

# Kōrakonui School

## Statement of Variance 2024



## Strategic Goals

### Strategic Goal 1

*- Nurture authentic partnerships with the community*

#### To achieve this we will;

- A) Develop community relationships that provide benefit for all
- B) Strengthen our connection with the local iwi
- C) Infuse our local curriculum with community narratives
- D) Provide learning opportunities that reflect our community

### Strategic Goal 2

*- Ākonga experiencing high levels of life satisfaction*

#### To achieve this we will;

- A) Deliver a broad curriculum that is underpinned by choice and opportunity
- B) Provide quality physical, academic, and cultural experiences
- C) Be culturally responsive
- D) Deliver a programme that grows well-rounded, thriving individuals

### Strategic Goal 3

*- Foster a love of learning and excellence*

#### To achieve this we will;

- A) Strive for excellence in literacy and numeracy
- B) Deliver a local curriculum that is equitable and allows all to experience success
- C) Draw on a variety of assessment practices
- D) Provide learning environments that are inviting and inclusive

## Statement of Variance - What Did We Achieve?

### Annual Plan Priorities 2024

*The work to achieve our three priorities for 2024 is intertwined, the work to develop a common approach to learning design and delivering authentic learning experiences that are centred around local contexts, naturally lead to many opportunities to amplifying partnerships for example. Below is a narrative outlining what we achieved across our 2024 priorities.*

#### Priority 1

To amplify partnerships with whānau and the wider community

#### Strengthening Whānau and Community Partnerships

In 2024, Kōrakonui School deepened its connections with whānau and the wider community through cultural initiatives, events, and enhanced learning experiences. Our strategic focus has fostered inclusivity, engagement, and a strong sense of belonging.

#### Enhancing Te Ao Māori and Cultural Connections

- Pepeha and Te Reo Māori: Students confidently shared their pepeha, while staff strengthened their te reo Māori and tikanga through guided learning.
- Student Leadership: Senior students led pronunciation efforts, embedding cultural respect.
- Iwi Collaboration: Strengthened ties with Whakamarama Marae and professional development with Raukawa.

#### Priority 2

To develop a common approach to learning design

#### Community Engagement and Events

- Key Events: Matariki celebrations, school gala, swim safety, colour run, and cross-country fostered strong community ties.
- Whānau Involvement: High participation in learning events, with over 90% attendance at parent interviews.
- Performing Arts and Kapa Haka: Expanded kapa haka participation, culminating in the Te Taiuperepere Festival.
- Real-Time Reporting: A successful six-month trial confirmed expansion in 2025.

#### Priority 3

To deliver authentic learning experiences centred around local contexts

## Statement of Variance - continued

### Priority 1

To amplify partnerships with whānau and the wider community

#### Implementing PB4L (Positive Behaviour for Learning) - Year 1

- Staff and Community Engagement: Initial training, meetings, and consultations informed school-wide behavioural expectations.
- Behaviour Management: Development of rubrics and response strategies to ensure consistency.
- Student Collaboration: Student voice influenced school values and expectations.
- Progress: Staff training, behaviour systems, and values consultation continue into 2025.

### Priority 2

To develop a common approach to learning design

#### Developing a Unified Learning Design

- Curriculum Alignment: SLT ensured compliance with policy requirements, integrating refreshed learning approaches.
- Professional Development: Writing moderation, literacy and numeracy programmes (BSLA, RT3T), and curriculum refresh initiatives enhanced learning consistency.
- Locally Relevant Learning: Aotearoa History Curriculum informed authentic units, and refreshed Mathematics resources will launch in 2025.
- Staff Standards: Reviewed expectations to align teaching practices with local contexts.

### Priority 3

To deliver authentic learning experiences centred around local contexts

#### Conclusion

Kōrakonui School has made significant progress in cultural integration, community engagement, PB4L implementation, and curriculum development. These initiatives lay a strong foundation for ongoing success in 2025 and beyond.

## Evidence

### Priority 1

To amplify partnerships with whānau and the wider community

#### Attendance & Community Engagement:

Our 2024 end-of-year attendance report showed the highest attendance rates in four years, with most absences justified or illness-related. Attendance is increasingly valued within our school community, with regular discussions among whānau, staff, and students. Parents are prioritizing term-time learning, and attendance incentives, such as certificates and the class attendance trophy, are well received. This has contributed to a positive school culture, with whānau feeling connected and engaged.

### Priority 2

To develop a common approach to learning design

Community participation is at an all-time high, with strong support for fundraisers, high parent involvement in trips and events, and record-breaking parent-teacher interview attendance (over 90%). Feedback from our 2024 consultations—including community, health, Māori, real-time reporting, and PB4L school values review—was overwhelmingly positive, reflecting a highly engaged and supportive school environment.

#### Student Achievement:

Academic results show strong progress across all areas:

- Mathematics: A 2% increase in students achieving at or above curriculum expectations, despite new enrolments below standard. Among At Risk students, 88% showed progress.
- Reading: Overall achievement levels remained stable, but the number of students exceeding expectations increased by 50%. Among At Risk students, 93% made progress.
- Writing: A 5% increase in students meeting or exceeding expectations. Among At Risk students, 79% showed progress.

These results are particularly significant given the number of high-needs students, including ORS, ESOL, and those with historically low attendance. This data reflects a thriving school community with strong engagement, attendance, and academic progress.



## Reasons for any differences (variances) between the target and the outcomes

### Priority 1

To amplify partnerships with whānau and the wider community

Overall, our progress towards our goals and targets in 2024 was highly positive. We achieved excellent results for our at-risk students, saw improvements in student attendance, and strengthened community engagement. These successes have established a solid foundation for continued progress and achievement in 2025.

One area where we faced challenges was in strengthening our connection with local iwi and Whakamarama Marae. Despite genuine efforts from all parties, unforeseen setbacks, including key individuals being unable to attend crucial events and meetings, impacted our ability to advance this relationship as planned. However, this has been addressed for 2025, with a strong partnership now established between the marae and the school. A clear pathway forward has been agreed upon, with key milestones set, including a pōwhiri to welcome the entire school to the marae and ongoing opportunities to deepen this connection through learning and collaboration.

### Priority 2

To develop a common approach to learning design

While we started the year with strong school-wide attendance, a significant mid-year wave of illness severely impacted attendance rates. Despite a strong finish to the year and a shared commitment within the community to improve attendance, we did not meet the Government's target of 80% of students attending 90% of the time. However, the foundations for improvement have been laid, attendance rates continue to rise, and we remain optimistic that we will move closer to achieving this target in 2025.

### Priority 3

To deliver authentic learning experiences centred around local contexts

## Planning for next year - where to next?

### Priority 1

To further amplify partnerships with whānau and the wider community

Building on the successes of 2024, we remain committed to strengthening student, whānau, and community engagement. A key focus for 2025 is deepening our partnership with local iwi and Whakamarama Marae. While community engagement has been a strength, this area has not been as successful in the past, and we are dedicated to making significant progress. Positive steps have already been taken, and we will continue fostering meaningful collaboration. Our efforts will enhance the Kapa Haka programme, promote a deeper appreciation of Te Ao Māori, and encourage greater involvement from Whakamarama Marae in school events.

We will maintain strong advocacy for student attendance, working closely with whānau to ensure regular participation in learning. Celebrations of high attendance will continue, and for families facing challenges, we will provide tailored support to improve engagement and success.

### Priority 2

To successfully implement the Year 2 programme for PB4L

To strengthen whānau connections, we will expand our real-time reporting trial to include all teachers, reaching more families. Regular reviews will ensure the initiative remains effective, delivering high-quality feedback that supports learning at home.

Our PB4L (Positive Behaviour for Learning) journey will evolve further in 2025. With strong foundations in place, we will refresh our school values, embed them into school culture, and reinforce them through new signage and a refreshed website.

### Priority 3

To further develop a common approach to learning design, underpinned by authentic learning experiences, centred around local contexts

As part of our learning design approach, we will begin implementing the curriculum refresh, starting with Mathematics. The school is adopting the "Maths No Problem" resource to structure instruction effectively, dedicating substantial time and resources to its success. Additionally, we will continue embedding the 2024 literacy priorities (BSLA and RT3T), introducing targeted support for Tier 2 BSLA students to accelerate progress and enhance achievement.

Our commitment to continuous improvement, strong partnerships, and high-quality learning will drive our efforts in 2025, ensuring success for all students.