

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strategic goals shown in your annual implementation plan.]

Strategic Goal 1: Growing learner capability				
Annual Target/Goal:				
As per the annual implementation plan				
Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action 1 - Improve teaching pedagogy to enhance teaching practices benefiting students learning outcomes.	Target groups of learners are identified based on assessment data and teacher knowledge to ensure focused support, accelerating student progress. Prior assessment information and understanding of students guide planning, particularly for Māori and priority learners, fostering equitable outcomes. The Learning Support Coordinator (LSC) and Senior Leadership Team (SLT) track student achievement in Reading, Writing, and Maths, ensuring ongoing monitoring and intervention to ensure progress and or acceleration.	The School used various types of evidence to monitor the impact of these actions, including: - Standardised test results (e.g., PATs,Running records, GLoSS, JAM) - Progress and achievement data for target groups - Reports from principal on student progress in Reading, Writing, and Maths - Longitudinal tracking of students in Years 1, 3, and 5 in Maths from 2024 onward - Student surveys and feedback on learning experiences Attendance and engagement data Parent/whānau surveys and consultation meetings	In 2024, the school identified minimal disparity between gender groups and between Māori and non-Māori students. While no significant disparity was evident (with a 10% variance), data showed that in reading and writing, boys were slightly overrepresented in the below-expectation category for their age or year level. In Maths, our Māori cohort demonstrated a disparity, achieving 11% higher across the board than non-Māori.	With the rollout of two new curriculum areas for English and Mathematics in 2025, our focus will remain on improving teaching pedagogy to enhance practices that benefit student learning outcomes. However, this improvement will be tailored to the adoption and effective implementation of the new curriculum within the school.
Action 2 - Growing our localised curriculum Adopting the refreshed curriculum	Due to the change in government and its shift in revising the New Zealand Curriculum, minimal progress was made in this area by the school. However, later in the school year, the	– Records from leadership meetings discussing curriculum changes and the review of maths program providers. – Comparative analysis of the four maths programs, including	With the election of the National government, the planned refresh of the New Zealand Curriculum was paused, creating uncertainty around the direction and timeline for implementation.	In 2025, the school will prioritise the implementation of the "new" English and Mathematics curriculum, ensuring that both areas are fully

	<p>leadership team conducted a review of four maths program providers to identify the best support for implementing the new Mathematics curriculum. The school selected Prime Math as the tool to support the NZC.</p>	<p>strengths, weaknesses, and alignment with the new curriculum.</p> <ul style="list-style-type: none"> – Emails, proposals, or communications with the Ministry of Education and programme providers. – Staff undertook 2 PLD days with the local Prime Math facilitator – Reports presented to the Board outlining the school's approach to curriculum changes and program 	<p>This shift resulted in schools receiving limited guidance and support for progressing with curriculum changes. As a result, our school temporarily scaled back work in this area while awaiting further clarity from the Ministry of Education. Despite this pause, the leadership team remained proactive, reviewing potential maths programs to align with the anticipated curriculum updates and ensuring staff were prepared for future changes.</p>	<p>integrated into teaching practices</p> <p>This will involve providing targeted professional development for teachers, aligning existing resources with the new curriculum, and supporting staff in adapting their pedagogical approaches to meet the updated learning goals.</p> <p>Collaborative planning sessions will be held to ensure consistency and coherence across year levels, with a focus on fostering an inclusive, culturally responsive learning environment that supports all students' needs. This strategic approach will ensure a smooth and effective transition, setting students up for success under the revised curriculum framework.</p>
<p>Action 3 - Acceleration and disparity</p> <p>-Close the disparity between Maori and Non-Maori learners.</p> <p>-Close the gap between male and female learners.</p>	<p>The school leadership team, in collaboration with staff, identifies and monitors priority learners for acceleration, ensuring that tailored strategies are implemented to support their progress. Monitoring and tracking the achievement of priority learners, with a specific focus on Māori students and gender groups, to identify any potential disparities in their learning outcomes.</p>	<p>Priority learners are reported to the Board each term, with detailed tracking of their progress and acceleration. This ongoing monitoring is integral to our program evaluation, ensuring that the effectiveness of interventions is regularly assessed and adjustments are made as needed. Clear, data-driven insights, ensures transparency and accountability in the pursuit of improved outcomes for our priority learners. This process also helps identify areas of success and any emerging challenges, enabling timely and targeted support to drive continued progress.</p>	<p>We believe we have been successful in monitoring and closing disparities, as well as accelerating the progress of priority learners throughout 2024. We have seen notable improvements in student outcomes. Our data-driven approach, combined with a commitment to addressing the specific needs of Māori students and other priority groups, has enabled us to narrow achievement gaps and support students in reaching their full potential. This success reflects the effectiveness of our strategies and the dedication of our staff to fostering an inclusive and equitable learning environment.</p>	<p>Monitoring and tracking the progress of priority learner groups and their acceleration will continue to be a key focus within our school. We are committed to maintaining a strong, data-driven approach to ensure that these students receive the support they need to succeed. By consistently reviewing their progress, identifying emerging needs, and adjusting strategies accordingly, we aim to sustain and build on the gains made in closing achievement gaps. This ongoing focus will help us ensure that all learners are given the opportunity to thrive and reach their full potential.</p>
<p>Action 4 - Property Enhancements Complete the Board funded, PTA supported and MOE 5YA building projects to support safe learning in a range of settings</p>	<p>In 2024, the school's 5YA plan was approved to create two additional breakout spaces and upgrade the student toilets. This initiative, which was a key goal for the year, faced</p>	<p>Project Approval Documents: The approved 5YA plan outlining the scope, budget, and goals of the property projects.</p> <p>- Communication from the Ministry of Education</p>	<p>N/A</p>	<p>Due to complete and close out property projects in 2025.</p>

	<p>some delays due to the timelines of other stakeholders. As a result, the project entered the build phase towards the end of the year, with work extending into 2025. Despite the delayed timeline, the project remains a priority, and its completion will significantly enhance the learning environment, providing students with improved facilities that support both collaboration and well-being.</p>	<p>or other relevant authorities confirming the approval.</p> <ul style="list-style-type: none">- Architect's designs, blueprints, and space utilization plans for the breakout spaces and upgraded toilets.- Regular updates from contractors and project managers on timelines, milestones, and any delays.- Budget allocations, expenditure reports, and receipts showing how funds have been allocated and spent on the projects.		
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