



TE KURA O TERRACE END
TERRACE END SCHOOL

Terrace End School Analysis of Variance 2023

School Number 2466



Target One (Goal 1)

At Terrace End School we will provide all students and staff with opportunities to succeed.

Focus Area: Writing

Why this target

Achievement in writing is an essential skill that has a high impact on ongoing success in school and the workforce. Writing achievement at Terrace End School has been a challenging area to raise achievement in. Challenges with raising writing achievement is common to many schools across Aotearoa, New Zealand.

Annual Aim

Lift achievement in writing using small group support, high engagement activities and formative assessment. Strengthened processes for developing effective writers will be researched and documented.

Baseline Data

Writing sample: Beginning, Middle and End of Year.

Teachers will provide a target plan that shares expected progress, indicators of success, student voice, formal and informal contacts with whanau, and team discussions.

Target children reporting: Beginning, Middle and End of Year.

Teams will report on progress and achievement across the Team at the Beginning, Middle and End of the Year. Children will be selected across the Teams.

Planned actions

1. Identify target learners through the beginning of the year assessments.
2. Organise external and internal PLD to be delivered in staff meetings.
3. Organise 1:1 support for staff who are developing their skills in various aspects of writing practice.
4. Create a set of learning progressions that provide support for teachers who are assessing students and establishing the next learning steps.
5. Report to the BOT on progress being made by learners and teachers with writing.

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>
Identify target learners through the beginning of the year assessments.	Completed. All classes identified students to be their target learners.	No variance	Continue to monitor the progress students make in writing.
Organise external and internal PLD to be delivered in staff meetings.	Internal PLD was organised and delivered. Of particular value was the staff meeting where we	External PLD was not delivered due to our existing PLD commitments.	Organise external and internal PLD to be delivered in staff meetings. Particularly

	looked at the existing systems and resources as there is a lot of helpful content for teachers to utilise.		in the second half of 2024.
Organise 1:1 support for staff who are developing their skills in various aspects of writing practice.	1:1 support was provided by Team Leaders and the Deputy Principal. The PLD delivered to our PCTs was of a particularly high standard and supported by the RTLit	No variance	Organise external and internal PLD to be delivered in staff meetings. Particularly in the second half of 2024.
Create a set of learning progressions that provide support for teachers who are assessing students and establishing the next learning steps.	Existing progressions were shared at the writing staff meeting. The deputy principal initiated a deliberate action to use writing progressions in student books in classrooms. Her influence ensured that more classes started using the progressions as a tool for assessment and next steps.	No variance	Improve our set of learning progressions and align with the new curriculum levels and content.
Report to the BOT on progress being made by learners and teachers with writing.	The BOT received three reports at the beginning, middle and end of the year, which identified focus groups and achievement trends.	No variance	More detailed reporting is required in 2024. Exact names and numbers combined with a clear action plan would be highly beneficial.

Planning For Next Year

Writing will remain a focus in 2024 and 2025. The PLD will be delivered wherever possible as our school has a major PLD focus on Mathematics in 2024. Ongoing structured literacy PLD will also support the development of literacy skills.

The next step is to further develop writing progressions that are used regularly by all staff. Some teachers currently use the progressions, but they are not embedded in practice schoolwide.

Target One (Goal 2)

At Terrace End School we will provide all students and staff with opportunities to succeed.

Focus Area: PB4L

Why this target

Terrace End School has completed PB4L-SW Tier 1 refresher training in 2022 and is undertaking Tier 2 training in 2023. Significant gains have been made through improvements to Tier 1 systems. As a result of this practice the school is now in a position to implement PB4L-SW Tier 2 responses with the goal of improving overall behaviour.

Annual Aims

Implement PB4L-SW Tier 2 responses

1. Check In Check Out (CICO)
2. Newcomers Club

Baseline Data

ODR data via eTap.

Monthly Big 5 reports

Analysis of current practice and systems achieved via observations and conversations with key staff.

Planned actions

1. Engage PB4L-SW team at the MOE.
2. Attend Tier 2 training (PB4L-SW Leaders).
3. Complete analysis of current practice and systems achieved via observations and conversations with key staff.
4. Regularly analyse ODR data via eTap.
5. Analyse monthly Big 5 reports.
6. Train key staff in Tier 2 support.

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>
Engage PB4L-SW team at the MOE.	Completed. The team at the MOE supported our school throughout the year.	No variance	We now have the internal systems and capability to lead PB4L-SW effectively and, for the most part, independently. We will access support from the MOE team when required rather than in a scheduled system.
Attend Tier 2 training (PB4L-SW Leaders).	Completed. All sessions were	No variance	Utilise the internal systems and capability

	attended by either the PB4L lead teacher and/or the Principal.		to lead PB4L-SW effectively in 2024 and beyond.
Complete analysis of current practice and systems achieved via observations and conversations with key staff.	Completed. Classroom walkthroughs were done for all teachers.	No variance	Continue to monitor the current practice and systems.
Regularly analyse ODR data via eTap.	Completed. ODR data was regularly monitored and analysed. Staff were supported in providing accurate and timely ODRs via eTap.	No variance	Continue to monitor the current practice and systems.
Analyse monthly Big 5 reports.	Completed. Big 5 data was regularly analysed and reported. Reports were generated in weeks five and ten of each term and shared with the Leadership and teaching teams. A wide variety of responses to the data occurred, which significantly affected students' behaviour overall. Analysis of the Big 5 data ensured consistent monitoring of individuals and groups.	No variance	Continue to monitor the current practice and systems.
Train key staff in Tier 2 support.	Completed. The PB4L-SW Tier 2 team was established.	No variance	The PB4L-SW Tier 2 team will continue working in 2024 and beyond. If a team member needs to be replaced for any reason, staff has the internal capability to do so.

Planning For Next Year

Complete the development of the Check In, Check Out, and the Check and Connect systems.

Embed the use of the Newcomers Club and Quiet Club to further influence positive behaviour schoolwide.

Use TEAM Talk to communicate consistent, positive messages to students and staff about the 'Terrace End Way'.

Generate, analyse and respond to findings in monthly Big 5 reports.

Improve staff knowledge about functional behavioural assessments. eTap will be updated to formalise the system and responses to support this work.

Target One (Goal 3)

At Terrace End School students, staff, and whānau learn in a safe culturally inclusive environment.

Focus Area: Kāhui Ako - Rongohia Te Hau

Why this target

The Kāhui Ako has been focussed on culturally responsive practice via the Poutama Pounamu programme facilitated by Waikato University. Terrace End School has engaged with this learning throughout 2022 with our Within School Teacher completing the study component. Our school has regularly completed ākonga meetings to share key learnings from the Poutama Pounamu programme with the teaching staff. In 2023 Rongohia Te Hau will be used to assess our culturally responsive teaching.

Annual Aim

Improve culturally responsive teaching practices at Terrace End School.

Baseline Data

Facilitator classroom observations

Ākonga surveys

Whānau surveys

Teacher Surveys

Planned actions

1. Attend Kāhui Ako information session with Rongohia Te Hau facilitators.
2. Teachers to complete initial training with Rongohia Te Hau facilitators via two staff meetings.
3. Complete ākonga surveys, whānau surveys and teacher Surveys.
4. Complete classroom observations.
5. Analyse classroom observation data, ākonga surveys, whānau surveys and teacher Surveys.
6. Develop next steps.
7. Incorporate new learning in our local curriculum and effective practice documentation.

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>
Attend Kāhui Ako information session with Rongohia Te Hau facilitators.	Completed. Staff attended all information sessions and any required updates to ensure Rongohia Te Hau ran smoothly.	No variance	This phase of Rongohia Te Hau has been completed.
Teachers to complete initial training with Rongohia Te Hau facilitators via two staff meetings.	Completed. Staff attended all information sessions and any required updates to ensure Rongohia Te Hau ran smoothly.	No variance	This phase of Rongohia Te Hau has been completed.
Complete ākonga surveys, whānau surveys and teacher surveys.	All survey groups participated, including ākonga, whānau and teachers. Terrace End School supported the gathering of data by holding multiple in person sessions as well as the main online survey.	No variance	This set of Rongohia Te Hau surveys has been completed.
Complete classroom observations.	Completed. The Rongohia Te Hau team conducted classroom observations for all teachers, including Terrace End School staff, Across School Teachers, and Rongohia Te Hau facilitators.	No variance	This set of Rongohia Te Hau observations has been completed.
Analyse classroom observation data, ākonga surveys, whānau surveys and teacher Surveys.	Completed with the support of the Rongohia Te Hau team. Data and next steps were reported to staff, BOT and the community.	No variance	Complete surveys in 2025 as a part of our ongoing cycle of improvement in this space.

Develop next steps.	The Rongohia Te Hau team has developed the next steps.	No variance	Identified next steps are being included in the local curriculum and effective practice documentation during 2024.
Incorporate new learning in our local curriculum and effective practice documentation.	Rongohia Te Hau learnings are being included in the local curriculum and effective practice documentation during 2024.	No variance	Include the Rongohia Te Hau learnings in the local curriculum and effective practice documentation during 2024.

Planning For Next Year

Include the Rongohia Te Hau learnings in the local curriculum and effective practice documentation during 2024.

Develop the Te reo and Tikanga competency matrix.

Actively participate and contribute to the Palmerston North Kāhui Ako focus of Rangitāne Tū, Rangitāne Ora.

Target One (Goal 4)

At Terrace End School we are committed to the development of our future-focused vision.

Focus Area: Attendance

Why this target

Student attendance rates have declined significantly across Aotearoa New Zealand. There are many social and economic factors that have caused this decline, however, COVID19 has undoubtedly had the greatest effect. We know that regular attendance at school has a significant impact on achievement and wellbeing for students.

Annual Aim

Through effective initiatives and regular monitoring of attendance data we aim to Increase student attendance rates to the national expectation.

Baseline Data

2022 Attendance Matters Data

2022 eTap attendance data

Planned actions



1. Analyse 2022 Attendance Matters Data.
2. Analyse 2022 eTap attendance data with a particular focus on attendance codes.
3. Produce a report for the BOT to frame the attendance challenge we are facing.
4. Apply for Regional Response Funding.
5. Appoint a senior leader to be in charge of the attendance initiative.
6. Analyse monthly the 2023 eTap attendance data with a particular focus on attendance codes.
7. Analyse termly the 2023 Attendance Matters Data.
8. Report termly to the BOT & Regional Response fundholders about progress that has been made with increasing attendance. A particular emphasis will be placed on the target learners in the Regional Response Fund application.
9. Summarise initiatives with the aim of embedding what was effective for 2024.

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>
Analyse 2022 Attendance Matters Data.	Completed. The 2022 data was used as a baseline for 2023 initiatives.	No variance	Establish the new attendance model for Terrace End School. This will involve categorising individual student attendance based on tier 1 (90% or more), tier 2 (80-90%) and tier 3 (less than 80%) needs.
Analyse 2022 eTap attendance data with a particular focus on attendance codes.	Completed. The 2022 data was used as a baseline for 2023 initiatives.	No variance	Analyse 2023 eTap attendance data with a particular focus on attendance codes.
Produce a report for the BOT to frame the attendance challenge we are facing.	Completed with the BOT being briefed about attendance status towards the end of Term 1, 2023. The report on attendance challenges formed the basis for the RRF application for the remainder of the year.	No variance	Produce regular reports for the BOT to ensure the attendance issues remain at the forefront.
Apply for Regional Response Funding.	Completed. Two RRFs were successfully applied for.	No variance	Continue to apply for RRF as we know based on the data and analysis that tier 2 & 3 responses must be well resourced.

Appoint a senior leader to be in charge of the attendance initiative.	Completed. The Deputy Principal was appointed to lead the attendance initiatives.	No variance	Appoint the Deputy Principal to lead the attendance initiatives in 2024.
Analyse monthly the 2023 eTap attendance data with a particular focus on attendance codes.	Completed. eTap attendance data was analysed every month. Comprehensive reports were presented to the leadership team, as well as BOT and MOE.	No variance	Regularly analyse data and report to the leadership team, wider staff and BOT.
Analyse termly the 2023 Attendance Matters Data.	Completed. The termly the 2023 Attendance Matters Data was analysed. The data we had about the individuals in our target group was already well known and understood, but the Attendance Matters Data helped with the tier 1 response.	No variance	Regularly analyse data and report to the leadership team, wider staff and BOT.
Report termly to the BOT & Regional Response fundholders about progress that has been made with increasing attendance. A particular emphasis will be placed on the target learners in the Regional Response Fund application.	Completed. Comprehensive reports were presented to the leadership team, as well as BOT and MOE. The reports were used to support further Regional Response Fund applications.	No variance	Regularly analyse data and report to the leadership team, wider staff and BOT.
Summarise initiatives with the aim of embedding what was effective for 2024.	Completed. The final 'no names' report was presented to the BOT and MOE with the goal of sharing the success we had in engaging our tier 2 & 3 students.	No variance	Complete summary at the end of 2024.

Planning For Next Year

Analyse the 2023 eTap attendance data and the Everyday Matters reports to identify priority students for further intervention.

Create a plan to improve tier 1 attendance rates. A priority will be ensuring that most students maximise their time at school.

Apply for Regional Response funding so the Deputy Principal can work intensively with the identified tier 2 and 3 students.