Pinehill School Statement of variance: progress against targets (2025)

Strategic Goal 1: Ako/Learning

A future focus in teaching and learning

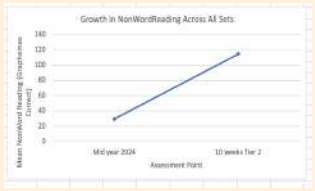
1.1 Improve literacy outcomes through consistent school-wide implementation of the Literacy Curriculum and effective practices such as the Better Start Literacy Approach (BSLA) and The Writer's Toolbox.

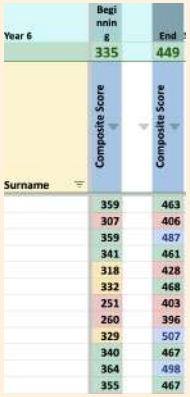
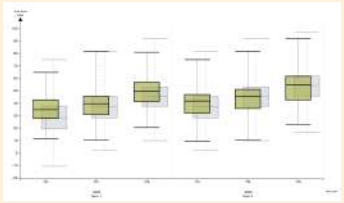
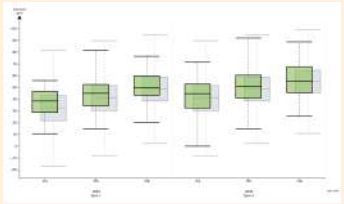
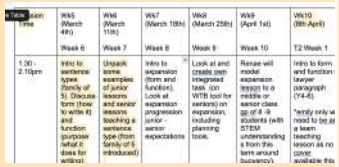
1.2 Develop teachers' maths content and pedagogical content knowledge of the new maths curriculum and scope and sequence. enabling aligned, consistent and sustainable practices in the effective teaching and learning of mathematics.

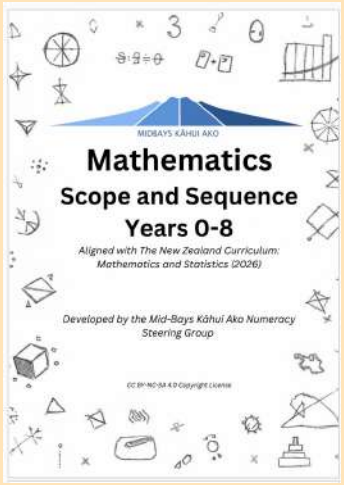
Annual Target/Goal:

For all learners to achieve or exceed age appropriate curriculum level expectations.

- All students will make at least one years progress in literacy (reading and writing)

1 AKO / LEARNING A future focus in teaching and learning	**What did we achieve?** ***What were the outcomes of our actions?*** ***What impact did our actions have?***	**Evidence** ***These are the sources of information the board used to determine those outcomes.***	**Reasons for any differences (variances) between the target and the outcomes** ***Think about both where you have exceeded your targets or not yet met them.***	**Planning for next year – where to next?** ***What do you need to do to address targets that were not achieved.*** ***Consider if these need to be included in your next annual implementation plan.***
1.1 Improve literacy outcomes through consistent school-wide implementation of the Literacy Curriculum and effective practices such as the Better Start Literacy Approach (BSLA) and The Writer's Toolbox.	All teachers in Years 0-6 have been trained in BSLA (completed microcredential). Carla, Sarah and Vicki have also completed the leadership course Data has been collected - baseline and 10 weeks. Students all showed a shift in learning, indicating the effectiveness of BSLA.	Graphs showing growth from 10 weeks of teaching.  	Met targets and exceeded by having all staff trained in BSLA, including SLT. Students on BSLA are making expected progress.	Consolidating teacher knowledge and practice in Years 4-6. The course was very new and a lot of changes have been made. Now that BSLA have released more information and resources for Years 4-6 we can upskill further and deliver a stronger programme in 2026, supported by observations and modelling. We are going to work on importing BSLA data to Hero to hopefully make the data easier to understand as the BSLA data website is not very user friendly.

	SLT reviewed reading testing. PM and Probe are no longer fit for purpose. Dibels was brought in for Years 3-6. PAT Comprehension and Vocab now twice a year	Dibels testing occurred beginning, middle and end of the year.  Example of data collected  	There were some discrepancies in different assessors e.g.. SLT v classroom teacher giving the assessment. PAT in term 4 was new to some people. There were lots of questions about differences in data and in the tests between T1 and T4	Next year we will bring Dibels in for Years 2-6. Over time we will be able to track at risk students more effectively over time. Classroom teachers will also do all DIbels assessment in 2026 so the testing is consistent. Sarah and Wendy are also training in literacy intervention to become intervention specialists and will work with some of the most at risk children. Work with teachers on understanding the PAT data - especially the end of year data as that is compared to the following year's norms.
1.1 Improve literacy outcomes through consistent school-wide implementation of the Literacy Curriculum and effective practices such as the Better Start Literacy Approach (BSLA) and The Writer's Toolbox.	Renae (ex WTB facilitator) took the 2 new teachers through PD on WTB each week in terms 1-2. New rubric completed by Wendy and the literacy group to include the changes made to the English curriculum.	 Link to PD plan	All teachers are trained on WTB Exceeded expectations by modifying our Pinehill Writing GPT to include the changes to the curriculum.	Strengthen school-wide writing moderation with continued opportunities in staff meetings to moderate. Include cross-sector moderation between **Year 6 and Intermediate teachers** to ensure transition consistency.

	Staff meeting on moderation to show current inconsistencies and discuss how to be more consistent.	 Link to rubric	More students being given above	Add exemplars and links to rubric to help consistency further. Now Year 7⁄8 is out this needs to be added to the rubric.
1.2 Develop teachers' maths content and pedagogical content knowledge of the new maths curriculum and scope and sequence. enabling aligned, consistent and sustainable practices in the effective teaching and learning of mathematics.	**Scope and Sequence Development:** ● Kahui Ako scope and sequence aligned with the new "new" Maths curriculum from the updates November 2025. ● The Kahui Ako has developed a yearly and termly planner, which will be implemented in 2026 to ensure full coverage and effective implementation of the New Curriculum across all year levels. **Resource Selection:** ● After careful evaluation of several resources, Oxford was chosen as the primary tool to support curriculum implementation. This decision was based on its strong alignment with curriculum goals, comprehensive content, and capacity to support differentiated learning for a range of student needs. Oxford will continue to be used in 2026 as a key resource to support the delivery of the New Zealand Curriculum. **Parent Information Evening** ● To support the implementation of changes to the mathematics	 Link to Scope and Sequence **Oxford Link**	● Final "Final" draft released Nov 2025-this was unexpected. ● Although the Kāhui Ako will be disestablished at the end of 2025, the cluster of schools will continue to work together to provide ongoing support this will be funded by the schools. ● Teacher-only days focused on the NZ Maths Curriculum - focus on scope and sequence and resources	**Professional Development:** ● Staff will be supported with professional learning opportunities to familiarise themselves with the new curriculum and the effective use of Oxford resources. This will equip teachers with the knowledge and tools needed to implement the curriculum confidently. ● Staff meetings and Teacher Only Day have been organised for Term 1 and Term 2 with Jo Knox as part of the Ministry funded PD days. **Ongoing Monitoring and Feedback based on Oxford Resources:** ● Regular reviews are conducted to assess the impact of the new scope and sequence and the implementation of Oxford resources. Feedback from teachers and leaders informs adjustments to ensure the curriculum delivery meets the needs of all learners. ● Class observations from the leadership team to provide feedback and support to teachers on the implementation of the new curriculum and resources

curriculum and the introduction of Ministry-funded resources, we hosted a Parent Information Evening. The session aimed to help parents understand how they can support their children's learning in mathematics at home and develop key skills. Over 100 parents attended, and the evening was a great success, receiving very positive feedback. As a result of this Maths Evening, we created strategy overviews to support parents in teaching their children at home, reinforcing the learning that takes place at school and ensuring consistency.

Tier 2 Support Programmes

- This year, we implemented a Tier 2 support programme using *Maths Miles*, created by Jo Knox. All teachers and learning assistants were trained to integrate this programme alongside the class mathematics curriculum. Two learning assistants have received additional training and are working with students from Year 1–6 to provide targeted support and enhance their learning in mathematics.

Extension Classes

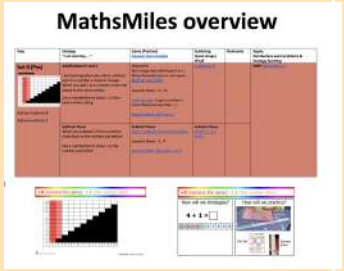
- We also established extension groups to meet the needs of students who are exceptionally gifted in mathematics and require additional challenge in problem-solving, critical

New Zealand Mathematics Curriculum

Parent Evening PPT

Pinehill Mathematics Written Strategies

Math Miles Programme



- Ongoing support for teachers as we implement the new curriculum and resources over the next few years

Assessment and Reporting:

- Clarification around what reporting and assessment will look like with the new curriculum refresh in 2026 and investigate the use of the new SMART tool created by the ministry to support assessment.

- We trialled Acadience across the school in Term 4, 2025. In 2026, it will be implemented for Years 3–6 as a screening tool to identify students who may require further Tier 2 support. It will also be used as a monitoring tool for our target children.

Community Connection

Continue to support parents with information and support for 2026.

Next Step: Set a date for 2026.

Summary

Below is the presentation that was shared with the leadership team at our planning day, outlining what Mathematics will look like in 2026.

Plan for 2026

	thinking, and content above their year level. This year, we ran a Year 5 and a Year 6 extension programme, with plans to expand to a combined Year 4–6 extension programme next year.In addition, we introduced an EPro8 Challenge class to encourage applied mathematics and develop students' problem-solving skills in real-world contexts. This provides students with opportunities to extend their learning beyond the classroom and apply their knowledge creatively. **Staff Training** ● Both of our Teacher Only Days this year focused on the new mathematics curriculum and were delivered by mathematics expert Jo Knox. This approach will continue into 2026 with the Mathematics PD-funded days. ● Term 1-Week 9 ● Term 2-Week 5			

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Strategic Goal 2: HAUORA / WELLBEING

Having an inclusive culture of care and equity

2.1 Provide professional development for teachers to integrate the Mitey programme into their teaching.
2.2 Monitor and evaluate the programme's impact through surveys and behavioural data.
2.3 Engage with whānau to ensure shared understanding and support for the programme's themes.

Annual Target/Goal:

- Investigate ways to measure and evaluate wellbeing at Pinehill School and develop sustainable practices that contribute to our wellbeing and the wellbeing of our Maori and all our students.

Action 2 ***HAUORA / WELLBEING*** *Having an inclusive culture of care and equity*	**What did we achieve?** ***What were the outcomes of our actions?*** ***What impact did our actions have?***	**Evidence** ***This is the source of information the board used to determine those outcomes.***	**Reasons for any differences (variances) between the target and the outcomes** ***Think about both where you have exceeded your targets or not yet met them.***	**Planning for next year – where to next?** ***What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.***
2.1 Provide professional development for teachers to integrate the Mitey programme into their teaching.	Teachers successfully moved to the "Teach it, Learn it, Live it, Embed it" phase. The **Mana Model** was integrated into the "Pinehill Way," providing a culturally grounded framework for wellbeing.	Staff PLD logs; Classroom observations; New school-wide mental health definition established.	**Exceeded:** Integration of the Mana Model added more depth than originally anticipated, creating a stronger link to Māori values and wellbeing at Pinehill.	**2026 Focus:** Year 2 of the 3-year commitment. Focus on deepening classroom "embedding" so it's a daily habit rather than a lesson.
2.2 Monitor and evaluate the programme's impact through surveys and behavioural data.	Established a baseline for mental health using the new definition. Students are better equipped with "scaffolds" and tools to articulate emotions and how they treat others.	Behavioural data - newly recorded on HERO - new platform (incidents vs. positive resolutions); Student wellbeing surveys; Teacher feedback on "Pinehill Way" alignment.	**Growing:** Data shows students are increasingly using the common language of Mitey/Pinehill Way to talk about how they are feeling, express emotions and working through these and to resolve conflicts.	Refine survey questions for 2026 to specifically measure the "Empowered to Flourish" aspect of our school definition.
2.3 Engage with whānau to ensure shared understanding and support for the programme's themes.	**Culture Week** served as a major engagement success. High whānau participation (shared lunch/assembly) and student leadership (e.g., Lion Dance) strengthened the sense of belonging.	Attendance records at Culture Week; Parent feedback; Photos/Videos of student-led performances; High percentage of students in national dress.	**Exceeded:** Parent turnout for the shared lunch and assembly was higher than expected, showing a strong community desire for connection.	**Continue in 2026:** Maintain Culture Week as a flagship event. Look for ways to involve whānau in the Mitey curriculum themes specifically.

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Strategic Goal 3: WHAKAWHANAUNGATANGA/ PARTNERSHIPS

BUILD PARTNERSHIPS AND COMMUNITY

3.1 Inform and engage whanau to strengthen learning partnerships
3.2 Partner with tangata whenua and our community to understand our people and our place
3.3 Actively engage and participate in our Kahui Ako achievement plan

Annual Target/Goal:

- Investigate ways to measure and evaluate wellbeing at Pinehill School and develop sustainable practices that contribute to our wellbeing and the wellbeing of our Maori and all our students.

3 **WHAKAWHANAUNGATANGA/ PARTNERSHIPS** Build partnerships and community	**What did we achieve?** ***What were the outcomes of our actions? What impact did our actions have?***	**Evidence** ***This is the source of information the board used to determine those outcomes.***	**Reasons for any differences (variances) between the target and the outcomes** ***Think about both where you have exceeded your targets or not yet met them.***	**Planning for next year – where to next?** ***What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.***
3.1 Inform and engage Whanau to strengthen learning partnerships.	Successfully leveraged **Whānau Connect** meetings to build relationships with students and whanau. High engagement in **Culture Week** fostered a sense of shared identity and mutual respect.	Whānau feedback; Meeting attendance data; Participation rates in 'Whanau Connect Meetings', 3WCs, assemblies, sporting and cultural events.	**Exceeded:** The "Heart not Pen" approach significantly deepened parent trust early in the year.	**2026 Focus:** Continue Whānau Connect. Enhance the "Why" communications to parents to sustain relationship focus and high-quality engagement.
3.2 Partner with Tangata Whenua and our community to understand our people and place.	Deepened connection to local context through the **Mana Model** integration. Professional learning through **MAC** and **Unteach Racism** has prepared staff for more authentic partnerships.	Student certificates; Integrated "Pinehill Way" and Mana model. Kapa Haka group is Y0-Y6 with 187 members (largest it has been). One of our parents regularly comes in to support with Kapa Haka dance and waiata with Maori lense. New BoT (largest number of candidates for election) wide cultural representation of ethnicities on the board. Large number of parents came into classrooms through the school to share something from their culture (story, song dance, food, game)	**Met:** Staff have built the internal capacity and awareness (Equity focus) to engage more authentically with mana whenua.	**2026 Focus:** Seek more direct opportunities to partner with tangata whenua for site-specific learning (local pakiwaitara/stories).

3.3 Actively engage and participate in our Kahui Ako achievement plan.	**Maths:** ISLs active participants and contributors to the Kahui Ako Maths steering group to create a scope & sequence document/resource aligned with the new curriculum. Staff received targeted PD and in-class support. **Literacy:** ISLs active participants and contributors to the Kahui Ako Literacy steering group. ISL leaders focused on writing consistency and moderation through PLD with staff.	during Culture Week. New Math Scope & Sequence document; PD logs; Moderated writing samples; Teacher feedback on in-class math support. Writing exemplars being created (following PD) to create exemplars to refer to for writing moderation consistency.	**Exceeded:** Pinehill is recognised as implementing the new math curriculum effectively and early due to steering group leadership. **Met:** Staff working in mixed year levels is growing teacher knowledge and consistency for moderation.	**2026 Focus:** The Scope and Sequence has been updated over the holiday break due to another Math Curriculum update. PLD with the staff on the update, changes, implementation and support of this. **2026 Focus:** Strengthen school-wide writing moderation with continued opportunities in staff meetings to moderate. Include cross-sector moderation between **Year 6 and Intermediate teachers** to ensure transition consistency.

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