



Educating for Time and Eternity

Statement of Variance

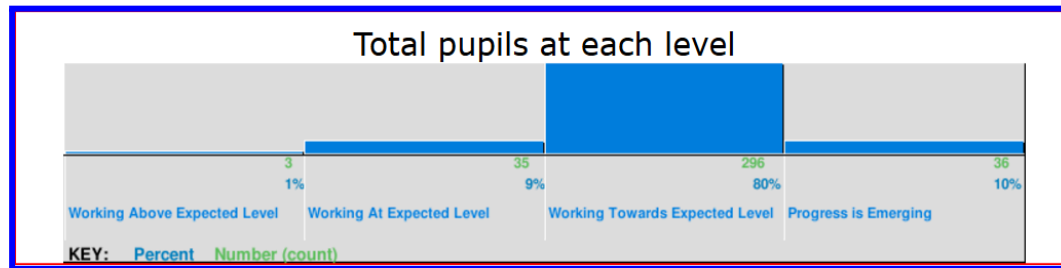
End of Year 2024

School Name:	Westminster Christian School	School Number:	0344
Special Character	Westminster Christian School is an interdenominational school from year 1 to year 8 established in 1981 to serve the formal educational needs of families within the religious context of New Zealand's traditional Judeo/Christian heritage in the spirit of the following historic confessions of faith and universal creeds. • The Westminster Confession • The Belgic Confession, Heidelberg Catechism, Canons of Dort • The Apostles, Nicene and Athanasioan Creeds <u>Mission Statement</u> Westminster Christian School, through the Spirit of God, educates the children of Christian parents for time and eternity by providing a Christ-centred academic curriculum founded on a Biblical Worldview. <u>Vision Statement</u> To be an innovative and Christ-centred Primary and Intermediate school, providing our children, through the NZ Curriculum, the skills that will enable them to function and develop as active Christians for time and eternity. For students to become capable lifelong learners, who nurture their God-given abilities and talents in a responsible and respectful way in service to the school and wider community.		
Strategic Aim:	We have implemented the National Educational Learning Priorities as per below: Objective 1: Learners at the centre – Learners with their whānau are at the centre of education Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner Objective 3: Quality teaching and leadership – Quality teaching and leadership make a difference for learners and their whānau Objective 4: Future of learning and work – Learning relevant to New Zealanders' lives today and throughout their lives. As per the Education and Training Act 2020, the Board's Primary Objectives are: (a) every student at the school can attain the highest possible standard of educational achievement and (b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and		

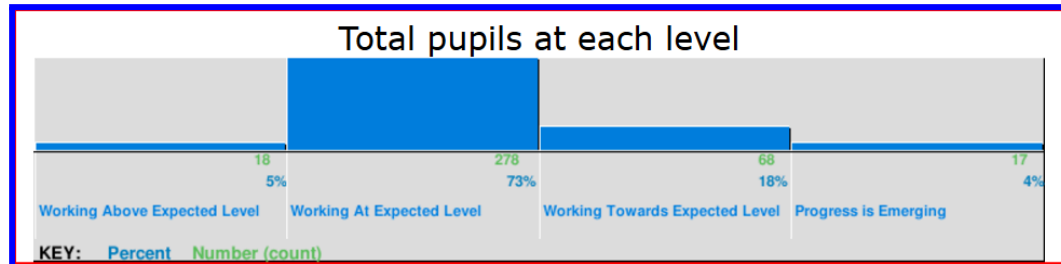
	(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and (c) the school is inclusive of and caters for students with differing needs and (d) the school gives effect to Te Tiriti o Waitangi, including by— (i) working to ensure that its plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.
Annual Aim:	Assessment in Literacy: • Continued Implementation of Assessment in Literacy • Consistency in teaching across each team. • Improved Results in Reading and Writing at the end of 2024 compared to 2022. Barrier-Free, Culturally Responsive Practice: • Continued development in the staff's capabilities in Christian Education • PB4L is applied to behaviour management in every class and throughout the school. • School Values are promoted throughout the school and used in daily conversation. • Our bicultural and multicultural make-up is embraced and honoured. • Kapa Haka, Te Reo Maori and Te Ao Maori are incorporated into our daily and weekly teaching. • Our Special Needs and GATE programmes meet our diverse learners' needs. • Teachers will be resourced to provide the standard of education expected. EnviroSchools Programme and Local Curriculum: • Develop and Build Upon our Successes in the EnviroSchools Programme and Local Curriculum • Enviro Group continued in the intermediate, cascading across the primary to include all students. • Increased staff member involvement across the school. • Consistent and Collaborative Planning across the teams relevant to Westminster Christian School and our community.
Target:	We have established a more reasonable target for our Target students to achieve in Reading, Writing and Maths. Reading: 5% increase in target students moving from progress is emerging to working towards. 10% increase in students working towards the expected level to working at the expected level. Writing: 5% increase in target students moving from progress is emerging to working towards. 10% increase in students working towards the expected level to working at the expected level. Maths: 5% increase in target students moving from progress is emerging to working towards. 10% increase in students working towards the expected level to working at the expected level. The actions we will take to assist the students who did not move in 2023 are as follows: We have appointed another SENCO, a senior/Intermediate School SENCO and a Junior School SENCO. These two SENCOs will monitor the progress of the identified students and work closely with the teachers to ensure progress is made and interventions are in place to assist the students within our target group.

Reading Baseline Data:

Reading - Mid Year

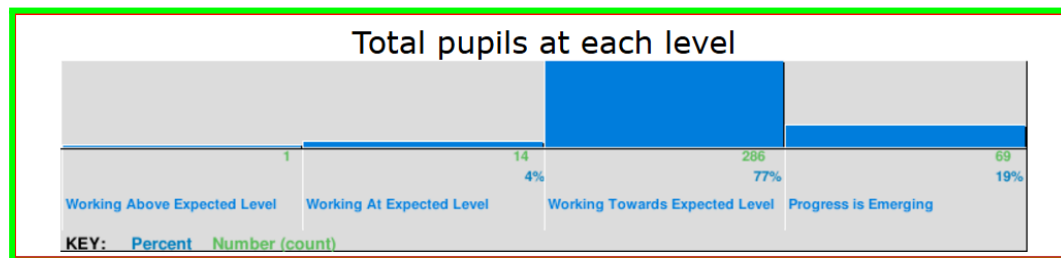


Reading - End of Year

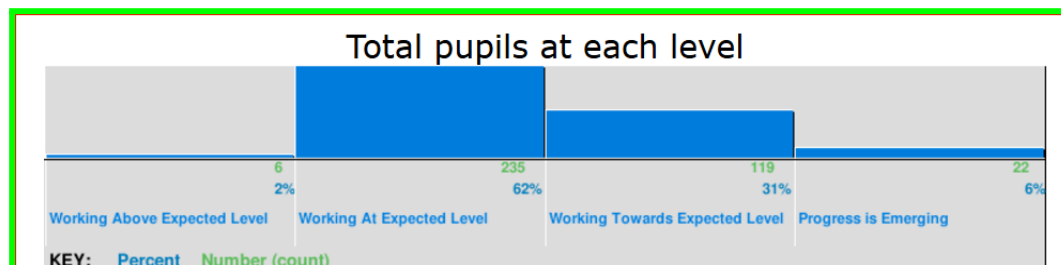


Writing Baseline Data:

Writing - Mid Year

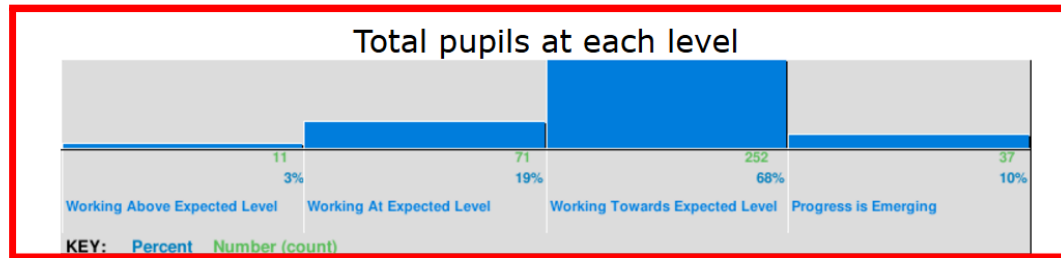


Writing - End of Year

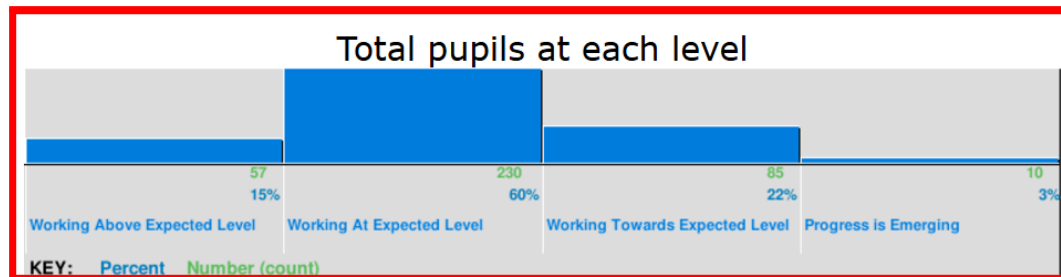


Maths Baseline Data:

Mathematics - Mid-year



Mathematics - End of Year



Actions: What did we do?

Reading:

What we are doing mid-year:

We have set a realistic goal for moving students from Emerging to working towards. 10% proved unobtainable in 2023, particularly considering several of these students are on IEPs.

5% is a more realistic goal, with a 10% goal for moving students working towards the expected level to work at the expected level by the end of the year.

Should this occur in 2024, we must investigate why our OTJ differs from the PAT assessments we conducted in Term.

Mid-Year

Current Situation:

Outcomes What happened?

Reading:

Overall, the reading results were positive. Nineteen children showing progress in emerging shifted to working towards the expected level. This is a 6% shift and showed a decline from 10% to 4% of students at the end of the year whose progress in reading is emerging. In the middle of the year, 80% of students across the school were working towards the expected level. At the end of the year, only 18% of students were working towards the expected level. Two hundred and thirty-four students have moved from working towards the expected level to working at the expected level; this is a 64% shift, well above the goal of 10%.

Reasons for the variance Why did it happen?

Reading:

The PLD for staff in BSLA in the Junior Team positively affected our results. Teachers and learning support staff gained a deeper understanding of the structured approach to Literacy, with a change in teaching approach and practice to enable all our students to benefit and improve their reading skills, ability and comprehension of reading text.

In the senior and intermediate teams, we also took a more structured approach to teaching reading. With more emphasis on guided reading and using data from the PAT assessments, we were more explicit in teaching the required skills to ensure our students progressed at the expected level.

Evaluation Where to next?

Reading:

We will continue implementing BSLA in the teaching of reading to the junior team.

Tier two and three children have been identified for 2025, and staff trained to teach this level. Time will be rostered daily for additional teaching for tier 2 and 3 students.

We will continue to build a collaborative approach between the LLC and classrooms across the entire school, ensuring that the approach and pedagogy remain consistent. This will allow for a complementary approach to withdrawal and in-class support.

296 students, 80% of this year's cohort, are working towards the expected level by the end of the year. A 10% shift will equate to 30 students. We predict a significant shift rather than 10% 36 students are emerging in their progress. This equates to 10% of the cohort for this year. A 5% shift will equate to 2 students. Although this is small, we are hoping to shift more. However, these students are usually more than a level behind, which is more than two school years.		Changes to our LLC (Language Learning Centre) programmes have also been attributed to the overall improvement in student progress. The increased collaboration in planning and synergy between LLC and the classrooms have been instrumental in changing teaching and learning, and improving student achievement, progress, and outcomes.	The teaching staff in the senior team will engage in PLD for BSLA once available and implement their learning into their practice. We have specifically moved one of our junior teachers, BSLA trained, into Year 5 to assist and support staff in this area. The Year 4-8 teachers will continue to use the guided reading approach to reading, which is complemented by online resources and SmartWords.
Writing: We have set realistic goals to move students from emerging progress and work towards the expected level. Our PLD in Literacy in Writing is a purposeful focus, as is the structured approach to teaching Literacy in the Foundation Phase. Current Situation: 286 students, 77% of this year's cohort, are working towards the expected level by the end of the year. A 10% shift will equate to 29 students. We predict a significant shift rather than 10% Sixty-nine students are emerging in their progress. This equates to 19% of the cohort for this year. A 5% shift will equate to 4 students. Although this is small, we are hoping to shift more. However, these students are usually more than a level behind, which is more than two school years.	Writing: Writing has been a main focus throughout the year, and the results we have achieved have shown an increase in student achievement and outcomes. We have met the goals set in writing at the start of the year. There was a 13% shift in students whose progress is emerging to the next level of working towards the expected level, well over the 5% increase of our goal. There has been a 58% shift in students' work from working towards the expected level at mid-year to working at the expected level at the end of the year. 235 students, 62% of the 2024 cohort, write at the expected level. 119 students are still working towards being at the expected level. Only six students write above the expected level, 2% of the 2024 cohort.	Writing: We addressed how we teach and assess Writing at our school, from New Entrants to Year Eight. We used assessment information and data to inform our teaching and learning and addressed our local curriculum in this area of Literacy. Our formal teacher judgements became valid, reliable, and evidence-based based on students' learning. Through our PLD with a facilitator, we incorporated the principles and practices of Assessment for Learning. This involved increased student agency, intentional learning outcomes, and co-constructed success criteria in our writing programmes and across all curriculum areas. On the junior team, we saw the BSLA's positive effects on students' writing skills and outcomes.	Writing: Although the PLD sessions with the facilitator have concluded, each classroom teacher in the senior and intermediate teams has set goals for teaching writing by 2025. Staff will continue to implement A4L's skills and practices in writing planning and lessons to ensure we continue to build on the successes of 2024. Junior teachers will continue implementing BSLA, and the whole school will use e asTTle as a writing framework for assessment.

Maths: The results over the past two years have been constant. In 2024, the focus is on moving 10% of the students working toward the expected level to the expected level during the year. Current Situation: 252 students, 68% of this year's cohort, are working towards the expected level by the end of the year. A 10% shift will equate to 26 students. We predict a significant shift rather than 10% 37 students are emerging in their progress. This equates to 10% of the cohort for this year. A 5% shift will equate to 2 students. Although this is small, we are hoping to shift more. However, these students are usually more than a level behind, which is more than two school years.	Maths: We have continued implementing the A4L principles, practices, and skills acquired from staff PLD in recent years. As a result, our students continue to make sound progress and achieve positive outcomes in mathematics. At the end of the year, 85 students are working towards the expected level across the school. 167 students have moved from progress emerging at midyear to working towards the expected level, a 46% shift. This far exceeds the desired 10% goal we set at the start of the year. At the end of the year, 17 students' progress was emerging, with 27 students moving to working towards the expected level. This is a 7% shift, which exceeds the 5% goal set at the start of the year. At the end of the year, 230 students were working at the expected level, compared to 71 in the middle of the year. At mid-year, 11 students were working above the expected level, compared to 57 students at the end of the year. This is an increase from 3% to 15% across the school.	Maths: Progress in mathematics is steady and consistent across the school. This results from embedding our professional learning and development within the Assessment for Learning framework. Assessment for Learning is an essential first step in the strategic direction of our school's aim. The immediate learnings from this PLD have contributed to developing our teaching practice to enhance student outcomes. Our formal teacher judgements are valid, based on what students have learned, reliable, and evidence-based. This is particularly important in determining the next steps for student learning and planning teaching and learning programs that bear evidence of student agency. We successfully achieved this in 2024.	Maths: As a school, we have decided to implement the Prime resource as the prescribed structured approach to mathematics. We will also continue implementing Assessment for Learning, with intentional learning intentions and success criteria. We will also train the whole staff on data analysis of PAT assessments. This will ensure we accurately align our OTJ with our formal assessments.
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Assessment in Literacy- Writing We are tracking well towards this goal. As a school, we have a large number of English language Learners. As part of our previous ERO focus, we wanted to align our approach and practice in the LLC with teaching and learning literacy programs in classes. We also embed structured literacy in the junior team and introduce it in the senior and intermediate teams, aligning with the refreshed English curriculum. We accessed PLD in Literacy as directed by the Ministry and consistent and collaborative planning across the teams. Consistent Assessment and the use of Data were further developed. We developed an effective application of Westminster Christian School's Special Character.	As a result of what we implemented, we have seen an improvement in the delivery of writing across our school. This has increased our students' achievement outcomes and assisted our ELL students. Our students can set goals, articulate them, and gain confidence in assessing their learning positions. We are seeing an increase in the enjoyment of writing and in written skills and abilities.	Our commitment to our strategic plan has facilitated positive changes in literacy. Staff attended PLD sessions with our external facilitator and participated in practice changing/analysis conversations. Observations proved productive, and staff were invested in talking about their practice. As a result, we saw a change in the teaching approach to writing. Students could share their understanding of their writing with teachers, which encouraged staff to achieve their set goals actively.	We will continue to implement practice analysis conversations as staff actively seek to achieve the 2025 goals set in writing. We will also set a realistic goal for shifting students from progress is emerging to working towards the expected level, as well as shifting students from working towards the expected level to working at the expected level for 2025.
Barrier-Free, Culturally Responsive Practice We are tracking well towards this goal. Exploring and developing Transformation by Design to encourage Special Character to be explicit in curriculum planning. PB4L is applied to behaviour management in every class and throughout the school, focusing more on restorative practice. Our inclusive education meets the needs of our diverse learners. Teachers are resourced to provide the expected standard of education.	We are still implementing Transformation by Design, but so far, we can see that much of we are doing is aligned to some degree, and affirms our special character underpins all that we do. We continue to grow and develop our systems throughout our PB4L approach to sustaining a barrier-free, culturally responsive culture in our practice. We are approaching the stage of starting tier two implementation of PB4L. We still have some inconsistencies in PB4L entries around minor and major behavioural events.	As we delve deeper into this resource, we intend to deepen our understanding of aligning a biblical perspective to our curriculum design. As a result, we will deliver all aspects of the curriculum in a deeper biblical perspective. The inconsistencies around PB4L entries will be addressed through regular PLD sessions to ensure all staff and returning staff from leave have a shared understanding of PB4L principles and practices.	We will place a focus on staff development around Transformation by Design, as a main anchor for maintaining and building our Special Character. The school will continue to implement PB4L into all areas of our culture, and embark on the Tier Two training.

EnviroSchools Programme and Local Curriculum We are tracking well towards this goal. We have developed and implemented consistent and collaborative planning for all curriculum areas across the teams relevant to Westminster Christian School's Special Character and our community. Implementation of all areas of NZC and the Curriculum Refresh and embedded EnviroSchools Programme across the year levels. We have also achieved Bronze status in the Enviro Schools program.	One of the main factors influencing this goal was developing a focus group of teachers. We call this a committee and meet once every two weeks for a short morning meeting. Staff from across the school's teams are represented. This has allowed for consistent growth across the school and a move from a centralised focal point.	The regular meetings throughout the year contributed to the actions and initiatives being implemented steadily throughout the year, resulting in the school's celebration of a Bronze certification.	The whole school will continue to implement an environmental school's skills, principles and practices. We want to build on our rubbish-free Wednesdays and incorporate more days in the week until we become a rubbish-free school.
Planning for 2025:			
Mathematics and Literacy ● Embed Structured Literacy in Junior Teaching and Learning. ● Introduce Structured Literacy in Senior and Intermediate Teaching and Learning. ● Align Numeracy and Literacy with the Curriculum Refresh. ● Access PLD in Numeracy as directed by the Ministry. ● CLTs for English and Mathematics & Statistics to gain expertise and filter it throughout the staff. ● Consistent and Collaborative Planning across the teams. ● Consistent Assessment and use of Data. ● Effective application of Westminster Christian School's Special Character. Barrier-free, Culturally Responsive Practice ● Transformation by Design framework introduced. ● Continued development in the staff's capabilities in Christian Education will be evident in all areas of planning and teaching. ● PB4L applied to behaviour management in every class and throughout the school with a deeper focus on restorative practice. ● School Values promoted throughout the school and used in daily conversation. ● Our bicultural and multicultural make-up embraced and honoured. ● Kapa Haka, Te Reo Māori and Te Ao Māori incorporated into our daily and weekly teaching. ● The needs of our diverse learners are met through our Inclusive Education. ● Teachers will be resourced to provide the standard of education expected. ● Review our GATE processes, allowing the identification of gifted and talented students. Local Curriculum ● Staff member involvement across the school in various areas. ● Consistent and Collaborative Planning of all Curriculum Areas across the teams relevant to Westminster Christian School's Special Character and our community. ● Implementation of all areas of NZC and the Curriculum Refresh ● Embedded EnviroSchools Programme across the year levels			