

# Statement of Variance Reporting



School Name:	Mt Cook School	School Number:	2918
Strategic Aim:	<p>To create a community where belonging, curiosity and creativity matters.</p> <p>This year our strategic aims are to;</p> <ul style="list-style-type: none"><li>• <b>Build Connections</b></li><li>• Develop a multicultural Curriculum</li><li>• Enact te Tiriti o Waitangi</li><li>• Embedding Mātauranga Māori in our teaching and learning programmes.</li><li>• <b>Deliver Equity</b></li><li>• Embed language acquisition approaches in all learning spaces.</li><li>• Develop tailored programmes that close learning gaps for minority groups.</li><li>• <b>Create Educational Sustainability</b></li><li>• Cultivate questioning, and reflection.</li><li>• Build systems that prepare us for change and growth.</li></ul>		
Annual Aim:	<p>To create a community where belonging, curiosity and creativity matters.</p> <p>This year our annual aims are to;</p> <ul style="list-style-type: none"><li>• Understand ourselves, honor diversity and our uniqueness,</li><li>• Develop programmes where MCS community reaches their full potential,</li><li>• Be flexible, reflective and adjust to changing conditions.</li></ul>		
Target:	<p><b>Building Connections</b></p> <ul style="list-style-type: none"><li>• Ensure that all our communities are represented in everything we do i.e. Teaching programmes, learning contexts, our environments, events, activities and inquiry topics.</li></ul> <p><b>Deliver Equity</b></p> <ul style="list-style-type: none"><li>• All ākonga who are achieving below their years expectations in reading, writing and maths will make measurable progress over the year.</li><li>• Pasifika Ākonga who are achieving below their cohort in reading, writing and maths will make accelerated progress throughout the year.</li><li>• Māori Ākonga who are achieving below their cohort in reading, writing and maths will make accelerated progress throughout the year.</li><li>• ESOL Ākonga who are achieving below their cohort in reading, writing and maths will make accelerated progress throughout the year.</li></ul> <p><b>Create Educational Sustainability</b></p> <ul style="list-style-type: none"><li>• Implement Better Start Literacy in our Teina Rohe.</li><li>• Review teaching approaches across our Tuakana Rohe.</li><li>• Explore new literacy and Maths curriculum documents.</li></ul>		
Baseline Data:	<p><b>MCS Mid Year Data 2024</b></p> <p><b>Reading</b></p> <p>44% (93) ākonga from across the school are working <i>within our expectations</i> for reading.</p>	<p><b>MCS End Year Data 2024</b></p> <p><b><u>Summary Of Results for Reading</u></b></p> <p>68% of all our ākonga are achieving at or above in reading in 2024. 81% of ākonga who started with us at 5 years old are achieving at or above in reading in 2024.</p>	

<p>24% (56) ākonga from across the school are working <i>above our expectations</i> for reading.</p> <p>4% (9) ākonga from across the school are working <i>well above our expectations</i> for reading. This means these ākonga are working 2 years above their expected level.</p> <p>39% (15) Māori ākonga from across the school are working <i>within our expectations</i> for reading.</p> <p>22% (9) Māori ākonga from across the school are working <i>above our expectations</i> for reading.</p> <p>5% (2) Māori ākonga from across the school are working <i>well above our expectations</i> for reading. This means these ākonga are working 2 years above their expected level.</p> <p>52% (7) Pacifica ākonga from across the school are working <i>within our expectations</i> for reading.</p> <p>6% (1) Pacifica ākonga from across the school are working <i>above our expectations</i> for reading.</p> <p>50% ESOL ākonga from across the school are working <i>within our expectations</i> for reading.</p> <p>13% ESOL ākonga from across the school are working <i>above our expectations</i> for reading.</p> <p><b>Writing</b></p> <p>46% (103) ākonga from across the school are working <i>within our expectations</i> for writing.</p> <p>9% (23) ākonga from across the school are working <i>above our expectations</i> for writing.</p> <p>1% (2) ākonga from across the school are working <i>well above our expectations</i> for writing. This means these ākonga are working 2 years above their expected level.</p> <p>43% (17) Māori ākonga from across the school are working <i>within our expectations</i> for writing.</p> <p>7% (3) Māori ākonga from across the school are working <i>above our expectations</i> for writing.</p> <p>2% (1) Māori ākonga from across the school are working <i>well above our expectations</i> for writing. This means these ākonga are working 2 years above their expected level.</p> <p>54% (7) Pacifica ākonga from across the school are working <i>within our expectations</i> for writing.</p>	<p><b><u>Reading breakdown:</u></b></p> <p>We have 7 tamariki working 2 years above, well above their reading expectations, this number has increased this year.</p> <p>We have 62 tamariki working above our reading expectations, this number has increased this year.</p> <p>We have 124 tamariki working at our reading expectations, this number has increased by 42 tamariki.</p> <p>We have 54 tamariki working below our reading expectations, this number has increased by 16 tamariki. 9 of these 54 tamariki have a type of neurodiversity which are either diagnosed or undiagnosed.</p> <p>We have 38 tamariki working well below our reading expectations, this number has increased by 10 tamariki. 11 of these 38 tamariki have a type of neurodiversity which are either diagnosed or undiagnosed.</p> <p>In 2024 we have 26 more tamariki working well below or below our expectations than in 2023. Many of these tamariki are new migrants, who have just arrived in the last 12 months and are ELL learners and neurodiverse tamariki.</p> <p><b><u>Summary Of Results for Writing</u></b></p> <p>53% of our ākonga are achieving at or above in writing in 2024. 62% of ākonga who started with us at 5 years old are achieving at or above in writing in 2024.</p> <p><b><u>Writing breakdown:</u></b></p> <p>We have 0 tamariki working 2 years above, <b>well above</b> their writing expectations, this number has decreased this year.</p> <p>We have 26 tamariki working <b>above</b> our writing expectations, this number has stayed the same as last year.</p> <p>We have 126 tamariki working <b>at</b> our writing expectations, this number has increased by 35 tamariki.</p> <p>We have 90 tamariki working <b>below</b> our writing expectations, this number has increased by 30 tamariki. 13 of these 90 tamariki have a type of neurodiversity which are either diagnosed or undiagnosed.</p> <p>We have 43 tamariki working <b>well below</b> our writing expectations, this number has increased by 19 tamariki. 8 of these 19 tamariki have a type of neurodiversity which are either diagnosed or undiagnosed.</p> <p>In 2024 we have 49 more tamariki working <b>well below</b> or <b>below</b> our expectations than in 2023. Many of these tamariki are new migrants, who have just arrived in the last 12 months and are ELL learners and neurodiverse tamariki.</p> <p><b><u>Summary Of Results for Maths:</u></b></p> <p>72% of our ākonga are achieving at or above in Maths in 2024. 77% of ākonga who started with us at 5 years old are achieving at or above in Maths in 2024.</p> <p><b><u>Maths breakdown:</u></b></p> <p>We have 2 tamariki working 2 years above, <b>well above</b> their maths expectations, this number has increased this year.</p> <p>We have 49 tamariki working <b>above</b> our maths expectations, this number has increased this year.</p> <p>We have 153 tamariki working <b>at</b> our maths expectations, this number has increased by 46 tamariki.</p>
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	<p>43% ESOL ākonga from across the school are working <i>within our expectations</i> for writing.</p> <p>4% ESOL ākonga from across the school are working <i>above our expectations</i> for writing.</p> <p><b>MCS Mathematic</b></p> <p>55% (119) tamariki from across the school are working <i>within our expectations</i> for mathematics.</p> <p>20% (45) tamariki from across the school are working <i>above our expectations</i> for mathematics.</p> <p>43% (17) Māori tamariki from across the school are working <i>within our expectations</i> for mathematics.</p> <p>20% (8) Māori tamariki from across the school are working <i>above our expectations</i> for mathematics.</p> <p>43% (17) Māori tamariki from across the school are working <i>within our expectations</i> for mathematics.</p> <p>20% (8) Māori tamariki from across the school are working <i>above our expectations</i> for mathematics.</p> <p>14% ESOL tamariki from across the school are working <i>within our expectations</i> for mathematics.</p> <p>23% ESOL tamariki from across the school are working <i>above our expectations</i> for mathematics.</p>	<p>We have 65 tamariki working <b>below</b> our maths expectations, this number has increased by 10 tamariki. 18 of these 65 tamariki have a type of neurodiversity which are either diagnosed or undiagnosed.</p> <p>We have 15 tamariki working <b>well below</b> our maths expectations, this number has increased by 8 tamariki. 9 of these 15 tamariki have a type of neurodiversity which are either diagnosed or undiagnosed.</p> <p>In 2024 we have 12 more tamariki working <b>well below</b> or <b>below</b> our expectations than in 2023. Many of these tamariki are new migrants, who have just arrived in the last 12 months and are ELL learners and neurodiverse tamariki.</p>
	PAT Maths Results	

	Whole School							Year 4					Year 5					Year 6					Year 7					Year 8				
Stanines	2017	2019	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
1-3	15%	19%	15%	12%	18%	16%	11 %	15%	16%	18%	10%	11%	13%	10%	23%	14%	13%	18%	12%	16%	21%	13%	18%	15%	12%	23%	12%	11%	8%	19%	13%	7%
4-6	53%	53%	59%	61%	50%	51%	53%	66%	57%	40%	48%	52%	60%	60%	43%	27%	50%	50%	61%	50%	55%	30%	50%	67%	56%	50%	51%	63%	58%	59%	70%	78%
7-9	32%	28%	26%	27%	38%	33%	36%	19%	27%	40%	43%	37%	27%	30%	35%	59%	38%	32%	27%	34%	25%	56%	32%	18%	32%	27%	36%	26%	34%	23%	17%	15%

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>
Te Reo Māori Kaiako  Kapa Haka Tutor  Celebrating multi-lingual celebrations  Better Start Literacy  ESOL Kaiako  New Strategic Plan  Refresh Curriculum	<p>There is an increase of spoken te reo Māori across the kura. Kaiako are showing a growing confidence in speaking te reo Māori kupu in all spaces.</p> <p>In term 1 of 2024 we had 15 ākonga in our Kapa Haka Rōpū in term 4 we have 37 ākonga for across the kura.</p> <p>We have a growing roll from 264 to 290 tamariki over the year. This year we have welcomed 82 new ākonga and farewellled 28. Many of our new whānau are new to Aotearoa. Our largest year level are Year 3 and 4 and entrant.</p> <p>This year we have had termly whānau celebrations where whānau attendance is increasing. We have also brought back our Cultural Sharing celebration.</p> <p>This year we had 8 kaiako start BSLA training, We have 2 trained facilitators for tier 2 interventions and 6 kaiako for in-class support.</p> <p>Our full time ESOL kaiako has supported 45 ākonga across the year. She has also worked with classroom kaiako in approaches that grow language acquisition.</p> <p>Mt Cook School has developed our 2025-2028 Strategic Plan and 2025 Annual Plan with the support of the Springboard Trust.</p> <p>Adrianne McAllister, along with stakeholders, have spent the entire year bringing to life our school priorities into our Strategic Plan.</p>	<p>Focusing on a COMMUNITY WHERE BELONGING, CURIOSITY AND CREATIVITY MATTERS has seen some extremely positive outcomes.</p> <p>We currently have a growing student roll that is the highest Mt Cook School has been in the last 15 years. Our whānau are participating in all our whānau events and fully engaging in our pānui and school Facebook.</p> <p>Staff retention is very high and during our most recent staff recruitment saw 97 applicants apply for 4 positions.</p> <p>Mt Cook School data shows, when compared to the bell curve distribution of students in New Zealand, continues to have fewer students in the lower stanines and more at the average and above average bands.</p> <p>Mt Cook School's focus on prioritising smaller class sizes, full-time ESOL teacher, specialist teachers, teacher aides, employment of culturally sound teachers has provided our ākonga to opportunities to reach their full learning potential.</p> <p><u>2024 PAT Maths Results:</u></p> <p>Progressively through the years the number of students in the lower stanines (1-3) has been reducing over time, with the lowest percentage (11%) this year since tracking began.</p> <p>Teaching of maths is flexible to encompass the needs of our students including ESOL and also students enrolling throughout the year. Once again this year, there have been many changes to classroom rolls throughout the school year with 29 Year 4-8 students joining MCS throughout 2024</p> <p>There are no Pasifika students represented in the tail.</p> <p>Three of the four Māori students who were in the tail in 2023 moved out of the tail. Three new Māori students entered the tail, two of these were new to MCS in 2024.</p> <p>Accelerated achievement of at least 1 stanine improvement held steady at 43% of the students that we are able to track (those who sat in 2023 and 2024).</p> <p>The accelerated learning for Māori students dropped slightly from 47% to 41%</p> <p>The accelerated learning for Pasifika students improved from 44% to 56%.</p>	<p>Based on the outcomes on student achievement, providing a specialised teacher has had a positive impact. Next year we will continue to employ a ESOL and we will also be employing two full-time Learning Support teachers, one for the Tenia Rohe for literacy support and one for the Tuakana Rohe. Our Learning Support Teachers will focus on closing the learning gaps for tier 2 ākonga and tamariki just below.</p> <p>2024, we employed 10 teachers' aides for classroom support around behaviours. In 2025 we are employing less teacher aides, 4 of them will support ORS funded ākonga and 1 will be dedicated to supporting ākonga learning and will work closely with our Learning Support teacher.</p> <p>Our 2025 Strategic Plan will focus on understanding and implementing the refreshed curriculum, and reviewing our curriculum. This will provide the opportunity to embody our school priorities and values.</p> <p>On-going PLD around integrating te reo Māori, and language acquisition approaches will be a focus for 2025.</p>

	Staff have reviewed the Refreshed Curriculum in relation to our school curriculum and current practices.		
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Planning for next year:			
<p>The increasing level of new migrant whānau have impacted on our ability / resources to ensure that 90% of all our tamariki are achieving at the expected level of achievement according to their age. This is unavoidable as Aotearoa measures academic success using English tools. When we look at tamariki who have started their education journey at Mt Cook School we see that 81% are achieving at or above the expected level of achievement for their age.</p> <p>Recommendations for 2025</p> <p>In 2025 we will be employing 2 Learning Support Teachers and a Learning Support Teacher Aide. This team will focus on closing learning gaps for ākonga who are just below, or below in reading, writing and maths. The Learning Support Team will take small group targeted teaching that provides ākonga with accelerated learning. Ākonga will be closely monitored over a term and if progress is not made, external support will be explored.</p> <p>In 2025 Mt Cook School will continue to employ a 0.8 ESOL teacher to support our new migrant ākonga and support language acquisition growth for our Kaiako. Our ESOL teacher will be including BSLA into her daily programme in 2025. BSLA breaks down language into core functions of decoding text, phoneme identity, letter sound knowledge, phoneme blending, while also supporting oral language.</p> <p>This year we have started using the Better Start Literacy Approach (BSLA), therefore the next two years will be a transition period for reading data in Year 1 to Year 3. BSLA indicates that if we teach ākonga the fundamentals of reading in Year 1 and Year 2, by Year 3 ākonga will begin formal reading at Junior Journals level, (this is at the expected level for a Year 3).</p> <p>Upskill all new Teina Kaiako in BSLA and ensure that the programme is being taught in its purest form. 3 new Kaiako have been enrolled in the 2025 BSLA training. Our Learning Support Team will also be included in BSLA training with our school BSLA Facilitator, Marije, for 2025, so that they can provide support to ākonga who have learning gaps in this area.</p> <p>Using the BSLA has meant that reading teaching time has increased in order to incorporate all aspects of the BSLA programme. This has impacted on writing teaching time in the Year 1 to Year 3 classroom programmes. As we journey through the BSLA programme we are hoping to see an improvement in the application of this knowledge in writing. Writing will continue to be closely monitored in 2025.</p> <p>This year we received our New Refreshed Curriculum which outlines what should be taught and how we should teach in Reading, Writing and Maths. This is a very prescribed approach that has required some changes in our approaches.</p> <p>Recommendations for 2025</p> <p>We will create new leadership curriculum roles, so that there are key people who can review our existing Curriculum while identifying areas of future development from the New Refreshed Curriculum.</p> <p>Our 4 Curriculum Leads will approach the curriculum through the Phases and share their findings with staff throughout 2025. Our Strategic Plan and Annual Plan will lead this project.</p> <p>We have secured partial funding for tier two support in the areas of reading and maths. We will have a .4 teacher providing reading support targeting tier 2 ākonga from Teina Rohe. We will also have a 0.2 teacher providing ALiM (Accelerated Learning in Maths) support across the Tuakana Rohe.</p> <p>This year Māori ākonga and Pasifika ākonga achievement has been closely monitored. Over the past 3 years our Māori (47) roll has increased whereas our Pasifika (14) ākonga population has decreased. Our Pasifika Peoples mainly come from Samoa and Fiji and our Māori ākonga hail from across the Motu and are affiliated with many Iwi. Across reading, writing and math, 64% of our Māori ākonga are achieving at or above the expected level of achievement in reading, 50% in writing and 63% in maths. Across reading, writing and maths 71% of our Pasifika ākonga are achieving at or above the expected level of achievement in reading, 42% in writing and 42% in maths.</p> <p>Recommendations for 2025</p> <p>Continue to build Mana enhancing relationships with our Māori and Pasifika ākonga through progressing te reo Māori, tikanga and Mātauranga Māori practices across our Kura.</p> <p>Develop roles for a Te Reo Māori Kaiako, employ Sam Palmer to support Te Reo Māori mē tikanga across our Kura.</p> <p>Develop a Mt Cook School Curriculum that embeds a Multicultural Curriculum.</p> <p>Monitor Māori and Pasifika ākonga academic achievement and ensure that tamariki are progressing.</p>			