

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 <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>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.</i>
Action 1 To successfully integrate the new mathematics curriculum, using PRIME Math as the core resource, ensuring students develop strong foundational maths skills and critical thinking	<p>We successfully integrated the new Mathematics & Statistics curriculum across all classrooms, using PRIME Math as our core resource. Teachers demonstrated increased confidence and consistency in delivering the refreshed curriculum phases, resulting in more structured and coherent maths programmes schoolwide. Students developed stronger foundational number skills, improved fluency, and greater confidence in mathematical reasoning, with PRIME routines supporting clearer progression and reduced variability between classes.</p> <p>Implementation strengthened teacher capability in identifying next learning steps, aligning assessment with the new phases, and applying common models and language. Priority learners made steady progress, and overall student engagement in maths improved. These actions resulted in a more deliberate and cohesive approach to maths teaching, placing the school in a strong position for the full curriculum rollout in 2026.</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Classroom observations showing consistent use of PRIME structures and models Planning and assessment aligned to the new curriculum phases Student work samples demonstrating progression and increased fluency eTAP/PaCT data showing shifts for most students, including priority learners Teacher feedback and PLD reflections indicating increased confidence and coherence Student voice indicating improved understanding and enjoyment of maths 	<p>Implementation exceeded expectations in consistency of delivery and teacher confidence, with PRIME providing a strong structure that supported schoolwide coherence. Progress for most learners was positive; however, some priority students required additional time and targeted support to consolidate foundational number knowledge due to gaps prior to the curriculum refresh. Initial transition time was needed for staff to adjust planning and assessment practices to the new phases, which slowed early momentum but resolved as familiarity increased.</p>	<ul style="list-style-type: none"> Continue PLD to deepen teacher understanding of the new curriculum phases and progressions Strengthen targeted interventions for learners needing additional support, particularly in early number Refine schoolwide assessment tools (eTAP markbooks, PaCT judgements) to match refreshed curriculum expectations Increase opportunities for rich problem-solving and mathematical reasoning to complement PRIME fluency work Monitor consistency across classes and provide coaching/support where needed Prepare for full curriculum implementation and reporting requirements in 2026 Plan for the New Assessment tools been developed by the MOE for school use
Action 2 To implement the new English curriculum, focusing on developing students' literacy skills, critical thinking, and communication abilities, ensuring that all students can engage with diverse texts and express themselves effectively.	<p>Initial planning for the refreshed English curriculum began early in the year, with teachers engaging with draft materials and considering required shifts in literacy practice. As the year progressed, it became clear that effective implementation of the new Mathematics & Statistics curriculum required focused attention and significant PLD commitment. To maintain quality and avoid overload, the</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Staff participation records from MOE-funded Structured Literacy PLD Teacher feedback indicating strengthened knowledge and confidence in structured literacy practices 	<p>The target was not fully achieved due to the intentional decision to prioritise quality implementation of the new Maths curriculum. Staff workload, the scale of curriculum change, and the need for sustained PLD meant concurrent rollout in both curriculum areas would have compromised effectiveness. The Ministry's release of revised</p>	<ul style="list-style-type: none"> Develop and initiate a staged implementation plan for the refreshed English curriculum in 2026 Continue embedding structured literacy practices schoolwide, ensuring alignment with the new documents Provide PLD and leadership support to help staff navigate the revised curriculum progressions

	<p>decision was made to temporarily pause full English curriculum implementation. Despite this pause, all teaching staff participated in MOE-funded PLD in Structured Literacy. This strengthened teacher capability in foundational literacy instruction and ensured continuity of effective practice while awaiting the updated curriculum release. With the formal English curriculum documents revised and reissued by the Ministry in October, the school has now moved full implementation to 2026, ensuring alignment with the national timeline and readiness for a coherent schoolwide rollout.</p>	<ul style="list-style-type: none"> Curriculum leadership and PLG discussions documenting the need to sequence curriculum changes Internal evaluations highlighting workload and implementation capacity MOE communications (October) confirming changes to English curriculum documents and timelines Board minutes noting the decision to move English implementation to 2026 	<p>English curriculum documents in October also shifted the national timeline, making continuation of the original 2025 plan impractical. However, teacher participation in MOE-funded Structured Literacy PLD exceeded expectations and strengthened foundational practice ahead of the 2026 rollout.</p>	<ul style="list-style-type: none"> Review current literacy planning and assessment to ensure alignment with refreshed curriculum expectations Allocate time for collaborative planning, moderation, and resourcing prior to 2026 rollout Maintain monitoring of priority learners to ensure continuity of progress through the transition
<p>Action 3 Updating the Reporting to Parents Model to Align with Phases of Learning (English and Math)</p>	<p>During 2025 we made substantial progress toward updating our reporting to parents so it aligns with the new curriculum phases of learning in English and Mathematics. A schoolwide review of reporting expectations was completed, draft phase-aligned reporting templates were developed, and staff trialled elements of the new model through internal discussions and data mapping. However, the Ministry's late-year changes to the progress indicators—from four to five phases—required adjustments to our design work. In addition, shifts in national timelines for curriculum rollout meant that finalising a 2025 aligned reporting model was neither practical nor appropriate. As a result, the school made a deliberate decision to pause full implementation for the 2025 end-of-year report to ensure accuracy, clarity, and alignment with MOE expectations. Approximately 70% of the reporting model has been completed and is ready for refinement and completion ahead of mid-year reporting in 2026. This measured approach ensured staff workload remained manageable and that the final reporting system will be robust, consistent, and genuinely reflective of student progress using the new phases.</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Draft reporting templates aligned with phase progressions (English and Maths) changed in October 2025 Internal curriculum leadership documentation outlining design decisions eTAP markbook redevelopment work aligned to new progressions, and then paused when curriculum suddenly was changed in October Meeting notes showing leadership team feedback on trial templates MOE communications advising changes to progress indicators and rollout timelines Leadership team advised the board of the decision to pause full implementation for 2025. 	<p>The target was not fully implemented due to external changes to the curriculum progress indicators and updated MOE timelines. The shift from four to five progress indicators required re-design of reporting templates and significant re-alignment of assessment expectations. These changes occurred too late in the year to ensure accurate and high-quality reporting for the 2025 end-of-year cycle. Additionally, staff capacity was directed toward the successful implementation of the new Mathematics curriculum, making a staged approach necessary. Despite this, progress toward the reporting model was strong, with the majority of design work completed.</p>	<ul style="list-style-type: none"> Finalise and test the redesigned reporting templates aligned with five progress phases Complete eTAP markbook adjustments to support phase-based reporting Provide staff PLD and practice sessions on making consistent, reliable phase judgements Trial mid-year reporting in 2026 to test clarity, parent understanding, and system usability Develop supporting documentation for parents explaining the shift from levels to phases Monitor workload and timeline pressures as English and Maths are both reported against refreshed expectations
<p>Action 4 Updating Assessment Tools, Mark Books, and Progress Tracking to Align with Phases of Learning (English and Math)</p>	<p>Throughout 2025 we began updating our assessment systems, mark books, and progress-tracking tools to align with the refreshed curriculum phases of learning in English and Mathematics. Initial work included reviewing existing tools, mapping them against the new progressions, and redeveloping eTAP mark books to support phase-based judgements. Staff engaged in professional discussions around what evidence sits behind a phase judgement and how progress would be tracked within the new structure. With the March announcement that new national tests are being developed for schools, with an expected delivery date in November, we are still waiting to align our assessment tools with the forthcoming national reporting and progress-recording requirements. Implementation was not feasible. As with reporting, the school made a deliberate decision to prioritise accuracy and</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Draft eTAP mark books designed around curriculum phases Mapping documents comparing old level-based tools to the new phase progressions Teacher workshop notes and PLD records on assessment within the refreshed curriculum Internal evaluation reports related to assessment coherence and workload MOE communications regarding phase changes and revised rollout timelines Board minutes confirming decisions to stage implementation 	<p>The target was not fully achieved due to external curriculum changes and the need to respond to updated MOE progress indicators. The shift to five phases required substantial redesign of assessment tools that had already been drafted. The timing of these changes, combined with the school's focus on successfully implementing the new Mathematics curriculum, meant there was insufficient time to ensure reliability and consistency across staff. Staff workload considerations and the importance of getting these tools accurate also influenced the decision to pause full implementation until 2026. Despite this, significant groundwork was completed and staff capability in using the new phase structure improved.</p>	<ul style="list-style-type: none"> Finalise eTAP mark books and ensure they align fully with the five-phase model Develop clear guidance for teachers on evidence requirements for phase judgements Implement consistent moderation processes across the school Align assessment tools for English and Maths with refreshed curriculum expectations Trial and refine progress-tracking processes during Terms 1–2, ahead of mid-year reporting Provide ongoing PLD to support staff confidence and consistency in making phase-based judgements Continue monitoring priority learners to ensure the new system strengthens visibility of progress

consistency and therefore paused final rollout until 2026. Approximately two-thirds of the redevelopment work is complete, giving us a strong foundation for a smooth transition next year. The work completed to date has strengthened staff understanding of the phases and clarified the type of evidence needed to show progress, improving assessment literacy across the school.