

PUKEHOU SCHOOL STATEMENT OF VARIANCE 2025

Strategic Goal 1: Engaging Learning

We experience success as active learners

Annual Target 1

To implement the revised English curriculum for Years 0–6 by the end of 2025 and develop an understanding of the draft curriculum for Year 7-8, ensuring that staff are proficient in teaching, assessing progress, and using reflective practices to improve student outcomes.

Actions	What did we achieve?	Evidence	Variance - Reasons for Difference	Where to next? Planning for 2026
Teacher Only Day (T1) <ul style="list-style-type: none"> Explore key elements of the new curriculum, including oral language, reading, and writing strands. Teachers learn to implement evidence-based strategies grounded in the <i>Science of Learning</i> Develop familiarity with the <i>Understand-Know-Do</i> framework embedded within <i>Mataiaho, the New Zealand Curriculum</i>. 	<p>The refreshed curriculum English (Year 0-6) was unpacked by staff during the TOD prior to school starting. Staff consolidated their burgeoning understanding of the U-K-D framework and the importance of the science of learning.</p>	<p>Teacher Only Day, January 2026 agenda, staff discussions and reflections. Teachers can articulate a growing understanding.</p>	<p>While the actions were met, a delay in the Y7-8 English Curriculum impacted the ability to get a coherent understanding across the school.</p> <p>This was then exacerbated by the unexpected changes to the Curriculum at the end of the year, which not only changed the scope and sequence but also removed the U-K-D component and Teaching Considerations.</p>	<p>Unpack and explore the revised NZ English Curriculum as a team, and develop a coherent understanding of the scope and sequence across the school from Years 1-8.</p> <p>Consider whānau wananga to communicate changes.</p> <p>Redesign and enhance Professional Growth Cycles and BT mentor programmes to improve collaboration and team understanding.</p>
Reflective Team Meeting <ul style="list-style-type: none"> Teachers share their initial thoughts on integrating the curriculum, discussing challenges and collaborative strategies. Teachers assess progress, refine teaching strategies, and discuss what has been successful. 	<p>Fortnightly Staff Development Meetings, leadership meetings (T1 and 4), and BT Mentor meetings were utilised to reflect on learning around current practices and pedagogy and the refreshed NZC and approaches.</p>	<p>Leadership meeting discussions and reflections BT Mentor discussions and portfolio.</p>	<p>This action was met, although consecutive sabbaticals for the DP and Principal impacted the effectiveness and consistency of collaboration.</p>	<p>Migrate HERO fully to the NZ Curriculum, ensuring that Reading and Writing scope and sequence, along with progress descriptors, are embedded and staff are familiar with this (and how to navigate HERO).</p> <p>Access PLD from HERO to support the transition.</p>
Staff Development Meetings (SDMs) <ul style="list-style-type: none"> Through bi-weekly meetings, reflect upon teaching strategies 	<p>SDMs occurred throughout the year, and curriculum and pedagogy were a focus area. Writing fluency was given</p>	<p>SDM meeting agenda and minutes, including discussions.</p>	<p>These actions were met although consecutive sabbaticals for the DP and Principal impacted the effectiveness,</p>	<p>Grow staff capability with using NZC scope and sequence goals in HERO.</p>

<p>and pedagogy, focusing on reading comprehension and writing fluency.</p> <ul style="list-style-type: none"> • Induct and support new staff to develop competence with the iDeal Structured Literacy Programme. • Analyse data to inform teaching and learning in accordance with the Pukehou School Assessment and Reporting Schedule. • Focus on developing intervention strategies for students needing extra support (Priority Learners) 	<p>due attention, although reading comprehension wasn't covered.</p> <p>New staff completed the iDeal SL programme, and they were supported in school to deliver the programme by more experienced staff.</p> <p>Assessment data at key points were analysed and evaluated by the teaching team, focusing on hot spots for teaching.</p> <p>Priority Learners were identified at the start of the year, and the rationale was reviewed. In line with the rationale, Priority Learners were focused on by teachers, with progress monitored and strategies for success discussed as a teaching team. PLs were also reviewed at a Board level in Terms 1 and 4.</p>	<p>iDeal SL completion certificates.</p> <p>Delivery of the programme in school as evidenced by classroom programmes, staff and student voice.</p> <p>SDM agenda and staff discussions. Assessment completed as part of the Schedule, and iDeal 'hot spots' analysed and discussed by the team.</p> <p>PL Rationale reviewed at the start of the year and again in T2 with new staff. PL reports completed in T1 and T4 with Board discussion to unpack.</p>	<p>consistency of collaboration, and direction.</p> <p>SL delivery continued to flourish, with new staff (including Long Term Releivers) developing proficiency and ensuring consistent delivery.</p> <p>Likewise, the assessment schedule was followed, but sabbaticals and staffing changes impacted deeper dives and data analysis.</p> <p>Sabbaticals impacted Priority Learner procedures across the year.</p>	<p>Access PLD opportunities and support from Curriculum Advisors to develop familiarity with the curriculum. Apply for Ministry funded PLD for Assessment and Aromatawai to review assessment practices and support the implementation of SMART.</p> <p>Adopt SMART as the standardised assessment tools for Years 3-8 in Reading and Writing and deliver assessments across the school.</p> <p>Develop staff capability with SMART, with relevant staff completing SMART modules.</p> <p>Continue with iDeal Structured Literacy programme, and access PLD from iDeal to review whole school approach to iDeal.</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> • The leadership team to access MOE support from the curriculum advisor and attend PLD sessions as provided. • All teaching staff to complete the iDeal SL PLD to enhance practice and delivery. • As part of the Professional Growth Cycle, participate in peer observations, within and outside of school, feeding back reflections and learning to the teaching team. • Staff to participate in and access professional learning opportunities provided by the CHB Kāhui Ako. 	<p>All of the teaching team, apart from the Principal, have completed the iDeal SL PLD provided, including the Teacher Aide. The Deputy Principal also attended an iDeal Workshop and accessed webinars, introducing Structured reading.</p> <p>10 Minute Walk-through observations were carried out during term two, along with peer observations, and a subsequent observation was carried out in term four.</p> <p>Support was provided to our Beginning Teacher through an approved induction and mentoring provider, with on-site mentoring provided in school, too. As part of this, observations were carried out in school and at schools locally and further afield, exploring Structured Literacy approaches.</p>	<p>iDeal SL Certificates, improved practice and delivery as part of classroom programmes.</p> <p>Teacher voice, team meetings [SDMs], professional learning conversations, and reflections.</p> <p>Improved practice, Teacher voice and reflections.</p>	<p>Principal not able to complete SL PLD due to DP and Principal sabbaticals. These also impacted on walk-throughs and observations. SL delivery was not consistent in all classes.</p>	<p>Explore how to align reading, writing, and structured literacy programmes to they are complementary.</p> <p>Resource Teacher Aide to facilitate Structured Literacy programme and targeted support for Priority Learners.</p> <p>Collaborate with Learning Support Coordinator to ensure that Individual Education (and Behaviour) Plans are developed to support learners in need.</p> <p>Access support from the RTLB Service and other agencies where required.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Leadership team in collaboration with staff to 	<p>The Assessment and Reporting Schedule was reviewed and refined at the start of the year, and then revisited</p>	<p>Assessment and Reporting Schedule and SDM agenda.</p>	<p>No variance.</p>	

<p>develop an <i>Assessment and Reporting Schedule</i> that complies with mandated requirements, reviewing it at staff development meetings.</p> <ul style="list-style-type: none"> • Migration of HERO SMS milestones and expectations to align with the phases of the learning, supporting teacher understanding through collaborative PLD. • Leadership to communicate changes with whānau. • Online refreshed PAT and STAR assessment trials for Year 3-8. • Teaches to develop an understanding of assessment for learning practices and how to better evaluate assessment data. • Leadership to take up PLD opportunities provided by the MOE for Assessment and Aromatowai. • While the standardised tool is being developed, teachers are to continue using writing assessment tools and to engage in moderation with writing samples in and across schools. 	<p>each term during SDMs</p> <p>Initial steps were taken by senior leadership to transition goals and progress markers in the HERO SMS from the NZC to the refreshed English Curriculum (Y0-6), developing an understanding of the scope and sequence. This included a session with HERO facilitators and senior leadership. However, as the year progressed, it was decided to report progress and achievement using the NZC (2007) and postpone the transition. This was communicated with our parents during the year and then again at each formal reporting stage.</p> <p>Online PAT's were administered in Reading Comprehension (Y4-8) along with the STAR Reading assessment for Y3 students. Our senior students also trialled the new PAT online Writing Assessment in Term 3.</p>	<p>SLT reflections and parent communications.</p> <p>Assessment Data and school and student reporting.</p>	<p>Delays in curriculum release (Year 7-8) and later unexpected changes to the final refreshed English impacted the ability of staff to gain familiarity with the curriculum and report to it. Hence, migrating the curriculum scope and sequence was impractical.</p> <p>No variance.</p>	
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Annual Target 2

To successfully implement the revised Mathematics curriculum for Years 0–8 by the end of 2025, ensuring staff are fully equipped to teach to the new standards and assessment practices.

Actions	What did we achieve?	Evidence	Variance - Reasons for Difference	Where to next? Planning for 2026
<p>Teacher Only Days (T1 and T3)</p> <ul style="list-style-type: none"> • Engage with the MOE facilitated professional learning to support teacher understanding of the refreshed mathematics curriculum within Mataiaho. • Through this, In T1 develop understanding of the curriculum 	<p>All of the teaching team attended Maths Curriculum Teacher Only Days facilitated through the Ministry of Education and the CHB Kahui Ako, beginning to develop an understanding of the Mataiaho and the refreshed NZC and the U-K-D framework and planning frameworks.</p>	<p>CHB Kahui Ako organised two Teacher Only Days in Terms 1 and 3, which were facilitated by the Ministry of Education. All staff, including TAs, attended.</p>	<p>Due to Sabbatical, the Principal missed the Term 3 Teacher Only Day.</p> <p>The unexpected changes to the Curriculum at the end of the year, which not only changed the scope and sequence but also removed the U-K-D component and Teaching</p>	<p>Unpack and explore the revised NZ Maths Curriculum as a team, and develop a coherent understanding of the scope and sequence across the school from Years 1-8. Consider whānau wananga to communicate changes.</p>

<p>structure including the Understand-Know-Do framework, the Teacher Guidance, Number, and Rich Tasks.</p> <ul style="list-style-type: none"> In T3, develop an improved understanding of planning using the new curriculum and what explicit teaching looks like, exploring the Measurement and Number in more depth 			<p>Considerations, undermined the value of these sessions and teacher understanding.</p>	<p>Redesign and enhance Professional Growth Cycles and BT mentor programmes to improve collaboration and team understanding.</p> <p>Migrate HERO fully to the NZ Curriculum, ensuring that Maths scope and sequence, along with progress descriptors, are embedded and staff are familiar with this (and how to navigate HERO).</p>
<p>Reflective Team Meeting</p> <ul style="list-style-type: none"> Teachers share initial plans, and resources, setting goals for implementing the new curriculum. Discussion on how to incorporate reflective practices into daily teaching. Review progress on curriculum implementation and share strategies for improvement. Teachers refined teaching practices based on classroom experiences and feedback 	<p>The scope and sequence of the draft math curriculum, and how this would be planned for and implemented, was explored by leadership in preparation for a migration to the new scope in sequence in Term 4, however, after advice, the migration was delayed until the start of 2026.</p> <p>Fortnightly Staff Development Meetings, leadership meetings (T1 and 4), and BT Mentor meetings were utilised to reflect on learning around current practices and pedagogy and the refreshed NZC and approaches.</p>	<p>Leadership meeting discussions and reflections BT Mentor discussions and portfolio.</p>	<p>Teacher and Principal sabbaticals impacted coherence and consistency of reflections.</p>	<p>Access PLD from HERO to support the transition.</p> <p>Grow staff capability with using NZC scope and sequence goals in HERO.</p> <p>Access PLD opportunities and support from Curriculum Advisors to develop familiarity with the curriculum.</p> <p>Apply for Ministry funded PLD for Assessment and Aromatawai to review assessment practices and support the implementation of SMART.</p>
<p>Staff Development Meetings (SDMs)</p> <ul style="list-style-type: none"> Through bi-weekly meetings, focus on unpacking explicit teaching and collaborative lesson planning. Create a long-term maths plan to ensure coverage across the curriculum. Induct and support new staff to develop competence with the PR1ME maths programme. Analyse data to inform teaching and learning and accordance with the Pukehou School Assessment and Reporting schedule. Focus on developing intervention strategies for students needing extra support (Priority Learners). 	<p>SDMs occurred throughout the year, and curriculum and pedagogy were a focus area.</p> <p>A LTP was not developed with the focus placed on following the PR1ME Scope and Sequence. New staff were inducted into the PR1ME programme by the teaching team.</p> <p>Assessment data at key points were analysed and evaluated by the teaching team, focusing on hot spots for teaching.</p> <p>Priority Learners were identified at the start of the year, and the rationale was reviewed. In line with the rationale, Priority Learners were focused on by</p>	<p>SDM meeting agenda and minutes, including discussions.</p> <p>Classroom learning programmes and staff reflections.</p> <p>Assessment completed as part of the Schedule, and IDEal 'hot spots' analysed and discussed by the team.</p> <p>PL Rationale reviewed at the start of the year and again in T2 with new staff. PL reports completed in T1 and T4 with Board discussion to unpack</p>	<p>These actions were met although consecutive sabbaticals for the DP and Principal impacted the effectiveness, consistency of collaboration.</p> <p>More oversight was required as there was reluctance from a teacher to utilise the programme.</p> <p>Likewise, the assessment schedule was followed, but sabbaticals and staffing changes impacted deeper dives and data analysis.</p> <p>Sabbaticals impacted Priority Learner procedures across the year.</p>	<p>Adopt SMART as the standardised assessment tools for Years 3-8 in Maths and deliver assessments across the school.</p> <p>Develop staff capability with SMART, with relevant staff completing SMART modules.</p> <p>Continue with PR1ME Maths and access PLD from PR1ME to support staff understanding of alignment with NZC Scope and Sequence.</p> <p>Explore how to align reading, writing, and structured literacy programmes to they are complementary.</p> <p>Resource Teacher Aide to facilitate targeted support for Priority Learners.</p>

	teachers, with progress monitored and strategies for success discussed as a teaching team. PLs were also reviewed at a Board level in Terms 1 and 4.			Collaborate with Learning Support Coordinator to ensure that Individual Education (and Behaviour) Plans are developed to support learners in need.
Professional Learning <ul style="list-style-type: none"> Leadership team to access MOE support from curriculum advisor and attend PLD sessions as provided. All teaching staff to engaged with MOE facilitated PLD as part of TODs Support accessed to improve the teaching of PR1ME Leadership and junior teaching staff to explore the Numicon programme in more depth for Phase 1 learners As part of Professional Growth Cycles, participate in peer observations, within and outside of school, feeding back reflections and learning to the teaching team. Staff to participate in and access professional learning opportunities provided by the CHB Kāhui Ako. 	<p>Staff engaged with and attended MOE Teacher Only Days focused on the refreshed Maths Curriculum.</p> <p>New staff were supported to deliver PR1ME in classes. Principal and BT attended PR1ME facilitated wananga and workshop in Napier.</p> <p>PR1ME facilitator utilised in school (Oct 14th) to observe and model lessons, reflecting with the team at SDM on good practice.</p> <p>10 Minute Walk-through observations were carried out during term two, along with peer observations, and a subsequent observation was carried out in term four.</p> <p>Support was provided to our Beginning Teacher through an approved induction and mentoring provider, with on-site mentoring provided in school, too. As part of this, observations were carried out in school and at schools locally and further afield. BT also took up opportunities to explore Numicon teaching and resources through workshops and school visits and observations.</p> <p>The Kahui Ako coordinated two Ministry-facilitated Teacher Only Days focused on maths, along with targeted afterschool workshops which staff attended when able,, feeding back key insights.</p>	<p>Teacher voice, team meetings [SDMs], professional learning conversations, and reflections.</p> <p>Improved practice, Teacher voice and reflections.</p> <p>Beginning Teacher portfolio, teacher (BT and Mentor) reflections and discussions.</p> <p>Teacher voice, team meetings [SDMs], professional learning conversations, and reflections.</p>	<p>Principal sabbatical impacted ability of Ito attend T3 TOD.</p> <p>More support and oversight (sabbaticals contributing factor) meant that PR1ME was not fully utilised in one classroom. Subsequent to the PLD session with our PR1ME facilitator, practice improved.</p> <p>No variance.</p>	<p>Access support from the RTLB Service and other agencies where required.</p>
Assessment <ul style="list-style-type: none"> Leadership team in collaboration with staff to 	The Assessment and Reporting Schedule was reviewed and refined at the start of the year, and then revisited	Assessment and Reporting Schedule and SDM agenda.	Delays in curriculum release and later unexpected changes to the final refreshed Maths Curriulum impacted	

<p>develop an <i>Assessment and Reporting Schedule</i> that complies with mandated requirements, reviewing it at staff development meetings.</p> <ul style="list-style-type: none"> • Migration of HERO SMS milestones and expectations to align with the phases of learning, supporting teacher understanding through collaborative PLD. • Online refreshed Math assessment trials for years 3 to 8. • Teachers to develop understanding around assessment for learning practices and how to better evaluate assessment data. • Leadership to take up PLD opportunities provided with the MOE for Assessment and Aromatawai. 	<p>each term during SDMs.</p> <p>Initial steps were taken by senior leadership to transition goals and progress markers in the HERO SMS from the NZC to the refreshed Math Curriculum, developing an understanding of the scope and sequence. However, as the year progressed, it was decided to report progress and achievement using the NZC (2007) and postpone the transition. This was communicated with our parents during the year and then again at each formal reporting stage.</p> <p>The online PAT were administered in Maths (Y3-8) in Terms 1 and 4. In Term 4 the Adaptive Maths PAT was trialled at to give more individualised data.</p> <p>Assessment for Learning wasn't unpacked and assessment evaluation remained fixed in classrooms rather than a collaborative undertaking.</p>	<p>SLT reflections and parent communications.</p> <p>Assessment Data and school and student reporting.</p>	<p>the ability of staff to gain familiarity with the curriculum and report to it. Hence, migrating the curriculum scope and sequence was impractical.</p> <p>No variance.</p> <p>Staff capacity to take on new learning in this area was limited due to the fast pace of curriculum change.</p>	
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Strategic Goal 2 – Thriving Environment

We equip ākonga with the tools to lead healthy lives

Annual Target 3

To enhance student engagement and attendance across the school

Actions	What did we achieve?	Evidence	Variance - Reasons for Difference	Where to next? Planning for 2026
<p>Review</p> <ul style="list-style-type: none"> • Review current attendance strategy and evaluate whether it meets with the needs of our 	<p>School strategy and procedures were reviewed and adapted during the year to align with the Government Attendance Action Plan and the</p>	<p>Improved practice relating to the monitoring and reporting of absences and attendance, including a better understanding of responsibilities for all</p>	<p>No variance.</p>	<p>Develop Attendance Mangement Plan and ensure staff are au fait with roles and responsibilities.</p>

<p>school community and aligns with our values.</p> <ul style="list-style-type: none"> • Audit current practices to ensure they align with the strategy and requirements including identifying how to minimise disruptions throughout the year. • Clarify roles and responsibilities. • Monitor and analyse attendance data as a team and at a Board level. 	<p>Stepped Attendance Response (STAR).</p> <p>Attendance recording was tightened using guidance from the Ministry around absence coding, and roles and responsibilities were clarified, especially around the importance of roll taking.</p> <p>Attendance was discussed by the Board at each meeting through the Principal's Report and using the Everyday Matters Reports and analysis. STAR targets were adopted for all analysis and communication with whānau and the wider community.</p>	<p>key personnel.</p> <p>Board discussion and meeting minutes, including Principal reports and Everyday Matters reports. School communications and newsletters.</p>		<p>Roll out AMP at the start of the year and communicate it with school families.</p> <p>Monitor AMP and practices as a team, discussing at SDMs.</p> <p>Regularly report attendance data to parents and the wider community (notices and newsletters).</p> <p>Improve the analysis of attendance data and the Every Day Matters reports at operational and governance levels (Board).</p> <p>Obtain whānau and student voice on attendance issues.</p>
<p>Learning</p> <ul style="list-style-type: none"> • Develop familiarity with the Ministry of Education Stepped Attendance Response. • Communicate the STAR with parents, whānau, and the school community. • Each term, notify the parents and whānau of students who are chronically and moderately absent, advising of strategies and available support. • Explore and connect with local organisations that can support students and whānau to improve attendance 	<p>Staff and the Board unpacked the STAR approach to attendance through Staff Development Meetings. This was shared with whānau and the wider community on multiple occasions via the Newsletter. STAR targets for attendance were reported on and communicated to stakeholders.</p> <p>Letters to whānau were sent for students whose attendance was less than 87% for Terms 1 and 2.</p> <p>CHB Kahui Ako attendance tips and snippets were shared with staff, whānau, and the community. Termly liaison with the Attendance Service occurred, with advice sought over one student's attendance.</p>	<p>Staff and Board discussions are evidenced in Meeting agenda and minutes. School communication and Newsletter snippets</p> <p>Attendance letters and discussions with parents and whānau.</p> <p>School communication and Newsletters. Informal discussions with Attendance Staff, school Administration, and Management.</p>	<p>No variance, apart from analysis of data and whānau letters not being sent during Principal Sabbatical periods.</p>	<p>Develop familiarity with changes to HERO platform and Attendance Management Plan.</p> <p>Audit responses to threshold changes for attendance.</p> <p>Strengthen relationships with Attendance Service.</p> <p>Access and provide wellbeing and pro-social programme opportunities for tamariki (Mana Ake).</p> <p>Develop a long term local context and curriculum coverage plan while continue to collaborate on engaging termly integrated unit plans.</p>
<p>Design</p> <ul style="list-style-type: none"> • Identify opportunities to improve attendance at an individual and system level through consultation. • Design and implement a specific Pukehou School Attendance Management Plan. • Design Individual Attendance Plans for students where required 	<p>Information promoting the value of regular attendance and strategies for whānau to help support attendance were communicated via the Newsletter.</p> <p>A Pukehou School Attendance Management Plan was drafted and shared for implementation in Term 1 2026. No Individual Attendance Plans were implemented.</p>	<p>Staff discussions and improved practice. School Newsletters and communication to whānau via notices and HERO.</p> <p>Pukehou Attendance Management Plan designed at the end of the year, and discussed by Board and Staff (promulgated January 2026).</p>	<p>No variance.</p>	<p>Begin to unpack draft curriculums for Science, Social Studies, Technology, Health and PE, and The Arts so that staff have some familiarity before a potential 2027 roll out, especially in the context of small multi-level classrooms.</p> <p>Seek Ministry and Curriculum advisor support around refreshed curriculums.</p> <p>Access House of Science Kits when</p>

<p>Curriculum and Local Contexts</p> <ul style="list-style-type: none"> Collaborate to plan authentic, and engaging termly units that give life to our local contexts through Mātaiaho. Reflect on teaching and learning programmes as a means of improvement. Foster our relationship with Pukehou Marae and Te Aute College. Principal Sabbatical used to explore how schools use local contexts, narratives and pūrakau to inform graduate profiles 	<p>A Term 1 and 2 focus on the Tuki Tuki was collaboratively planned providing rich learning opportunities, including an EOTC excursion to Wai Aroha and Peka Peka Wetland.</p> <p>The whole school were involved in a pōwhiri at Pukehou Marae in Term 1 with staff, as manuhiri, taking responsibility for the karanga and whaikorero. Staff and students from Te Aute College, as tangata whenua, welcomed us onto the marae. After the formalities, students remained at the marae to participate in tradition Māori activities and takaro. In Term 4, the our end of year prizegiving and celebration was hosted by Pukehou Marae.</p> <p>Graduate profiles were researched by the Principal during his sabbatical, with a report provided to the Board. The development of a Graduate Profile will require consultation and refinement.</p>	<p>Collaborative plans and classroom learning programmes, activities and experiences. Student, staff, whānau, and community voice and reflections.</p> <p>Student, staff, whānau, iwi, and community reflections and voice.</p> <p>Principal Sabbatical Report and Board discussions.</p>	<p>DP and Principal sabbaticals impacted coherence and consistency of delivery with long-term relievers acting in their stead.</p> <p>The Principal's sabbatical carried over into Term 4, leaving little time or space to consider Graduate Profiles. Similarly, with a push to a more prescriptive curriculum, unpacking how profiles and local contexts fit within this environment will take some work.</p>	<p>available to enhance the teaching of science and engagement.</p> <p>Grow our connection with Pukehou Marae and ensure that termly visits occur.</p> <p>Host a Māori Achievement consultative process.</p> <p>Provide opportunities for Student Leadership and resource participation in the William Pike Challenge for our Year 7-8s.</p> <p>Review Pukehou School Behaviour Model and Hauora - Wellbeing Model and in-class approaches. Consider how IY or Trauma Informed practices are being used.</p> <p>Continue with Whanaungatanga Ako programme and explore how to strengthen its effectiveness.</p> <p>Review and evaluate our school Values, consulting with whānau and the community about their relevance.</p>
<p>Inclusivity</p> <ul style="list-style-type: none"> Gather and evaluate student voice using the wellbeing@school survey Support students at school through the Whanaungatanga Ako initiative. Explore Ka Hikitia - Ka Hāpaitia - The Māori Education Strategy Review inclusive education practices across the school and identify areas for improvement or areas where extra support or PLD is required. Develop a Pukehou School Teacher profile that includes best practice, drawing upon the Code of Professional Responsibility and Standards for the Teaching Profession. 	<p>The wellbeing@school survey was administered to students in Kāhu class during Term 2. This was unpacked as a teaching team and with the Board, with strengths and concerns were identified and discussed. It administered during Term 2 to a small sample of 16 students when the classroom teacher was on sabbatical. Because of this, it was administered in paper form in Term 4.</p> <p>Whanaungatanga Ako students were reviewed regularly during Staff Development Meetings and general issues identified were discussed at Board Meetings. More data and voice was gathered and shared around positive strategies to assist with connection and support of WA Tamariki.</p>	<p>Data and analysis of wellbeing@school survey, including staff and board discussions via meetings.</p> <p>Whanaungatanga Ako register and Staff Development Meeting agenda and minutes. Principal reports to the Board.</p>	<p>Wellbeing Data gathered from the senior class when DP/teacher was on sabbatical, impacting the responses received. When retaking the survey, it was carried out manually, making it difficult to compare data.</p>	

Exploration of Ka Hikatia and a review of the inclusive practices did not occur and hence a Pukehou School Teacher Profile wasn't developed.

Teacher capacity to undertake this was impacted by Principal and DP sabbaticals.

EVALUATION & ANALYSIS OF PROGRESS & ACHIEVEMENT 2025

Overall Teacher Judgments were made using the NZ Curriculum (2007) levels. Judgements were made against age appropriate curriculum levels using a range of assessment tools, including standardised tests, observations, HERO goals, book work, online programmes, and conversations.

ENGLISH - READING

At the end of 2025, 75% (33/44) students were reading at or above expectations compared to 83% in 2024. 13.6% (6) were working towards and 11.4% (5) were working towards with support. When looking at each class, 75% in Kererū, 57.1% in Kea, and 89.1% in Kāhu were at or exceeding expectations. Compared to past years, there were less students reading well above expectations, and to some degree this is caused by a change in assessment, using the iDeal reading 'running records' tool.

Kea was identified as having a higher proportion of students needing learning support at the start of the year. New teaching staff were brought on board which required them to upskill to deliver the iDeal Structured Literacy which may have impacted progress made (especially by learners working towards). Extra support was obtained through the Resource Teacher Literacy for three students, along with RTLB and Speech and Language for another. Significant Teacher Aide resources were allocated to Kea class.

ENGLISH - WRITING

At the end of 2025, 68.1% (30/44) students were writing at or above expectations compared to 60.6% in 2024. 27.3% (12) were working towards and 4.5% (2) were working towards with support. When looking at each class, 67.7% in Kererū, 64.3% in Kea, and 72.3% in Kāhu were at or exceeding expectations. In 2024, there was only one student above expectations, and in 2025, this increased to 13.6% (6). Only

While it is difficult to compare (as across the years given the move from three to two classes), There has been a significant improvement in Kāhu class from 2024 where under 50% of students and just over 60% in Kea were at or above expectations. Issues discussed for Kea Reading 2025 apply to Writing, too.

Writing data is still too subjective. In Term 3, Kāhu class (and some Y5s) used the NZCER online Writing PAT. This was autoscored. The mean score for all year groups exceeded the National Reference Group scale score: Y5 50.5 (46), Y6: 61.2 (53.3), Y7 61.9 (59.5), Y8: 70 (64.8).

MATHEMATICS

At the end of 2025, 81.7% (36/44) students were working at or above expectations in math compared to 80.33% in 2024. 15.9% (7) were working towards and 2.3% (1) were working towards with support. When looking at each class, 100% in Kererū, 57.2% in Kea, and 88.9% in Kāhu were at or exceeding expectations.

Kea achievement in maths was again an anomaly. The similar points remain with the start of year observations around the class demographics; however, this was exacerbated by unfamiliarity with the classroom learning programme, especially around the delivery of the PR1ME maths programme. This may have impacted progress made (especially by learners working towards). Significant Teacher Aide resources were allocated to Kea class.

MĀORI ACHIEVEMENT

By the end of 2025, 15 students (34%) of students identified as Māori. Nine boys and six girls. Seven (5 boys) were concentrated in Kea making up 50% of the class

For Reading, 56% were at or above curriculum level expectations with 51% for Writing. Pleasingly, that figure rose to approximately 75% for Mathematics. However, in all three areas this was below whole school

data and significantly so for reading and writing.

Staff have reflected on this throughout the year, and again when analysing the data. Bearing in mind the small sample size, No one area or thing can be identified, and if we could, we'd be solving a national dilemma. Similarly, the question is, "Why were proportionally more Māori students achieving success at mathematics?"