

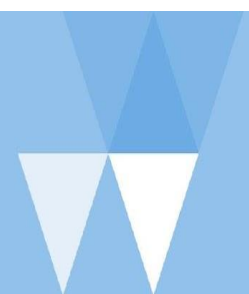
Analysis of Variance Reporting



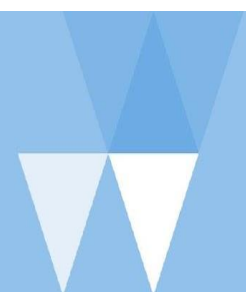
School Name:	Waipa Christian School	School Number:	266
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Strategic Aim:	<p>Strategic Aims for 2021</p> <ol style="list-style-type: none"> 1) Developing systems and procedures around behaviour management (2018 - 2022) 2) To implement and embed a Biblically responsive local curriculum that reflects the special character of Waipa Christian School (3 - 5 years). 	
Annual Aim:	To raise the overall achievement levels of all students, with a specific focus on students identified as 'at risk'.	
Target:	Individual students were identified from December 2021 overall teacher judgments. A list was constructed using Curriculum Achievement Plans for Reading, Writing and Mathematics that helped to identify levels of support required. These individual students who achieved below, or well below the expected curriculum level made up the following numbers as identified at the start of the year (2022). These students came from a range of year groups.	
Baseline Data: <i>From December 2021 OTJ's</i>	<p>Reading: All students: 63/66 (95%) At, or above expected curriculum level</p> <p>Maori students: 10 /10 (100%) At, or above expected curriculum level</p> <p>NZ European: 44 /47 (94%) At, or above expected curriculum level</p> <p>MELAA students: 2/2 (100%) At, or above the expected curriculum level</p> <p>Asian students: 7/7 (100%) At, or above the</p>	<p>Writing: All students: 58/66 (88%) At, or above expected curriculum level</p> <p>Maori students: 8 /10 (80%) At, or above expected curriculum level</p> <p>NZ European: 42 /47 (89%) At, or above expected curriculum level</p> <p>MELAA students: 2/2 (100%) At, or above the expected curriculum level</p>

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	<p>expected curriculum level</p> <p>Boys: 34 /36 (95%) At, or above the expected curriculum level Girls: 29 /30 (97 %) At, or above the expected curriculum level</p> <p>Mathematics: All students: 63/66 (95%) At, or above expected curriculum level</p> <p>Maori students: 9 /10 (90%) At, or above expected curriculum level</p> <p>NZ European: 45 /47 (96%) At, or above expected curriculum level</p> <p>MELAA students: 2/2 (100%) At, or above the expected curriculum level</p> <p>Asian students: 7/7 (100%) At, or above the expected curriculum level</p> <p>Boys: 35/36 (97%) At, or above the expected curriculum level Girls: 28 /30 (93 %) At, or above the expected curriculum level</p>	<p>Asian students: 6/7 (86%) At, or above the expected curriculum level</p> <p>Boys: 30/36 (83%) At, or above the expected curriculum level Girls: 28 /30 (93 %) At, or above the expected curriculum level</p>
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Actions <i>What did we do?</i>	Outcomes <i>What happened - end of 2022 (OTJ's)</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>PB4L programme (Year 3, Tier 1) Our school values are now well understood and promoted throughout the school. We acknowledge positive behaviour with tokens, which counts as House Points. We've re-introduced a House Shield for the winning house.</p> <p>Biblically Responsive Pedagogies (BRP) This continues to be a major focus for development throughout our Kahui Ako. Our staff participated in professional development sessions on Te Reo and Tikanga Maori. Video conference sessions led by our Across School teachers and staff from Bethlehem Tertiary Institute.</p> <p>Learning Support Coordinator (LSC) Continued support from our LSC has ensured that we could monitor students throughout the year. She assisted with referrals to various agencies and development for teachers.</p> <p>STEPS(-web) targeted support programmes continued for students achieving well below their chronological age in literacy.</p> <p>RTLB support for 2 students.</p>	<p>Reading All students: 48 /53 (90%) At, or above expected curriculum level</p> <p>Maori students: 7 /7 (100%) At, or above expected curriculum level</p> <p>NZ European / Pakeha / Other European / Other: 29/33 (88%) At, or above expected curriculum level</p> <p>MELAA 3/3 (100%) At, or above expected curriculum level</p> <p>Asian: 8/9(89%) At, or above expected curriculum level</p> <p>Boys: 27/32 (84%) Girls: 21 /21 (100%)</p> <p>Writing All students: 43/53 (81%) At, or above expected curriculum level</p> <p>Maori students: 5/7 (71%) At, or above expected curriculum level</p> <p>NZ European / Pakeha / Other European / Other: 28/33 (85%) At, or above expected curriculum level</p> <p>Asian: 6/9(67%) At, or above expected curriculum level</p>	<p>We had small, but steady roll numbers throughout the year. Having gone back to 3 classrooms, has helped us to consolidate practice. Smaller class sizes helped us to know each student's needs and respond appropriately.</p> <p>Development in Biblically Responsive Pedagogies opened our 'eyes' to the diverse cultural backgrounds and influences we have in our school, and how to create learning environments that support learning for all students.</p> <p>Maori Student achievement We've noticed very pleasing results for our Maori students in reading, writing and mathematics. (see 2nd column for results)</p>	<p>Actions in 2023 Annual Plan</p> <p>BRP We will continue to work with the across and within school teachers for our Kahui Ako with a Major focus on Biblically Responsive Pedagogies. This professional development will continue to be supported by Bethlehem Tertiary Institute.</p> <p>Brain Development Programme Our junior class teacher will work with the Brain Bloom Room to develop a programme for her class to help all students with Brain development. We hope to trial the programme from term 2, 2023.</p> <p>Service-Learning & Service culture We will implement and review service-learning as a pedagogy through unit plans and studies. This is a major focus across the Kahui Ako, and will continue to be supported by Across, and within school teachers.</p> <p>One strategic initiative over the next 3 years is to establish and embed a service culture at Waipa Christian School.</p> <p>Special Character Development</p>

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<p>RtLit support for 2 students. Our RtLit sadly passed away in January 2022. Her replacement started in term 3, 2022 and has made a significant impact already.</p> <p>She also provided Professional Development for our Junior teacher with Guided Reading</p> <p>ESOL support - 5 students received support from our ESOL trained teacher</p> <p>Brain Bloom Room 5 of our junior students participated in this brain development programme. The programme is aimed at letting go of primitive reflexes from birth. Not letting go of these reflexes can become developmental barriers, which has a major influence on learning.</p>	<p>MELAA: 3/3 (100%) At, or above expected curriculum level</p> <p>Boys: 24 /32 (75%) Girls: 19/21 (90%)</p> <p>Mathematics: All students: 46/53 (87%) At, or above expected curriculum level</p> <p>Maori students: 6/7 (86%) At, or above expected curriculum level</p> <p>NZ European / Pakeha / Other European / Other: 28 /33 (85%) At, or above expected curriculum level</p> <p>Asian: 8/9 (89%) At, or above expected curriculum level</p> <p>MELAA: 3/3 (100%) At, or above expected curriculum level</p> <p>Boys: 27 /32 (85%) Girls: 19/21 (90%)</p>		<p>A major strategic goal is the development of Head, Heart & Hands for our community. This involves the development of resources, guidelines, and practice that will enhance the Christian Special Character of our school.</p> <p>Priority Learners We will continue to track and monitor the progress of our priority learners as identified from 2022 OTJ data., and reported on (to the Board of Trustees) throughout the year. Curriculum Achievement Plans will be used to determine the level of intervention needed to support these learners. We will continue to make referrals to specialist agencies through our Learning Support Coordinator.</p> <p>Attendance & Engagement We'll aim to create a culture and learning environment where all students 'want to be' in order to make the most of every opportunity to attend school, and therefore learn.</p>
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Planning for next year:

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Funding for annual goals will come from the Board of Trustees and Kahui Ako generated funds.