Kokopu School
Statement of variance: progress against targets

Goal 1: AKORANGA – LEARNING
Delivering effective, consistent and evidence-based literacy learning across the school and home

Initiative

1.1 Develop consistent, evidence-based teaching and learning practices for structured literacy across the school, including the iDeal, Little Learners Love Literacy and BSLA programs.

Actions	What did we achieve? *What were the outcomes of our actions? What impact did our actions have?*	Evidence *This is the sources of information the board used to determine those outcomes.*	Reasons for any differences (variances) between the target and the outcomes *Think about both where you have exceeded your targets or not yet met them.*	Planning for next year, where to next *What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.*
Purchase LLLL book series and teacher resources material to support/extend BSLA books.	Resources purchased: This enabled teachers to extend students and support students who needed more time.	Book organised and set home when required.	The cost of this was covered by the RTLB.	New teachers in the junior school will need upskilling.
Purchase iDeal online teacher licences.	All teachers have access to iDeal. Funding has been put in place for the future.	Teacher are using iDeal and all students now have access to suitable phonics programs.	NA	Additional licenses purchased for 2025.
Undergo PLD with Christine Alford for LLLL and iDeal	Christine was able to support staff in term 1. Staff are more confident in their understanding and implementation.	Programs working effectively in junior classrooms. All students have an appropriate phonics based program in their class.	Christine resigned her AST position. This affected the continuity of support. Also, the introduction of the new Literacy Curriculum took our PLD time that we had planned.	Jennifer will take up this role in 2025. Now that she works across the school will give interesting insight into what is happening across the school.
Investigate and compare BSLA, LLLL and iDeal programs to see where there are crossovers.	We have decided to use iDeal from year 3 and 4 and LLLL/BSLA in year 0-2. Students that still needed BSLA will have access to that in their class regardless of their year level. The BSLA and LLLL were more comparable & teachers created a BSLA check assessment using the style of LLLL	Teacher discussions and comparisons at staff meeting. Remake of the LLLL assessment tool to match the BSLA sequence and order.	The Phonics check assessment exceeded our expectations and is a very helpful tool. The crossover was not as clear as first anticipated. They are to some extent similar but used in different ways.	We will now have to do this again with the new MOE phonics check.
Roadmap where programs should start and end through the school.	Postponed until the new MOE Phonics check comes available.	NA	There is no point in moving forward with this if we have to change again.	Curriculum leader will introduce the new assessments to staff and how best to use them.
Investigate how these programs support learners with extra needs.	Especially with BSLA there is limited amount of books and this means students that are slower through the program repeat the same book multiple times. The addition of the LLLL books has helped. For our older learners we implemented Toe by Toe program.	Toe by Toe program up and running. LLLL books in use.	The Toe by Toe was introduced by the LSC and is a wrote learn repetitive program. It supports the classroom program and is having positive affects for most students.	We will expand Toe by Toe in 2025
Implement new programs across the school.	All class rooms have a Phonics based literacy program in their class.	Classroom planning and assessment	NA	Training of new staff.
PLD for teacher aides. LLLL, BSLA, iDeal	Some PLD completed. Toe by Toe training completed.	Toe by Toe timetabled into the week.	With the exit of Christine, we did not have as much BSLA or LLLL PLD as we would have liked. It mostly happened inhouse. TAs were trained in implementing Toe By Toe.	Jennifer will pick up where Christine left off and will be booked into do the PLD.
Update Kōkopu Curriculum with new literacy practices.	Updated curriculum folder with new sequence and order sheets.	Updated folder and teachers using the sheets for planning.	NA	We will update again next year with new MOE initiates.

Initiative
1.2 Strengthens assessment in structured literacy to improve learning outcomes and reporting to parents.

Actions	What did we achieve?	Evidence	Reason for variances	Planning for next year, where to next
Compare BSLA, LLLL and iDeal assessments.	Teachers created a BSLA check assessment using the style of LLLL.	Assessment used twice in 2024.	NA	The new MOE phonics check will take over from our newly created assessment.
Determine what our assessment priorities are and how it helps our learners. Teacher assessment and school wide data.	Assessment priorities were identified for phonics Yr 0-3 • Grapheme & Phoneme • Single-word reading • BSLA reading knowledge book progression Assessment created to collect data on the priorities. Data collected and used in reporting School wide data analysed in ETAP	Assessment used twice in 2024. See assessment templates.	This is our first go at this assessment and data analysis and there are some adjustments to make in the delivery of the assessment and the way we analyze it. This unfortunately will need to be relooked at this once the new MOE assessment comes out.	We will need to see what the new MOE assessment provides and how best we can use it for day-to-day teaching and learning.
Investigate iDeal reading assessment and compare to Probe.	Not achieved			
Initiate new assessment processes and procedures for Term 2.	New assessment initiated	Assessment used twice in 2024.	Originally, we were going to just adopt the LLLL test but teachers felt that it did not follow their teaching program that was based on BSLA. Instead, teachers adapted the LLLL to the BSLA sequence and order.	The new MOE phonics check could take over from our newly created assessment.
Collect baseline data for measurement. T1 iDeal Spelling whole school. The rest in T2	Base line collected. See below analysis	See below analysis	See below analysis	See below analysis
Update ETAP assessment mark books	Completed	Mark books in use for both teachers and data analysis.	NA	There is still work to do in the analysis area. We may need to combine the T2 and T4 mark books to enable Etap to compare the data.
Investigate progress reporting in both Etap and reports	We investigated progress reporting for both Etap and reports with mixed results.		We ran into difficulties particularly for students who moved from BSLA to iDeal or running records. The two sets of data are difficult to compare and created complicated reporting parents and gaps. Etap only worked if students stayed on BSLA which only happens in year 0-1 as most students move from BSLA in their second year.	It will be interesting to see how the new MOE assessment can be tracked. We have questions about the 10 and 20 week assessment schedule and wonder how that will fit in with twice a year reporting. Also, what happens with students once they are past 20 weeks.
Update assessment overview	New assessments added to assessment overview T2			
Update reporting to the BOT and community	Competed	See below analysis	See below analysis	See below analysis
Review and update school reports	School reports were reviewed by staff and the principal but no change will be made this year.	Staff meeting minutes	It was decided that new assessments from MOE may influence any change and it would be better to wait until we know more before putting time and effort into change that is not needed.	

Writing/Spelling - TARGET GROUP – Kōkopu School Term 4 2024

Phonics/Spelling

In the past we only gather spelling data using the Essential Lists. This is not sufficient to gain any understanding of phonetical understanding.
We now gather data using iDeal and BSLA to fill this gap.
Below is the Baseline data taken in term 2 2023 onwards

T2 2023	Well Below	Below	At	Above	Total
Y3	0%	36% (5)	50% (7)	14% (2)	14
Y4	0%	38% (5)	46% (6)	15% (2)	13
Y5	0%	58% (7)	42% (5)	0%	12
Y6	0%	58% (7)	42% (5)	0%	12
Y7	78% (7)	22% (2)	0%	0%	9
Y8	24% (5)	43% (9)	33% (7)	0%	21
Totals	14.8% 12	43.2% 35	37% 30	4.9% 4	81
	58%		41.9%		

- Only 41.9% of our students are working At the expected iDeal spelling age.
- No year 7 students are at their expected level
- Years 3 and 4 perform the best

T4 2023	Well Below	Below	At	Above	Total
Y3	0%	27% (4)	33% (5)	40% (6)	(15)
Y4	0%	29% (4)	57% (8)	14% (2)	(14)
Y5	0%	62% (8)	38% (5)	0%	(13)
Y6	0%	50% (6)	50% (6)	0%	(12)
Y7	33% (3)	67% (6)	0%	0%	(9)
Y8	11% (2)	32% (6)	58% (11)	0%	(19)
Totals	6% (5)	41% (34)	43% (35)	10% (8)	(82)
	47%		53%		

- There has been an **11.1% improvement** in spelling achievement. From 41.9% to 53% At or Above.
- We still have no year 7 students at their expected level
- 71% of year 4 at At or Above, 73% of year 3 at At or Above
- It is interesting that the students who had the most exposure to phonics are doing the best. Eg yr 3-4

T2 2024	Well Below	Below	At	Above	Total
Y3	0%	0%	100%(7)	0%	10%(7)
Y4	0%	5%(1)	58%(11)	37%(7)	28%(19)
Y5	0%	85%(11)	15%(2)	0%	19%(13)
Y6	0%	64%(7)	36%(4)	0%	16%(11)
Y7	50%(5)	30%(3)	20%(2)	0%	14%(10)
Y8	33%(3)	33%(3)	33%(3)	0%	13%(9)
Totals	12%(8)	36%(25)	42%(29)	10%(7)	(69)
	48%		52%		

- Overall achievement has stayed the same since T4 2023.
- 2023 year 7 students have improved with 33% no At.
- 100% of Year 3 are At or Above, 95% of Year 4 are At or Above
- There has been a big drop back in year 5 students from last year.

T4 2024	Well Below	Below	At	Above	Total
Y3	0%	0%	67%(6)	33%(3)	10%(9)
Y4	0%	16%(3)	32%(6)	53%(10)	28%(19)
Y5	0%	67%(10)	33%(5)	0%	19%(15)
Y6	0%	31%(4)	69%(9)	0%	16%(13)
Y7	30%(3)	50%(5)	20%(2)	0%	14%(10)
Y8	22%(2)	44%(34)	33%(3)	0%	13%(9)
Totals	6.7%(5)	34.7%(26)	41.3%(31)	17.3%(13)	(75)
	41.4%		58.6%		

- This year Overall achievement has improved from 52% to 58.6% (6.6%)
- Since T2 2023 achievement has improved from 41.9% to 58.6% (16.7%)
- We still have concerns at Year 5, 7 and 8. These are students that have had the least exposure to phonics.

2024	Well Below	Below	At	Above
T2	8.3%	16.7%	75%	0%
	25%		75%	
T4	8.3%	8.3%	58.3	25%
	16.6%		83.3	

BSLA OTJ – Phonics Year 0-3 2024
Results show of the 17 target students an average shift of 17.0 knowledge points. From 11.9 to 28.9 on average.
The most significant change was 46 knowledge points.
The lest change was -8 knowledge points.

Initiative
1.3 Develop strong phonetical learners at school aided by whanau.

Actions	What did we achieve?	Evidence	Reason for variances	Planning for next year, where to next
All students involved in phonics-based learning through BSLA, LLLL or iDeal programs	All students now have a phonics-based learning and assessment system. Room 1 and 2 = BSLA and LLLL Room 4 and 3 = BSLA and iDeal Room 6 = iDeal Room 1, 2, 4 – Kokopu Phonics check assessment Room 4, 3, 6 – iDeal assessment	**Please see above Student Phonics data.** **See reading results below.**	NA	There will be additional resources added to these programs. New teachers will get inducted into the programs and undergo PLD where needed. New MOE testing to add in 2025
Review home support/homework for literacy	Not completed		The change in curriculum and priorities took up our PLD and review time.	To be completed 2025
Consult community around home learning support	Not completed		The change in curriculum and priorities took up our consultation time.	To be completed 2025
Make readers available on the school website with easy access.	Not completed		The change in curriculum and priorities took up our time to get this up and running.	To be completed 2025
Investigate Reading Together Program	Not completed		The change in curriculum and priorities took up our time to get this up and running.	To be completed 2025
• Establish a summer reading program for students who need it. o Physical books o Online program	Not completed		The change in curriculum and priorities took up our time to get this up and running.	To be completed 2025

	Well Below	Below	At	Above	Total
Y0	0 %	100% (3)	0 %	0 %	3
Y1	11% (2)	53% (10)	37% (7)	0 %	19
Y2	0 %	21% (3)	43% (6)	36% (5)	14
Y3	18% (4)	0 %	64% (14)	18% (4)	22
Y4	10% (2)	5% (1)	35% (7)	50% (10)	20
Y5	7% (1)	7% (1)	73% (11)	13% (2)	15
Y6	8% (1)	0 %	15% (2)	77% (10)	13
Y7	0 %	20% (2)	60% (6)	20% (2)	10
Y8	0 %	11% (1)	33% (3)	56% (5)	9
Total	8%	16.8%	44.8%	30.4%	125
	24.8%		75.2%		

Gender	Well Below	Below	At	Above	Total
Male	8.3% (6)	18.1% (13)	37.5% (27)	36.1% (26)	72
Female	7.5% (4)	15.1% (8)	54.7% (29)	22.6% (12)	53

Ethnic	Well Below	Below	At	Above	Total
Māori	8.8% (3)	17.6% (6)	55.9% (19)	17.6% (6)	34
Pasifika	0%	0%	100% (2)	0%	2
Asian	0%	25% (1)	0%	75% (3)	4
MELAA	0%	100%	0%	0%	1
NZ/European	7.1% (6)	16.7% (14)	41.7% (35)	34.5% (29)	84

Plus:
- 92% of year 6 students are At or Above.
- 77% of year 6 students are Above.
- 89% of year 8 students are Above.
- 56% of year 8 students are Above.
- 86% of year 5 students are At or Above.
- 85% of year 4 students are At or Above.
- 82% of year 3 students are At or Above.
- There are no Years 2s Well Below
- Male students have a high proportion of above 36.1%,

Minus:
- 64% of our Year 1 students are still working toward their level.
- 18% of our year 3 students are well below.
- Less Māori are above.

Interesting:
- The proportion of students achieving "above" increased significantly from 13% in 2023 to 30.4% in 2024.
- Year 3 shows an even split between "well below" and "above," an unusual pattern indicating variability in this cohort's performance.

Goal 2: TE TAIAO AKO - ENVIRONMENT

Growing a positive environment that enhances students' learning, well-being, and responsibility as kaitiakitanga

Initiative
2.1 Students plan, design and create artistic features that represent them, our environment and cultural connections.

Actions	What did we achieve?	Evidence	Reason for variances	Planning for next year, where to next
Students' complete environment/wellbeing survey	Students completed pre-survey	**Pre-Survey** results shared with staff, students and BOT Areas to work on • Classroom displays of learning • Tidiness • See self and learning around school	Classroom teachers saw the value in displaying more students work to improve engagement, pride in their work and accountability.	Post survey to be undertaken in 2025
Learning displays evident in classrooms and around school	Student learning is more evident across the school. Classrooms display a variety of work including reading writing and maths and Art.	See classroom walls Work display frames purchased for office. More work focused photos on school social media and newsletters.		Continue to focus on quality work on display that reflects leaning.
School wide visual feature/mural topic study T3 and T4 • **Planning – Visit other schools** • **Design** • **Purchase equipment** **Execute projects**	Mural plans made Supplies purchased House murals completed Room murals underway to be completed in 2025	House murals on Room 2 wall 	NA	Unfished Room murals to be completed by classrooms in 2025
Student art extension group T1 – T4	Extension group completed house murals			Extension group to work on new feature in 2025
Apply for 2025 Creative in school	No completed		Missed cutoff date for 2025	

2.2 With the community, develop a new environmental area that promotes learning, physical activity and connection to the land.

Actions	What did we achieve?	Evidence	Reason for variances	Planning for next year, where to next
10Ypp/5YA drainage & waste water property project design finalised and underway	Project completed. Car park, drainage, waste water, drinking water.		Some compromises on top car park seal. The water treatment included in the water tank project was not up to standard and will need to be addressed at a later date. The sand pit and tramp were not reinstated through the main contractor and had to be organized with another contractor.	Planting of dirt banks will need to happen to make sure we don't get erosion. This was not included in the project cost and will need to be funded from elsewhere.
Community consultation for project ideas 1) Iwi, 2) staff, 3) BOT, 4) students 5) wider community,	Not completed due to project running over time. This will be completed in 2025.			
Plan & design for long term projects, including a learning action plan	Not completed due to project running over time. This will be completed in 2025.			
Plan & design short term projects, including a learning action plan	Not completed due to project running over time. This will be completed in 2025.			
Create a roadmap plan for short and long term projects	Not completed due to project running over time. This will be completed in 2025.			
Community planting day	Cyclone replanting day completed. Over 200 trees planted with about an 80% survival rate.			Next year will include replanting where trees have not survived and adding bigger trees to the top field planting from 2023.

2.3 Strengthen student well-being through the Positive Behaviour for Learning program, leadership development & whanau involvement

Actions	What did we achieve?	Evidence	Reason for variances	Planning for next year, where to next
Target real time behaviour and plan lessons accordingly	Use of Etap data to target group of children. Teachers identified one particular group that came up lots at break times for digging in the wrong places, breaking things finding places they should not be… This led to a "hut building committee" being established to give some boys some leadership at break times and keep kids who need to be hands on busy. The Art club and Bracelet clubs were continued with new students having the opportunity to lead them.	 Art club. Tuesday and Thursday Bracelet club Mon & Wednesday	The huts had to be moved due to the building project but was reestablished in a temporary spot.	The hut area will need to be redone again now the building projects are complete More clubs could be opened including a sports club.
Undertake PB4L Tier Two training	Tier two training underway with Gina Kitchen Principal and PB4L lead meetings held with Kendra Brogan.	Gina meetings 28/3/24 27/8/24 22/10/24 Updates to Etap guidance to incorporate better break up of time. Improved location breakdown Data shared at BOT and Staff meetings	Time periods were too large and did not enable us to pinpoint patterns enough. Added areas enables us to pinpoint trouble spots.	Update of "Problem Behaviour" to reflect the behaviour chart more closely.
Reinstate hut building, woodwork and makers spaces.	Completed		This was a temporary fix as the building projects affected its location.	Reestablish in 2025 in a permanent spot.
Revamp House Day competition to incorporate PB4L celebration	Not completed			To be completed in 2025
Review & revamp reward system	Not completed			To be completed in 2025
Create new Vision and Values signage as part of 2.1	Not completed		Building work needed to be completed	To be completed in 2025
Investigate leadership programs and opportunities by visiting other schools	Not completed		Ran out of time.	To be completed in 2025