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?***

• A communication plan has been created for 2025 by the principal and the communications administrator, and this will now be shared with the senior leadership team for input and action.
• A draft website has been created using the Hail platform, and this will be transitioned to during term 1. This will also be used for the current 'Staff website' as well as both the student and teacher handbooks, ensuring that there is continuity with information for all stakeholders.
	School-wide Communication Capability Strengthened
	
	• A school communication plan was developed by the Principal and Communications Administrator and actively used throughout 2025.
	• Communication became more intentional, structured, and aligned with the school's vision and strategic priorities.
	• The plan was broadened beyond the Principal to include Deputy Principals and classroom
		Sustainability and Workload Pressures
		
		• The original communication plan relied heavily on the Principal and one communications administrator, creating pressure on sustainability.
		• Competing operational demands during the year meant some initiatives (e.g. website redevelopment and board communication capability) progressed more slowly than planned.
			Move from Principal-Led to System-Owned Communication
			
			Communication improved significantly, but sustainability remains a risk if leadership or staffing changes.
			
			• Finalise and implement a revised communication plan for 2026 with:
			  ○ Clear ownership across Principal, Deputy Principals, team leaders, and kaiako
			  ○ Agreed expectations for classroom teacher communication

- The communication plan schedule has been continually updated based on the focus of the week. The three channels being used are Facebook, Email and the newsletter.
- Hashtags have been created for Facebook Posts to reinforce the School Vision (#TCASConnect, #TCASLearn, #TCASGRow, #TCASTenacity, #TCASCare, #TCASAchievement, #TCASGrow).
- Fundraising events for Camps have targeted the community and provided opportunities for connections
- Strong presence of kaiako & ākonga at the 150th Celebrations, including a kapahaka performance
- Connect with learning hui provided opportunities for ākonga to share their learning with whānau
- There continues to be a focus on the strategic plan as part of the communications strategy. Hashtags continue to be used on Facebook posts.
- The principal speaks at each assembly and provides a deliberate link between the localised curriculum concept for the term and the events that are

teachers, improving distributed leadership in communication.
- Senior leaders increasingly used tools (including AI) to improve clarity, consistency, and efficiency of messaging.
- Community feedback confirms a noticeable improvement in communication, particularly from school leadership.

Communication shifted from reactive to strategic, planned, and increasingly shared, improving trust and clarity with whānau and the wider community.

Community Perception of the School Improved

- Analysis of the Term 2 community survey shows a more positive overall perception of the school compared with the previous year.
- Areas for further development were clearly identified, particularly:
  - Understanding of Board roles
  - Consistency of communication from classroom teachers
- Survey findings were analysed and reported to the Board, directly informing future planning.

- Leadership capacity was redirected at times to urgent operational and well-being priorities.

Some actions were implemented successfully, but not yet embedded at a shared or system-wide level

Shift from Implementation to Review-Driven Change

- Increased emphasis on review and inquiry, aligned with Education Review Office recommendations, required more time than initially planned.
- Reviews revealed a need to pause, refine, or redesign actions rather than proceed as originally scheduled.
- The inquiry cycle (scanning, focusing, developing, acting and checking) meant depth was prioritised over pace.

Fewer initiatives were fully completed, but those undertaken were more informed and strategic.

Emerging Evidence from Community and Ākonga Voice

- Develop communication templates and tone guidelines to support consistency.
- Profile leaders and staff with responsibility through planned communication pieces.
- Strengthen Board communication to explicitly explain governance roles and responsibilities.

Embed the Review Cycle as "How We Do Improvement"

The review-driven model has lifted the quality of decision-making but is not yet fully embedded across the kura.

- Finalise and publish the **school-wide review schedule** for 2026.
- Ensure reviews consistently:
  - Include whānau and ākonga voice
  - Lead directly to actions in the AIP
- Support leaders and kaiako to use the **full inquiry cycle**, aligned with Education Review Office expectations.
- Build staff capability to lead and document reviews independently.

Strengthen Board Capability and Visibility

occurring (eg, Southern Area Schools and discovery)
- Key events since the last meeting include: School swimming sports (Term 1 Week 11), Kapahaka exchange in Lawrence (Term 1 Week 11).
- A review process is in progress for:
  - Transitions to school,
  - Curriculum planning to include the localised curriculum
  - The effective use of meetings.
- A review process has been completed for the 2024 term 4 swimming sports, and this was used to inform changes to the 2025 term 1 swimming sports. Health & safety requirements were at the forefront of this review.
- The communication plan is being used regularly to focus communication coming from the school. The focus now needs to be on sustainability and continuity so that responsibility does not sit on one person.
- The principal is working with facilitator Chich Foote on a Review-Driven Change Management Model that is based on ERO recommendations. This model includes Four Phases of

The school now has clear evidence of progress in community confidence, alongside well-defined next steps for improvement.

Multiple Communication Channels Embedded and Used Effectively

- Communication was consistently delivered through Facebook, email, and newsletters, aligned with a weekly focus
- Vision-aligned hashtags were created and embedded:
  - #TCASConnect, #TCASLearn, #TCASGrow
  - #TCASTenacity, #TCASCare, #TCASAchievement, #TCASService
- Fundraising events, camps, and celebrations were deliberately used as connection points with the Catlins community.
- Work began on improving digital media formats, including more efficient processes for reels and exploring new platforms.

Communication became multi-channel, consistent, and values-driven, reinforcing the school's identity and purpose.

- Term 2 community survey results highlighted unexpected levels of confusion about:
  - Board roles and governance
  - Staff roles and responsibilities
- Feedback required the communication plan to be adjusted mid-year, shifting focus toward clarity and role profiling.
- Community expectations around teacher-led communication consistency were stronger than anticipated.

Planned communication actions were redirected to address emerging needs rather than original timelines.

Capability Building Required More Time Than Anticipated

- Building kaiako confidence in te reo Māori and culturally responsive practice required ongoing PLD and repeated learning sprints, rather than one-off initiatives.
- Staff were at different starting points, requiring differentiated support.
- Time was needed for reflection, sharing practice, and embedding learning.

Community feedback shows ongoing confusion about the Board's role.

- Upskill the Board in effective community communication.
- Develop a Board communication strategy, including:
  - Regular Board updates in plain language
  - Clear explanations of governance vs management
- Increase Board presence at key community events and hui.

Lift Consistency in Classroom-Level Communication

While leadership communication improved, classroom communication remains variable.

- Establish clear expectations for classroom teacher communication with whānau.
- Provide kaiako with:
  - Shared tools and templates
  - Examples of effective practice

the of an inquiry and knowledge building cycle:
  - 1. Scanning – Understand the Current State
  - 2. Focusing – Identify What Matters Most
  - 3. Developing a Theory of Improvement – Plan for Change
  - 4. Acting and Checking – Implement and Evaluate
- A draft review schedule has been created as part of the work with Chic and this will be updated during term three. The
- There is a current focus on the improvement of te reo Māori usage by kaiako as part of this term's PGC learning sprint.
- The communication plan continues to be intentional communication to the community, emails directly from the principal, as well as Facebook.
- Recent community feedback recognises that improvement in communication from the principal. This plan has now been broadened to include communication from the deputy principals as well as classroom teachers.
- The learning sprint that teachers participated in at the end of term 2 focused on the use of te reo

School–Whānau–Community Connections Strengthened

- A schedule of key school-wide events was created and implemented.
- Significant community-facing events included:
  - 150th celebrations with strong kaiako and ākonga participation
  - Kapahaka exchange in Lawrence
  - Swimming sports
  - Connect with Learning Hui
- Assemblies were used strategically by the Principal to connect learning, localised curriculum themes, and community events.

The kura strengthened its role as a visible, active contributor to the Catlins community, with increased whānau engagement in learning and events.

Review-Driven Improvement Embedded Across the School

- A Review-Driven Change Management Model was adopted, aligned with Education Review Office recommendations.

Progress was made, but full consistency across the kura was not yet achieved.

Operational Complexity of an Area School Context

- As an area school, events, reviews, and communication needed to be differentiated across year levels, increasing complexity.
- School-wide events (camps, sporting events, 150th celebrations) required significant coordination.
- Health and safety requirements (e.g. swimming sports review) required additional time and resourcing.

Some planned actions were delayed or phased to ensure safe and effective implementation.

Digital Platform Transitions Took Longer Than Planned

- Transitioning to a new website platform (HAIL) was paused due to workload and competing priorities.
- The scope of the website expanded to include:
  - Staff site

- Align classroom communication with the localised curriculum and school vision.

Give Effect to Te Tiriti o Waitangi Through a Clear, Visible Plan

There is strong intent and good practice, but this needs to be more explicit and documented.

- Develop and implement a school-wide Te Tiriti o Waitangi plan that:
  - Connects strategic intent to classroom practice
  - Makes progress visible to whānau and the community
- Strengthen partnerships with whānau Māori.
- Use kapahaka, local history, and localised curriculum as anchors for Tiriti practice.

Continue to Build Kaiako Capability in Culturally Responsive Practice

Culturally responsive practice is recognised as a key driver, but consistency varies.

- Maintain culturally responsive practice as a PLD priority.

Māori in the classroom. These learning sprints were shared amongst the teaching team at the last kaiako hui of the term.
- There is an ongoing need to support the teaching of te reo Māori in the classroom.
- Analysis of our community survey from term two has occurred, and this report is being presented to the board. This report shows an overall more positive perception of the school than last year's identical survey and more clearly highlights the areas where there is still work to do. These include communication from the board and the teaching team. There is still some confusion as to the role of the board, and also some confusion as to the roles that people undertake within the school.
- The communication plan continues to be intentional communication to the community, emails directly from the principal, as well as Facebook.
- There is now a need to review and modify the plan to make improvements for 2026. It has already been identified by the leadership team that there is a need to profile leaders and teachers with responsibility, and a

- Reviews undertaken or completed included:
  - Swimming sports (health & safety focused)
  - Transitions to school
  - Curriculum planning and localised curriculum
  - Student leadership
  - Mathematics teaching
  - PB4L
  - Effective use of meetings
  - Ākonga achievement and wellbeing data
- Review findings were actively used to inform changes for 2026, including the Annual Implementation Plan.

Review is now a core driver of strategic decision-making, not a compliance exercise.

Progress Made in Giving Effect to Te Tiriti o Waitangi

- A school-wide focus on culturally responsive practice was maintained across leadership and teaching teams.
- Te Wiki o te Reo Māori was actively supported with shared classroom resources.
- Kapahaka continued to be a visible and valued part of school and community events.

  - Student and teacher handbooks
  - Newsletters
- This required more planning, structure, and governance oversight.

Website implementation shifted from 2025 completion to early 2026, with stronger long-term coherence.

Leadership Distribution Developed Later in the Year

- While the plan intended early distribution of communication responsibilities, this evolved gradually across the year.
- Deputy Principals and kaiako needed time and support to build confidence in external communication.
- Systems for consistency (templates, expectations, tone) were developed after initial implementation.

Shared leadership in communication improved, but later than originally planned.

External Drivers and System Expectations

- Use achievement and wellbeing data reviews to:
  - Identify effective strategies
  - Share practice across teams
- Strengthen the connection between culturally responsive practice and localised curriculum design.

Deepen and Sustain Te Reo Māori Use Across the School

Learning sprints have increased confidence, but continued support is required.

- Continue learning sprints focused on te reo Māori, differentiated by confidence level.
- Support kaiako with:
  - Everyday classroom language
  - Curriculum-specific reo
- Increase visibility of te reo Māori in:
  - Assemblies
  - Communications
  - School environment

Complete and Leverage the Website as a Core Communication Tool

The website has high potential but was delayed due to workload.

need to investigate different communication channels/platforms and different media, eg, reels.
- Feedback from the community via surveys has indicated that there is a need to ensure there is consistency in communication from classroom teachers.
- Te wiki ō te Māori is this week, and resources have been shared with kaiako for use within their classrooms.
- ERO have identified both communication and culturally responsive practice as key drivers for change within the kura moving forward.
- There continues to be a focus by the senior leadership team on communication and using tools to ensure that messaging is clear (eg, AI)
- The principal and the admin person responsible for communications are in the process of investigating a new format for the communications plan. This plan will include different channels for communication. There has been a recent process to make the creation and posting of reels more efficient.

- Strategic planning increasingly reflects whānau and ākonga voice, supporting Tiriti-aligned practice.

The kura strengthened its commitment to Te Tiriti o Waitangi, with clear foundations in place for further development.

Kaiako Capability in Culturally Responsive Practice Strengthened

- Culturally responsive practice was identified and sustained as a key driver for change.
- Kaiako engaged in reviews of achievement and wellbeing data to inform teaching practice.
- Learning sprints provided structured opportunities for reflection, sharing, and professional dialogue.

Kaiako understanding of culturally responsive practice improved, with growing consistency across the school.

Increased Use of Te Reo Māori by Kaiako

- Te reo Māori was a specific focus of a PGC learning sprint.

- Increased focus on communication and culturally responsive practice following ERO feedback required reprioritisation.
- Strategic planning needed to respond to system-level expectations, not all of which were fully known at the start of the year.

Some original priorities were reframed or sequenced differently to align with external expectations.

Need for Clearer Governance Communication

- Community feedback revealed a need to strengthen board-level communication, which was not fully anticipated in the original plan.
- Time was required to clarify:
  - Governance vs management roles
  - Appropriate channels for board communication
- This work is now planned for 2026.

- Complete transition to the HAIL platform early in 2026.
- Use the website as a **single source of truth** for:
  - Staff, student, and whānau information
  - Handbooks and newsletters
- Reduce duplication across platforms by aligning website, newsletter, and email content.

Strengthen Community Connection Through Planned Events

Events successfully built a connection but relied heavily on goodwill and capacity.

- Use the 2026 events schedule strategically to:
  - Strengthen whānau engagement
  - Showcase learning
  - Reinforce the school vision
- Ensure event leadership and communication are shared and planned well in advance.

● The strategic planning is being driven by reviews that have been undertaken with whānau and ākonga.
● Kaiako continue to review focus areas, and most recently, this has been the achievement and wellbeing data, as well as the yearly wellbeing survey. These reviews will be used to inform the annual implementation plan.
● There has been a renewed focus on the development of our new website. This has been on hold since term 1 when the challenges of workload meant that this was a lower profile. There is a draft website that has been created in HAIL and the focus is to have this in place by early in 2026. HAIL will also be used for newsletters in 2026.
● A schedule of school-wide events has been created for 2026.
● Reviews have been ongoing in term 4 and have included:
  ○ Student leadership
  ○ Mathematics teaching
  ○ Localised curriculum
  ○ PB4L
  ○ Reviews of ākonga achievement and wellbeing data were reviewed by kaiako. These reviews were synthesised and used by
	● Teachers shared effective strategies at kaiako hui, building collective capability.
	● Ongoing needs were clearly identified, informing future PLD priorities.
	
	There is measurable growth in kaiako confidence and use of te reo Māori, alongside a clear plan for continued improvement.
	
	Systems Established for Sustainability Beyond 2025
	
	● Recognition that communication systems must be sustainable and not reliant on one person.
	● A draft review schedule was developed and will be refined in 2026.
	● Website redevelopment using HAIL progressed, with a clear plan for implementation in early 2026.
	● A 2026 school-wide events schedule has been completed.
	
	Systems and processes are now future-focused, scalable, and embedded, supporting continuity and leadership succession.
		Board communication actions were identified later and deferred rather than completed in 2025.	

kaiako to consider the current annual implementation plan and what needs to be changed for 2026.			

Planning for next year:

System-Owned Communication

- Finalise and implement a 2026 Communication Plan with clearly defined roles for:
  - Principal
  - Deputy Principals
  - Middle Managers
  - Kaiako
  - Communications Administrator
- Develop and publish communication expectations for classroom teachers (frequency, purpose, tone).
- Create a suite of communication templates and tone guidelines for use across the school.
- Introduce a planned schedule to profile leaders, teachers, and areas of responsibility through school communications.
- Develop and implement a Board communication protocol, including regular plain-language updates to the community.

Embed Review as Core Practice

- Finalise, publish, and implement a school-wide review schedule for 2026.
- Ensure all reviews:
  - Include whānau and ākonga voice
  - Identify clear next steps
  - Feed directly into AIP actions
- Provide PLD and tools to support leaders and kaiako to:
  - Use the full inquiry cycle (Noticing, Investigating, Collaborative Sense-making, Prioritising to Take Action, Monitoring and Evaluating Impact)
  - Document review findings and actions
- Align review practice explicitly with Education Review Office expectations.

Strengthen Board Capability and Visibility

- Provide targeted Board PLD in community communication and engagement.
- Develop a Board Communication Strategy that includes:
  - Regular community updates
  - Clear explanations of governance vs management roles
- Increase Board presence at key school and community events.

- Review Board communication effectiveness through whānau feedback.

Improve Consistency of Classroom-Level Communication

- Establish and communicate minimum expectations for classroom communication with whānau.
- Provide kaiako with:
  - Shared communication templates
  - Exemplars of effective practice
- Align classroom communication expectations with:
  - Localised curriculum
  - School vision and values
- Monitor consistency through leadership walkthroughs and whānau feedback.

Give Effect to Te Tiriti o Waitangi

- Develop and implement a school-wide Te Tiriti o Waitangi plan.
- Explicitly connect:
  - Strategic intent
  - Classroom practice
  - Review and reporting
- Strengthen partnerships with whānau Māori through consultation and hui.
- Use kapahaka, local history, and the localised curriculum as visible expressions of Tiriti practice.

Strengthen Culturally Responsive Practice

- Maintain culturally responsive practice as a core PLD priority.
- Use achievement and wellbeing data reviews to:
  - Identify effective culturally responsive strategies
  - Share practice across teams
    Embed culturally responsive practice within:
  - Curriculum planning
  - Classroom observation and feedback
- Include culturally responsive indicators in review documentation.

Sustain and Deepen Te Reo Māori Use

- Continue learning sprints focused on te reo Māori, differentiated by kaiako confidence and experience.
- Provide ongoing support for:
  - Everyday classroom reo

  - Curriculum-specific language
- Increase visibility of te reo Māori through:
  - Assemblies
  - School communications
  - Physical environment and signage
- Monitor progress through self-review and classroom observations.

Complete and Embed the School Website

- Complete transition to the HAIL website platform by early 2026.
- Use the website as the single source of truth for:
  - Staff, student, and whānau information
  - Handbooks and newsletters
- Align website, newsletter, and email content to reduce duplication.
- Establish clear ownership for website maintenance and updates.

Strengthen Community Connection Through Planned Events

- Implement the 2026 school-wide events schedule with clear leadership and communication responsibilities.
- Use events intentionally to:
  - Strengthen whānau engagement
  - Showcase learning
  - Reinforce the school vision and localised curriculum
- Evaluate key events to inform ongoing improvement and sustainability.

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		
	2023	2024	2025*	2023	2024	2025*	2023	2024	2025*
All Students	71%	62%	65% (Y1-6) 57% (Y7-10)	69%	58%	56% (Y1-6) 56% (Y7-10)	70%	55%	58% (Y1-6) 56% (Y7-10)
Female	82%	68%	66% (Y1-6) 68% (Y7-10)	84%	68%	66% (Y1-6) 60% (Y7-10)	59%	54%	47% (Y1-6) 48% (Y7-10)
Male	62%	58%	64% (Y1-6) 56% (Y7-10)	57%	54%	51% (Y1-6) 55% (Y7-10)	68%	56%	64% (Y1-6) 67% (Y7-10)

Māori	85%	62%	75% (Y1-6) 57% (Y7-10)	92%	69%	67% (Y1-6) 71% (Y7-10)	46%	58%	58% (Y1-6) 42% (Y7-10)
Pasifika	43%	14%	NA% (Y1-6) 25% (Y7-10)	29%	14%	NA% (Y1-6) 50% (Y7-10)	14%	14%	NA% (Y1-6) 25% (Y7-10)
Asian	80%	80%	NA% (Y1-6) 100% (Y7-10)	60%	40%	NA% (Y1-6) 50% (Y7-10)	100%	60%	NA% (Y1-6) 100% (Y7-10)
Other Ethnicities	69%	65%	64% (Y1-6) 72% (Y7-10)	69%	62%	54% (Y1-6) 54% (Y7-10)	70%	57%	59% (Y1-6) 58% (Y7-10)

N.B. No Pasifika students in years 1-6, 1 Asian ākonga in Y-16 so data excluded
**The new curriculum has had an impact on the longitudinal data and how data has been presented for 2025*

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

	Regressed			Insufficient			Expected			Accelerated		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Reading	1%	3%		26%	34%		43%	43%		30%	21%	
Writing	0%	1%		50%	31%		38%	56%		8%	40%	
Mathematics	7%	5%		25%	29%		40%	50%		29%	16%	

This data is not available for 2025 due to the new curriculum impacting longitudinal data.

<u>Year 11-13 Results</u>

TABLE 3: The % of students achieving L2 and L3

	2023	2024	2025
Level 2	80%	83%	67.7%
Level 3	66.7%	100%	75%

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TE TĀHUHU O TE MĀTAURANGA

Statement of Variance Reporting

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

• An assessment schedule for ākonga in years 1 to 10 was discussed and agreed upon by teachers.
• At the call-back day at the beginning of the year, Kaiako were supported to implement programmes of learning that connect with the term 1 concept of Tūrangawaewae.
• There has been a focus on structured literacy using the Ideal platform, and teachers are assessing ākonga as required.
• This year, we have been given 0.21 of staffing from the Ministry, and this has been matched by TCAS to implement a structured literacy intervention for targeted ākonga in years 1-2. This intervention will be similar to the targeted intervention that Alyssa McDougall undertook with students in the last two years. Four ākonga will receive thirty minutes of 1:1 time with the kaiako at least four times a week.
• The Kāhui Ako within school lead (WSL) will again focus on mathematics and the use of 'The Learner First' approach to structured mathematics that embeds the refreshed curriculum.
	Three-Tier Learning Support Structure
	
	• A learning support team was formally established (Principal, both Deputy Principals, Learning Support Coordinator, G&T lead).
	• Classroom profiles were re-established and embedded, consistently identifying students in Tiers 1, 2, and 3.
	• Classroom profiles are now regularly updated and used to inform support decisions.
	• Learning Village interventions implemented for 8 ākonga.
	• One-on-one structured literacy interventions delivered for four Year 1–2 students (30 mins, four times weekly).
	• Personalised Learning Plans were finalised for use in Term 4, acting as transition plans and a shared reference point for whānau and kaiako.
	• Clear communication to kaiako clarified roles and responsibilities for supporting students with learning needs.
	
	A consistent, school-wide learning support system is now operational,
		Scale and Pace of System-Wide Curriculum Change
		
		• The NZ Curriculum refresh across multiple learning areas occurred alongside existing implementation plans.
		• Significant changes to assessment, reporting, and SMS alignment (Helix) required additional time and adjustment.
		• As a result, effort shifted from full implementation to sense-making, alignment, and stabilisation.
		
		Some actions progressed more slowly or required iteration rather than full completion within the year.
		
		Staffing Constraints and Unplanned Changes
		
		• Staffing pressures led to term long:
		  ○ Collapsing Year 9/10 classes
		  ○ Redistribution of teaching responsibilities
		  ○ Increased reliance on leadership teaching capacity
		• These changes required adaptive timetabling and resourcing decisions.
			Move from Establishing Systems to Measuring Impact (Learning Support)
			
			The three-tier learning support structure, class profiles, and PLPs are now in place and being used consistently.
			Where to next:
			• Shift focus from establishing processes to evaluating impact on ākonga progress.
			• Set clear acceleration indicators for Tier 2 and Tier 3 learners.
			• Use PLPs as live documents reviewed regularly with whānau and students.
			• Strengthen tracking of progress over time, particularly for:
			  ○ ELL learners
			  ○ Neurodiverse ākonga
			  ○ Students receiving structured literacy and mathematics interventions
			
			Clear evidence that targeted supports are accelerating progress, not just increasing activity.
			
			Embed Differentiation as Core Pedagogy Across All Classes
			Evaluation insight:

- TCAS has been accepted into a hybrid programme to accelerate mathematics achievement for years 7-8. This will be managed by the WSL, who is our secondary mathematics teacher and will involve a hybrid approach that uses both an online programme that is supported by direct teaching.
- All NCEA students met with the DP teaching & learning for their course selection to ensure programmes of learning were aligned with ākonga interests and career aspirations.
- Year 9 & 10 ākonga have been separated for English and mathematics this year to allow for greater differentiation of learning for this diverse group.
- Registered interest in participating in the Ministry of Education PLD support for NCEA literacy & numeracy corequisites
- Registered two teachers for phase 4 structured literacy PLD
- Primary teachers attended Kahui Āko PGC meetings on the revised maths curriculum

though full acceleration impact will be measured over time.

Differentiation and High Expectations

- Year 9/10 English and Mathematics programmes were restructured to allow greater differentiation.
- Additional Teacher Aide time supported engagement and learning in Year 9/10 classes.
- Classroom planning increasingly reflects differentiated approaches, supported by assessment data.
- Kaiako engaged in Teaching & Learning hui to share pedagogical strategies across learning phases.

Differentiation practices strengthened, particularly in Years 7–10, despite staffing constraints requiring adaptive solutions.

Assessment, Moderation, and Use of Data

- An assessment schedule for Years 1–10 was developed, discussed, and agreed upon.

Planned differentiation and programme design occurred, but not always in the originally intended structure or timeframe.

Increased Focus on Building Sustainable Systems

- Time was intentionally redirected to:
  - Re-establishing classroom profiles
  - Embedding the three-tier learning support structure
  - Clarifying roles and responsibilities
- Priority was given to system coherence over short-term acceleration measures.

Foundational systems were strengthened, but measurable acceleration outcomes will be realised over a longer timeframe.

Complexity of Embedding Structured Literacy and Mathematics

- Structured literacy and mathematics PLD involved:

Differentiation has strengthened, particularly in Years 7–10, but remains variable.

Where to next:
- Make differentiation expectations explicit in planning and observation.
- Use classroom profiles to inform:
  - Grouping
  - Task design
  - Assessment choices
- Share effective differentiation strategies across primary and secondary teams.
- Ensure high expectations are visible for all learners, including those receiving additional support.

Consistent, high-quality differentiation across the kura.

Strengthen Assessment Literacy for Kaiako and Ākonga

Assessment schedules and moderation processes are established, but understanding and consistency are still developing.
Where to next:

- Three teachers attended 'The Learner First' Maths PLD focused on years 0-3.
- Three teachers attend 'The Learner First' Maths PLD, focused on teachers new to 'The Learner First' Maths programme
- Oxford Mathematics learning books have been distributed to classrooms, and students have been set up on the digital platform.
- Year 11 & 12 students participated in a GET Ready to Work course (12 credits)
- PLD with Meg Gallagher on localised curriculum, including at staff hui. A review of the teaching of the concept tūrangawaewae has been completed.
- A survey of staff was completed to gather information about the delivery of a localised curriculum
- Review of primary teacher planning of reading, writing and maths in progress
- Connect with Learning Hui held
- Discussions are underway with Helix about reporting on the revised maths and English curricula to the BOT and whānau

- Primary moderation of writing completed successfully; reading and mathematics moderation planned and underway.
- Secondary moderation discussions commenced and will continue into 2026.
- External NCEA moderation processes completed; Principal's Nominee actively followed up.
- Helix Assay updated to align with new curriculum phases, enabling improved reporting to the Board and whānau.
- CAAs in reading, writing, and numeracy completed.
- Practice NCEA exams held and used to inform teaching and support.
- Kaiako increasingly shared assessment information with ākonga to clarify next learning steps.

Assessment and moderation practices are now more coherent and consistent, though system changes limited year-on-year comparability of data.

  - Multiple providers
  - Different entry points for kaiako
  - Ministry trials operating alongside school-based approaches
- Differentiation of PLD was necessary to meet varied staff capabilities.

Capability building progressed, but consistency of practice across all classrooms is still developing.

Assessment and Moderation Expectations Expanded During the Year

- Moderation requirements increased across:
  - Primary and secondary sectors
  - Internal and external NCEA assessment
- The refreshed curriculum required new shared understandings before judgements could be confidently aligned.

More time was spent on professional

- Continue to refine moderation processes across Years 1–13, with a focus on:
  - Shared understanding of curriculum progressions
  - Consistency of judgements
- Strengthen kaiako capability to:
  - Use assessment information diagnostically
  - Clearly articulate next steps
- Increase explicit teaching of assessment literacy to ākonga so they understand:
  - What quality looks like
  - How to improve their learning

Assessment is consistently used for learning, not just of learning.

Consolidate Structured Literacy and Mathematics Practices

Significant PLD has occurred, but multiple providers and approaches require consolidation.
Where to next:

- Agree on core, school-wide expectations for:
  - Structured literacy (Years 1–10)
  - Structured mathematics (Years 1–10)

- Learning Village interventions underway with 8 ākonga
- University of Otago liaison officer visited; 11-13 students completed a tour of Victoria University as part of the Wellington camp
- The spreadsheet for tracking specialised reading and spelling assessments is now being used in the primary syndicate
- Scott Martin from EnviroSchools attended the staff hui to discuss the support he can offer teachers
- One-on-one structured literacy intervention is taking place with four students
- Maths intervention for four Year 8 students as part of Ministry PLD is underway
- Posters with maths vocabulary for each year level were created and shared with ākonga to be displayed and to support consistency across the school and with the revised maths curriculum
- Kaiako have continued to develop their understanding and use of the concept-based localised curriculum. A staff hui focused on kaiako using AI to assist with the planning and teaching of the term

Structured Literacy and Mathematics

- Structured literacy implemented using the Ideal platform, with assessment occurring as required.
- Multiple kaiako engaged in Ministry-funded structured literacy PLD across different cohorts and providers.
- Targeted literacy interventions established for early learners.
- Mathematics teaching strengthened through:
  - 'The Learner First' PLD
  - Ministry mathematics trials (Phase 1 & 2)
  - Hybrid mathematics programmes for Years 7–8
- Mathematics vocabulary posters created and shared school-wide.
- Planning for ongoing mathematics facilitation in 2026 secured.

Significant progress made in literacy and mathematics capability, with strong foundations for consistency in 2026.

dialogue and moderation, reducing the pace of other planned actions.

Shifts in Learning Support Priorities

- Greater-than-anticipated need for:
  - Targeted literacy intervention
  - ELL and neurodiverse support
  - Learning Village expansion
- Ministry staffing and funding decisions required rapid local adaptation.

Support actions were prioritised for identified learners, delaying some broader capability-building initiatives.

Balancing Innovation With Workload and Wellbeing

- Introduction of:
  - AI-supported planning
  - Concept-based curriculum design
  - New transfer task expectations
- Required careful pacing to maintain staff wellbeing and implementation quality.
- Align planning, assessment, and intervention approaches to these agreed practices.
- Evaluate the impact of interventions using common measures.
- Ensure new curriculum requirements are fully embedded into teaching and reporting.

Coherent, consistent literacy and mathematics practice across all year levels.

Deepen the Localised, Concept-Based Curriculum Evaluation insight:

The localised curriculum is increasingly embedded, with strong improvements in transfer task design. Where to next:

- Strengthen consistency of concept use across learning areas and year levels.
- Continue to refine transfer tasks to:
  - Measure deep understanding
  - Integrate knowledge, skills, and dispositions

2 concept of discovery. The use of AI can assist kaiako with consistent planning that is transparent and allows for greater connections and collaborations across and within subjects and year levels.

- Career guidance and opportunities to connect with future learning and/or vocations have continued for senior students, including:
  - Gateway students completed the Workplace First Aid course
  - Year 12 & 13 students attended Otago University & Polytechnic Open Day on May 5
  - 1 Year 11 student competed in the Otago Rockquest on May 10
- Principal & DP (Teaching & Learning) attended the Balclutha Pathways breakfast to make connections with South Otago employers
- There continues to be a focus on structured literacy, with a further two teachers enrolled in structured literacy PLD, this time

Localised Curriculum and Transfer Tasks

- Kaiako implemented learning programmes aligned to term concepts (Tūrangawaewae, Discovery, Innovation).
- PLD with Meg Gallagher supported:
  - Concept development
  - Assessment design
  - Transfer task quality
- A review of Tūrangawaewae teaching completed and used to refine practice.
- Noticeable improvement in transfer task design, authenticity, and conceptual alignment.
- Learning showcased through classroom displays and whānau events.
- The 2026 overarching concept (Journey) and term concepts were confirmed.

The localised curriculum is embedded and increasingly coherent, with improved consistency across year levels.

Some innovative practices were piloted rather than fully embedded.

Data Comparability and Reporting Limitations

- Changes to curriculum and assessment made year-on-year data comparisons unreliable.
- Achievement data was determined using:
  - New OTJ frameworks (Years 1–10)
  - NCEA internal results

Planned evaluative comparisons were deferred in favour of baseline setting for future analysis.

Expanded Career and Pathways Opportunities

- Unplanned opportunities (e.g. Gateway, Barista, university visits, employer engagement) emerged during the year.
- These required flexibility in programme design and staffing.

- Embed assessment more deliberately within concept-based planning.
- Use student voice and work samples to evaluate curriculum effectiveness.

A coherent, high-quality localised curriculum that clearly drives learning and assessment.

Embed Literacy and Numeracy Across the Curriculum (Years 7–10)

Deliberate integration has begun, particularly in preparation for CAAs. Where to next:

- Make literacy and numeracy expectations explicit across all learning areas.
- Support teachers to design tasks that:
  - Reinforce literacy and numeracy skills
  - Align with subject-specific contexts
- Use CAA data to inform targeted teaching and intervention.

with a different provider than other teachers have used to broaden school-wide perspectives and understanding of structured literacy. ● One 1 teacher enrolled in tier 2 MOE target funding PLD for Structured Literacy, again with a different provider from the other two structured literacy providers the school has engaged with. ● Seven (7) Year 7 and 8 students have been enrolled in the MOE maths trial phase 2. This is in addition to the four (4) students who will continue in the phase 1 trial. ● Helix Assay (for analysing achievement data) has been updated so that reporting against the new phases of learning can occur. This will allow for reporting of achievement to the school board on reading, writing, and mathematics, which will occur at the next board meeting. It also provides the basis for mid-year reporting to caregivers. ● Helix has been engaged to complete the reporting templates for the mid-year reports.	**Literacy and Numeracy Across the Curriculum (Years 9–10)** ● Year 9/10 programmes were deliberately designed to include literacy and numeracy components. ● Secondary teachers met regularly to integrate literacy and numeracy into subject areas. ● Teacher Only Day PLD focused on cross-curricular literacy and numeracy. ● CAAs completed in reading, writing, and numeracy. *Improved coherence in literacy and numeracy delivery across Years 9–10.* **NCEA and Senior Pathways** ● All NCEA students met individually with the DP (Teaching & Learning) for course planning. ● Career tracking documents created for every Year 9–13 student. ● Gateway, Barista, First Aid, and tertiary engagement opportunities expanded.	*Some curriculum focus areas were reshaped to accommodate authentic, high-value pathways experiences.* **Review-Driven Improvement Took Precedence Over Linear Delivery** ● Reviews (localised curriculum, literacy, mathematics, PB4L, learning support) identified the need to: ○ Pause ○ Adjust ○ Redesign aspects of implementation ● This aligns with expectations from Education Review Office for evidence-informed change. *Actions were refined mid-year, leading to variance from original timelines but stronger long-term alignment.*	*Literacy and numeracy are everyone's responsibility, not confined to English and mathematics.* **Strengthen Coherence in NCEA Programmes and Assessment Evaluation insight:** Senior programmes are highly personalised, but curriculum and assessment changes continue to evolve. Where to next: ● Ensure NCEA course design: ○ Clearly aligns with refreshed curriculum intent ○ Maintains coherence across internal and external assessment ● Continue strong moderation and follow-up of external feedback. ● Use practice exam data more systematically to guide teaching. *Clear, coherent, high-quality NCEA programmes that support student success.* **Further Embed Career Education and Pathways (Years 9–13)**

● The school has been successful in its application of ukuleles to perform with at Kiwileles. These should arrive next week. ● Two (2) Teacher aides & one (1) teacher attended PLD for Learning Village, an online programme that we receive funding for to support our ELL (English Language Learners) students. There is a plan to expand this programme to support other students with literacy challenges, including those who aren't ELL. ● Otago University student teacher in school week 1-7, term 2, in Year 11-13 English & Social Sciences classes ● Learning through the localised curriculum is being celebrated at the end of term 2 with classroom displays ● PLD with Meg Gallagher to develop the concept of innovation for term 4, focused on personalised planning using AI ● Year 9/10 English and Year 9/10 Maths classes were collapsed into two classes due to staffing. Amanda took Year 9/10 English,	● University and Polytechnic visits completed. ● Course planning for 2026 underway with expanded subject offerings. ● NCEA assessment and moderation requirements met, including digital submissions. *Senior pathways are now highly individualised and future-focused, with strong alignment to student aspirations.* **Learning Support for ELL and Neurodiverse Ākonga** ● Learning Village expanded and supported through targeted PLD. ● Teacher aides and kaiako trained to support ELL learners. ● Interventions broadened to support non-ELL learners with literacy needs. ● Learning support processes clearly communicated to staff. *Targeted support for diverse learners is more structured and consistent.*		Career guidance is individualised and well embedded. Where to next: ● Strengthen the connection between curriculum learning and pathways, especially in Years 9–10. ● Embed career conversations into: ○ Subject learning ○ Course planning ● Evaluate the impact of vocational and tertiary experiences on student engagement and outcomes. *Ākonga clearly understand the relevance of learning to future pathways.* **Use Review and Data More Deliberately to Drive Change** Large volumes of data and review information are now available. Where to next: ● Prioritise fewer, deeper reviews with clear evaluative questions. ● Ensure all reviews: ○ Lead to specific changes in practice

and Glenys took Year 9/10 Social Studies. ● On the Teacher Only Day (19 May), primary teachers attended maths PLD (Ministry) with the rest of the Kāhui Ako, and secondary teachers looked at ways to integrate literacy and numeracy in their subject areas. ● Primary teachers continued their PLD with structured literacy, with two further teachers undergoing the Ministry of Education Structured Literacy training. ● The Sports Activator has again been engaged and has taken sessions with all years 1-8 students. ● Additional Teacher Aide time was provided to the Year 9/10 classes to support learning and engagement and individual ākonga. ● Level 3 students were supported in enrolling in their chosen university courses, and most have received confirmation of acceptance that is contingent on University Entrance.			○ Are revisited to check impact ● Strengthen documentation of "what changed as a result". *Review leads to measurable improvement, not just reflection.* **Build Consistency While Managing Change Fatigue** The pace of change has been high and well managed, but sustainability is key. Where to next: ● Consolidate and embed what is working. ● Be explicit about: ○ What stays the same ○ What is still evolving ● Pace PLD and implementation to support staff wellbeing. ● Use collaborative hui to reinforce shared understanding and coherence. *Sustained improvement without overload.*

• Term 2 reports to whānau were completed and will be distributed this Friday. • Regular secondary hui to discuss attendance, achievement and behaviour were established. • Planning commenced on a career day to be held at TCAS. This was being organised in collaboration with the Clutha Council Jobbotunities. Providers were asked to either attend or provide displays, and were positive about the opportunity. There has been recent communication from SOHS to Jobbotunities about a career day in Balclutha, and TCAS may also attend this as an alternative to having our own. • Connect with Learning Hui, 29th July - held earlier in the term than previously to discuss reports • Open Afternoon for year 7 & 8 whānau & students Tuesday 22 July • Implementation of Teaching & Learning hui with teachers with management units (learning support, primary lead, literacy lead) to discuss and implement ideas in areas such as			

moderation, assessment and pedagogy ● Reestablishment of Class Profiles to track class needs and successful strategies ● Classroom profiles have also been used to identify students who need additional support via the three-tiered learning support approach. ● Year 10-12 students surveyed to find out what types of courses they might want to do next year ● Year 9/10 and NCEA music options added to timetable, beginning in week 5 ● On-site Barista course booked (10 level 2 credits) - 20 year 11-13 students have signed up for this ● Localised curriculum discussions are occurring at both primary and secondary kaiako hui, and there has been improved sharing of ideas and resources between teachers both across and within learning phases.. ● Secondary teachers continue to meet as a professional learning group to discuss how to embed literacy and numeracy into			

teaching and learning programs for the year 9 and 10 classes. ● Each student from year 9 to 13 has an individual document that records career interests and potential courses for after school. This is used to track and ensure subject selections are aligned with students' future goals. ● Course planning for 2026 is underway. Year 10-12 students have selected their courses. Level 2-3 subjects include speciality sciences: biology, chemistry, agriculture/horticulture & physics ● Year 9 & 10 whānau consulted about the proposal to stop assessing NCEA level 1 in 2026, in line with proposed changes to NCEA. ● PISA testing of year 11 students took place ● Year 12 students attended the RYDA road safety workshop at Telford ● Music classes for year7-8 and year 9-10 options, and NCEA level 1 & 2 began with the appointment of a new teacher ● Barista course for year 11-13 students held on-site			

• Localised curriculum PLD with Meg Gallagher focused on assessment • Secondary hui discussion on assessment • Class profiles set up and information used to identify students in tiers 1, 2 and 3 • CAAs in writing, numeracy and reading completed • Practice exams for NCEA students were held from Monday to Wednesday of week 10. • Classroom profiles continue to be updated as required. • External NCEA moderation is being followed up by the Principal's Nominee. • Assessment and moderation discussions have commenced with primary and secondary teachers, and this will continue to be a focus for 2026 in line with ERO recommendations. • There is a noticeable difference in the design of transfer tasks and the embedding of the term concept of 'Innovation' through programmes of learning. • Two more teachers have been accepted for structured literacy			

PLD in cohort 6 as part of the Ministry of Education structured literacy PLD provision. ● Year 11 & 12 students have attended a careers day in Balclutha on Thursday, 18th September. ● A learning support team has been created, which includes the principal, both deputy principals, the learning support coordinator, and the teacher responsible for gifted & talented. This team has met and has finalised a personalised learning plan that will be used in term 4 to create plans for ākongain towers 1 & 2. These plans will act as a transition plan and a point of reference for whānau and kaiako for individual students. ● Primary moderation of writing was a successful process, and moderation of reading and mathematics will occur for teachers of years 1-8 before reports. ● The Learner First facilitator, Rob Proffitt-White, has been approached to provide 1 day a term support to teachers in			

mathematics. This is due to the kāhui ako being disbanded and the PLD that was offered through the Kāhui ako discontinuing. ● There has been a change to the ministry-funded mathematics resources for 2026, with a shift from Oxford to Maths No Problem. ● NZQA external moderation process completed for 2026 ● NCEA digital submissions for external assessments completed ● Updated maths and English curriculum shared with staff. There have been significant changes to the curriculum that we have been teaching and reporting against in 2025. ● The revised curriculum in other subjects has now been released by the Ministry, and the consultation process has begun with stakeholders. Teachers have been provided with links so that they can access the resources. ● Information about the new learning support process has been communicated to kaiako, and responsibilities for ākonga and who will be supporting them			

to create personalised learning plans (PLPs) have been clarified. ● Primary have met as a team and moderated reading and mathematics achievement. ● Meg Gallagher visited for two days in term 4 to work with the localised curriculum team to confirm the concepts and supporting information for 2026. The overall concept for 2026 will be 'journey' with the following concepts to flow through the year. ○ Term 1: Whānaungatanga (Care) ○ Term 2: Exploration (Tenacity) ○ Term 3: Transformation (Achievement) ○ Term 4: Mahi Tahi (Service) ● Whānau were invited into school on Friday, 5 December, to view the outcome of the transfer tasks undertaken during Term 4. It is pleasing to see how the localised curriculum is driving learning in the school. ● Carol Butel has been engaged to provide direct support to teachers in mathematics in 2026. ● A focus group of 20 students has been interviewed to provide			

baseline data on the localised curriculum, mathematics, and PB4L. The synthesis of these interviews will be used to guide these programmes during 2026. ● NCEA exams are completed for 2025, and results will be available from the 14th January 2026 (scholarship results 11 February 2026), and these will be included in an updated report on achievement at the first meeting for 2026. ● Achievement data for 2025 has been determined based on NCEA internal results and OTJ for years 1-10. Changes to the curriculum and the impact that this has had on the SMS systems have made it difficult to compare data from previous years. ● Secondary teachers have created course descriptions for years 7-13, including a weighted assessment plan for years 7-11.			

Planning for next year:

Measure Impact of Learning Support (Tiered Approach)

- Develop and agree clear acceleration indicators for Tier 2 and Tier 3 learners.
- Establish a termly progress review cycle for all Tier 2 and Tier 3 ākonga.
- Use PLPs as live documents, reviewed at least once per term with:

  - Ākonga
  - Whānau
  - Kaiako
- Strengthen longitudinal tracking of progress for:
  - ELL learners
  - Neurodiverse ākonga
  - Students in structured literacy and mathematics interventions
- Report on rates of progress and acceleration to SLT and the Board.

Embed Differentiation as Core Pedagogy

- Define and publish school-wide expectations for differentiation in planning and teaching.
- Require planning to show how classroom profiles inform:
  - Grouping
  - Task design
  - Assessment decisions
- Embed differentiation indicators into:
  - Classroom observations
  - Teaching & Learning hui
- Facilitate regular sharing of effective differentiation strategies across primary and secondary teams.
- Monitor that high expectations are explicit for all learners, including those receiving additional support.

Strengthen Assessment Literacy (Kaiako and Ākonga)

- Continue to refine moderation processes across Years 1–13, with a focus on:
  - Curriculum progressions
  - Consistency of judgements
- Schedule regular moderation opportunities (within and across teams).
- Build kaiako capability to:
  - Use assessment diagnostically
  - Clearly identify and communicate next steps
- Require assessment information to be explicitly shared with ākonga, including:
  - What quality looks like

  - What they need to do next to improve
- Use review findings to refine assessment practices.

Consolidate Structured Literacy and Mathematics Practice

- Agree on core school-wide expectations for:
  - Structured literacy (Years 1–10)
  - Structured mathematics (Years 1–10)
- Align planning, assessment, and intervention approaches to these agreed expectations.
- Use common measures to evaluate the impact of literacy and mathematics interventions.

- Review and refine teaching and assessment approaches to ensure alignment with the refreshed curriculum.
- Provide targeted PLD to support consistency of implementation.

Deepen the Localised, Concept-Based Curriculum

- Strengthen consistency in the use of annual and term concepts across learning areas.
- Refine transfer tasks to:
  - Measure deep conceptual understanding
  - Integrate knowledge, skills, and dispositions
- Embed assessment more deliberately within concept-based planning.
- Use:
  - Student voice
  - Work samples
  - Transfer task outcomes to evaluate curriculum effectiveness.
- Use review findings to inform ongoing curriculum development.

Embed Literacy and Numeracy Across the Curriculum (Years 7–10)

- Define clear literacy and numeracy expectations across all learning areas.
- Support teachers to design learning tasks that:
  - Reinforce literacy and numeracy skills
  - Align with subject-specific contexts
- Use CAA data to:

- Identify gaps
- Inform targeted teaching and intervention
- Monitor consistency of literacy and numeracy integration across subjects.

Strengthen Coherence in NCEA Programmes and Assessment

- Review NCEA course design to ensure alignment with:
  - Refreshed curriculum intent
  - Internal and external assessment requirements
- Continue robust internal and external moderation processes.
- Systematically use practice exam data to:
  - Identify learning gaps
  - Adjust teaching programmes
- Use moderation feedback to improve course design and assessment practice.

Embed Career Education and Pathways (Years 9–13)

- Strengthen explicit links between curriculum learning and future pathways, particularly in Years 9–10.
- Embed career conversations within:
  - Subject learning
  - Course selection processes
- Review the impact of vocational and tertiary experiences on:
  - Student engagement
  - Course completion
  - Post-school pathways
- Use student voice to refine career education provision.

Use Review and Data Deliberately to Drive Change

- Prioritise fewer, deeper reviews with clear evaluative questions.
- Ensure each review:
  - Leads to specific changes in practice
  - Is revisited to evaluate impact
- Strengthen documentation of:

  - What was changed
  - Why it was changed
  - What difference it made
- Align review outcomes directly to AIP actions and resourcing decisions.

Consolidate Practice and Manage Change Fatigue

- Clearly identify and communicate:
  - What practices are now embedded
  - What practices are still being refined
- Pace PLD and implementation to support staff wellbeing.
- Use collaborative hui to:
  - Reinforce shared understanding
  - Maintain coherence across the kura
- Monitor workload and wellbeing indicators alongside implementation progress.

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: Year Level Data for Behaviour, Supports & Rewards

Year Level	# of Behaviours			# of Supports			# of Rewards		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Year 1		1	4		2	7		1	219
Year 2			6		1	6		43	357
Year 3	44	35	35	16	26	24	108	184	202
Year 4	27	17	8	19	14	17	253	130	199
Year 5	40	3	17	19	11	18	307	107	351
Year 6	56	12	16	19	16	12	465	255	524
Year 7	22	46	19	13	20	13	443	158	200
Year 8	11	19	48	13	17	44	1054	355	431
Year 9	46	56	13	32	25	14	473	175	290
Year 10	22	44	93	4	12	71	572	167	217
Year 11	172	155	93	64	54	96	621	210	327
Year 12	176	190	126	96	66	75	997	370	256
Year 13	35	28	17	40	23	22	903	397	201
Total	651	606	495	335	287	419	6196	2552	3774

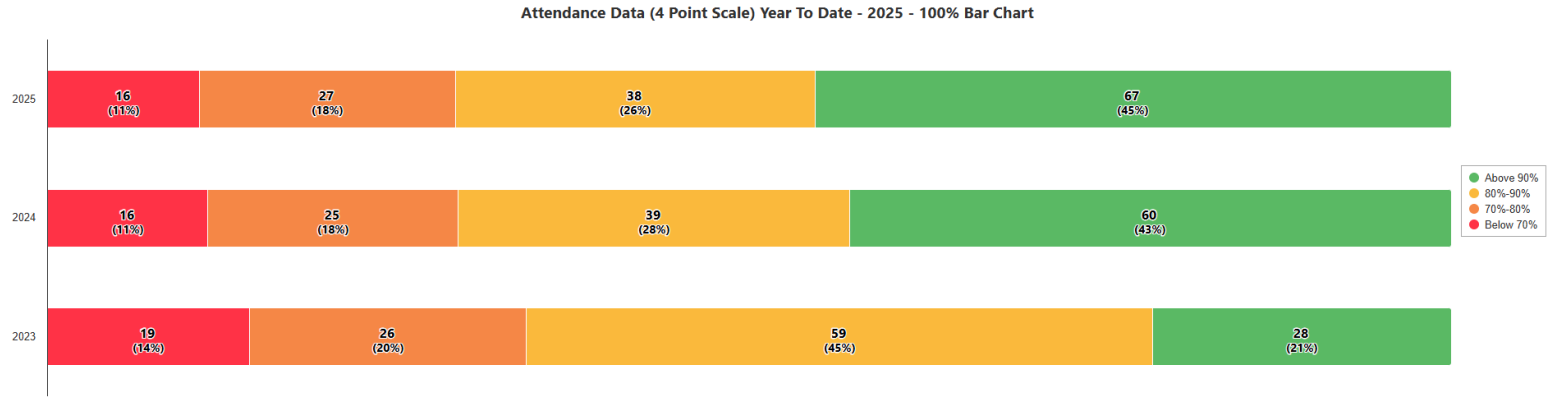
TABLE 5: Gender Data for Behaviour, Supports & Rewards

Gender	# of Behaviours			# of Supports			# of Rewards		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
F	267	134	200	147	115	208	3334	1397	1986
M	384	472	295	188	172	211	2862	1155	1788
Total	651	606	495	335	287	419	6196	2552	3774

TABLE 6: Ethnicity Data for Behaviour, Supports & Rewards

Ethnicity	# of Behaviours			# of Supports			# of Rewards		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Asian	13	10	8	5	5	7	378	282	204
Māori	124	118	106	61	41	92	1048	450	580
MELLA	-	-	-	-	-	1			6
NZ European	390	359	313	184	186	275	4190	1659	2833
Pasifika	124	119	68	85	55	44	580	161	151
	651	606	495	335	287	419	6196	2552	3774

TABLE 7: Attendance Data



Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

• Year 12 & 13 students undertook peer support training over two days, one day at the end of 2024 and another at the beginning of 2025. These ākonga are leading a peer support programme with the year 7-8 ākonga to facilitate their transition into the secondary area of the school.
• PB4L training occurred for the PB4L core group before school came back. This involved an overview of PB4L and the establishment of roles within the school. There is a whole kaiako training with the facilitator at a kaiako hui this term.
• Vertical forms have been implemented for years 9-13 to assist with the development of a positive, supportive school culture.
• All kaiako participated in a TOD with a focus on trauma-informed practice.
• The 2025 Professional Growth Cycle for Kaiako has commenced. A kaiako hui was held on the 4th of March to explain the PGC process for 2025 with Kaiako.
• A kaiako hui was held on March 18th, during which kaiako were provided with an opportunity to be supported with their first learning sprint, an important component of their PGC.
• Graduate Profiles have been created for all Learning Phases
	Professional Growth Cycle Embedded as a Meaningful Process
	
	• The Professional Growth Cycle (PGC) is now well embedded across the kura, with the majority of kaiako completing and having their PGC signed off.
	• Kaiako engaged in multiple learning sprints across the year, demonstrating sustained reflection and inquiry.
	• Learning sprints were clearly aligned to:
	  ○ PB4L
	  ○ Localised curriculum
	  ○ Te reo Māori me tikanga Māori
	  ○ Strategic goals (including *Grow*)
	• Kaiako accessed PLD aligned to individual PGC goals, including structured literacy, mathematics, mentoring, and BT teacher PLD.
	• The PGC is now positioned for redesign in 2026 to align with the refreshed *Standards for the Teaching Profession*.
	
	PGC has shifted from compliance to a genuine, reflective professional learning cycle.
	
	Increased Kaiako Capability Through Targeted PLD
	• Kaiako engaged in a wide range of purposeful PLD aligned to both individual and school-wide priorities.
		Greater Depth Required to Embed PB4L as a Teaching Framework
		
		• PB4L implementation required more time to shift from:
		  ○ Behaviour response systems to
		  ○ Explicit teaching of expected behaviours
		• Additional PLD, data analysis, and refinement of flowcharts and visuals were needed before consistent practice could be achieved.
		• PB4L team roles were temporarily aligned with senior leadership to ensure sustainability.
		
		Planned PB4L actions were implemented, but full consistency across the kura required more iterative development than originally anticipated.
		
		Expansion of the Professional Growth Cycle Beyond Initial Scope
		
		• The PGC evolved into a multi-sprint, inquiry-based process, deeper than originally planned.
		• Learning sprints expanded to include:
		  ○ PB4L
		  ○ Localised curriculum
			Move from Engagement in PGC to Impact on Practice and Learners
			
			Kaiako are engaging meaningfully in the Professional Growth Cycle, with learning sprints well established.
			Where to next:
			• Redesign the PGC framework for 2026 to align clearly with the refreshed *Standards of the Teaching Profession*.
			• Strengthen the link between:
			  ○ Learning sprint focus
			  ○ Changes in classroom practice
			  ○ Impact on ākonga engagement, behaviour, and learning
			• Require kaiako to explicitly articulate:
			  ○ What changed in their practice
			  ○ What difference it made for learners
			• Use PGC evidence to inform school-wide PLD priorities.
			
			PGC clearly demonstrates impact on learner outcomes, not just professional engagement.
			
			Consolidate PB4L as Explicit Teaching, Not Just Systems
			Evaluation insight:
			
			PB4L systems are functioning well, with improved consistency and a more positive culture.
			Where to next:

across the school. This Year 13 graduate profile was introduced to Years 11-13 at the Wellington Camp, and the graphic was included in the camp booklet.
- The peer support programme has been ongoing.
- The Ministry of Education PB4L Facilitator attended the kaiako hui on the 18th of May and introduced kaiako to the 'teaching of expected behaviours', an important component of the PB4L programme.
- Regular dean Hui and a collaborative approach to support plans with whānau
- Attendance tracking from Whānau kaiako to improve outcomes for whānau
- Expected behaviours visible for secondary ākonga for being ready to learn. Primary has been discussed and implemented, and the creation of a visual is in progress.
- Kaiako have completed their first learning sprint that was focused on PB4L, and this was shared back at the end of last term. Kaiako have now commenced their second

- Primary kaiako continued sustained PLD in structured literacy and mathematics.
- Secondary kaiako strengthened understanding of:
  - PB4L
  - Localised curriculum
  - Literacy and numeracy across learning areas
- Trauma-informed practice was embedded through a whole-school Teacher Only Day.

Kaiako capability has increased in priority areas, with PLD increasingly intentional and aligned.

Graduate Profiles Established and Actively Used

- Graduate Profiles were developed for all learning phases across the school.
- Graduate Profiles were:
  - Introduced to senior students
  - Used to prompt reflection on expected behaviours
  - Explicitly linked to PB4L and the TCAS Way
- Graduate Profiles were updated to align with Te Mātaiaho capabilities, strengthening curriculum coherence.
  - Te reo Māori me tikanga Māori
  - Strategic goals
- Time was required to support kaiako to engage meaningfully rather than treat PGC as compliance.

PGC outcomes exceeded initial expectations in depth, but required additional time and support, affecting pacing.

Need to Respond to Emerging Data and Feedback

- PB4L data highlighted unexpected trends (e.g. fewer acknowledgements for *Care*), requiring:
  - A shift in focus
  - New visuals
  - Targeted classroom teaching
- Attendance data identified students needing stepped interventions earlier than anticipated.
- Wellbeing and behaviour data prompted refinements to systems mid-year.

- Finalise and embed school-wide expected behaviours across all physical and learning spaces.
- Ensure expected behaviours are:
  - Explicitly taught
  - Revisited regularly
  - Linked clearly to the Graduate Profiles and TCAS Way
- Use PB4L data more systematically to:
  - Identify trends
  - Inform teaching focus
  - Evaluate impact
- Confirm sustainable leadership and ownership of PB4L systems beyond 2026.

PB4L is experienced by ākonga as consistent teaching of positive behaviour, not reactive management.

Strengthen Coherence Between PB4L, Graduate Profiles, and Curriculum

Alignment between PB4L, Graduate Profiles, the TCAS Way, and the localised curriculum has improved. Where to next:

learning sprint, which is focused on the localised curriculum.
- Kaiako have continued to engage with PLD opportunities that link with their PGC focus, including structured literacy and mathematics PLD, mentor and BT teacher PLD.
- Primary kaiako continue to engage with the kāhui ako PGC groups.
- There has been an increase in kaiko clarity and capability in the use of SW-PB4L.
- The PB4L MOE facilitator attended the PB4L team hui to support and discuss updates in PB4L, including the team roles being temporarily included in the senior leadership team so that sustainable systems can be implemented, including a connection to the school-wide communications plan
- Kaiako hui focus on PB4L; problem behaviour flow chart, TCAS Cards and data. The data highlighted that Care was not a behaviour for which many students received TCAS cards, so a collaborative focus for Term 2 on Care has been decided for in the classroom.

- Graduate Profiles informed teaching and behaviour expectations for Care and Service.

Graduate Profiles are now a living framework supporting both learning and wellbeing.

Leadership Capability Strengthened (Kaiako and Ākonga)
- Middle leadership capability was strengthened through:
  - Teaching & Learning leadership hui
  - Targeted mentoring by the principal
- Senior leadership continued a collaborative leadership inquiry, now in its third iteration.
- Student leadership was actively supported through:
  - Peer support training
  - NCEA credit-bearing leadership opportunities
  - Regular principal mentoring of head students
- A review of student leadership was undertaken, with ākonga voice informing changes for 2026.

Planned actions were adapted in response to evidence, resulting in changes to focus and sequencing.

Leadership Development Required More Individualised Support

- Middle leadership development required:
  - Targeted mentoring
  - Dedicated leadership hui
- Student leadership review identified the need for stronger scaffolding and clearer pathways.
- Leadership capability building became more personalised than originally planned.

Leadership actions were implemented, but with greater intensity and individualisation, extending timelines.

Attendance Challenges Required Increased Focus and Resourcing
- Attendance patterns required:
  - More frequent whānau contact
  - Meetings and support plans
  - Development of clear, shared graphics and communication

- Finalise and embed Graduate Profiles aligned to Te Mātaiaho capabilities.
- Use Graduate Profiles consistently to:
  - Frame expected behaviours
  - Support student reflection and goal-setting
- Ensure curriculum planning, PB4L teaching, and acknowledgements use shared language and visuals.

Students experience a coherent message about learning, behaviour, and values.

Deepen Leadership Capability and Succession

Leadership development has strengthened but remains reliant on targeted mentoring and inquiry.
Where to next:
- Continue structured leadership development for:
  - Middle leaders
  - Emerging leaders
- Clarify leadership pathways and expectations across the kura.
- Use leadership inquiry to focus on:
  - Learning-focused conversations

- The Graduate profiles were used as a prompt for teachers to consider the positive expected behaviours for the PB4L focus on Care, and a visual has been created to ensure consistency of expected behaviours across the school.
- There has been a focus from secondary Deans and Whānau teachers on teaching appropriate conversation topics while in class and at school
- The Peer Support programme final celebration is being held in Week 4, Term 2. This year, the peer support leaders have done an assessment to gain NCEA credits.
- There continues to be a focus on attendance and communicating with whānau about attendance.
- Kaiako have continued to engage in a meaningful growth cycle. One learning sprint was completed in the first half of the term, which was focused on teaching and learning, and the current learning sprint has a focus on the inclusion of te reo Māori in classroom practice.

Leadership development is now deliberate, structured, and responsive at both staff and student levels.

PB4L Systems and Practices Strengthened and More Consistent

- PB4L training occurred for:
  - PB4L core team
  - All kaiako
- Clear PB4L roles were established and temporarily aligned with SLT to support sustainability.
- Expected behaviours were:
  - Explicitly taught
  - Linked to Graduate Profiles
  - Reinforced through TCAS Cards
- Data analysis identified areas for focus (e.g. *Care*, *Tenacity*, *Service*), which then informed teaching and reinforcement.
- Behaviour flow charts and procedures were refined based on kaiako feedback.
- A more positive and consistent school culture was observed.

PB4L is now embedded as a teaching framework, not just a behaviour response system.

- The STEP attendance process required careful alignment with school systems and communication.

Attendance work became a larger focus than anticipated, requiring reallocation of time and effort.

Change Fatigue and Wellbeing Considerations

- The year included multiple layers of change:
  - Curriculum refresh
  - PB4L refinement
  - PGC development
  - Leadership and attendance systems
- Deliberate decisions were made to pace implementation to support kaiako wellbeing.

Some actions were staged or refined rather than accelerated, prioritising sustainability.

Graduate Profiles Required Iteration Following Curriculum Refresh

  - Coaching and feedback
- Strengthen student leadership pathways based on the completed review.

Leadership capability is distributed, sustainable, and future-focused.

Embed Tuakana–Teina and Peer Support as Core Culture

Peer support and vertical forms have strengthened relationships and transition.
Where to next:

- Continue the peer support programme as a planned, credit-bearing leadership pathway.
- Strengthen tuakana–teina opportunities beyond peer support, including:
  - Curriculum-based mentoring
  - Cultural and service activities
- Evaluate the impact of these initiatives on:
  - Student belonging
  - Engagement
  - Behaviour

Tuakana–teina is a normalised and intentional part of school culture.

- Primary kaiako have continued to attend PLD on both literacy and mathematics.
- The principal is continuing to meet weekly with the head students in order to develop and support their leadership capability. They planned and delivered a successful formal.
- Anna-Marie, the SW-PB4L facilitator, led a kaiko hui that focused on the analysis of behaviour and support data. From this hui, a term 3 focus on tenacity was established. The development of a graphic for all teachers to work from as they teach and reward behaviours that show tenacity is being created.
- The attendance system continues to be refined. There is now regular contact with whānau regarding attendance and the offer of support. Meetings with whānau have been occurring in term 2.
- Teachers have started their fourth learning sprint as part of their professional growth cycle, which is focused on the strategic goal of grow.
- There has been a deliberate focus on developing middle leaders

Tuakana–Teina and Peer Support Embedded in School Culture

- Peer support was successfully implemented for Year 7–8 students, led by trained Year 12–13 students.
- Peer support leaders gained NCEA credits, strengthening the value of leadership pathways.
- Vertical forms were implemented for Years 9–13, supporting:
  - Connection
  - Belonging
  - Student leadership
- Peer support programme culminated in a celebration event, reinforcing positive culture.

Tuakana–teina approaches are now a visible and valued part of school culture.

Attendance Monitoring and Whānau Engagement Strengthened

- Attendance systems were refined and aligned with the STEP attendance process.
- Regular communication with whānau about attendance increased.

- Graduate Profiles were updated to align with Te Mātaiaho capabilities, which were released during the year.
- This required additional consultation and refinement with kaiako.
- Finalisation was intentionally deferred to early 2026 to ensure shared understanding.

Graduate Profiles were used effectively in practice, but formal finalisation occurred later than planned.

Increased Emphasis on Coherence Across Systems

- Greater alignment was required between:
  - PB4L
  - Graduate Profiles
  - TCAS Way
  - Localised curriculum
- This coherence work required iterative design, shared language, and visual development.

Shift Attendance from Monitoring to Engagement and Belonging Evaluation insight:

Attendance systems and communication with whānau have strengthened.
Where to next:

- Continue to refine the stepped attendance intervention approach.
- Strengthen proactive strategies that build:
  - Connection, Belonging
  - Purpose for attending school
- Use attendance data to:
  - Identify patterns early
  - Target support more precisely
- Evaluate the impact of initiatives such as Kai Club and attendance celebrations.

Attendance improves as a result of strong relationships and engagement, not just monitoring.

Use Wellbeing Data More Deliberately to Inform Action

Wellbeing data has been reviewed by kaiako, with further involvement of ākonga planned.

through the implementation of a teaching and learning leadership hui, which includes the Deputy Principal of Teaching and Learning, the Leader of Primary, the Literacy Lead, and the Learning Support Coordinator.
- The senior leadership team continue to be involved in a collaborative leadership inquiry to strengthen trust and build a highly effective leadership team. This inquiry is in its third iteration and is focused on the learning talk capabilities.
- The PB4L team meetings have continued to be supported by Anna-marie Stewart from the Ministry of Education, and there has been a noticeable shift to a more positive culture.
- There continues to be a coordinated approach to address attendance via the step attendance intervention. This is focused on identifying students based on their attendance and following a stepped approach of support. Recent graphics have been developed that are being sent out via newsletter and also on

- Whānau teachers played a more active role in supporting:
  - Attendance
  - Punctuality
- A stepped intervention approach was clearly communicated through newsletters and social media.
- Attendance celebrations (100% attendance) were introduced.
- Kai club and breakfast club initiatives supported attendance and wellbeing.

Attendance is now addressed through a coordinated, supportive, and transparent approach.

Wellbeing Systems Strengthened and Reviewed

- Trauma-informed practice was embedded across the school.
- Wellbeing survey data was reviewed by kaiako, with plans to involve ākonga next.
- Study packs supported senior students during exam leave.
- Increased focus on care, service, and wellbeing through PB4L and curriculum alignment.

Some actions progressed more slowly, but resulted in stronger system alignment.

External Support and Scheduling Factors

- Availability of Ministry PB4L facilitators influenced the timing of:
  - Whole-staff PLD
  - PB4L planning days
- These factors required flexibility in sequencing actions.

Implementation timelines were adjusted to align with external support availability.

Intentional Shift from Activity Completion to Impact and Sustainability

- Decisions were made to prioritise:
  - Depth of understanding
  - Staff capability
  - Long-term sustainability
- Some actions were refined, redesigned, or deferred to ensure

Where to next:
- Involve ākonga more explicitly in analysing wellbeing survey data.
- Use wellbeing data to:
  - Identify priority areas
  - Inform classroom and school-wide actions
- Review the impact of wellbeing initiatives over time.

Wellbeing actions are evidence-informed and responsive.

Maintain Focus While Managing Change Fatigue

The pace of change has been significant and well managed, but sustainability is critical.
Where to next:
- Clearly communicate:
  - What practices are now embedded
  - What will remain a focus
  - What can be paused or stopped
- Pace PLD and initiatives to support staff wellbeing.
- Use collaborative hui to reinforce shared understanding rather than introduce new systems.

Facebook to show the stepped approach. ● Kaiako have continued to engage in the Professional Growth Cycle and have undertaken their shared learning sprint 4, which was focused on PB4L, and their learning sprint 5, which was focused on the localised curriculum. In addition, they have recorded their last learning sprint, which is focused on the use of te reo Māori me tikanga Māori. ● Graduate profiles have been used as a focus for the development of the TCAS Way-focused teaching for Service in term 4. ● Kaiako continue to develop and implement systems that allow them to explicitly teach expected behaviours, with this term having a focus on Service. ● Attendance initiatives have continued. A celebration of ākonga who have been at school for 100% attendance has been introduced at the assembly. ● Teachers have almost completed their last learning sprint for the year, and have started to have their professional growth cycle hui	*Wellbeing is increasingly proactive, data-informed, and integrated with teaching and learning.* **Alignment Between TCAS Way, PB4L, and Curriculum Strengthened** ● Stronger alignment was established between: ○ TCAS Way values ○ PB4L expected behaviours ○ Localised curriculum concepts ● Visuals and shared language improved consistency across the school. ● Teaching of expected behaviours became more explicit and intentional. *The school's values, curriculum, and behaviour systems now operate as a coherent whole.*	quality. *Variance reflects intentional leadership decisions, not lack of progress.*	*Sustained improvement without overload.*

with me so that they can have this signed off for the year. ● Teachers continue to attend PLD that reflects their individual focus on professional growth. This includes the structured literacy PLD that is being offered by the Ministry. ● There is a continuation of leadership development amongst staff, with the principal now mentoring 3 middle leaders. ● An iteration to the TCAS acknowledgement card system has been implemented for Term 4, based on feedback from kaiako, to make the administration easier for kaiako. This will be reviewed before the end of the year to determine its effectiveness. ● The whānau teachers have been actively encouraged to be involved in matters involving students in their whānau classes. The focus has been on whānau teachers supporting punctuality for attendance. ● Kai club implemented at the breakfast club to support attendance and well-being			

• A review of student leadership is underway. This has focused on ākonga voice. Kaiako feedback will be sought as the next step. The purpose of the review is to improve the support and development of our ākonga leaders. • A PB4L planning day is booked for the 19th of November. The purpose of this planning day is to develop a purpose and cohesive plan for 2026. • Study packs were given to seniors to support their well-being during exam leave • A review of the well-being survey data has been conducted by teachers, and the next step will be to involve ākonga. • The majority of kaiako have completed their Professional Growth Cycle for 2025, and these have been signed off by the principal • The PGC will be redesigned in terms to incorporate a common understanding of the 2026 standards of the teaching profession. • The Graduate Profiles have been updated to include the capabilities			

(rather than the key competencies) that are part of the Mataiaho (The refreshed NZC). These graduate profiles are in draft form and will be finalised at the beginning of next year with kaiako. ● There has been a deliberate connection of the TCAS Way with the localised curriculum to allow for better alignment between these two important initiatives. ● The Catlins Area School Management Plan has been completed, and this aligns with the Min. Ed's expectations around the use of the STEP attendance process. ● The Min Ed PB4L facilitator Anna-Marie Stewart has continued to engage with the PB4L team to support the ongoing development of the school-wide PB4L processes within the school. ● A table of expected behaviours in physical spaces across the school has been drafted, and this is to be confirmed with kaiako in term 1. ● The behaviour management flow chart and resultant p[procedures have again been updated based on feedback from kaiako, and this			

will be reviewed and confirmed at the teacher-only day before ākonga return. ● A student leadership review has been undertaken, and this has guided changes to how student leaders will be supported in 2026. ● Ākonga in years 12 & 13 will again be part of the peer support programme and will undertake training on the first day of school in 2026.			

Planning for next year:

Professional Growth Cycle (PGC): From Engagement to Impact

- Redesign the 2026 Professional Growth Cycle framework to align with the refreshed *Standards of the Teaching Profession*.
- Require each learning sprint to explicitly identify:
  - The change in teaching practice
  - The intended impact on ākonga engagement, behaviour, and learning
- Embed a requirement for kaiako to evaluate and document:
  - What changed in their practice
  - What difference this made for learners
- Use aggregated PGC evidence to:
  - Identify common strengths and gaps
  - Inform school-wide PLD priorities and resourcing decisions

PB4L as Explicit Teaching Practice

- Finalise and confirm school-wide expected behaviours across all physical and learning spaces.
- Develop and implement a consistent approach for **explicitly teaching expected behaviours** in all classes.
- Ensure expected behaviours are:
  - Regularly revisited

  - Clearly linked to the Graduate Profiles and the TCAS Way
- Use PB4L data systematically to:
  - Identify trends and priority behaviours
  - Inform teaching focus each term
  - Evaluate the impact of PB4L strategies
- Confirm **sustainable leadership and ownership** of PB4L systems beyond 2026.

Coherence Between PB4L, Graduate Profiles, and Curriculum

- Finalise and embed Graduate Profiles aligned to Te Mātaiaho capabilities across all learning phases.
- Use Graduate Profiles consistently to:
  - Frame expected behaviours
  - Support student reflection and goal-setting
- Ensure curriculum planning, PB4L teaching, and acknowledgements:
  - Use shared language
  - Use consistent visuals and expectations
- Review coherence regularly to ensure alignment remains clear and consistent.

Leadership Capability and Succession

- Continue structured leadership development for:
  - Middle leaders
  - Emerging leaders
- Clarify and communicate **leadership pathways and expectations** across the kura.
- Use leadership inquiry to strengthen:
  - Learning-focused conversations
  - Coaching and feedback practices
- Implement changes from the student leadership review to:
  - Strengthen student leadership pathways
  - Increase student agency and voice

Tuakana–Teina and Peer Support as Core Culture

- Continue the peer support programme as a **planned, credit-bearing leadership pathway** for senior ākonga.
- Expand tuakana–teina approaches beyond peer support to include:
  - Curriculum-based mentoring
  - Cultural and service activities
- Evaluate the impact of tuakana–teina initiatives on:
  - Student belonging
  - Engagement
  - Behaviour
- Use evaluation findings to refine and strengthen these approaches.

Attendance: From Monitoring to Engagement and Belonging

- Continue to refine and embed the **stepped attendance intervention approach**.
- Strengthen proactive strategies that build:
  - Connection
  - Belonging
  - Purpose for attending school
- Use attendance data to:
  - Identify patterns early
  - Target support more precisely
- Evaluate the impact of attendance initiatives such as:
  - Kai Club
  - Attendance celebrations
- Report attendance trends and impact regularly to the Board.

Wellbeing Data Driving Action

- Involve ākonga explicitly in analysing wellbeing survey data.
- Use wellbeing data to:
  - Identify priority areas for action
  - Inform classroom and school-wide wellbeing strategies
- Review the impact of wellbeing initiatives over time and adjust practice accordingly.

- Align wellbeing actions with PB4L, Graduate Profiles, and curriculum priorities.

Consolidation and Managing Change Fatigue

- Clearly communicate to staff:
  - What practices are now embedded
  - What will remain a focus for 2026
  - What can be paused or stopped
- Pace PLD and initiatives to support staff wellbeing and sustainability.
- Use collaborative hui to:
  - Reinforce shared understanding
  - Strengthen coherence
  - Avoid introducing unnecessary new systems
- Monitor staff workload and wellbeing alongside implementation progress.