

Shannon School | Te Kura o Hanana

2025 Statement of Variance

***Strategic Goal 1*:** To provide our learners with a diverse range of learning experiences, underpinned by the foundational skills of literacy, numeracy.
***Strategic Goal 2*:** To engage the aspirations, skills and talents of our tamariki, kaiako, whānau, hapori and iwi.
Strategic Goal 3:To prioritise and actively respond to the well-being needs of learners, kaiako and whānau.

Strategic Goal | Target	Actions	What did we achieve?	Evidence	Variance	Where to next
Strategic Goal 1: Annual Target 1 Improve student achievement in Reading, Writing, Maths so 70% of students are achieving at or above the national standard for their chronological age	*Hub classes reorganised groups to be cohort (year group) based so the staff could align planning/ programmes to the revised school curriculum phases. *MoE PLD the revised school curriculum *Introduced the MTSS - Multi Tiered System of Support to staff. *Introduced the achievement data inquiry cycle - staff taking a deep dive into their mid year and end of year data to support evidence	*Reading* MoY - 40% EoY - 49.3% *Writing* MoY - 30% EoY - 38.3% *Mathematics* MoY - 38.5% EoY - 47.12	Mid year data analysis End of year data analysis.	*Refer to to end of year analysis for further discussion.* End-of-year data shows improvement in all core areas, though these gains are modest for some year groups and across the school in general: Tier 2 progress across the school is low; Tier 3 progress was unexpectedly stronger, suggesting issues with the	*Refer to to end of year analysis for further discussion.* Introduction of classroom year groups/ smaller year group classes. The introduction of these systems and processes (see actions) are to be continued and embedded across the school. Provide focused PLD in explicit instruction, writing pedagogy, structured literacy beyond Year 3, and

	informed planning/practices. *redesigned the professional growth cycle so that teachers were formally observed; an expectation of reflection of practice and identification of key areas for improvement to support improved outcomes for learners. *ensured the use of standardised assessment to provide reliable information of where learners were at in relation to expected curriculum expectations. *re-designed classroom programmes to ensure teachers were delivering one hour a day of the explicit teaching of reading/writing/ mathematics - this includes the integration of these foundational learning areas in inquiry			design or delivery of Tier 2 interventions. In multiple year levels, Tier 2 students showed no movement at all. This indicates that Tier 2 programmes may lack intensity, coherence, or alignment with assessment data.. **Likely causes of variance** Variability in teaching quality and practice between teams. Insufficient intensity or coherence in Tier 2 interventions. Lack of explicit instruction, particularly in reading and writing in the middle years.	data-driven teaching. **Redesign Tier 2 Interventions** Daily sessions.Small, targeted groups with clearly defined next steps. Weekly monitoring and rapid regrouping. Tight alignment between assessment data and programme design. **Whole-School Writing Focus** Implement structured writing programmes such as Writers Toolbox or similar. Daily modelling, shared writing, sentence-level instruction, and writing stamina practice.

	learning.			Inconsistent assessment moderation leading to unexpected downward movements. Limited use of short, frequent intervention cycles. Harakeke Hub was short of one teacher for most of the year - with one of the permanent teachers out two days a week (sometimes three)	Identify effective practices and reproduce them across the school: Lesson structure Use of modelling Expectations for output Grouping practices Consistency and routines Use of assessment data **Adopt 4–6 Week Intervention Cycles** A rapid inquiry cycle: 1. Diagnose 2. Set specific goals 3. Deliver daily targeted teaching 4. Monitor weekly 5. Adjust 6. Re-assess and regroup

					PLD 2026 - Structured Literacy/ Assessment for Learning/ Effective Tier Two Interventions/ Writing
Strategic Goal 2 | Annual Target 2 For all students to be attending school 90% of the time (i.e. regular attendance).	*All Year 4-8 students had an Individual Attendance Monitoring Plan. This included attendance goals/ barriers to regular attendance/aspects that helped them to attend regularly. *Regular communications to whānau regarding expectations for attendance. *in-class incentives. *certificates for 90-100% attendance/ then moved to 100% attendance. *Termly analysis of attendance data and strategies.	Termly Data Analysis	Term Four Every Day Matters Report - Termly data across 2025 for all levels of attendance are part of this data set. School Termly Data Analysis	To shift all students to 90% attendance from the 2024 levels of attendance year end, 39% was a huge jump. **High levels of illness across the kura** Illness remained the dominant reason for absence in all terms (76% T2, 73% T3, 59% T4). This reflects: • winter illness cycles • repeated sickness across households These structural health factors significantly reduced the number of students able to reach	**Strengthen Whānau Communication** Reinforce expectations around unjustified absences. Provide clear examples of what is "accepted but unjustified." Continue celebrating improvements, not just concerns. **Targeted Support for High-Risk Groups** **Year 7**: transition support, mentoring, engagement strategies. **Pacific & MELAA students**: culturally responsive attendance

				90% attendance. **Ongoing unjustified and 'accepted but unjustified' absences** Unjustified absences remained high and increased again in Term 4 (21%). This indicates: • inconsistent whānau understanding of justified vs unjustified absence • whānau accepting absences that do not meet MOE criteria • continued holiday travel during term time These absences directly prevented students from meeting the 90% threshold.	plans. **Māori students**: strengthen whānau partnerships and early intervention. **Continue Tracking & Monitoring** Maintain Tier 1–3 tracking sheets. Use HERO dashboards for real-time alerts. Share data with staff regularly. **Address Illness-Related Absences** Continue working with health providers. Support whānau experiencing housing-related illness cycles. Provide guidance on when students can return to

				Persistent inequities across ethnic groups Māori, Pacific, and MELAA students consistently attended at lower rates than European/Pākehā. Examples: ● Pacific chronic: 22% (T4) ● MELAA chronic: 33% (T4) ● Māori regular attendance remained significantly lower than European/Pākehā across all terms **Gender imbalance – boys overrepresented in chronic absence** Across the year, boys made up the majority of chronic absentees (e.g., 11/12 in Term 2). This pattern continued into Terms 3 and 4,	school after illness.

				reducing the proportion of students reaching 90%. **Year-level volatility and high-risk cohorts** Several year groups had extremely low regular attendance, which made the 90% target unattainable school-wide: ● Year 2 dropped to 6% regular attendance in Term 3 ● Year 3 had the highest chronic absence in Term 3 ● Year 7 had the lowest regular and highest chronic in Term 4 These cohorts disproportionately impacted overall attendance. **Punctuality issues contributing to inconsistent attendance**	

				patterns Although improving, punctuality remained low (66% on time in Term 3). Students who are frequently late often have fragmented attendance patterns that correlate with lower overall attendance. **A persistent core of chronic absentees** Chronic absenteeism remained stable at 11–12% across all terms. Despite interventions, this group did not shift significantly, preventing overall improvement toward the 90% target. **Summary** The 90% attendance target was not met due to a combination of **health-related absences**, **unjustified absences**,	

				equity gaps, **year-level volatility**, and a **persistent chronic absentee group**. These factors collectively prevented the majority of students from reaching the 90% threshold.	
Strategic Goal 3 | Annual Target 3 All our kura at level 3 or higher in Te Reo Māori, 30% of our oral communication in Te Reo Māori.	Groups of learners from Te Rito Hub and Harakeke joined Te Whare Kākano for 90 minute blocks of learning focused on matauranga Maori/ te reo Maori enrichment. Schoolwide tikanga immerses all learners in te ao Maori. Whole school participation in Kapa haka. Bilingual end of year school production. Increased staffing in Te Whare Kakano to have 1 x	All learners, but especially those in Te Whare Kakano have grown an appreciation of and/or heart for te ao Maori. Teina learners were exposed to a more structured te reo Māori language learning programme, and therefore a greater breadth of learning. Some learners grew in their confidence (and ability) to 'perform' admirably in te reo Māori in the school production.	Te Whare Curriculum Overview.	Learners were not exposed to enough te reo Maori teaching and learning to reach Level 3 or higher in te reo Maori (30-50% immersion learning). As Te Whare Kakano is a bilingual space the highest level exposure was more akin to level 4a immersion. The teaching of te reo Maori in the 'home hubs' was not intentionally done (or timetabled) which also significantly impacted upon the kura achieving	Teachers in the auraki part of the kura to intentionally teach te reo Maori. In consultation with whanau/iwi transition Te Whare Kakano to a higher level of immersion. Initial hui need to focus on whanau understandings of immersion learning. - what it is and expectations. PLD: All staff to undertake PL in te reo Maori (new online programme for schools to be released in term 2)/ relevant curriculum

	kaiako/ 1 x Kai arahi i te reo Maori / 2 x Kai awhina i te reo Maori Establishment of a mahi toi/ mahi rākau space to expand mātauranga Māori learning experiences for the tamariki.	Having a range of staff in Te Whare Kākano allowed for more diverse skills and talents on the team strengthening learning programmes, and enriching the learning experiences of the tamariki.		this goal.	documents/ assessment practices. In addition: Te Whare Kakano - PL in Rangaranga a tā (structured literacy). Continue to grow the Mahi Toi/ Rakau learning space to support the broadening of the schoolwide curriculum, but particularly to further strengthen matauranga Maori learning and the intentional teaching/ integration of te reo Maori as an instructional language.
Strategic Goal 4 | Annual Target 4 To understand and respond to the wellbeing needs of our staff and students.	Completed NZCER survey with students and staff. School lunches available to staff Social event once a term Utilised the Wellness Specialist for our tamariki and their whānau.	Completion of the NZCER survey provided valuable insights into student and staff wellbeing, engagement, and school culture. The data has supported evidence-based decision making and helped identify key strengths and	Analysis of NZCER wellbeing data	n/a	Embed the use of the Pivot Tool for Years 5-8. To support teachers to better understand: • how students experience their classroom • what is working

	Utilised our SWIS worker for tamariki and whanau. Trialled the PIVOT Wellbeing tool with year 3 and year 7⁄8.	priority areas for improvement. Providing school lunches to staff contributed to improved staff wellbeing and created opportunities for informal connection and collaboration during the school day. Holding a social event once a term strengthened staff relationships and fostered a positive and supportive workplace culture. The Wellness Specialist provided targeted support for tamariki and their whānau, helping address wellbeing needs and supporting improved engagement with learning for some students. Working with the Social Worker in Schools (SWIS) strengthened support			well • where improvements could be made Teachers receive clear feedback on strengths and areas to develop, such as: • building stronger relationships • increasing student participation • clarifying expectations • improving classroom climate Because the survey can be repeated, teachers can see whether changes lead to improvements in: • student belonging • engagement • classroom

		networks for tamariki and their whānau and enabled access to additional services where needed. The trial of the PIVOT wellbeing tool with Year 3 and Year 7–8 students provided useful student voice data about classroom wellbeing and relationships, supporting teacher reflection and informing future wellbeing practices.			climate. SLT can look at **overall trends across classes or year levels** to identify: ● common wellbeing strengths ● areas requiring additional support ● professional learning needs. Deliberate focus on building Year 7/8 leadership/ pro social skills and resilience. *William Pike Challenge * Sport Manawatu PALS (leading sport in school) programme. Continue to promote and embed school values/virtues through the

					intentional teaching of these.