MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Statement of Variance Reporting

School Name:	The Catlins Area School	School Number:	0394

Strategic Aim:	A school culture where ākonga have a strong sense of identity and a respectful connection to The Catlins community and environment
Annual Aim:	A school culture where ākonga have a strong sense of identity and a respectful connection to The Catlins community and environment
Target:	An improvement in attitudes toward the board, school, and teachers from term 1 to term 3 whānau hui. An improvement in kaiako confidence to teach and actual teaching of te reo Māori in classes.
Baseline Data:	Not Available

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
• Discussions regarding a communications plan have commenced with the LSM and is in progress. • A whānau feedback form was available for caregiver feedback at the Connect with Learning Hui. 20 whānau responded and the feedback provides a good baseline to monitor shifts in whānau perception of the board, principal and teachers. • TCAS has been allocated a Cultural Leadership Allowance. This has negated the requirement for a unit that can now be	• There is a greater understanding of the importance of professional communication amongst board members and kaiako. • A draft communications plan has been created for use on 2025. • Whānau have been given an opportunity to provide feedback twice during the year on the effectiveness of the board, principal and teacher communication. • A cultural leader was appointed to support kaiako with te reo and tikanga Māori.	• Communication plan development is still in progress, with discussions and reviews ongoing. Delays in its completion have impacted its ability to fully improve attitudes toward the board, school, and teachers. • The appointment of a cultural leader and the finalisation of responsibilities are ongoing, so the expected improvement in kaiako confidence to teach te reo Māori has not yet fully materialised. • Whānau feedback has been gathered, but fostering a sustained positive change in whānau	• Whānau, kaiako, and ākonga surveys are being created with specific questions to provide baseline data for measuring the success of the actions that have been determined for this strategic goal. This will allow for better analysis at the end of 2024. • Improved communication across all areas of the school will be a focus for 2025. • The website will be updated as will kaiako and ākonga handbooks. • There will be regular communication from the board specifically after board meetings.

reallocated. The responsibilities for the position of Cultural Leadership are currently being negotiated within the scope of the Ministry of Education requirements for this position. ● A communications plan was discussed with the LSM-Comms and it was deemed that this would be better written by the principal, presiding member and the administrative person responsible for communications. ● An outline of a communications plan has been developed this will be worked on by the principal, presiding member, and the administrative staff member responsible for communications. ● A cultural leader has been appointed and the refining of responsibilities for this position is being finalised. Giving effect to Te Tiriti and improving kaiako capability in te reo Māori will be key elements of this position. ● There has been a review of communications by the teaching staff, and this will be used to inform the communications plan. ● There has been feedback from whānau via an anonymous survey that was introduced at the Term 3 whānau hui and then sent out in the newsletter (Facebook), as well	● An external Kapa Haka tutor was employed to support kapa haka within the school and they provided support to the cultural leader in assisting kaiako to upskill in Māori tikanga and te reo Māori. ● There were a greater number of teachers involved with kapa haka this year. ● Whānau feedback form provided at the Connect with Learning Hui with 20 responses, establishing a baseline for tracking shifts in perceptions. ● Whānau feedback synthesised and analysed, revealing the need for a stronger communications plan. ● Whānau survey conducted at Term 3 hui and distributed via multiple channels (newsletter, Facebook, email), confirming the need for better communication. ● Regular use of Māori kupu and tikanga Māori in classroom and school-wide systems, fostering a more inclusive environment and strengthening community connections. ● Ongoing process for refining the communications plan, including review by the presiding member and distribution to the wider community.	attitudes will require more sustained communication and clearer demonstration of outcomes. ● The urgency of an improved communications system was recognised, but due to the need for thorough consultation and development, full implementation has been delayed. The target has been deferred to next year's planning. ● While steps have been taken to incorporate Māori kupu and tikanga into school practices, achieving full integration of Te Tiriti o Waitangi principles and strengthening kaiako capability in te reo Māori requires further time, professional development, and reflection.	● Finalise and implement the communications plan by involving the presiding member, principal, and communication administrator, and ensure it is distributed to the community. ● Complete the cultural leadership role negotiations and confirm responsibilities to support the integration of Te Tiriti o Waitangi and the improvement of kaiako capability in te reo Māori. ● Use the feedback from whānau and kaiako surveys to track shifts in attitudes toward the board, school, and teachers, ensuring continuous improvement. ● Continue embedding the use of te reo Māori and tikanga Māori across the school, and ensure kaiako are supported with professional development in these areas. ● Finalise and distribute the 2025 annual plan, ensuring the urgency of the communications plan and improvements to kaiako capability are prioritised. ● Gather and synthesise feedback from kaiako and ākonga to refine future actions and improve communication systems and processes across the school. ● Ensure systems are in place to measure the impact of these actions, especially in terms of

is by email. This feedback was synthesised via a review process by the Principal and Board Chair. The main outcome the urgent need for a communications plan. ● There are systems and process that are being embedded to bring effect to Te Tiriti o Waitangi across the school. There is a focus on whānaunagatanga with the whānau teacher role and a connection with our whenua though programmes of learning. The jubilee is providing an opportunity for connection with the past and respect for those who have been before. ● This includes consistent use of of te reo Māori and tikanga Māori in everyday classroom and school-wide systems. This can be seen in the regular use of specific Māori kupu (whānau/Family), (ākonga/students), (kaiako/teachers), (kura/school), (hui/meeting). Tikanga Māori in how hui are held and has strengthened kaiako capability. ● A draft communications plan has been created by the principal and the communication's administrator. This now needs to be looked at by the presiding member before being emailed out to the community.	● Development of communication channels (website, newsletters, handbooks, and welcome packs) to further engage whānau and improve perceptions.		whānau engagement and kaiako confidence in te reo Māori teaching.

• Māori language week was celebrated and ākonga and kaiako were provided with te reo Māori clues to interpret daily. • Analysis of kaiako and community reviews continues to highlight the urgency of a communications plan. This has been broadened to include the website, kaiako and ākonga handbooks as well as welcome packs for new whānau. • The principal and the administrator responsible for communications have met online with representatives from HAIL and are in the process of streamlining important communications channels (website, newsletters). • The annual plan for 2025 has been updated to reflect the importance and urgency of the communications plan. • A kaiako survey to allow for measuring the impact of the actions of the connect strategic goal in a draft form will be provided to kaiako at the beginning of 2025. • A process for improving the efficacy of reviews that will involve obtaining kaiako and ākonga views before this information is synthesised and discussed to determine appropriate actions in			

discussion with the senior leadership team.			

Planning for next year:

- Review and update the communications plan, ensuring it is fully developed and distributed to the community by the start of 2025.
- Ensure the Cultural Leadership role is finalised and the responsibilities clearly defined, with a focus on supporting the integration of Te Tiriti o Waitangi and enhancing kaiako capability in te reo Māori.
  Incorporate the feedback from whānau and kaiako surveys into next year's planning, with clear targets to monitor progress in shifting perceptions of the board, school, and teachers.
- Establish ongoing professional development for kaiako to improve confidence in teaching te reo Māori, with regular assessments of progress.
- Integrate the use of te reo Māori and tikanga Māori into daily school operations, with targets to track its effectiveness and impact on the school culture.
- Include in the 2025 annual plan a detailed action plan to address the urgent need for improved communications, prioritising the development of kaiako and ākonga handbooks and welcoming new whānau.
- Implement more robust review systems to gather feedback from kaiako and ākonga, ensuring this is incorporated into future planning for continuous improvement.

Strategic Aim:	A local curriculum and teaching practices that place high expectations on all ākonga and empower them to progress and achieve their future goals through authentic programmes of learning
Annual Aim:	● Classes will show improved engagement and achievement in reading, writing, and mathematics. ● Kaiako will be confident that they are meeting the needs of all ākonga in their classes. ● Kaiako will be designing programmes of learning that provide high-quality learning opportunities for ākonga and their planning for all ākonga will be accessible and visible. ● Kaiako will be confident in moderation processes and making accurate OTJ for reading, writing and mathematics. ● Mid-year and end-of-year assessments will show acceleration in tier 2 ākonga/student achievement. ● NCEA ākonga are engaged in programmes of learning that connect with future educational and career pathways. ● NCEA ākonga will continue to show an increase in achievement at the merit and excellence level. ● Kaiako will be involved in a meaningful PGC to improve their practice.
Target:	● All cohorts of ākonga in years 1 to 10 will show at least a 10% improvement overall in achievement in reading, writing, and mathematics. ● Target cohorts in years 1 to 10 will show accelerated achievement in reading, writing, and mathematics. ● There will be an increase in achievement, merit, and excellence NCEA credits. ● Years 11-13 ākonga without goals linked to NCEA will achieve their individual goals. ● Kaiako will show progress in their understanding and implementation of the localised curriculum.
Baseline Data:	**Year 1-10 Results** ***TABLE 1: The Percentage of Students at or above the required NZC level for Reading, Writing & Mathematics***

	Reading			Writing			Mathematics		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
All Students	71%	71%	62%	62%	69%	58%	64%	70%	55%
Female	78%	82%	68%	72%	84%	68%	59%	59%	54%
Male	64%	62%	58%	50%	57%	54%	50%	68%	56%
Māori /Pasifika	58%			62%			32%		
Māori		85%	62%		92%	69%		46%	58%

Pasifika		43%	14%		29%	14%		14%	14%
Asian	100 %	80%	80%	100%	60%	40%	100 %	100%	60%
Other Ethnicities	78%	69%	65%	61%	69%	62%	77%	70%	57%

TABLE 2: Year 1-10% Acceleration Data – Students who have made accelerated progress over 4 terms to Term 4, 2024.

	Regressed			Insufficient			Expected			Accelerated		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Reading	0%	1%	3%	21%	26%	34%	61%	43%	43%	8%	30%	21%
Writing	4%	0%	1%	30%	50%	31%	53%	38%	56%	13%	8%	40%
Mathematics	8%	7%	5%	32%	25%	29%	45%	40%	50%	14%	29%	16%

TABLE 3: Tier 1, 2 & 3 Learning Support - Percentage of ākonga at or above required level NZC

	Tier 1	Tier 2	Tier 3
Reading - End Term 4 2024	50%	33%	0%
Writing - End Term 4 2024	0%	23%	0%
Mathematics - End Term 4 2024	50%	34%	40%

TABLE 4: Reading - acceleration - Term 1 2024- Term 4 2024

	Total	Tier 1	Tier 2	Tier 3
Regressed	3%	0%	0%	0%
Insufficient	34%	0%	24%	40%
Expected	43%	50%	47%	20%
Accelerated	21%	50%	29%	40%

*TABLE 5: Writing acceleration - **Term 1 2024- Term 4 2024***

	Total	Tier 1	Tier 2	Tier 3
Regressed	1%	0%	0%	0%
Insufficient	31%	0%	35%	20%
Expected	56%	100%	47%	40%
Accelerated	12%	0%	18%	40%

*Table 6: Mathematics Acceleration - **Term 1 2024- Term 4 2024***

	Total	Tier 1	Tier 2	Tier 3
Regressed	5%	0%	0%	0%

Insufficient	29%	0%	12%	40%
Expected	50%	100%	47%	60%
Accelerated	16%	0%	41%	0%

TABLE 7: The % of students achieving L2 and L3

	2022	2023	2024
Level 2	100 %	80%	83%
Level 3	50%	66.7 %	100 %

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Statement of Variance Reporting

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
• A 'Primary Leader of Learning' for curriculum and assessment has been appointed. • A Within-School Teacher for the Big River Kāhui Ako will be appointed. Their focus is mathematics and improving teacher practice within the school. They have been engaged with the mathematics PLD being provided by 'The Learner First' through the Big River Kāhui Ako. • Kaiako have been provided with the term 1 unit planning template for the term concept 'Kotahitanga. • Kaiako have been provided with timelines for standardised testing • Class profiles have been distributed and work has commenced on these • Initial structured literacy testing has occurred, target ākonga identified, and intervention groups commenced in week 2 • Curriculum achievement plans that include testing, timelines, and planning expectations have been provided to teachers of years 1-10. • Course confirmation has occurred for NCEA ākonga and based on this ākonga has been enrolled in distance learning, Friday courses	• Classes showed improved engagement and achievement in reading, writing, and mathematics. • Kaiako reported increased confidence in meeting the needs of all ākonga. • Programmes of learning provided high-quality opportunities, with planning accessible and visible. • Kaiako engaged in moderation processes and made accurate OTJ for reading, writing, and mathematics. • Mid-year and end-of-year assessments showed acceleration in Tier 2 ākonga/student achievement. • NCEA ākonga were engaged in learning connected to future educational and career pathways. • Increased achievement at the merit and excellence level in NCEA. • Meaningful engagement in the PGC process to improve teaching practice. • Primary Leader of Learning for curriculum and assessment appointed. • Within-School Teacher for Big River Kāhui Ako appointed, focusing on mathematics and teacher practice.	• Some ākonga required more targeted intervention than initially anticipated, leading to adjustments in teaching approaches and support systems. • Tier 2 ākonga showed progress, but acceleration may not have been uniform across all groups. • While kaiako engaged in professional learning and collaborative planning, embedding new practices takes time, and confidence levels may still be developing. • The trial of *The Writers Workshop* and structured literacy approaches showed promise but required additional PLD for full effectiveness. • The transition to a localised, concept-based curriculum was widely adopted but still required further refinement to ensure full integration across all subjects. • Moderation of writing and mathematics was well established, but reading moderation was still in progress, delaying the ability to make fully confident OTJs in all areas. • Securing PLD hours and engaging facilitators like Meg Gallagher positively influenced curriculum	**1. Curriculum Development & Implementation** • Continue refining the localised, concept-based curriculum to ensure coherence and avoid repetition. • Further embed structured literacy to enhance writing outcomes across all levels. • Strengthen the integration of reading moderation to improve the accuracy of OTJs. • Continue developing and reviewing units of work for Years 7-10, ensuring alignment with future learning pathways. **2. Professional Learning & Teacher Support** • Provide ongoing PLD to strengthen teacher confidence in differentiation and inclusive practices. • Increase accountability and structured support within the Professional Growth Cycle (PGC) to enhance teacher development. • Support teachers in embedding *The Learner First* approach in mathematics through targeted PLD and collaborative planning.

through ARA in Invercargill, and Gateway programmes. • The process for identifying Tier 1, 2 and 3 ākonga is underway. These are to be put as groups in SMS-EDGE so that achievement and pastoral reporting can occur for these ākonga. • The school has been successful in securing 80 PLD hours for the continuation of the development of the concept-based, responsive, inclusive, integrated, localised curriculum. (Years 1-10). This is 80 hours of facilitator time over the next 12 months. • Kaiako have completed standardised term/unit plans for term 1 and their embedding of the term 1 concept into programmes of learning has been reviewed individually and collaboratively. • The common teaching and assessment approach for the teaching of structured literacy is embedded now, and intervention groups based on assessment have been commenced. • The principal and teacher responsible for the Future Focused Learning project have attended a leader's hui and the teacher has also attended a lead teachers day.	• Term 1 unit planning template for 'Kotahitanga' provided. • Timelines for standardised testing shared. • Class profiles distributed, with ongoing work. • Structured literacy testing completed, target ākonga identified, and interventions started in Week 2. • Curriculum achievement plans provided to teachers of Years 1-10. • NCEA ākonga enrolled in distance learning, Friday courses at ARA, and Gateway programmes. • Tier 1, 2, and 3 ākonga identified and recorded in SMS-EDGE for tracking achievement and pastoral care. • Secured 80 PLD hours for curriculum development over 12 months. • Standardised term/unit plans for Term 1 completed and reviewed collaboratively. • Structured literacy approach embedded, with intervention groups based on assessment. • Principal and Future Focused Learning project leader attended professional development hui. • Kāhui Ako Within School Lead supported common mathematics	development, but time constraints meant not all strategies were fully embedded within the year. • The introduction of new initiatives, such as *The Learner First* approach in mathematics, required ongoing PLD and adaptation by kaiako. • Standardised assessments helped track progress, but the refinement of assessment tools and processes continued throughout the year. • Tracking systems for career pathways and learning support were developed, but their full impact on student achievement was still evolving. • The focus on linking NCEA courses to career pathways was successful, but external factors such as student aspirations and personal circumstances influenced engagement levels. • While an increase in merit and excellence results was targeted, student outcomes varied depending on subject choices and individual effort. • The Professional Growth Cycle (PGC) was initially self-directed by teachers, but the need for greater accountability became evident, prompting planned changes for 2025.	• Ensure teachers have access to relevant resources and time to effectively implement new strategies. **3. Assessment & Data-Driven Decision Making** • Fully implement and refine tracking systems for learning support and career pathways. • Continue using standardised assessments to monitor progress, with a focus on refining moderation processes in all subjects. • Ensure data is used effectively to inform teaching practices and targeted interventions. **4. Student Engagement & Achievement** • Strengthen links between NCEA courses and career pathways to improve student motivation and outcomes. • Develop strategies to further support Tier 2 ākonga and accelerate progress in key learning areas. • Continue promoting merit and excellence endorsements through targeted teaching strategies and student goal setting. • Expand opportunities for student-led learning and ownership, such as presentations and reflections at assemblies.

• The Kāhui Ako Within School lead is focussed on the implementation of a common approach to teaching and assessment of mathematics through The Learner First PLD that is being provided by the Big River Kāhui Ako • The criteria and students in the 3-Tier Learning Support System have been confirmed for 2024 by the learning support team. These will now be shared with kaiako. • Kāhui Ako Professional Learning Groups (PLG) are underway and kaiako have an option of four groups within the Kāhui Ako that they can engage with. These groups include; diverse learners, mathematics, provisionally-certified teachers, and secondary literacy. • A plan has been developed to use the 50 hours of PLD funding that we have received. This plan is to be confirmed with the PLD provider. • Teachers have agreed to trial The Writers Workshop as a structured approach to the teaching of writing. • The PLD facilitator Meg Gallagher spent three days with the core team for curriculum development building capability in key teachers	teaching and assessment approaches. • Learning support team confirmed Tier 3 students and shared lists with kaiako. • Kāhui Ako PLG groups running with options in diverse learners, mathematics, PCT support, and secondary literacy. • Plan developed for 50 PLD hours, awaiting confirmation with PLD provider. • Teachers trialling The Writers Workshop as a structured writing approach. • PLD facilitator worked with the core team on localised curriculum leadership. • Ministry TOD provided PLD for both primary and secondary teachers. • Primary teachers engaged in mathematics PLD from Learning Matters. • Secondary teachers attended literacy and numeracy PLD with Amanda Smith. • Secondary literacy PLG at TCAS aligned with PLD from Amanda Smith. • Continued embedding of structured literacy approach, as noted in Structured Literacy Report.	• Teachers increasingly engaged in collaborative planning and professional discussions, but differentiation and inclusive teaching practices still required further support. • While the curriculum was localised and concept-based planning improved, some repetition and gaps were identified, requiring further refinement for 2025. • Units of work for Years 7-10 were developed, but ensuring alignment with the broader curriculum and future learning pathways remained an ongoing process. • Despite planning efforts, some initiatives, such as the structured literacy interventions, took longer to show measurable impact across all year levels. • Time constraints and workload impacted the full implementation of differentiation strategies, meaning some students may not have had learning fully tailored to their needs. • The concept of ‘service’ in Term 4 saw greater community involvement, but fostering long-term connections between learning and the wider community remains a focus.	**5. Community & Service Integration** • Deepen connections between school learning and the wider community to strengthen the concept of ‘service.’. • Foster long-term community partnerships that provide authentic learning experiences. • Encourage student participation in meaningful service projects that align with curriculum goals.

to lead the localised curriculum work within the school. Refer to 'Localised Curriculum Report'. ● A Ministry TOD on the 4th of June provided opportunities for PLD for primary and secondary teachers o Primary teachers joined other teachers in the Big River Kāhui Ako to participate in facilitated PLD from Learning Matters on mathematics teaching & learning. This aligns with our action to implement a common approach to teaching and assessment of mathematics o Amanda Smith facilitated a session for secondary teachers on 'Teaching Literacy & Numeracy Across the Curriculum' encouraging teachers to develop individual action plans to prepare ākonga for the new NCEA literacy and numeracy standards. ● Kaiako have continued to engage in Kāhui Ako Professional Learning Groups (PLG). The secondary literacy group being held at TCAS aligns well with PLD provided by Amanda Smith on the Ministry PLD day. ● There has been continued embedding of a coming teaching and assessment approach for	● Trial of The Writers Workshop indicated improved student understanding of strengths and next steps in writing. ● Learning support team used data to identify priority learners and support kaiako in creating individual learning plans. ● Term 2 TOD focused on localised curriculum planning, including the use of essential questions. ● Shift towards using concept-based localised curriculum in planning and teaching. ● TCAS PGC process managed individually by teachers, with SCT monitoring progress. ● DPs engaged in professional growth opportunities with Judith Catton. ● Kāhui Ako PLG for secondary teachers met twice in Term 3 to discuss literacy strategies. ● Term 3 concept 'Change' reviewed, and Term 4 concept 'Service' developed with increased teacher engagement. ● Curriculum team drafted 2025-2027 concepts for review. ● Curriculum maps for 'Service' completed and shared for planning. ● The Writers Toolbox trial indicated improvements in student writing.	● Celebrations of learning and student presentations at assemblies reflected positive engagement, but further work is needed to ensure consistent student ownership of learning.	

structured literacy - refer to 'Structured Literacy Report' ● Kaiako have been introducing ākonga to The Writers Workshop online structured approach to teaching writing. This is being trialled and early evidence suggests that it provides a solid programme for ākonga to understand their strengths and next steps in writing across all year levels. There has been consideration as to specific PLD related to this programme. ● There has been continued work by the learning support team on using data to identify priority learners and for kaiako to create individual learning plans for them. ● The TOD at the beginning of the term was focused on the localised curriculum and planning from the new template. In addition, there was a term plan that was introduced to help teachers map their classes learning into surface, deep and transfer learning. There was a specific focus on the use of essential questions to drive learning. ● There has been a significant shift and most teachers are now using the concept-based localised	● Years 1-10 mathematics teachers introduced to the new draft curriculum. ● Kāhui Ako - Within School Lead continued supporting mathematics PLD. ● Moderation of writing and mathematics well-established; reading moderation process in development. ● Teachers using Future Focused Learning Lending Library and apps for student engagement. ● Course selection for secondary students included career planning. ● SCT following up on PGC progress, with accountability concerns for 2025. ● Increased connection of teacher planning to the localised curriculum, with regular reporting at kaiako hui. ● Term 4 'Service' concept connected learning with the community. ● Assemblies used to showcase classroom learning to the wider school and community. ● Continued need for teacher support in differentiation and understanding the negative impacts of streaming. ● Units of work created for Years 7-10, with a focus in Term 4.		

curriculum to plan their connected learning for the term. ● This year the TCAS Professional Growth Cycle (PGC) is being managed by individual teachers at their request. The PGC process and the expectations have been provided to all kaiako. The SCT will continue to connect with teachers to ensure they are on track. ● Both DPs have had the opportunity to engage with a professional growth opportunity with Judith Catton that is being used as a focus for their individual leadership growth. ● There continues to be a Kāhui Ako PLG for TCAS secondary teachers who have met twice during term 3 to discuss supporting literacy in the year 7-13 classes. This has involved the sharing of resources and strategies for differentiating and supporting literacy in these classes. ● Meg Gallagher worked with the core team to review the term 3 concept of Change and to develop the maps for the term 4 concept of 'Service'. There has been a noticeable increase in engagement by teachers and the quality and depth of learning has	● Careers tracking sheets developed to align learning with future pathways. ● Proposal made for Period 5 on Friday in 2025 to focus on study skills, careers, and financial literacy. ● Year 11 students in 2025 will take six subjects for broader NCEA Level 1 learning. ● SCT supporting kaiako with 2024 PGC, with sign-offs in Term 4. ● Continued engagement of primary teachers with The Learner First maths PLD. ● Secondary kaiako reflecting on 2024 courses to inform 2025 planning and professional growth. ● Continued improvement in localised curriculum planning, with regular reporting at kaiako hui. ● PLD with Meg Gallagher impacting engagement and classroom practice. ● Term 4 'Service' concept strengthened community connections. ● Consistent application of IDEAL structured literacy approach. ● Targeted structured literacy support led to progress, with some ākonga no longer needing interventions.		

improved as has student engagement. ● The core curriculum team have reviewed the concepts for 2025-2027 and this is in draft form and will be reviewed with the wider teaching team. ● The curriculum maps from the service concept have been completed and will be shared with the teaching teams so that they can commence their planning before the end of the term. ● The Writers Toolbox is being trialled by some teachers and is showing an overall increase in writing strength for students who are using it regularly. ● Maths teachers from years 1-10 have been introduced to the new draft maths curriculum. The Kāhui Ako - Within School Lead continues to focus on the 'Learner First' mathematics PLD and sharing best practices and resources with teachers. The 'Learner First' PLD and related resources and planning mean that we are well placed to have systems in place for the new mathematics curriculum for the beginning of 2025. ● Moderation for writing and mathematics is well established.	● Term 4 TOD focused on new maths curriculum for Years 1-8 teachers. ● Tracking sheets provided for all teachers to assess ākonga against the refreshed curriculum in maths and English. ● Teaching of NZC achievement objectives recorded to identify repetitions and gaps for 2025 planning. ● Years 7-10 engaged in teaching and learning related to future careers. ● Draft graduate profile completed, aligned with the TCAS Way and NZC key competencies. ● PGC process concluded for most teachers, with final sign-offs in Term 1, 2025. 2025 PGC will focus more on reflection and alignment with the strategic plan. ● Senior leaders met with Deirdre McCracken to define a 2025 leadership focus using Leading Adult Learning principles.		

Work has started on moderation of reading and this will continue with the goal of having an embedded process by 2025. ● Teachers are accessing the Future Focused Learning Lending Library and are using various apps to engage students with learning. IPads are available for students to use and these are accessed when required. ● Course selections for secondary students included career conversations to ensure selection aligned with future career goals ● The Specialist Classroom Teacher is following up with teachers to ensure that they are on track with their PGC. This will change next year as the current system that teachers were keen on does not provide accountability and there are concerns that many teachers will not get signed off unless they start to take the responsibility that they wanted to manage this themselves. ● There has been a greater of teacher planning to the localised curriculum and teachers are now reporting back regularly at kaiako hui on classroom practice and learning.			

• There was a celebration of learning for the concept of change at the last assembly of the year with ākonga sharing a dance. • Classes are rostered to assemblies to showcase to the wider school and community the work that they are undertaking in class. • There is still a need to support teachers to differentiate learning and to understand that streaming is not the best practice and has a negative impact on student learning. • Units of work of been created for the years 7-10 students and this has been a focus for these year levels in term 4. • Careers tracking sheets have been created so that programmes of learning can be aligned with future career choices. • There has been a proposal for period 5 on Friday to be a study skills, life skills, careers and financial literacy focus in 2025. • Year 11s will be engaged with six subjects in 2025 to allow for a breadth of learning at NCEA Level 1 that will allow them to keep their options open for 2025. • The specialist classroom teacher has been supporting and meeting			

with kaiako regarding the 2024 professional growth cycle. Kaikako will meet with the principal to have these signed off in term 4. ● There continue to be opportunities for primary teachers to engage with The Learner First PLD about maths teaching. ● Secondary Kaiako are creating their course outlines for 2025 and are reflecting on their courses for 2024, the number of credits offered and gained by students, results of external moderation and are being encouraged to consider how this influences their professional growth cycle for 2025. ● Teacher planning has continued to improve for the localised curriculum, and teachers are now regularly reporting back at kaiako hui on classroom practice and learning. ● The PLD on the localised curriculum with Meg Gallagher continues to have an impact on the engagement of ākonga and is being visibly transferred into kaiako planning and classroom practice. ● The term 4 concept of 'service' showed a greater connection of the learning that ākonga were undertaking in school with the			

community and teachers actively connected with individuals and groups in the community to enrich the learning of ākonga. ● There continues to be consistent application of the IDEAL structured literacy approach to the explicit teaching of spelling through a clear scope and sequence. ● Structured literacy and the targetted support for identified ākonga has continued and the majority of these ākonga have made progress, with some no longer requiring targetted support. ● At the TOD in term 4 there was a focus on the new maths curriculum for teachers of years 1 to 8. ● Tracking sheets have been provided for all teachers so that they can assess current ākonga to the refreshed curriculum for both mathematics and English ● Kaiako have recorded their teaching of the achievement objectives within the NZC for all programmes of learning for years 1 to 10 for 2024. This information will be used to identify repetitions and gaps across and within year levels for consideration when planning 2025 programmes.			

• Years 7-10 have been engaged in specific teaching and learning relating to future careers. • There has been discussion and a draft has been completed of a graduate profile that will be used across the school. This graduate profile is linked to the TCAS Way and the key competencies from the NZC. • The Professional Growth Cycle (PGC) for teachers has concluded and some teachers have had this finalised while others will need to have this signed off in term 1 of 2025. In 2025, there will be a greater focus on reflective questions and alignment of the PGC with the strategic plan. • Senior leaders have met with Deirdre McCracken to identify a 2025 leadership focus that is scaffolded by the Leading Adult Learning principles.			

Planning for next year:

- Review the targets that were not achieved and analyse contributing factors, including resource allocation, staffing, and external influences.
- Carry forward unachieved targets into next year's planning with refined strategies and measurable milestones.
- Adjust teaching and learning approaches based on data insights to ensure improved student outcomes.
- Provide targeted professional development for staff to address specific areas of need, ensuring effective implementation of strategies.
- Strengthen monitoring and reporting processes to track progress more effectively throughout the year.
- Increase engagement with whānau and the wider community to support student learning and achievement.
- Allocate additional resources where needed to support identified areas of underperformance.
- Enhance support for priority learners, including Tier 2 and 3 students, with focused interventions.

- Review curriculum delivery to ensure alignment with student needs and next steps in their learning journey.
- Strengthen moderation practices to improve consistency and accuracy in assessment data.
- Continue refining student pathways, ensuring clear links between learning, career aspirations, and personal growth.
- Foster student agency by increasing opportunities for goal setting, self-reflection, and ownership of learning.
- Evaluate the impact of existing initiatives and make data-driven decisions about their continuation or modification.

Strategic Aim:	A school where hauora grows ākonga confidence so they make positive choices for themselves and others
Annual Aim:	● The SW-PB4L systems will be responsive to the needs of specific ākonga and cohorts, and there will be increased recording of both supports and positive behaviours through the Edge-SMS. ● Kaiako will be confident in their knowledge, understanding and use of restorative practices, zones of regulation, the TCAS Way, behaviour and attendance systems. ● There will be a decrease in the number of referrals to the Kāhui Ako – Big River councillor. ● The behaviour, support and reward data will be used to drive changes to school-wide approaches to ākonga wellbeing.
Target:	● There will be a consistency in the recording of pastoral, and support data and improved confidence that baseline data can be determined to show improvement in behaviour can be monitored. ● Attendance for all cohorts within the school will show improvement. ● There will be an increase in attendance for those students who have been identified as requiring an intervention to improve attendance. ● There will be an improvement in kaiako confidence in using restorative practices, zones of regulation, the TCAS Way, and attendance systems.
Baseline Data:	***TABLE 4: Behaviour data***

Behaviour by Year Level

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	13
Term 1 % of behaviours	7%	2%	2%	2%	0.5 %	0	9%	2.5%	27%	20%	16%	9%	1%
Term 2 % of behaviours	4%	3%	0%	2%	1%	0%	10%	1%	32%	29%	9%	4%	4%
Term 3 % of behaviours	1%	8%	1%	3%	0%	2%	15%	11%	21%	33%	2%	1%	1%
Term 4 % of behaviours	5%	0.8%	0%	0.8%	0%	0%	13%	4%	27%	45%	0.8%	0.8%	2%

- In Term 4, Year 10 had the most problem behaviour entries, followed by Year 9.
- There is a significant number of ākonga at TCAS with no behaviour entries

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
0 problem behaviour entries	5	10	9	12	4	11	7	6	3	5	7	5	3	72.5%
1 - 5 behaviour entries	3	1	0	1	0	0	8	3	4	4	1	1	1	22.5%
6 - 10 behaviour entries	0	0	0	0	0	0	0	0	0	5	0	0	0	4%
11 - 20 behaviour entries	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21 + behaviour entries	0	0	0	0	0	0	0	0	1	0	0	0	0	0.8%

- 87 ākonga have had no pastoral entries for behaviour this is an increase in ākonga having no behaviour entries from 80 in Term 3 and is representative of the new ākonga that have enrolled.
- 1 ākonga has more than 21 behaviour entries; less than 1% at TCASBehaviour by Gender

	Male	Female
Term 1 %	71%	28%
Term 2 %	85%	15%
Term 3 %	75%	25%
Term 4 %	85%	15%

- The male problem behaviour percentage is significantly higher than females.
- The male problem has increased by 10% and the female decreased by 10% compared to Term 3

Behaviour by Ethnicity

	Māori	Pasifika	Other
% of overall behaviours	21%	19%	60%

- Students of Pasifika and Māori ethnicity are significantly represented in problem behaviour when compared to the %population of these students enrolled.

TABLE 6: Support Data

Support Statistics by Year Level

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	13
% of supports	8%	3	7%	0%	0%	3%	8%	8%	14%	25%	12%	3%	3%

- Ākonga/Students inYear 9 & Year 10 had the most support in Term 3, 2024
- This corresponds to the amount of problem behaviour entries

Support Statistics by Gender

	Male	Female
Term 4	42%	58%

- Females receive more support than males
- Males have a higher percentage of problem behaviours and lower support.
- This highlights the need to review how support is being offered to male students, and how and when it is being recorded in the SMS-Edge.

Support Statistics by Ethnicity

	Māori	Pasifika	Other
% of overall supports	15%	22%	62%

- Other ethnicities receive the most support followed by Pasifika

Table 7: Reward Data

Positive Rewards by Year Level

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	13
% of positive rewards	5%	2%	1%	2%	3%	5%	2%	0.5%	5%	7%	20%	20%	22%

- There were 545 'TCAS Cards' or Positive rewards given in Term 4, 2024
- Ākonga/Students in Years 11, 12, and 13 received the most TCAS cards in Term 4, 2024

Positive Rewards by 'TCAS ACTS'

Year Level	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
# Tenacity cards	9	6	1	0	8	11	1	0	13	9	11	1	1	***71***
# Care cards	1	2	1	2	0	4	7	2	5	4	2	3	3	***36***
# Achievement cards	9	5	2	2	11	9	5	1	11	11	90	88	91	***335***
# Service cards	7	0	2	9	0	5	0	0	2	17	6	19	28	***95***
TOTAL	***26***	***13***	***6***	***13***	***19***	***29***	***13***	***3***	***31***	***41***	***109***	***111***	***123***	**545**

- There was a big drive to give NCEA ākonga TCAS cards for Achievement to recognise their achievements in NCEA before the end of the year
- The criteria for TCAS rewards will be reviewed by the PB4L team in 2025 so that more consistency across the years can be achieved.

Positive Rewards by Gender

	Male	Female
Term 1	50%	50%
Term 2	40%	60%
Term 3	45%	54%
Term 4	46%	53%

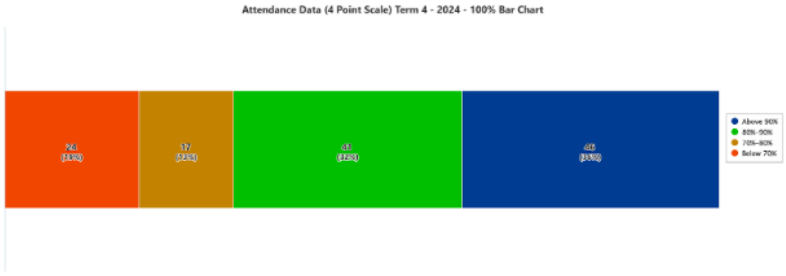
- Females received more positive rewards
- It has become more even between males and females compared to Term 3

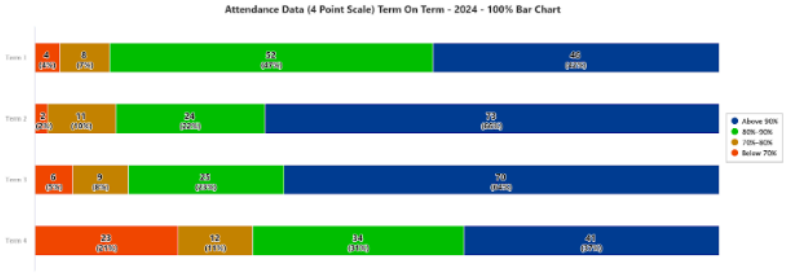
Positive Rewards by Ethnicity

	Māori	Pasifika	Other
Term 1	17%	6%	76%
Term 2	20%	5%	75%
Term 3	17%	9%	72%
Term 4	13%	6%	80%

- Other ethnicities receive the most positive rewards

Table 8: Attendance Data





The attendance for Term 4 2024 has significantly changed. This is due to several reasons, including younger ākonga having days of f being tired, moving schools and family holidays.

During term 4, one ākonga was referred to the rock-on service for attendance. There is one other student and their whānau who is being supported by the attendance support service.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
• A junior and senior dean have been appointed and management units have been allocated to each of them. • The peer support programme is underway and is being led by the senior dean. Training has occurred with the year 12 students and they have commenced working with their groups of year 7 & 8 students. The focus of this programme is to help the year 7 & 8 students transition to a secondary school environment where there are multiple teachers and classrooms. • Peer mediators are underway and are being led by the junior dean. Training is currently underway. • A hui has occurred with the principal and the Min. Ed. Restorative Practices PLD Lead Rich Matla. There have been surveys on restorative practices undertaken by ākonga and kāiako, and the leadership team will also complete one. The results of these surveys will be used to inform the outline of the Teacher Only Day that is planned for the first day of term 2. Rich Matla will be onsite to support the school's continued use of restorative practices school-wide.	• Deans are regularly using EDGE-SMS to record, monitor, and report on behaviour and attendance, ensuring a consistent approach across the school • Pastoral and support data recording systems are embedded, enabling clear tracking of behavioural improvements. • Regular meetings with deans and ongoing PLD ensure staff confidence in using data for decision-making. • Term 3 data reflected a significant improvement in attendance across all year levels. • Attendance systems have been embedded, with deans and whānau teachers systematically implementing attendance interventions. • Improved communication with whānau has contributed to attendance gains for most students. • Attendance-focused interventions, supported by funding, have been implemented, resulting in improved attendance for targeted students • Increased contact between deans, whānau teachers, and caregivers has led to stronger engagement and improved attendance for previously at-risk students. • Ongoing efforts are in place to support students who continue to face attendance challenges.	• While deans have been upskilled in the use of EDGE-SMS, recording remains inconsistent due to varying levels of confidence and time constraints. • The PB4L team was not fully activated in 2024 but is planned for 2025, delaying some system-wide responsiveness and reinforcement of expectations. • Although there has been an increase in the recording of positive behaviours, further work is needed to ensure systematic tracking of supports and interventions for all cohorts. • Professional learning opportunities were provided, but the practical application of restorative practices varies among staff. Some kaiako require further support to integrate these practices into their daily interactions. • The connection between Zones of Regulation and restorative practices is still developing, with ongoing PLD reinforcing the need for ākonga to be regulated before engaging in restorative conversations. • Attendance and behaviour management responsibilities were clarified for kaiako and deans, but consistent implementation remains an area for improvement. • While school-wide wellbeing initiatives and the peer support	**1. Embedding PB4L Systems and Data Recording** • Establish a clear PB4L implementation plan for 2025, defining roles and responsibilities. • Provide targeted training for kaiako and deans on consistently recording behaviour, support, and rewards in EDGE-SMS. • Develop a streamlined process to track interventions systematically across all cohorts. • Activate the PB4L team with Ministry of Education support to ensure a school-wide approach to behaviour expectations and reinforcement. **2. Strengthening Restorative Practices and Zones of Regulation** • Continue embedding restorative practices through coaching, peer observations, and refresher sessions. • Provide additional PLD on linking Zones of Regulation with restorative conversations. • Ensure consistent application of attendance and behaviour systems, with regular follow-up and support for kaiako. • Develop a system for kaiako to receive feedback on their use of

• There has been a noticeable increase in the number of TCAS Way cards handed out by teachers resulting in a greater focus on positive behaviours. • Funding has been obtained to implement attendance and engagement projects. Projects have been submitted and systems and interventions need to be systematically implemented. • Clarification of the roles and responsibilities of kaiako and deans within the attendance system has occurred. Kaiako and deans now need to be supported to undertake these responsibilities promptly. • The Peer Support Programme is continuing and is now managed by the DP of Wellbeing. • Rich Matla (Min. Ed. Restorative Practices PLD Lead) delivered professional learning on restorative practices to staff on the Teacher Only Day at the beginning of term 2. This PLD was designed for staff based on feedback from kaiako and ākonga through surveys. • The DP-Wellbeing reinforced the restorative practices PLD at a kaiako hui. Kaiako were given	• Attendance-focused interventions, supported by funding, have been implemented, resulting in improved attendance for targeted students. • Increased contact between deans, whānau teachers, and caregivers has led to stronger engagement and improved attendance for previously at-risk students. • Ongoing efforts are in place to support students who continue to face attendance challenges.	programme have been strengthened, there has not yet been a significant reduction in referrals, indicating that student needs remain high. • Increased awareness of available support may have led to a rise in referrals, as ākonga and whānau feel more comfortable seeking help. • Attendance fluctuations, particularly in Term 4, may have impacted student wellbeing, leading to continued reliance on external counselling services. • Data collection processes have improved, but analysis and action based on this data are still developing. • The review of the TCAS Way system is informing future strategies, but full integration into the 2025 strategic plan is still in progress. • The increase in TCAS Way cards and recognition of positive behaviours is a positive trend, but further work is needed to link this data to targeted interventions for behaviour and wellbeing.	restorative practices to reinforce effective strategies. **3. Expanding In-School Wellbeing Initiatives** • Strengthen peer mediation and pastoral support to help address lower-level concerns before they escalate. • Develop additional in-school wellbeing programmes to proactively support ākonga, reducing the need for external counselling referrals. • Review and refine referral processes to ensure targeted, effective support for students with ongoing wellbeing challenges. • Continue to build relationships with external agencies to provide wrap-around support for ākonga and whānau. **4. Using Data to Drive Change** • Finalise and implement adjustments to the TCAS Way system based on the recent review. • Use behaviour, support, and reward data to inform targeted interventions and school-wide decision-making.

opportunities to practice restorative conversations and were asked to consider having another person observe their restorative practices ● There has been a noticeable positive shift in the number of positive behaviours recognised through the TCAS Way system. ● There has been improved communication with whānau regarding attendance and ensuring the ākonga are referred to outside agencies as required. ● Rich Matla (Min. Ed. Restorative Practices PLD Lead) met with the principal on the 29th of May to consider the next steps in our restorative practices journey. ● Regular meetings with deans help embed attendance and behaviour management systems. ● There continues to be a focus on attendance and following established systems. ● There has been an increase in communication with the home regarding attendance from the deans and whānau teachers. ● There has been a follow-up with kaiako on restorative practices where kaiako were encouraged to have someone observe their			● Ensure the PB4L rewards system is fully integrated into daily practice, reinforcing positive behaviours consistently. ● Develop a regular review process where kaiako and leadership analyse behaviour and attendance trends to inform future actions.

restorative conversation. A further celebration meeting highlighted the impact that this has had on the learning relationships that kaiako have developed with ākonga as a result. ● Restorative resources have been provided to kaiako and these have been invaluable ● Stop, Rethink, Plan templates have been provided to staff and these provide a template for the use of Restorative Practices and can be linked to Zones of Regulation. ● The recording and celebration of positive behaviours are now embedded in assemblies. ● Attendance systems are being embedded and are being implemented via deans and whānau teachers. There is still ongoing work with students who are regularly not attending. Communication and clarification on attendance with whānau have been crucial in improving attendance. ● Kaiako has been reminded and participated in PLD regarding the need for ākonga to be regulated to participate in restorative practices and resolve conflict.			

This is directly related to the Zones of Regulations ● There has been a review of the TCAS-Way system and information from this review will be used to inform the 2025 strategic plan. ● Deans continue to meet regularly and are being upskilled in the use of EDGE-SMS to record, monitor and report about behaviour and attendance. ● Attendance systems continue to be well implemented and improved contact and communication with caregivers have been effective in improving attendance for most students. ● The well-being schools surveys (kaiako, ākonga 4-6, ākonga 7-13) have been completed and these have been reviewed by kaiako. These surveys will be reviewed by students and will be available at the next board hui. ● Kaiako have reviewed the wellbing data and this has been used to determin next steps and an action plan. ● The year 11 and 12 ākonga have reviewed the wellbing survey information for all ākonga and this has highlighted the			

importance of the use of ākonga voice when determining actions. ● There has been a reconnection with the PB4L lead worker from the Ministry of Education who has met with both the DP of Wellbeing and the principal and has provided advice on systems and processes. ● The PB4L team is being reactivated in 2025 and will be supported by the Ministry of Education leadworker for PB4L. An important component of their work will be outlining clear expectations of behaviour for all ākonga and how these will be taught and reinforced through the PB4L rewards system. ● Two teachers attended restorative practice PLD in Balclutha. ● Attendance continues to be a priority. Term 3 data again showed significant improvement, however, in term 4 there was again a decrease with ākonga on holidays, senior students not attending due to the completion of their programmes and a disconnect with assessments that were due.			
Planning for next year:			

- Include PB4L systems as a key focus in the 2025 Strategic Plan, ensuring clear behaviour expectations and consistent implementation.
- Set a target for increased recording of positive behaviours and support interventions in EDGE-SMS, with regular reporting to assess progress.
- Provide ongoing PB4L training for staff to reinforce behaviour management strategies and the reward system.
- PLD on restorative practices and the Zones of Regulation to ensure consistency in approach.
- Conduct follow-up surveys and peer observations to monitor kaiako confidence and use of behaviour and attendance systems.
- Investigate additional in-school wellbeing interventions to reduce reliance on external counselling services.
- Develop a specific attendance action plan for 2025, outlining clear responsibilities for deans and whānau teachers.
- Strengthen direct communication with whānau regarding attendance concerns, ensuring early intervention strategies are in place.
- Use attendance data to identify trends each term and adjust strategies to improve student engagement.
- Implement recommendations from the TCAS Way system review to strengthen school-wide behaviour and reward processes.
- Ensure recognition of positive behaviours remains a focus in assemblies and school-wide communications.
- Require termly reporting on the effectiveness of behaviour management strategies and their impact on student engagement.