

# Manurewa Central School

## Statement of Variance

### 2025/2026

#### STRATEGIC GOAL 1: Learners at the Centre - Whanaungatanga

#### ANNUAL TARGET/GOAL: Develop Students' Mental Health and Wellbeing Capabilities

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Embedding the Mitey Programme	<ul style="list-style-type: none"> <li>Increased teacher confidence in use of Mitey units of work, and their application across the curriculum</li> <li>Sustainable practices in place to support further development of Mental Health curriculum e.g. Mitey learning objectives, 'I can' toolkit, and teaching conventions</li> <li>Shared understanding of how Mitey programme can reinforce social and emotional aspects of learning - highlighted as a need by students</li> <li>Mitey Programme communicated with parents</li> </ul>	<ul style="list-style-type: none"> <li>Targeted learning in action sessions with Mitey Facilitator</li> <li>Mitey Wellbeing Review Tool August 2025</li> <li>Student Wellbeing Survey (T2)</li> <li>Staff reflections (T3)</li> <li>Leadership meeting minutes (T3)</li> <li>School website</li> <li>Te Ara Huarau/School Improvement Framework (SIP)</li> </ul>	<ul style="list-style-type: none"> <li>The school has seen a shift towards sustaining quality practice across all five strands of the Mitey Model (Curriculum, Learners, Leadership, Stewardship and Partnership).</li> <li>The school is now actively engaging with the community, and has systems in place, to ensure a shared language to support the positive mental health and wellbeing of ākonga.</li> <li>The Mitey Programme is one of three initiatives that have supported the positive outcomes reported by students in the Student Wellbeing Survey. However, for a small percentage of students, the following still needs addressing through the Mitey programme: students' ability to learn about and manage their own and others' feelings, and confidence to seek help and stand up for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Active use of the 'I can' statements with students and parents to support effective assessment and progression reporting</li> <li>Continuation of explicit teaching of Mitey units of work, as well as embedding learning objectives across the curriculum</li> <li>Board Induction and role in supporting the Mitey Programme</li> </ul>

Student Wellbeing Survey	<ul style="list-style-type: none"> <li>• Ākonga report a decrease in bullying incidents, and report the school has a safe, caring learning environment</li> <li>• The improvements in safety and teaching are positive outcomes of the actions taken since 2022, such as working with the MAC project, middle leadership PLD, and the introduction of the Mitey Resilience Programme.</li> <li>• Navig8 programme fostered open discussion, cultural connection and critical understanding of puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Student Wellbeing Survey (T2)</li> <li>• Board Report - Analysis of Wellbeing at School Survey</li> <li>• Navig8 Relationships and Friendship Programme Report</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of the 2025 Wellbeing at School Survey shows mixed results when compared to the 2022 survey, with some areas improving while others have declined slightly. Data from the Student Wellbeing survey suggests that the Mitey initiative could be used more effectively, alongside other initiatives, to meet the needs of a small percentage of students in regards to; feelings of being heard, their ability to manage emotions, and their sense of cultural value.</li> <li>• The teacher and SLT aspects of this survey were not completed this year. It is important for the integrity of findings that all parts of the survey are conducted in 2 year's time.</li> </ul>	<ul style="list-style-type: none"> <li>• Empower student voice</li> <li>• Reinforce social and emotional aspects of learning with targeted resourcing</li> <li>• Strengthen cultural responsiveness</li> <li>• Me &amp; My School Survey</li> <li>• Unpack student wellbeing surveys at whole staff level so that strategies can be implemented across the school to build consistency of approach to student mental health and wellbeing.</li> </ul>
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#### ANNUAL TARGET/GOAL: Enhancement of Staff Hauora

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Teacher Wellbeing Survey	<ul style="list-style-type: none"> <li>• A teacher survey to address wellbeing priorities reported strengths within the school's support systems related to core professional duties, understanding of expectations, access to resources and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Selfcare Survey - Analysis of findings (T2)</li> <li>• Staff meeting outcomes (T3)</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher survey data suggests challenges with 'work life balance' and the ability to disengage mentally from work and prioritise 'selfcare'. There is a perception of inequitable workload distribution and while staff generally feel respected, there is a need for more consistent acknowledgement of their achievements.</li> <li>• More consultation with teachers is needed to unpack the outcomes of the selfcare survey and prioritise next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing work life balance</li> <li>• Fostering equitable workload distribution</li> <li>• Enhancing communication</li> <li>• Strengthening community and recognition/ acknowledgement of achievements</li> </ul>

## ANNUAL TARGET/GOAL: Promote Community Engagement - whānau/school partnerships

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Consultation with whānau	<ul style="list-style-type: none"> <li>Partnerships in the wellbeing space have been promoted through the following actions: website includes access to Mitey Programme overview, Whānau Snapshot Survey included a student wellbeing question, and the Mitey review has been shared with parents via the newsletter</li> <li>Increased participation by parents/whānau in our community consultations e.g. 219 responses to the Snapshot Survey (140 in 2024), and 74 responses to our biennial Community Consultation Survey (46 in 2022)</li> <li>Successful involvement of the Board in whānau teacher meetings</li> <li>Report format was adapted in line with MoE wording expectations</li> </ul>	<ul style="list-style-type: none"> <li>Whānau Snapshot Survey (March 2025)</li> <li>Community Consultation Survey 2025</li> </ul>	<ul style="list-style-type: none"> <li>As a result of the Whānau Snapshot Survey, we can conclude that the board's vision for a holistic approach to education at MCS remains strong. We are confident that recent changes to curriculum and assessment will not mean we have to deviate from our commitment to whānau and will continue to deliver an education that meets the needs of their children, as expressed in their responses to the survey.</li> <li>The findings of the Community Consultation Survey confirm the following as strengths: the school is a welcoming and respectful environment and is a safe place for students, children are accepted for who they are, individual needs are catered for across a range of subjects, school provides high quality teaching and learning, there is opportunity for whānau engagement in school events, student wellbeing is underpinned by a strong values programme, students take part in regular activity, and the newsletter and school reports contain helpful information. Only 29.7% of parents would like a school uniform introduced. The parents offered suggestions for improvements and these are expressed in our next steps and will inform the Annual Plan for 2026.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to seek ways to develop positive relationships with all parents</li> <li>Review provision for extra curricular activities, homework and GAT</li> <li>Further development of the school website</li> <li>Communicate our Health Programme to parents more effectively, particularly the sexuality' element</li> <li>Board to consider their next community engagement project</li> <li>Review written report format and sharing of student goals</li> </ul>

## STRATEGIC GOAL 2: Barrier Free Access - Ako

### ANNUAL TARGET/GOAL: Develop Student Agency and Engagement

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Embedding of He Manu Rere Learner Profile	<ul style="list-style-type: none"> <li>A shared understanding of how our school systems and pedagogy (He Manu Rere and AFL) align with Te Mātaiaho, and the science for learning principles</li> <li>Increased teacher confidence in embedding He Manu Rere as a tool for developing student agency and engagement through revision of the 'Making Thinking Visible' routines when discussing Science of Learning Principles and the 'Do' element of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Student Wellbeing Survey 2025</li> <li>Staff Meeting - Science of Learning March 2025</li> </ul>	<ul style="list-style-type: none"> <li>Teacher feedback confirms the alignment between He Manu Rere dispositions and the Mitey I can statements. They see the two working together as a teaching strategy to develop greater resilience, confidence and risk taking in our students. Correlation with the teaching guidance and the understand, know, do framework of the refreshed curriculum provides further opportunities for learners to engage in 'learning to learn' principles, particularly when teachers plan and apply the science of learning theories.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently connect He Manu Rere to students' everyday actions, learning foci and strengths</li> <li>Promote consistent use of the Student Inquiry Model tool and communicate with parents, uploading graphic onto the school website to support shared understanding of 'the cycle of learning'</li> </ul>
Raising the profile of our student inquiry model	<ul style="list-style-type: none"> <li>Visual representation of our student inquiry cycle completed</li> </ul>	<ul style="list-style-type: none"> <li>Student Inquiry Cycle graphic</li> </ul>	<ul style="list-style-type: none"> <li>The graphic for our student inquiry model is not yet live on our website as work on the refreshed curriculum continues. We have focused on embedding changes to the core curriculum areas. As further changes are made to the other subject areas, a shared, consistent approach to use of the model will be initiated</li> </ul>	

Kāhui Ako Teacher in School Inquiry	<ul style="list-style-type: none"> <li>Established an inquiry team with teachers from across the school to support provision for self directed learning projects for GAT students</li> <li>Participation in the Chapter Chat programme for gifted readers was reported as successful by students and staff facilitators</li> </ul>	<ul style="list-style-type: none"> <li>WiS inquiry feedback</li> <li>Chapter Chat student reflections</li> <li>GAT Staff Meeting T3</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback provides evidence of higher level reading behaviours, critical analysis and the ability to go beyond the text to make meaning of the world around them. They learnt to use multiple sources of information with an understanding that internet research 'cannot always be trusted!'</li> <li>With disestablishment of the Kahui Ako our GAT inquiry has come to an end. We now need a more targeted approach to identifying and catering for the diversity of needs presented by our GAT students so that similar outcomes to those provided by Chapter Chat are reported.</li> </ul>	<ul style="list-style-type: none"> <li>Update GAT register using reviewed identification tools to plan for effective supports and programming in 2026</li> <li>Consider UDL PLD to support accelerated learning pedagogies for GAT learners</li> <li>Share opportunities and outcomes of GAT interventions more effectively with the community</li> </ul>
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### ANNUAL TARGET/GOAL: Ensure Rigour in Teaching of Core Curriculum Areas

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Engagement with NZ refreshed curriculum for Maths and English	<ul style="list-style-type: none"> <li>A comprehensive PLD programme was undertaken this year to ensure full engagement with the refreshed curriculum for Maths and English e.g. Leadership team participated in Core Education Structured Literacy PLD, 4 teachers and principal participated in Alfriston Cluster maths 'Learner First' PLD, Day 1 of the MoE Structured Maths workshops completed,</li> <li>Termly staff/team meetings schoolwide were effective in sharing new learning, and making connections with Te</li> </ul>	<ul style="list-style-type: none"> <li>Termly OTJ and summative assessment reporting</li> <li>Termly tracking and reflection documents</li> <li>Staff Meeting/TOD presentations</li> <li>Te Ara Huarau (SIP)</li> <li>TLF Scrap Paper assessments</li> <li>RTLb project evaluation of literacy assessments</li> <li>Leadership feedback and reflections</li> </ul>	<ul style="list-style-type: none"> <li>The change process has been managed effectively with intentionally planned opportunities for feedback, feed forward and sharing of practice. This strategy ensures new learning is acted upon and remains current. To date our PLD in Maths, structured literacy and the science of learning has affirmed that good practice already exists across the school. Our structured approach to literacy is comprehensive and aligns with curriculum expectations and outcomes. We are making minor adjustments to planning, and updating relevant information documents for inclusion in our curriculum guidelines as we work with the new teaching sequences.</li> <li>The Prime Maths resources have not yet been distributed for use by staff. We continue to grow a strong</li> </ul>	<ul style="list-style-type: none"> <li>Provide ongoing support for teachers to implement the 'do' progress outcomes in maths</li> <li>Introducing Prime resources</li> <li>Continuation of involvement with Alfriston TLF Maths cluster</li> <li>Plan for 3 remaining MoE Maths and Statistics TOD</li> <li>Continue to develop a schoolwide consistent approach to structured literacy</li> <li>Alignment of the MoE 'Make it Write' plan with MCS</li> </ul>

	<p>Mātaiaho to consolidate understanding of refreshed curriculum</p> <ul style="list-style-type: none"> <li>• Evaluation of Prime maths resources</li> <li>• Review of MCS reading assessment document for teachers</li> <li>• Aligned our approach to structured literacy with curriculum expectations across the school to ensuring rigour in the teaching of all aspects of the English curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings - Revisiting expectations of the maths curriculum, Science of Learning, A Connected Curriculum, TLF</li> <li>• Curriculum documents</li> </ul>	<p>understanding of the maths teaching sequences to ensure we have a shared understanding of how we frame teaching practices productively to encourage experimentation and innovation within the context of the new curriculum. We will utilise the resources once confidence in all aspects of the revised maths curriculum is secure, particularly how teachers activate the 'dos'.</p> <ul style="list-style-type: none"> <li>• The RTLB project and cluster leads report that current programmes (letters and sounds and Heggerty, focusing on phonic awareness and early reading) are working effectively. Teachers are using evidence-informed, structured practices to achieve strong outcomes in the careful sequencing of phonics, vocabulary and comprehension. We need to build on these firm foundations as students move from phase 1 to phase 2 of the curriculum.</li> </ul>	<p>writing expectations</p>
<p>Provide professional development for teachers in ELLs</p>	<ul style="list-style-type: none"> <li>• The ELLs PLD, provided by Tools4Teachers to support English Language Learners across the curriculum, was well received by staff. It equipped teachers with effective pedagogies to use in daily teaching, and clarity in the use of the ELLP Pathway documents for planning and assessment</li> <li>• Involvement in the Pacifica Teacher Aide Project (PTAP) upskilled our ELLs support team</li> </ul>	<ul style="list-style-type: none"> <li>• Team meeting minutes</li> <li>• PTAP facilitator feedback</li> </ul>	<ul style="list-style-type: none"> <li>• In 2024, teachers cited English language learners as a potential barrier to raising achievement levels in the core subjects. In 2025, Tools4Teachers provided PLD in the form of practical strategies to engage ELLs students with language acquisition. Informal walkthroughs of classrooms confirm that these strategies are being put into practice. Teachers also have a greater understanding of the ELLP Pathway - a key planning, teaching and assessment resource aimed at teachers at all levels working with students learning English as a second language. . Now the use of this document needs to be embedded in practice.</li> <li>• The PTAP facilitator reported that new strategies focusing on supporting oral</li> </ul>	<ul style="list-style-type: none"> <li>• Embed learning from 2025 PTAP programme, and Tools4Teachers PLD, to improve ELLs provision</li> <li>• Use of ELLP Pathway as a key planning, teaching and assessment resource for ELLs</li> </ul>

			language, questioning, written language, and learning to learn principles are being effectively used with ELLs students.	
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Raising Achievement in Reading	<b>What did we achieve?</b>	<ul style="list-style-type: none"> <li>Overall school data for OTJs in Reading has been assessed as 78% (target for 2025 was 80%). Cohort achievement is as follows(2025 targets in brackets): Yr1 95% (90%), Yr2 73% (80%), Yr3 73% (80%), Yr4 76% (80%), Yr5 71% (80%), Yr6 62% (80%). Reading progress and achievement remains a strength for the school.</li> </ul>
	<b>Evidence</b>	<ul style="list-style-type: none"> <li>End of year data Board Reports (includes OTJs and analysis of e-asTTle, PM Benchmarks/running records/Probe. The CODE data report from RTLB Service.</li> </ul>
	<b>Reasons for any differences (variances)between the target and the outcomes</b>	<ul style="list-style-type: none"> <li>Ethnic data analysis highlights a group of 15 Asian students in Yr2, 10 Asian students in Yr4, 9 Asian students in Yr5 and 11 Asian students in Yr 6 working below age related expectations. The majority of these students are ESOL.</li> <li>In Year 6 students were cross grouped which may have impacted the acceleration needed for target students.</li> </ul>
	<b>Planning for next year - where to next?</b>	<ul style="list-style-type: none"> <li>Offer tiered reading intervention through ESOL programme to address acceleration for students.</li> <li>Offer tired reading intervention through 30 week redeployment project.</li> <li>Ensure guided reading teaching is explicit in teacher planning from Year 1 - 6.</li> <li>Exploit additional opportunities to further enrich reading programmes i.e ChapterChat/Book Challenge</li> <li>Monitor rigour in termly tracking and reflection documents</li> </ul>
Raising Achievement in Writing	<b>What did we achieve?</b>	<ul style="list-style-type: none"> <li>Overall school data for OTJs in Writing has been assessed as 70% (target for 2025 was 75%). Cohort achievement is as follows(2025 targets in brackets): Yr1 93% (90%), Yr2 67% (75%), Yr3 64% (70%), Yr4 57% (70%), Yr5 59% (70%), Yr6 54% (75%).</li> <li>CODE - Phonemic Awareness Data All four pods—Yr 6, Yr5, Yr4 and Yr3—have made noticeable progress in phonemic awareness, with learners moving from the mid-20s to scores close to full marks out of 30. The intervention has clearly helped them hear, identify, and manipulate sounds more accurately, while also building their confidence. Across the groups, learners are now more precise with blending, segmenting, and working with sounds, and they are ready to use these skills more independently in reading and spelling. This growth shows strong engagement with the teaching and provides a solid foundation for further literacy development.</li> </ul>
	<b>Evidence</b>	<ul style="list-style-type: none"> <li>End of year data Board Reports (includes OTJs and analysis of e-asTTle/writing samples). The Code data analysis. Curriculum and Insights and Progress Study. The CODE data report from RTLB Service.</li> </ul>
	<b>Reasons for any differences</b>	<ul style="list-style-type: none"> <li>Our Year 3 and Year 6 ākonga Māori showed strong achievement in the 2024 writing assessment of the Curriculum Insights and Progress Study. Our school was one of six out of 180 schools for Y3,</li> </ul>



	<b>(variances)between the target and the outcomes</b>	<p>and one of twenty out of 160 schools for Y6 that the research group wanted to talk to with regards to how we accelerate learning for our Māori students. There are two specific teaching practices that were implemented in 2024 which may have had an impact on Māori student achievement in writing. 1. AfL with a focus on writing 2. Inquiry topics with Te ao Māori and Matauranga Māori woven through them. We also have a holistic picture of how we approach teaching and learning through a Māori lens (what is good for Māori is good for all students). E.g. the importance of protection, participation and partnership, He Manu Rere, relationship based learning - teaching to the north east etc. However, Maori OTJ in Year 4 does not support this and needs addressing.</p> <ul style="list-style-type: none"> <li>• CODE Schonell Spelling Data Across all pods, learners have made positive progress in their spelling ages. Everyone has increased their scores, with Yr 6 and Yr4 showing the highest lifts, and Yr3 making steady gains from a lower starting point. The Code intervention has clearly had a beneficial impact on spelling development across the board.</li> <li>• Ethnic data analysis highlights a group of 15 Asian students in Yr2, 12 Asian students in Yr3, 13 Asian students in Yr4, 10 Asian students in Yr5 and 14 Asian students in Yr 6 working below age related expectations due to an ESOL component. Pacific students in Yr 5 (9) and Yr 6 (10) did not reach age related expectations due to a combination of ESOL and attendance. Group of 9 Māori students in Yr 3 and Yr5 did not meet age related expectations, the cause being a combination of attendance, learning needs and transfers in.</li> </ul>
	<b>Planning for next year - where to next?</b>	<ul style="list-style-type: none"> <li>• Offer tiered reading into writing intervention through ESOL programme to address acceleration for students.</li> <li>• Termly schoolwide targeted moderation</li> <li>• Continuation of the CODE Yr 3-6</li> <li>• Monitoring and evaluate impact of writing planning against expectations of refreshed English Curriculum from Y1 - Y6</li> <li>• Monitor rigour in termly tracking and reflection documents</li> </ul>
Raising Achievement in Mathematics	<b>What did we achieve?</b>	<ul style="list-style-type: none"> <li>• Overall school data for OTJs in Mathematics has been assessed as 70% (target for 2025 was 80%). Cohort achievement is as follows(2025 targets in brackets): Yr196% (90%), Yr2 71% (80%), Yr3 66% (80%), Yr4 59% (80%), Yr5 50% (70%), Yr6 52% (70%).</li> </ul>
	<b>Evidence</b>	<ul style="list-style-type: none"> <li>• End of year data Board Reports (includes OTJs and analysis of e-asTTle, JAM, NUMPA and Snapshots)</li> </ul>
	<b>Reasons for any differences (variances)between the target and the outcomes</b>	<ul style="list-style-type: none"> <li>• Ethnic data analysis highlights a group of 14 Asian students in Yr2, 10 Asian students in Yr3, 11 Asian students in Yr4, 14 Asian students in Yr5 and 15 Asian students in Yr 6 working below age related expectations</li> <li>• Māori Yr 4 14 students, Māori Yr 5 10 students, Pacific Yr5 11 students working below age related expectations</li> <li>• Although ESOL may be a factor in lower achievement, and for some students additional learning needs and attendance impact their ability to reach expectations, the new curriculum has raised expectations for each year level that may have resulted in the implementation dip identified in 2025.</li> </ul>



	<b>Planning for next year - where to next?</b>	<ul style="list-style-type: none"> <li>• Monitor rigour in termly tracking and reflection documents</li> <li>• Introduction of scrap paper 'in the moment' assessments</li> <li>• Composite year levels will require a UDL approach to planning and instruction</li> <li>• Moderation</li> <li>• Introduction of PRIME Maths</li> </ul>
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### ANNUAL TARGET/GOAL: Deliver Inclusive Initiatives that Value the Diversity of Students

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Improve regular attendance rates	<ul style="list-style-type: none"> <li>• Continuation of termly and annual attendance initiatives maintained our attendance rates with small gains in some aspects</li> <li>• DPs involved in the Kahui Ako Attendance Analysis Working Group enabled us to update our Attendance Policy to ensure alignment with the STEP process</li> <li>• Revised lateness procedures to ensure consistency across the school has had a positive impact on our lateness statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Every Day Matters Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Although our regular attendance figures are considered good by the MoE, we are at the lower end when comparing the schools in our Kahui. Our attendance initiatives have had a slight impact on our regular attendance rates throughout the year but we are still short of our 70% target</li> <li>• T4 - 55% (2024 62%) T3 - 50% (2024 49%) T2 - 58% (2024 56%) T1 - 61% (2024 60%)</li> <li>• Lateness figures show a marked improvement (65% on time to class in T1, 75% - in T2, 80% - in T3, 94% - in T4, 93%)</li> <li>• Present, justified and unjustified rates have not significantly changed since 2020.</li> <li>• Pacific student attendance rates require closer scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• Target 80% regular attendance for 2026</li> <li>• Continued focused approach to monitoring students with irregular attendance rates (specifically parents taking unjustified holiday absence in term time)</li> <li>• Work in partnership with parents to investigate the reasons for irregular absence and offer appropriate support</li> <li>• Involvement with the Alfriston Attendance Service</li> <li>• Monitoring and regular review of our AMP</li> </ul>
Monitoring of impact of learning intervention programmes	<ul style="list-style-type: none"> <li>• Accelerating Learning Action Plan completed in preparation for 2026</li> <li>• Replaced Agility with Sounds intervention in</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Learning checklist and Board Report (April 2025)</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing target support to accelerate progress is a strength of our school due to a high functioning learning support team. The school board monitors and provides resources</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Accelerated Learning Action Plan</li> <li>• Consider UDL PLD for 2026</li> </ul>

	<p>the senior school with 'The Code' spelling programme - RTLB supported intervention. This has enabled a consistent approach to spelling across the senior school.</p> <ul style="list-style-type: none"> <li>• We continue to show value for inclusive initiatives that engage all our tamariki e.g. introduction of a specialist drumming programme for ORS students, and continued funding from the board to provide a special needs teacher to support teaching and learning for our ORS students</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Year nets</li> <li>• Learning Support Team intervention reports</li> <li>• RTLB Report (Sept 2025)</li> <li>• Multi Agency Meeting minutes</li> <li>• Termly tracking and reflection documents</li> <li>• Te Ara Huarau School Improvement framework</li> </ul>	<p>to support students at risk of underachieving. We use high quality evidence to support analysis of schoolwide data with a cyclical process of inquiry to monitor progress and implement next steps. Areas for improvement have been identified and included in an action plan for 2026.</p> <ul style="list-style-type: none"> <li>• Letters and sounds is a high functioning initiative as evidenced by our 6 year nets results that saw accelerated progress for students in the categories that tested phonological awareness.</li> <li>• The RTLiT Report, and analysis of 'The Code' baseline data, focused on our approach to structured literacy and confirmed that a large number of children are already working above their chronological age in spelling - they attributed this to the impact of Letters and Sounds in the Junior School</li> <li>• Our oral language programme Wellcomm (cohort specific in Junior School) average 6-8 month shift in 2025 NB: ESOL students generally exceed this shift). Students not making expected progress are referred to RTLB.</li> <li>• Our specialist drumming programme supports our ORS students, and selected students with complex needs including buddies (25 students in total). The programme has visibly enhanced engagement, communication, inclusion and emotional regulation of the students involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain momentum of Tier 2 interventions in classroom programmes</li> <li>• Plan for 30 week literacy programme across the school using the expertise of two RTLiT teachers</li> <li>• Continuation of drumming programme</li> <li>• Continuation of RTLB involvement in providing consistent approaches to accelerating progress in literacy across the school</li> <li>• Board funding support for an additional special needs teacher continues in 2026</li> </ul>
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### STRATEGIC GOAL 3: Quality Teaching and Leadership - Rangatiratanga

ANNUAL TARGET/GOAL: Ensure Māori achieve success as Māori

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Work in partnership with the Māori Achievement Collaborative	<ul style="list-style-type: none"> <li>Provided support and resources to ensure progressive teaching of Te Reo Māori across the school and a commitment to the teacher registration endorsement that states “the teacher has continued to develop and practise te reo Māori me ngā tikanga Māori while practising as a teacher”.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meeting May 2025 - ‘Understand, Know, Do’ progression of Te Reo Māori Across the School</li> <li>Resource bank</li> </ul>	<ul style="list-style-type: none"> <li>Having all these resources in one place has supported teachers to build on prior knowledge and ability, and to ensure maintenance and support of tamariki new to our school. Teacher confidence still needs addressing to meet our expectations that te reo is used seamlessly and consistently across the day with two deliberate acts of teaching in the week (no more than 10 mins each) focusing on language acquisition, commands, question and answers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher confidence in use of te reo Māori</li> <li>Te reo Māori review</li> <li>Continue to develop cultural capability of staff</li> </ul>
Kāhui Ako Teacher in School Inquiry	<ul style="list-style-type: none"> <li>The Māori succeeding as Māori inquiry has gained momentum this year and yielded productive results to support our ākonga and whānau e.g. introduction of Pūrongo for Māori ākonga - consultation with whānau and finalisation of document, completion of a visual audit of the school, a whānau hui, kemu and kai event, and Kapa haka is now taught during curriculum time in response to feedback from Māori whānau</li> </ul>	<ul style="list-style-type: none"> <li>Kāhui Ako WiS feedback from whānau and reflections on inquiry</li> </ul>	<ul style="list-style-type: none"> <li>The visual audit of our school highlighted areas of development in terms of providing a sense of identity in our physical space for Māori learners and whānau, particularly at the entrance to the school and the reception area.</li> <li>Our Pūrongo for Māori ākonga is based on cultural identity covering aspects such as whakapapa, te reo Māori, Tikanga Māori, Wairua and Tai Ao. Te Rōpu Whānau were engaged in co constructing the report but would like the grading system explained further.</li> <li>Over 200 whānau attended the hui which was a wonderful turnout. We had hoped more would take part in the games, but they enjoyed watching tamariki participate. Feedback from whānau indicated they would like to see the Pūrongo used across the school eventually.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and roll out the reporting self assessment template - Pūrongo for Māori students in the senior school</li> <li>Enhance school environment to provide a sense of identity for Māori learners and whānau e.g; consideration of waharoa at office entrance and use of ‘oak tree deck’ as a marae ātea space for whakatauki</li> </ul>
Work in partnership with Ngā Manu Taiko	<ul style="list-style-type: none"> <li>Completion of our local history resource, gifted</li> </ul>	<ul style="list-style-type: none"> <li>Ngā Manu Taiko minutes and</li> </ul>	<ul style="list-style-type: none"> <li>Although Kāhui Ako have been disestablished, the work of Ngā Manu</li> </ul>	<ul style="list-style-type: none"> <li>Continue work with Ngā Manu</li> </ul>

	by Ngati Tamaoho - Maunga and Awa modules,	completed modules	Taiko is continuing in 2026. Next year the Moana module will be finalised. These modules provide students with a good understanding of the Manurewa pepeha and will be used to support our local histories curriculum.	Taiko to complete the Moana module linked to the Manurewa pepeha gifted by Ngāti Tamaoho <ul style="list-style-type: none"> <li>• Incorporate modules into our curriculum overview</li> </ul>
Cultural Activities	<ul style="list-style-type: none"> <li>• We continue to develop our cultural events. This year we have achieved the following: Mātariki community breakfast. Participation in Te Rā Haka festival - students across the kahui ako shared performances and waiata. Collaboration event between CLM and Mana Whenua Ngāti Tamaoho involved onsite Māori games and challenges and haerenga ki Matukutūreia or Matanginui.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• This year we have tried to actively shape cultural programmes that support te ao Māori, ensuring they are culturally responsive and relevant to Māori ākonga needs. Although we have effectively engaged Māori ākonga and whānau, strengthening community connections, we need to ensure we continue to promote biculturalism: all children need an understanding of te ao Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek ways to integrate Māori cultural activities into the curriculum for all children</li> </ul>
Māori Whānau Snapshot Survey	<ul style="list-style-type: none"> <li>• Māori Whānau Snapshot Survey March 2025 evidenced strengths in the holistic development of ākonga, balancing academic, social and cultural aspects while fostering stronger home - school partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Board Report analysing outcomes of survey</li> </ul>	<ul style="list-style-type: none"> <li>• The Board noted that the integrity of the data would be better served by either giving whānau the option to rate their responses on a scale or to choose their most important option. This would give a clearer understanding of the aspects of their child's learning and development that is most relevant to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the format of the Whānau Snapshot Survey</li> <li>• Continue to disseminate findings and actions taken as a result of their voice via the newsletter</li> </ul>
<b>ANNUAL TARGET/GOAL: Improve Assessment for Learning Practices</b>				
<b>ACTIONS</b>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year - where to next?</b>

<p>Consolidate AfL practice through alignment with Te Mātaiaho and the science of learning principles</p>	<ul style="list-style-type: none"> <li>• Updated MCS guideline documents in line with curriculum changes</li> <li>• Staff meetings- Science of Learning March 2025/Connected Curriculum May 2025 made connections with the AfL archway that underpins our AfL practice. Teachers now have a shared understanding of the key science for learning principles, and how these are woven through the refreshed curriculum teaching practices and sequences, and the continued importance of AfL pedagogies.</li> <li>• Revised planning templates to align with Te Mātaiaho year level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Guidelines and Curriculum Understandings and Expectations documents</li> <li>• Staff meetings</li> <li>• Tracking and reflection documents</li> <li>• Lesson observations and PGC discussions</li> <li>• Planning templates</li> </ul>	<ul style="list-style-type: none"> <li>• Three documents have been reviewed to align with current AfL practice; Assessment Files, Termly Tracking and Reflection Documents and MCS Assessment System (we expect to look at these again once the MoE provides further assessment guidance for curriculum refresh). Using these systems and processes enables us to capture 'naturally occurring evidence in practice' as detailed in our Quality Practice Statements and forms the key components of our PGC.</li> <li>• Feedback from our leadership meetings have highlighted the pressure teachers are under to implement the new curriculum and, in particular, the expectations of teaching the maths 'teaching sequence' for their year level. The solution is being able to see our curriculum as 'connected'. Our revised planning templates provide opportunities to make links across the learning areas in maths to ensure coverage, links are also made, when possible, to our school topics, themes, inquiries and we look for the teachable moments. Planning expectations at team level highlight the need for scaffolding learning to provide access to year level expectations, whilst also providing differentiation to support gaps in student knowledge/skills. It is important that our children experience low floor/high ceiling activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate the use and impact of AfL on teaching, learning and progress</li> <li>• Monitoring of planning to ensure high expectations against the teaching sequences for each year level, appropriate differentiation and provision for low floor/high ceiling learning</li> <li>• Formalise a system for moderation of all core subjects across the school</li> <li>• Informal walk throughs to observe AfL in practice</li> <li>• Implement and align the emerging MoE assessment system with the principles of effective AfL practice and our HIAM (High Impact Assessment Model)</li> </ul>
<p><b>ANNUAL TARGET/GOAL: Develop Middle Leadership Capability</b></p>				
<p>Professional Growth Cycle</p>	<ul style="list-style-type: none"> <li>• Performance Management documentation prepared and disseminated for 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Tracking and reflection documents</li> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes the importance of our PGC processes are lost in the day to day business of teaching, particularly through times of changing expectations from MoE. We have taken a measured approach to</li> </ul>	<ul style="list-style-type: none"> <li>• Review job descriptions, performance management and PGC</li> </ul>

	<ul style="list-style-type: none"> <li>Staff meeting - Professional Growth Cycle April 2025 provided an opportunity for teachers to make connections between each part of our cycle focusing on our systems for sharing of practice, trialling new strategies disseminated through PD, lesson observation expectations, the refreshed teaching standards 2026, and the link between these and our QPS.</li> <li>Reviewed our Quality Practice Statements in line with new Standards for Teaching 2026</li> </ul>	Guidelines - QPS document	<p>moving forward without overloading teachers unnecessarily - this is always a fine line as we seek for continued improvement. Our PGC philosophy is "improving, not proving". With this in mind, we have revised our lesson observation templates to ensure coverage of the ERO criteria. However, teachers are able to select the area of practice they would like observed so that they have ownership of the process and their future goals. Teachers report this as a positive and do not want the format of observations changed.</p>	<p>documentation in line with the 2026 Standards for Teachers</p> <ul style="list-style-type: none"> <li>PLD in coaching, mentoring and practice analysis conversations to build professional capital and a collaborative learning culture</li> <li>Facilitate a common understanding of the 2026 Standards for Teaching and our QPS</li> </ul>
Build leadership evaluative capabilities	<ul style="list-style-type: none"> <li>Leaders continued to work with a coach to develop team building skills in their role as middle leaders</li> <li>Fortnightly Leadership meetings continued providing opportunities to deliver the 'Leadership Programme', and develop leaders' evaluative capabilities through discussion of 'big picture' topics</li> <li>Protocols for lesson observations updated</li> <li>Used the Learning Talk Capability self review tool and talk-to-learn frames to guide PACs</li> </ul>	<ul style="list-style-type: none"> <li>External provider feedback</li> <li>Leadership meeting minutes</li> <li>Leadership Programme covering team building, structured literacy, Mitey, GAT, culturally responsive practice and Practice Analysis Conversations (PACS).</li> </ul>	<ul style="list-style-type: none"> <li>At the end of last year, leaders did not feel equipped to give improvement focused feedback to teachers in a clear and concise way. As we have completed our AfL PLD, and no longer have externally moderated lesson observations, we upskilled our middle leaders to lead PACS as part of our PGC entitlement. Leadership minutes confirm a shared understanding of the purpose of PACs and how the practice is structured to provide an effective professional learning tool. Collectively they identified aspects of practice that merited discussion and observation with their teaching teams, Leaders now report increased confidence in giving feedback to others as a result of a structured framework in place to support PACs.</li> <li>Our coaching facilitator confirms growth in our middle leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to develop evaluative capacity</li> </ul>

