

## Statement of variance: progress against targets

<b>Strategic/ Annual Goal 1</b> <b>Distribute leadership effectively, with systems embedded that support learner engagement and outcomes</b>				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<ul style="list-style-type: none"> <li>• Flatter, more distributed leadership structure</li> <li>• New student and staff council leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• A flatter, more distributed leadership structure to support shared responsibility and collaboration across the school.</li> <li>• Introduced new student and staff council leadership roles to strengthen student voice and participation.</li> <li>• Strengthened collective efficacy by empowering staff to take initiative and develop leadership across a range of areas.</li> <li>• Established open communication channels with student leaders, supporting their engagement, building their capacity, and fostering growth within their respective roles.</li> <li>• Job descriptions were co-constructed with students, strengthening their understanding of roles and responsibilities while promoting inclusiveness and connection within the school community.</li> <li>• This has supported more effective progress toward achieving their goals and outcomes within their respective committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated organisational chart showing fewer hierarchical layers and more distributed leadership roles</li> <li>• Role descriptions for new leadership positions (e.g., TICs, curriculum leads)</li> <li>• Reallocation of management units (MUs) or MMA to a wider group of staff rather than a small leadership team.</li> <li>• Leadership team meeting minutes showing participation from multiple leaders rather than only senior leadership.</li> <li>• Professional Learning Groups sessions demonstrating shared decision-making.</li> <li>• Consultation records or surveys showing staff input into school initiatives.</li> <li>• Student leadership structures supported by multiple staff (e.g., TICs assigned to student leaders).</li> <li>• Meeting notes from student council or leadership groups involving different staff mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• As this was the first year of implementing the new roles, additional time is needed to refine the approach, reflect on practice, and evaluate its impact to further improve outcomes.</li> <li>• The removal of 2 MLL roles and subsequent appointment of 3 Team leaders with additional responsibilities has enabled SLL to provide more direct and first-hand support to HOLA and TIC staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue improving and embedding staff leadership capacity by setting high expectations and fostering reflective practices, underpinned by a growth mindset, to improve and strengthen outcomes.</li> <li>• Building more capacity and capability in the three Team Leaders by engaging them in professional dialogue, reflective practice and relevant ongoing PLD.</li> </ul>

Strategic/ Annual Goal 2 Improve regular attendance and retention rates				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <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>
<p>All teachers record KAMAR attendance in a timely fashion</p> <p>Attendance system management and review continues proactively</p>	<ul style="list-style-type: none"> <li>• More accurate attendance data presented across the school</li> <li>• Reduction in parent and student complaints regarding attendance marking</li> <li>• Improved use of accurate coding to identify reasons for absenteeism and inform responses</li> <li>• Overall attendance increased from <b>81.8% (2024) to 87.2% (2025)</b></li> <li>• Regular attendance increased from <b>22% (2024) to 39% (2025)</b></li> <li>• Term-by-term improvements in regular attendance from 2024:                             <ul style="list-style-type: none"> <li>○ <b>Term 1: 32% → 36%</b></li> <li>○ <b>Term 2: 28% → 65%</b></li> <li>○ <b>Term 3: 36% → 54%</b></li> <li>○ <b>Term 4: 28% → 36%</b> (noting some coding inconsistencies)</li> </ul> </li> <li>• Increased awareness and shared responsibility for attendance across staff, students, and whānau</li> <li>• Improved consistency and accuracy in attendance marking and follow-up processes</li> <li>• Strengthened communication and engagement with families, leading to fewer concerns and better reporting of absences</li> <li>• More effective use of data to identify issues early and respond with targeted support</li> <li>• Improved outcomes for students with chronic absenteeism through personalised interventions</li> <li>• Increased staff capability and confidence in attendance systems, particularly KAMAR</li> </ul>	<ul style="list-style-type: none"> <li>- Use of <i>Every Day Matters</i> data alongside KAMAR and Ministry of Education attendance reports to monitor trends and inform decision-making</li> <li>- Implementation of an Attendance Management Plan to guide consistent school-wide practice</li> <li>- Meeting minutes from Professional Learning Communities (PC) and Attendance Team demonstrating ongoing review, tracking, and responsive actions</li> <li>- Regular communication with whānau through newsletters and Skool Loop, supporting engagement and shared understanding of attendance expectations</li> <li>- Use of positive reinforcement strategies (e.g. attendance certificates, incentives, and assembly acknowledgements) to promote and sustain improved attendance behaviours</li> <li>- Public sharing of attendance data (assemblies, noticeboards, “class of the week”) to build visibility, motivation, and a culture of attendance across the school</li> <li>- Visible promotion of attendance expectations through displays (e.g. attendance noticeboard in the atrium)</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance remains an area of ongoing development. While there is a clear upward trajectory and recent data indicates sustained improvement, the school has not yet fully met Ministry of Education attendance targets (80% of students to be present for 90% of the time).</li> <li>- The Attendance Team continues to refine and strengthen systems, processes, and targeted interventions to better support ākongā and whānau. The positive shift in attendance outcomes reflects the impact of these actions; however, further consolidation and embedding of effective practices is required to achieve consistent and sustained improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the Attendance Management Plan, with clear, targeted actions to further improve attendance, supported by the Attendance Team and Attendance Navigator</li> <li>- Strengthen strategies to address lateness, including positive reinforcement through recognition and incentives, and working in partnership with whānau to co-construct practical solutions (e.g. transport arrangements)</li> <li>- Continue to build strong home-school partnerships through regular community hui, offered both online and in person, to support engagement and shared responsibility for attendance</li> </ul>

<b>Strategic/ Annual Goal 3</b> <b>Develop and embed a positive school culture based on school values</b>				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
School values are reviewed and agreed School values are enacted	<ul style="list-style-type: none"> <li>• Students are increasingly showing empathy, inclusion, and support for others, with growth in consistency across year levels.</li> <li>• Wellbeing systems are becoming more responsive, with student voices starting to shape practice and decision-making.</li> <li>• Gratitude and appreciation are developing as part of daily interactions, reflecting Islamic values more consistently.</li> <li>• Respectful behaviour and responsible actions are growing, with students showing increasing integrity in their interactions.</li> <li>• Students are engaging positively in a calm and orderly environment, with routines becoming more consistently followed.</li> <li>• Understanding and application of school values are strengthened through assemblies, newsletters, and classroom activities.</li> <li>• Participation in Kaitiaki time, class treaties, and structured activities is supporting the development of wellbeing, values, and engagement.</li> <li>• A growing sense of belonging, student voice, and collective responsibility is emerging across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of agreed values to the school community through newsletters, assemblies, and staff briefings.</li> <li>• Values displayed in classrooms, shared spaces, and online to show everyone understands and supports them.</li> <li>• Observations of students demonstrating values in classrooms, playground, and during school events.</li> <li>• Records of student-led initiatives or activities that reflect the values (e.g, kindness challenges, Faith in Action projects).</li> <li>• Examples of staff modelling values in interactions with students and colleagues.</li> <li>• Recognition systems showing students and staff being acknowledged for living the values (e.g., awards, shout-outs, newsletters).</li> </ul>	<ul style="list-style-type: none"> <li>• Students are increasingly engaging with and demonstrating the school’s values in daily interactions and routines.</li> <li>• The depth and consistency of values-based practice vary across classes and year levels.</li> <li>• Intentional activities, structured programmes, and reinforcement through assemblies, class treaties, and Kaitiaki time are supporting the embedding of values.</li> <li>• Ongoing modelling, explicit teaching, and reflective practice are needed to strengthen understanding, application, and shared responsibility across the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce regular, visible ways to acknowledge student and staff contributions. An example would be for the Principal to leave little notes of acknowledgement for staff.</li> <li>• Provide more student-led opportunities to demonstrate and reinforce values.</li> <li>• Support staff with targeted professional learning to model and embed values consistently.</li> <li>• Integrate values into assemblies, classrooms, Kaitiaki sessions, and communications.</li> <li>• Use feedback, observations, and walkthroughs to monitor progress and guide improvement.</li> <li>• Encourage reflection and discussion to deepen understanding and collective responsibility.</li> </ul>

**Strategic / Annual Goal 4**  
**Develop and embed positive relationships between and amongst students and staff so that students feel valued, confident to access support and take ownership of their learning and overall wellbeing**

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <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>
<ul style="list-style-type: none"> <li>• All staff treat each other respectfully</li> <li>• All staff treat all students respectfully</li> <li>• Pastoral care systems and support are accessible and well utilised</li> </ul>	<ul style="list-style-type: none"> <li>• Positive, relational school culture is emerging, with increasing use of respectful, mana-enhancing interactions</li> <li>• Student voice is being strengthened, and learners are beginning to feel more heard and supported</li> <li>• Relationships between staff and students are developing, supported by restorative practices and improved communication</li> <li>• Pastoral care systems and pathways are becoming clearer, giving students greater confidence in accessing support</li> <li>• Staff capability and cultural responsiveness are growing, with consistency of relational practice improving</li> <li>• Early signs show increased student engagement and ownership of learning and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice surveys, feedback, and focus groups showing learners feel increasingly heard, valued, and supported</li> <li>• Pastoral care records and referrals demonstrating clearer pathways and growing access to support for students</li> <li>• Behaviour and restorative practice records reflecting emerging use of positive relational strategies and constructive conflict resolution</li> <li>• Attendance and wellbeing data guiding early interventions and targeted support</li> <li>• Staff mentoring, professional growth, and induction records supporting strengthened relational practice and cultural responsiveness, including the <b>Arohatanga Professional Growth Cycle</b> launch and onboarding documents</li> <li>• Records of student leadership, goal-setting, and tuakana-teina programmes demonstrating increasing engagement and ownership of learning and wellbeing</li> <li>• Communication with whānau (newsletters, emails, hui, Skool Loop) supporting stronger home-school partnerships</li> <li>• Visible reinforcement of school values through daily notices and modelling by staff/SLLs</li> <li>• Participation in inclusive school events such as Iftar Night and Cultural Day, informed by student voice</li> <li>• <b>Careers Portal usage:</b> students logging in to Goal Setting and Careers resources via Careers Portal (Years 7–13) shows emerging engagement:  <ul style="list-style-type: none"> <li>• Y9: 58%   Y10: 71%   Y11: 63%   Y12: 62%   Y13: 88%</li> </ul> </li> <li>• Overall average: 68.4% across the school, an improvement on 2024, though below the 80% target for most cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationships between students and staff are developing well, with emerging evidence of a relational culture taking hold across the school</li> <li>• Student voice is increasingly informing decisions and initiatives, helping learners feel valued and supported, though further embedding will strengthen consistency</li> <li>• Pastoral systems and pathways for support are improving, with growing engagement from students and whānau</li> <li>• Staff capability in relational practice and cultural responsiveness is developing, supported by professional growth programmes, mentoring, and induction processes</li> <li>• School values are increasingly visible through daily routines, modelling, and events, with continued reinforcement needed to ensure consistency across all settings</li> </ul>	<ul style="list-style-type: none"> <li>• Implement meaningful team-building activities for staff, focusing on communication and relational skills, which can then be modelled and used with students</li> <li>• Continue to evaluate current initiatives, identifying what is working well and what needs further embedding or adaptation to ensure consistent engagement and impact</li> <li>• Enhance participation in teacher wellbeing sessions and student-led activities by exploring alternative approaches or timing to increase staff and student involvement</li> <li>• Create a social committee that can evaluate data to inform decisions, adapt programmes in real time, and respond to emerging student and staff needs in building relational trust.</li> <li>• Career Portal will no longer be used in 2026. Tahatu Career Navigator will be used instead.</li> </ul>

<b>Annual Target/Goal 5</b> <b>Develop and embed consistency of teaching practices and implementation of behaviour management and pastoral systems based on shared understandings of best practice</b>				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Pastoral systems are reviewed and agreed  Pastoral systems are implemented	<ul style="list-style-type: none"> <li>• Pastoral systems were reviewed, shared, and displayed to staff, students, and whānau, improving consistency across the school.</li> <li>• Clear expectations for behaviour and pastoral practices were established and communicated.</li> <li>• Restorative approaches and positive relationship-building were embedded in daily practice.</li> <li>• Staff participated in restorative PLDs, strengthening confidence in fostering relationships, open communication, and resolving conflicts positively.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Management Plan (BMP)</li> <li>• Deans Data</li> <li>• KAMAR Data</li> <li>• Whānau/Student Booklet</li> <li>• Parents Communication</li> <li>• Wellbeing Survey (results)</li> <li>• Reduced Incidents (data)</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the Behaviour Management Plan (BMP) is progressing, though additional time is needed for it to be fully embedded.</li> <li>• Staff are at different stages in implementing the restorative approach, influenced by factors such as confidence in facilitating restorative conversations and their ability to build strong relationships with ākongā.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to communicate high expectations for the consistent implementation of the Behaviour Management Plan (BMP).</li> <li>• Further develop and implement a reward system to reinforce and encourage positive behaviour.</li> <li>• Provide targeted professional learning and development (PLDs) and ongoing support for staff who are continuing to develop skills in restorative practice and behaviour management.</li> </ul>