# Kakanui School Statement of Variance for end of 2025

| | | | |
|---|---|---|---|
| **School Name**: | Kakanui School | **School Number**: | 3755 |

| | |
|---|---|
| **Strategic Aim**: 1 | **Strategic Focus: Curriculum Understanding and Progress - Ako**<br>**Strategic Goal 1:** Understanding and implementing changes in the New Zealand Curriculum Refresh<br><br>**Goal Statement:**<br>Our school will deepen understanding of Te Mātaiaho (NZ Curriculum Refresh) and implement changes in a way that strengthens student-centred learning, promotes equity and inclusion, and ensures teaching and learning align with future-focused practices.<br><br>**NELP 1:** *Learners at the centre - Learners with their whānau are at the centre of education*<br>*1:2 - Have high aspirations for every learner/ ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.* |
| **Annual Goal** | ***1.1* Targeted Professional Learning:**<br>● *Provide structured staff development and dedicated PLD time focused on the refreshed Te Mātaiaho curriculum requirements and updated pedagogies for Literacy and Mathematics.*<br>***1.2 Curriculum Design and Alignment***<br>● *Review and adapt local curriculum design to reflect the refreshed NZ Curriculum framework.*<br>● *Integrate new progressions, learning areas, and mātauranga Māori perspectives.*<br>***1.3* Robust Assessment & Data Practices:**<br>● *Strengthen assessment tools and collaborative data-sharing processes to track student progress and inform targeted instruction,* |
| **Target**: | **Target 2025:**<br>● 1.1: 100% of teaching staff complete planned PLD modules in Te Mātaiaho (Literacy and Mathematics) and demonstrate application of updated pedagogies in classroom planning and peer observations by Term 4 2026.<br>● 1.2: Our local curriculum documentation is updated and aligned with the refreshed Te Mātaiaho progressions by the end of 2026<br>● 1.3: 100% of teachers regularly use standardised assessment tools and join for moderation to guide targeted instruction. |
| **Baseline Data**: | **Baseline data:**<br>1.1: Changes were made to Te Mātaiaho again from the Government and MOE so we need to update.<br>1.2: Current local curriculum documentation reflects the prior NZ Curriculum framework and requires explicit mapping to the new phase-based progressions and learning areas. |

| | |
|---|---|
| | **1.3:** 2024 achievement data showed cohort progress variances and inconsistent assessment tool use, requiring unified tracking and moderation. |

| Strategic Intentions | Actions<br>*What did we do?* | Variances<br>(Only variances will be commented on) | Evaluation<br>*Where to next?* |
|---|---|---|---|
| ***1.1*** **Targeted Professional Learning:** *Provide structured staff development and dedicated PLD time focused on the refreshed Te Mātaiaho curriculum requirements and updated pedagogies for Literacy and Mathematics.* | **Track Updates:** Monitor MOE releases and curriculum updates.<br>**Update Lessons:** Align lesson plans and objectives with the new curriculum.<br>**Provide PLD:** Run staff training on updated frameworks.<br>**Refresh Tools:** Update teaching materials, diagnostics, and reporting tools. | ✔<br>✔<br>✔<br>✔ | Continue to monitor new MOE curriculum releases.<br>Continue to adapt plans to new expectations.<br>Keep tools and reporting aligned. |
| ***1.3*** **Robust Assessment & Data Practices:** *Strengthen assessment tools and collaborative data-sharing processes to track student progress and inform targeted instruction,* | **Audit Tools:** Evaluate assessment tools to identify data gaps.<br>**Ensure Moderation:** Moderate marking for consistency and reliable data.<br>**Track Progress:** Use tracking tools to target student interventions.<br>**Formative PLD:** Provide staff training on formative strategies.<br>**Whānau Feedback:** Translate data into clear, plain-language reporting for whānau. | **Not completed Ongoing**<br>✔ | Update tools as new MOE assessment comes in.<br>Look at moderation<br>We have a new reporting format and a letter explaining it for parents. Also had Whanau conferences |

**Statement of Variance - Reading: Year 1-8 children**

| **Baseline data:** | **Observations:** |
|---|---|
| • **Target Achievement (At or Above Expected Level):** 25 out of 41 students (**61.0%**) are currently performing at or above their expected curriculum level.<br>• **Overall Target Success (Including Accelerated Focus):** 33 out of 41 students (**80.5%**) are achieving at, above, or within one year of their expected curriculum level.<br>• **High-Need Support Group:** 7 out of 41 students (**17.1%**) require targeted interventions (5 on Individual Learning Plans [ILPs] and 2 onIndividual Education Plans [IEPs]). | • **Junior School (Years 0–3):**<br>◦ **Strong Foundation:** Year 0 and Year 1 students show solid early literacy progression, with most students positioned across Pre 1 to Pro 1.<br>◦ **Year 3 Progress:** 5 of the 7 Year 3 students are working within Beg 2 to Pr 3 levels, showing steady curriculum acquisition.<br>• **Middle School (Years 4–5):**<br>◦ **Year 4 Cohort:** Small cohort (2 students) evenly split between Beg 3 and Ad 3.<br>◦ **Year 5 Cohort:** Spread across Beg 2 to Beg 4; targeted interventions are needed to bridge the gap for students remaining at Level 2.<br>• **Senior School (Years 6–8):**<br>◦ **Year 6:** Strong clustering at Beg 4 (3 students) and Beg 3 (1 student).<br>◦ **Year 7 Variance:** High spread across levels (ranging from Ad 1 to Pro 4). The single student at Ad 1 represents a priority candidate for intensive IEP support.<br>◦ **Year 8 Readiness:** 2 students are consolidated at Beg 4, while 1 student requires targeted support at Ad 2 prior to secondary transition. |
| **Focus / Next Steps:** | |
| • **Targeted Acceleration:** Focus reading recovery and small-group guided reading on the **8 students** within one year of expected levels to convert them to "At Expected Level" status.<br>• **Tier 3 Support Reviews:** Re-evaluate ILP (5 students) and IEP (2 students) progress goals ahead of Term 1 planning to ensure specialist support resources are optimized.<br>• **Senior Literacy Intervention:** Implement dedicated comprehension and vocabulary strategies for senior students (Years 7–8) currently operating at Level 1 and Level 2 curriculum bands. | |

**Statement of Variance - Writing: Year 1-8 children**

| **Baseline data:** | **Observations:** |
|---|---|
| • **Total Cohort Size:** 44 students<br>• **Target Achievement (At or Above Expected Level):** 31 out of 44 students (**70.5%**) are performing at or above their expected curriculum level.<br>• **Overall Target Success (Including Accelerated Focus):** 32 out of 44 students (**72.7%**) are achieving at, above, or within one year of their expected curriculum level.<br>• **High-Need Support Group:** 11 out of 44 students (**25.0%**) require structured targeted interventions (4 on Individual Learning Plans [ILPs] and 7 on Individual Education Plans [IEPs]). | • **Junior School (Years 0–3):**<br>○ **Junior Foundations:** Year 0 to Year 2 students show clear early literacy progress, moving from Beg 1 through Ad 1.<br>○ **Year 3 Benchmark:** 5 students are consolidated at Pr 2, with 1 student advancing to Beg 3.<br>• **Middle School (Years 4–5):**<br>○ **Year 4 Variance:** 2 students are working at Beg 1 / Pro 1 (requiring intensive foundational support), while 2 students are achieving at **Pr 3**.<br>○ **Year 5 Progression:** Most students cluster well within Level 2 and 3 bands (Pr 2 to Ad 3), though individual support is needed for Level 2 bridging.<br>• **Senior School (Years 6–8):**<br>○ **Year 6:** 3 students are working at Pr 3–Ad 3, alongside 1 student at Pr 2 needing targeted support.<br>○ **Year 7 Cluster:** Strong presence in upper Level 3 and 4 bands (4 students at Ad 3, 1 at Beg 4), alongside 3 students at Pr 2 requiring targeted writing intervention.<br>○ **Year 8 Readiness:** Spread across Pr 2, Ad 2, and Ad 3; targeted scaffolding is essential to transition lower-performing students into high school writing expectations. |
| **Focus / Next Steps:** | |
| **Targeted Acceleration:** Provide tailored writing intervention for the **1 student** in the accelerated target group to push them into the "At Expected Level" threshold.<br>• **Tier 3 & IEP Focus:** Review goals for the **7 IEP students** and **4 ILP students**, ensuring specialist resources and adaptive writing tools are implemented.<br>• **Structured Writing Support (Years 4, 7 & 8):** Implement targeted syntax, structure, and vocabulary interventions for senior students operating below their expected curriculum bands. | |

**Statement of Variance - Maths: Year 1-8 children**

| **Baseline data:** | **Observations:** |
|---|---|
| • **Total Cohort Size:** 39 students<br>• **Target Achievement (At or Above Expected Level):** 31 out of 39 students (**79.5%**) are performing at or above their expected curriculum level.<br>• **Overall Target Success (Including Accelerated Focus):** 33 out of 39 students (**84.6%**) are achieving at, above, or within one year of their expected curriculum level.<br>• **High-Need Support Group:** 8 out of 39 students (**20.5%**) require targeted interventions (4 on Individual Learning Plans [ILPs] and 4 on Individual Education Plans [IEPs]). | • **Junior School (Years 0–3):**<br>  ○ **Junior Foundations:** Year 0 and Year 1 students establish solid early numeracy foundations, spanning Pre 1 through Pro 1.<br>  ○ **Year 2 & Year 3:** Year 2 students cluster strongly at Pr 2 (3 students), while Year 3 students show good progress moving into Level 2 and upper Level 2 (Beg 2 to Beg 3).<br>• **Middle School (Years 4–5):**<br>  ○ **Year 4 Division:** Split between Pro 1 (2 students requiring foundational support) and Beg 3 (3 students operating at/above expected levels).<br>  ○ **Year 5 Consolidation:** Solid performance across Ad 2 to Pr 3 (5 students), establishing a strong middle-school numeracy baseline.<br>• **Senior School (Years 6–8):**<br>  ○ **Year 6 Performance:** Strong performance with students reaching Ad 2 through Beg 4 (including 2 students achieving at Beg 4).<br>  ○ **Year 7 Breadth:** High variance across Level 2 to Level 4 bands (Pr 2 to Ad 4), with strong achievement overall (3 students working at or above Pro 4).<br>  ○ **Year 8 Readiness:** Students are distributed across Pr 2, Pr 3, and Beg 4, highlighting the need for targeted strand consolidation prior to secondary school. |
| **Focus / Next Steps:** | |
| • **Targeted Acceleration Group:** Focus structured numeracy interventions on the **6 students** operating within one year below expectation to push them into the "At Expected Level" band.<br>• **Specialist & Tier 3 Reviews:** Monitor and review goals for the **4 ILP** and **4 IEP** students, ensuring modified resources and practical equipment are integrated into daily math blocks.<br>• **Foundational & Extension Streams:** Deliver targeted intervention for Year 4 students working at Level 1 while maintaining extension pathways for upper senior students performing at Level 4 curriculum bands. | |

- Continue with PLD from Rob Proffit-White and MOE.

| **School Name**: | Kakanui School | **School Number**: | 3755 |
|---|---|---|---|

| | |
|---|---|
| **Strategic Aim**: 2 | **Strategic Focus: Coherent, collaborative practice throughout the school**<br>***Goals:***<br>Further develop student centred learning, quality learning strategies and practices within our school.<br><br>***Initiatives:***<br>***Learning Goals & Success Criteria:***<br>*Student Agency:* Guide and support tamariki to lead their own learning through increased student agency<br>*Visible Learning Intentions: Teachers and students co-construct and display learning intentions and success criteria for each lesson.*<br>*Exemplars & Modelling: Use student work samples and teacher modelling to show what quality looks like.*<br>*Learning Progressions:* Make learning steps explicit so students know "where to next."<br>***Building Teacher Practice:***<br>*Professional Learning on AfL:* Regular staff workshops focused on practical AfL strategies.<br><br>**NELP 2:** *Barrier free Access - Great education opportunities and outcomes are within reach for every learner.*<br>*2:3 - reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.*<br>**NELP 3:** *Quality teaching and Leadership - Quality teaching and leadership make the difference for learners and their whānau*<br>*3:5 - Meaningfully incorporate te reo Maori and tikanga Māori into the everyday life of the place of learning.* |
| **Annual Goal:**: | **Action 2.1** ***Student-Centred Learning Approaches***<br>**Action 2.2** ***Quality Learning Strategies***<br>**Action 2.3** ***Professional Development and Support*** |
| **Target**: | 2.1: 85%+ of tamariki demonstrate high agency, self-direction, and critical thinking in everyday classroom activities.<br>2.2: We want students taking charge of their learning through engaging, hands-on, and independent activities.<br>2.3: Teacher participation in AfL, PLCs and Spirals of Inquiry, achieving school-wide consistency in student-centred instruction. |

| **Baseline Data**: | 2.1: Baseline survey shows moderate student agency.<br>2.2: Classrooms embed creative, student-centred teaching strategies that keep tamariki curious, independent, and excited to learn.<br>2.3: We want school-wide consistency in Assessment for Learning practices and PLC engagement. |
|---|---|

| **Strategic Intentions** | **Actions**<br>***What did we do?*** | **Variances**<br>**(Only variances will be commented on)** | **Evaluation**<br>***Where to next?*** |
|---|---|---|---|
| ***2.1 Student-Centred Learning Approaches***<br>*Encourage personalised learning pathways tailored to students' interests, strengths, and needs.*<br><br>*Promote student voice and choice in learning activities and assessment.*<br><br>*Develop collaborative and inquiry-based learning opportunities..* | **Goal-Setting:** Help tamariki set goals, track progress, and plan next steps.<br><br>**Voice & Choice:** Include student choice in daily learning and assessments.<br><br>**Inquiry Learning:** Use collaborative projects to build critical thinking.<br><br>**Independence:** Scaffold student self-regulation across all year levels. | Not completed - focus for 2027 | We didn't reach this target because we decided the Assessment for Learning course was too much for us to take on when the new curriculum was put in place. |
| ***2.2 Quality Learning Strategies***<br>*Implement evidence-based teaching practices that improve engagement and outcomes.*<br><br>*Use formative assessment and feedback to guide learning and teaching.*<br><br>*Support the development of self-regulation skills in students.* | **PLD - Assessment for learning for all staff**<br><br>**Evidence-Based Pedagogy:** Apply high-quality strategies across all subjects to support student-centred learning.<br><br>**Formative Assessment:** Embed daily feed-forward practices to guide student progress.<br><br>**Critical Thinking:** Scaffold problem-solving frameworks to build student independence.<br><br>**Self-Regulation:** Provide targeted support to develop student self-regulation skills. | X | We didn't reach this target because we decided the Assessment for Learning course was too much for us to take on when the new curriculum was put in place. |

| | | | |
|---|---|---|---|
| ***2.3 Professional Development and Support***<br>*Provide teachers with ongoing PLD in student-centred approaches and Assessment for Learning.*<br><br>*Facilitate collaborative planning and sharing of best practices among staff.*<br><br>*Establish or strengthen PLCs where teachers and staff meet regularly to discuss instructional strategies, student progress, and professional growth. Work on Spirals of Inquiry as part of Kahui Ako.*<br><br>*Unified School-Wide Objectives and Practices throughout the school* | **PLD:** Run regular Assessment for Learning (AfL) staff training.<br><br>**PLCs:** Establish teacher teams to analyze data and refine practice.<br><br>**Inquiry:** Use Spirals of Inquiry to test and evaluate targeted interventions.<br><br>**Consistency:** Hold cross-class planning and peer observations to align practices school-wide. | X | We didn't reach this target because we decided the Assessment for Learning course was too much for us to take on when the new curriculum was put in place. |
| ***2.4 Monitoring and Evaluation***<br>*Track progress of initiatives through student outcomes, engagement surveys, and classroom observations.*<br><br>*Adjust strategies based on feedback and evidence to ensure continuous improvement.* | **Data Tracking:** Regularly analyze student outcome data to track progress and target areas for improvement.<br><br>**Student Voice:** Conduct student engagement surveys to gather feedback on learning experiences.<br><br>**Observations:** Perform regular classroom observations to evaluate the impact of teaching strategies.<br><br>**Continuous Adjustment:** Use collected evidence to refine and adjust initiatives for ongoing improvement. | X | • Establish a data review schedule to track student outcomes<br>• Create and distribute a student engagement survey.<br>• Develop a rubric aligned with key teaching strategies.<br>• Update action plans and teaching initiatives based on gathered evidence. |

| School Name: | Kakanui School | School Number: | 3755 |
|---|---|---|---|

| | |
|---|---|
| **Strategic Aim**: 3 | **Strategic Aim: Community Connections and School Growth**<br>***Goals:***<br>Making Connections and<br>Growing our Kakaunui Whānau<br><br>***Initiatives:***<br>***Forge Community Partnerships:***<br>Engage with local iwi, groups, schools, businesses, and public services to establish collaborative relationships aimed at enhancing the educational experience and overall well-being of our school and the broader community.<br><br>***Implement Enrolment Marketing Strategy:*** Develop and execute a comprehensive marketing strategy to attract new students and facilitate school roll growth, leveraging various channels and initiatives to effectively communicate the value and unique offerings of Kakaunui School.<br><br>**NELP 1-1:** *Learner at the centre - Learners with their whānau are at the centre of education*<br>*1:1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.*<br>*1:2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures* |
| **Annual Aim**: | **Action** |
| **Target**: | Student behaviour continues to be positive; good attendance rates, low levels of behaviour disruption in class and playground. |
| **Baseline Data**: | We had a number of anxious children. Some don't come to school, some wouldn't stay in class, others hide. We need to try and get these children to school. Set up strategies for them to cope and then move into class. TA to assist with this also. |

| Strategic Intentions | Actions<br>*What did we do?* | Variances (Only variances will be commented on) | Evaluation<br>*Where to next?* |
|---|---|---|---|
| ***3.1 Community Partnerships & Engagement:*** *Build strong, enduring relationships with whānau, local organisations, and the wider community to enrich student learning and connection.* | **Whānau Connections:** Partner with whānau to support student learning and well-being.<br><br>**Community Links:** Build relationships with local organisations to enrich learning experiences.<br><br>**Authentic Learning:** Involve community members to bring real-world contexts into the classroom. | ✔<br><br>X<br><br>X | • Host whānau hui focused on practical ways to support learning at home.<br>• Establish formal contact points with selected local groups to co-design student visits or outreach projects.<br>• Invite local experts, elders, and professionals into the classroom. |
| ***3.2 Promotion & Roll Growth:*** *Actively promote Kakanui School across the local area to attract new enrolments and retain current students.* | **Community Outreach:** Promote school events and achievements across local channels to attract enrolments.<br><br>**Open Days:** Host open days for prospective families.<br><br>**ECE Connections:** Build transition pathways with local early childhood centers.<br><br>**Whānau Retention:** Strengthen whānau relationships and gather feedback to retain students. | Ongoing<br>✔<br><br>X<br><br>✔<br><br>X | Advertise regularly in papers<br><br>Have had Whanau evening each term. Invited the community to Matariki evening.<br><br>Teacher visiting Maheno Kindy and taking some children down to sing with them |

**Planning for next year**:

- Reading, writing and maths to continue to be a focus - moderation in writing and classroom practices
- Trial SMART Assessment Tools for Y3-8
- Look at Thinking Classrooms
- PLD - Rob Proffit-White
- Maths group - intervention  from MOE
- Continue with PLD for Curriculum Refresh

| Professional Development | | | |
|---|---|---|---|
| • Teachers and Teacher aides will attend relevant PLD throughout the year.<br>• North Otago Teaching & Learning Conference 2026<br>• Te Mātaiaho Refresh<br>• Assessment for Learning (MOE)<br>• Any other PD | • All teaching staff and teacher aides attend this 2 day conference<br>• Some workshops at Conference<br>• Principal to attend all relevant workshops<br>• Staff to attend relevant PLD | | Has attended many workshops<br>Teacher only days for staff<br>Didn't look at Assessment for Learning but may be next year. |

| Other Key Improvement Strategies to Achieve Strategic Vision | | | |
|---|---|---|---|
| **Property (summarised from property plan)** | **Short Report** | **Finance** | **Short Report** |
| • 10-year plan approved by MoE.<br>• Keep working to maintain our property safe from theft and vandalism<br>• Establish and maintain a plan for keeping our grounds tidy - mowing, gardens, trimming trees etc<br>• Erect the bell<br>• Upgrade tennis court<br>• Maintain school pool - reroof | • Plan submitted and approved by MOE<br>• Maintained security measures - installed 3 cameras outside<br>• Implemented ongoing maintenance schedule.<br>• No further on the bell<br>• Work has begun on court<br>• Completed pool maintenance - full paint and full roof replacement<br>• Work under Small rural schools scheme completed - carpets, lighting<br>• Pool repainted and looked after.<br>• Maintenance programme to keep our grounds and buildings tidy in place. | • Annual report completed for 2025 and sent on time<br>• Budget prepared for 2026.<br>• Allocation of budget areas to meet strategic goals. | • Annual reports completed and submitted on time.<br>• Annual budgets approved before the financial year begins.<br>• Budget allocations aligned with strategic priorities. |
| **Personnel** | **Short Report** | **Community Engagement** | **Short Report** |
| • Ensure the school is fully staffed.<br>• Three classrooms operating<br>• Board funding part salaries for Teacher Aides<br>• 2 teacher aides to support throughout the school.<br>• Professional Development allocated according to Strategic Plan and personal goals.<br>• Provide release for teachers and leaders to carry out their responsibilities. | • School fully staffed with three active classrooms operating.<br>• Board funding secured for two teacher aides supporting the school.<br>• Targeted professional development in line with strategic and personal goals.<br>• Leadership and teacher release time provided and utilised.<br>• Staff attended PLD when available.<br>• Continue with three classes in 2026 (BoT funded) | • Organise training sessions for the Board.<br>• Planned opportunities for whanau to participate in the school. Whanau Nights each term.<br>• Regular reporting to whanau on progress and achievement.<br>• Continue our commitment towards engagement with our community. | • Board training sessions available online to support effective governance.<br>• High whānau participation in termly Whānau Nights and school events.<br>• Regular, (July and December) clear reporting on student progress and achievement shared with whānau.<br>• Sustained, active engagement and partnerships with the local community.<br>• Involved in a variety of community events. |