg, structured phonics programme in the Junior Class and Agility with Sound for older students.) In 2025 the Junior Class teacher begins MOE funded PLD for Structured Literacy in Term 1, the Middle Class teacher mid way through the year and then the Senior Class teacher /s should have the opportunity to participate in structured literacy PLD later in 2025 or early 2026.</li> <li>-continue to deliver the Steps programme in Years 1 and 2, in the classroom.</li> <li>-deliver a grammar programme in Years 3 – 8.</li> <li>-use “The Code” spelling programme for targeted students.</li> <li>-use technology and apps available, when applicable.</li> <li>-use external support agencies where applicable (eg LSC, RTLB, RTLit).</li> <li>-continue to participate in Kahui Ako professional development.</li> <li>-use local community connections.</li> <li>-use local landmarks and natural assets to help engage students to write.</li> <li>-link writing to student’s interests.</li> </ul>		

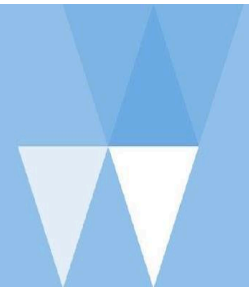


# Tātaritanga raraunga

- publish work.
- write for a purpose and make this purpose clear to children.
- integrate writing in all curriculum areas, eg, Science reports, EOTC reports.

## Baseline Data:

<u>Year Level 2024</u>	<u>M/F</u>	<u>2024 end of year e-asTTle score</u>	<u>Should be</u>	<u>End of 2025 result</u>	<u>Should be</u>
1. Year 7	M	23 2A	4B	3P 27	4P 32- 33
2. Year 7	M	27 3P	4B	3P 27	4P 32 -33
3. Year 7	F *Filipino	31 4B	4B	4B 30	4P 32 -33
4. Year 7	F *Filipino	25 3B	4B	Left school	Left school
5. Year 4	F	22 2P	2A	3B 26	3B 25 -26
6. Year 4	M *Filipino	21 2P	2A	Left school	Left school
7. Year 3	M	19 2B	2B	2P 22	2A 23 -24
8. Year 3	M *Filipino	19 2B	2B	2P 22	2A 23 -24
9. Year 2	M	18 1A	1A	2B 20	2B 19 -20
10. Year 2	M	16 1A	1A	1P 18	2B 19 -20
11. Year 6	M *Filipino	20 2B	3A	3A 28 (mid year)	4B 30 - 31
12. Year 1	F *Māori	11 1B	1P	1B 13	1A 17 - 18
13. Year 1	M *Filipino	9 1B	1P	1P 16	1A 17 - 18

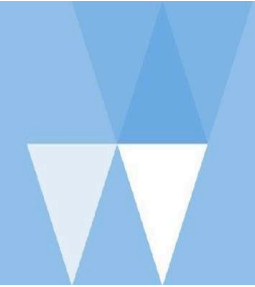


# Tātaritanga raraunga

## How will we know?

- e-asTTle end of term writing samples and results.
- regular reports to the BOT.
- classroom writing programmes; teacher observation and moderation.
- structured literacy programmes.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>-structured, specific teaching.</li> <li>-the Junior, Middle and 2 Senior Classroom teachers attended the MOE structured literacy 3 day professional development during the year and incorporated learnings into classroom programmes.</li> <li>-gathered and analysed data three times during the year.</li> <li>-report to the Board of Trustees on writing.</li> <li>-held many discussions around next steps. These discussions were data driven and gave us direction and next steps for the following terms planning and teaching.</li> <li>-older children in the Junior Class took part in the NZ Steps programme, as well as structured literacy.</li> <li>-the Code spelling programme was used in the Middle Class Yrs 4 – 6 and other classes used parts of the programme for spelling.</li> <li>-some target students worked with a specialist teacher 1-on-1 on a phonics programme for older students called “Agility with Sound”. This is Board of Trustee funded and helps students with</li> </ul>	<p>Two students moved away during the year so are not included in the end results.</p> <p>One student did not complete an end of year easTTle writing sample so had no end of year mark although the OTJ reported at the end of the year was Meeting.</p> <p>In total, at the end of 2025, there were 11 target students.</p> <p>7 students made progress and 4 made no progress.</p> <p>1 student moved 2 sublevels and 1 moved 3 sublevels. 5 students moved 1 sublevel and 4 students made no move.</p>	<p>The 4 students who made no progress included 2 Year 8 students, 1 Year 3 student and 1 Year 2 student.</p> <p>The Year 2 and 3 students need ongoing support and 1-to-1 help in all curriculum areas and have cognitive difficulties. After the summer holidays the Year 3 student was unable to write in sentences and needed a lot of help and support to get back into his learning, applying the learning to his writing and writing independently.</p> <p>The student who moved 3 sublevels is an ESOL student so his confidence and ability with the English language has grown as this was his second year in NZ.</p> <p>8 students received BOT funded literacy support with a specialist teacher. 1 student was discontinued from this because of progress made and is meeting at their curriculum level in writing.</p> <p>4 students received individual literacy lessons 3 times a week for approximately 20 minutes, so that</p>	<ul style="list-style-type: none"> <li>-continue to report to the Board of Trustees on writing programmes, results and data.</li> <li>-writing will continue to be planned school wide.</li> <li>-structured school wide writing will continue daily.</li> <li>-continue to collect data three times a year/beginning, middle and end of year.</li> <li>-continue to analyse data in depth.</li> <li>-fund specialist teacher to support individual, identified students in literacy, both in class and out of class. This includes writing, where and when possible.</li> <li>-four teachers to take part in MOE structured literacy 3 day Liz Kane professional development in March in Dunedin.</li> <li>-As structured literacy also includes reading we are planning to look at data from STAR testing completed in Term 1, 2026 for Years 3 – 8, to see if our future targets need to include a reading target.</li> </ul>



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spelling and spelling rules and patterns. The programme is designed for students from 8 years old onwards.

- older students worked in a group with a specialist teacher on focused writing lessons.

-lots of daily practice of writing and exposure to different types of writing.

is an extra hour a week which we believe does help their progress in writing. It specifically helps with spelling and decoding and gives children confidence.

3 older students were taken as a group to work on writing by the same specialist teacher. This helped build up their confidence and writing skills. 1 male student had no out of class support but through targeted special teaching in writing, on structure in writing and vocabulary development he was able to meet the curriculum level in writing by the end of 2025.

2 other students were also meeting their curriculum level in writing at the end of 2025. These 2 students are ESOL and have now been at our school for 2 – 2 and a half years so are much more confident in our education system and with the English language.

This year the older students had two classroom teachers job sharing in their class which has resulted in different writing standards set, different marking



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against a rubric and different overall teacher judgements in writing. This may have resulted in some students making little or no progress.

### Planning for next year:

Please refer to 2026 Annual Implementation Plan.

We also have four more teachers who will be attending Years 4 – 8 Ministry of Education funded Structured Literacy professional development early in 2026 and this will give them practical ideas and structures that they will be able to implement in their classrooms writing and reading programmes. This will help our targeted students in 2026.