

Huntly West School

Statement of Variance End of 2025

Kuhu Mai Ki To Ako; Haere Ki Te Awhina - Enter to Learn, Go Forth to Serve



Annual Implementation Goals for 2025

Strategic Goal	Intended Outcome	Kaiako	Akonga	Whanau	Tumu Whakahaere
Targeting an improvement to at least 50% of all students achieving at their year level					
Achievement	Improved student outcomes (From 30% to 50% achieving)	1. Set and monitor goals that are relevant to each child 2. Teacher use reflection journals 3. Improve home-school partnerships	We track our progress and set new goals when we achieve them	Help my child/ren with the mahi that is sent home, and with the foundation skills needed for the classroom. Attend homework workshops	Approval of extra teaching staff to maximise learning time
	Improved Teacher Practice (Extending knowledge to Te Mataiaho)				Allocation of funding for aquatics for Term One and Term Four
Outcome	As per attached data, 46% of all students are achieving at or above their expected curriculum level in Reading , however 71% of students made progress. 29% of all students are achieving at or above their expected curriculum	Portfolios supported goal setting and reflected the achievement and progress of children. It was also used at parent/teacher conferences to show raw and genuine teaching and learning in the classroom, with ideas for parents to help at home. Teacher reflection journals were kept private for their own review. Teachers may share in one-to-one but it was not necessary. Home school partnership	All children were given opportunities to set goals or conference with teachers to set goals. It was not evident that they were being monitored, reviewed.	Workshops for whanau did not occur this year however, home school partnership greatly improved over the course of the year, evidenced in EOTC attendance, performance and showcase attendance, whanau day attendance, working bee attendance.	A walking DP made a significant change in change management, with appointments also made for learning assistants to support high needs. Data from Y7-8 did not falter despite the change. No Teacher Only Days were made Aquatics did not occur in Term four.



	<p>level in Writing, however 70% made progress.</p> <p>46% of all students are achieving at or above their expected curriculum level in Mathematics, however 78% made progress.</p> <p>Leaders engaged with MOE curriculum advisor, PB4L advisor, attendance advisor, RTLB, PHN, PLG and Mentor to support development of teacher understanding and improve teacher practice. This includes PLD for structured literacy, IY4T, beginning teacher courses.</p>	<p>greatly improved over the course of the year, evidenced in EOTC attendance, performance and showcase attendance, whanau day attendance, working bee attendance.</p>			
<p>Actions for 2026</p>	<p>Structured Math will be undertaken for all kaiako</p>	<p>Continue with the goals from 2025 with additional or more in-depth focus on student agency.</p>	<p>Student Agency should be revisited as a priority.</p>		<p>The board will roll the aquatics goal through to 2026.</p> <p>Based on Principal reporting, the board approves additional professional learning for all staff to support the implementation of the curriculum, through assessment for learning. A</p>



teacher only day may occur from the strategic planning involved.

Targeting Student and Teacher Agency to demonstrate effective use of an internal evaluation

					teacher only day may occur from the strategic planning involved.
Assessment	Evaluate and moderate student progress and achievement using efficient systems of assessment	<p>1. Use asTTle to measure diagnostic and summative assessments of Reading, Writing, Math</p> <p>2. Ensure student portfolio and profile folders are updated regularly so their record of formative evaluations are evidenced sufficiently</p>	We set our goals by ourselves or with our teacher and conference and check we are achieving at the right level	Attend parent/teacher conferences, goal setting and tracking evenings so that we are aware of my child's learning and how we can help.	Fund a Teacher Only Day in PLD budget so teachers can visit 2-3 schools to observe how they are using the refreshed curriculum and assessment tools successfully
	Outcome	<p>See data below</p> <p>Only the framework of asTTle writing was used to collect samples and moderate teaching and learning. Reading judgments were captured with a triangulation of formative observations and running records. Math judgments were captured by a collection of formative observations and some number testing (gloSS, and JAM)</p> <p>2. Portfolios in some areas showed clear levels of achievement, and progress of students. They included teacher consultation with students, goal setting and monitoring, and showcased some of the other curriculum areas.</p>	Guided staff meetings with regular check ins and moderations were held to support teacher understanding - to support student agency, however: A consistent effort is needed to - follow the agreed expectations and actions.	<p>More than 50% attendance from whanau for Meet the Teacher evening in term one. An informal setting for all whanau to meet each other and other teachers. Teachers took the opportunity to talk about the new curriculum and how whanau can help from home. Two formal parent/teacher conferences were held.</p> <p><u>Term Two</u> A first community consultation was given out at the same time. There was little feedback from whanau.</p> <p><u>Term Three</u> A revised community consultation that included board input was given out at the same time. More encouragement from teachers for whanau to 'have a say' resulted in more feedback from whanau.</p>	The board of trustees funded a small kai for whanau, resourced the community consultation.
Actions for 2026	Professional Learning for all staff in Assessment for Learning through Reading	<p>Use the structured literacy evaluations and assessment until SMART tool access is available</p> <p>Continue using portfolios with a consistent effort from staff to utilise it as both reporting and a working platform to support student agency, accountability, and home school communication</p>	Professional Learning for all staff in Assessment for Learning to promote, re-establish, and embed student agency	Planning for tamariki reflects whanau voice and support for the kura; that is; whanau enjoy being involved in EOTC, whanau days, aquatics.	The board of trustees supported the proposal from the Principal for additional professional learning



Targeting improved attendance to at least 50% of all students attending school regularly at 90% or higher					
Attendance	<p>Improved attendance</p> <p>Follow the process and procedures to ensure a) student attendance is marked b) communication with whanau is regular and followed through</p> <p>Model healthy habits of attending school regularly with regular attendance of 90% or more</p>	<p>We aim to a) be at school b) be at school on time</p>	<p>Make sure my child/ren attend school every day and are on time to get the most of the learning opportunities available to them</p>	<p>Allocate an incentive budget to celebrate regular attendance termly and one end of year whole school celebration to Waitangi - integrating the school's attention to Te Tiriti O Waitangi</p>	
Outcome	<p>Processes and procedures were reviewed and updated. Monitoring of processes and actions occurred every three weeks. Attendance data was formally recorded in student portfolios as part of their social (PB4L) judgments.</p> <p>Everyday matters show that despite the incentives, and processes and procedures in place; the data was poor, that is; 37%.</p>	<p>Goals were set and every student had an opportunity to develop independence and self management skills.</p> <p>Everyday matters data reflects only 20% of students at school 90% or more throughout 2025.</p>	<p>Whanau became more actively involved in our events, incentives.</p> <p>As per Everyday matters, the data reflected only 20% of students at school 90% or more throughout 2025.</p>	<p>Budgets were allocated for appropriate areas of learning, however Waitangi Haerenga did not occur.</p>	
Actions for 2026	<p>2026 Actions: A thorough dive into the data is necessary, An Attendance Management Plan should reflect the processes and procedures,</p>	<p>2026 Actions: Goals need to stay the same but the incentives and strategies to bring students to school may change.</p>	<p>2026 Actions: Further home/school partnerships should be established so that there is a clear understanding of child attendance/lateness</p>	<p>2026 Actions: The board recommends based on Principal reporting that the 2026 Strategic Plan reflects a more local focus to target and honour Te Tiriti, Te Ao</p>	



		goals and incentives that the school intends to pursue for 2026. Rolls should be marked on time (to meet MOE daily deadlines), correct reason for absence should be allocated and no student should have <i>unknown</i> as a reason for absence.			Maaori.
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Administra tion	Targeting Board Assurance Checklist completed from 2024 demonstrates the PLD highlighted has been completed by all board members				
	Policies and Compliance	Adhere to the compliance and policies of the school	Follow the rules of the school for their safety and those of others	Support the school's policies and procedures	Maintain School Docs through their Policy Review Schedule in Board Meetings
	Property	Make sure school property they are responsible for is respectfully cared for	Respect school property, making sure it is handled carefully	Ensure tamariki respect school property	Update and maintain asset purchase and management register/plans Action the cyclical maintenance to paint the remaining buildings
	Finances	Adhere to the processes for budgets allocated			Continue to review 2025 budget mid-year with a draft budget by November
Outcome and Actions for 2026	A Limited Statutory Manager has been appointed to support the governance of all board priorities except for property, however will provide advice and guidance as needed to assist the board in all areas.				



Termly Review Table A below demonstrates part of the monitoring and review system that staff undertake. The self review is expected to align with the data collected from overall teacher judgments. Actions are decided within syndicates for the next term and reviewed during the term. Note, Table A only displays the end of term decision.

The actions for 2026 taken from the data will be reflected in the 2026 strategic plan.

Annual Targets Curriculum Areas															
	TUPU	T1	T2	T3	T4	WHANAKE	T1	T2	T3	T4	PANEKIRETANGA	T1	T2	T3	T4
Reading	30% progress in Reading decoding for students in Y1-2 40% progress in Reading for Y3 students					30% progress for Y4 students - targeting GaTe students 40% progress in Reading - for students in Y5-6			34.1 4		40% progress in Reading for students in Y7-8				
Writing	Handwriting 30% progress in Writing Improved letter formation and commonly used words to form one sentence					Writing 40-50 % progress with 50% achieving at their year level					Writing 40% progress in writing % achieving at their year level				



Mathematics	30% progress in basic math knowledge for students in Y1-3 % if there is a disparity with B/G and which year group % achieving at their year level					40% progress in basic math knowledge for students in Y4-6 % if there is a disparity with B/G and which year group % achieving at their year level			36.49		40% progress in basic math knowledge for students in Y4-6 % if there is a disparity with B/G and which year group % achieving at their year level					
Maori	As per GP															
PB4L	As Per GP															
Other	As Per SL GP															

Table A



Background of Data Analysis

The school roll is made up of 52 males and 62 females however teachers do not differentiate between boys and girls for teaching and learning but do make a note of the social cues and behaviours that are involved, the data does show male students are achieving better than females, e.g. 47% of boys reached their expected curriculum level for Reading as opposed to 29% of girls.

Each child that requires extra support is given equitable access to learning assistance.

Taking note of ethnicity was a goal to include in reporting the data for 2025, however this did not occur. It is noted for inclusion in the 2026 data collection and analysis.

A few major happenings occurred which have had a significant impact on data

1. It is important to note that during the course of 2025 a limited statutory manager had started their journey to support the school in most of the board priorities. A few changes were made to responsibilities to support and distribute some leading roles; including assessment. The data is collated from one source and the written description and analysis is made from another.
2. Another significant factor that should be considered is the changing curriculum. Data was collected from Term One as a baseline not from the previous year (term four) because the measure changed. Huntly West School leaders and staff made flexible changes to adapt to the mandated decisions.
3. The last piece of information to take note of is that one of our school leaders who would normally have taken a year 7 and year 8 class was released to walk this year, and two teachers took their place. This change affected data but was a necessary change for school wide success.

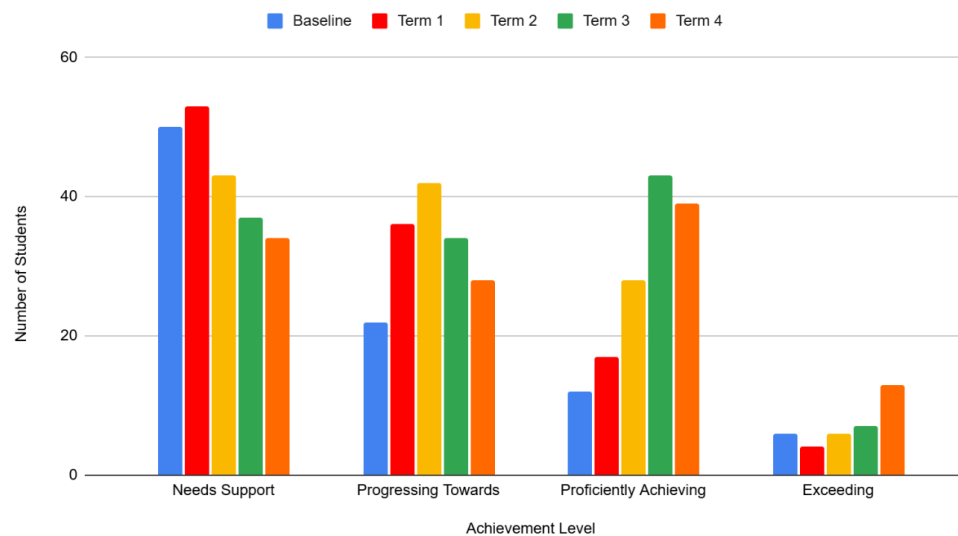
This does not change the actions for 2026.



Baseline to Term Four Data

READING					
Achievement Level	Baseline	Term 1	Term 2	Term 3	Term 4
Needs Support	50	53	43	37	34
Progressing Towards	22	36	42	34	28
Proficiently Achieving	12	17	28	43	39
Exceeding	6	4	6	7	13
Total Students	90	110	119	121	114

Student Progress & Achievement - Reading





READING PROGRESS AND ACHIEVEMENT - Term 4

READING TERM 4	PHASE 1				PHASE 2			PHASE 3		TOTAL
	During 6 Months	During the 1st Year	During the 2nd Year	During the 3rd Year	During the 4th Year	During the 5th Year	During the 6th Year	During the 7th Year	During the 8th Year	
YEAR 0	4									4
YEAR 1	12	3	2							17
YEAR 2	2	4	3							9
YEAR 3		10	1	3						14
YEAR 4			2		2	6				10
YEAR 5			3	4	2	8	1			18
YEAR 6					2	2	5	3		12
YEAR 7		1	1	2	2	4	4	6	1	21
YEAR 8							2	2	5	9
TOTAL	18	18	12	9	8	20	12	11	6	114

Syndicate	Achievement				Progress			
	M	F	Total	%	M	F	Total	
Year 0-3	12	7	= 19	43%	12	7	= 19	43%
Year 4-6	13	12	= 23	62%	16	16	= 32	80%
Year 7-8	3	9	= 12	40%	12	18	= 30	100%
Schoolwide	= 28 45%	= 28 53%	= 54	47%	= 40 64%	= 41 78%	= 81	71%



Year Level	Achievement		Progress	
	M	F	M	F
1	8	5	3	2
	76% students are proficiently achieving at or exceeding their year level		29% students made progress of 1 or more descriptors (Highest of 3 descriptors)	
2	3		5	
	33% students are proficiently achieving at their year level		56% students made progress of 1 or more descriptors (Highest of 2 descriptors)	
3	1	2	4	5
	21% students are proficiently achieving at their year level		64% students made progress of 1 or more descriptors (Highest of 2 descriptors)	
4	5	3	7	3
	80% students are proficiently achieving at or exceeding their year level		100% students made progress of 2 or more descriptors (Highest of 11 descriptors)	
5	3	6	5	8
	50% students are proficiently achieving at or exceeding their year level		72% students made progress of 2 or more descriptors (Highest of 11 descriptors)	
	5	3	4	5



6	66% students are proficiently achieving at or exceeding their year level		75% students made progress of 4 or more descriptors (Highest of 7 descriptors)	
	1	6	8	13
7	33% students are proficiently achieving at or exceeding their year level		100% students made progress of 1 or more descriptors (Highest of 9 descriptors)	
	2	3	4	5
8	55% students are proficiently achieving at their year level		100% students made progress of 1 or more descriptors (Highest of 7 descriptors)	

Data Description

Actions for Reading	
Year 0 - 3	<ul style="list-style-type: none"> ● Daily phonics and blending sounds ● Whole class reading: I do, you do. ● Retelling of a story and drawing their favourite part ● Telling a story using picture cards ● Playing phonics bingo ● Sending daily readers home ● Small group reading groups ● RTLB support ● Wall displays, letter cards, reading games, write and wipe cards ● Goal setting



Actions for Reading

Year 4 - 6

- The Code - decoding letter sounds and blending
- Shared reading, echo reading, and buddy reading
- Use questioning before, during, and after reading the text
- Vocabulary development
- Discussion to clarify what is in the text and to further student understanding
- Sending daily readers home
- Reading to students utilising Huntly library books
- Listening to online stories
- Select texts that relate to student prior knowledge and experiences

Year 7 - 8

- Reciprocal reading
- Paired fluency (one person reads, then the other listens and continues from where the other person ends)
- The Code - blending and decoding
- Vocabulary building using shared text
- Comprehension questions
- Literacy contracts
- Cloze activities



Reading

The breakdown of reading for 2025 shows more than 50% of students in each cohort with the exception of year 2 and year 7 are proficiently reading at their expected curriculum level. This means for 2026, and based upon this data, Y3 and Y8 students should have priority of learning support.

The year 4 cohort appear to have the highest rate of achievement at 80% with 100% of students making progress of 2 to 11 descriptors .

Year 8 cohort also appear to have 55% of all students achieving proficiently at their expected curriculum level, with 100% of all students make progress of 1 or more descriptors.

Our year 5 and 6 cohort also showed some impressive results, that is; 50% of year 5 students achieved at their curriculum level in reading with 72% making progress of 2 or more descriptors. For year 6, 66% of students achieved proficiently at their expected level, with 75% of students making progress of 4 or more descriptors.

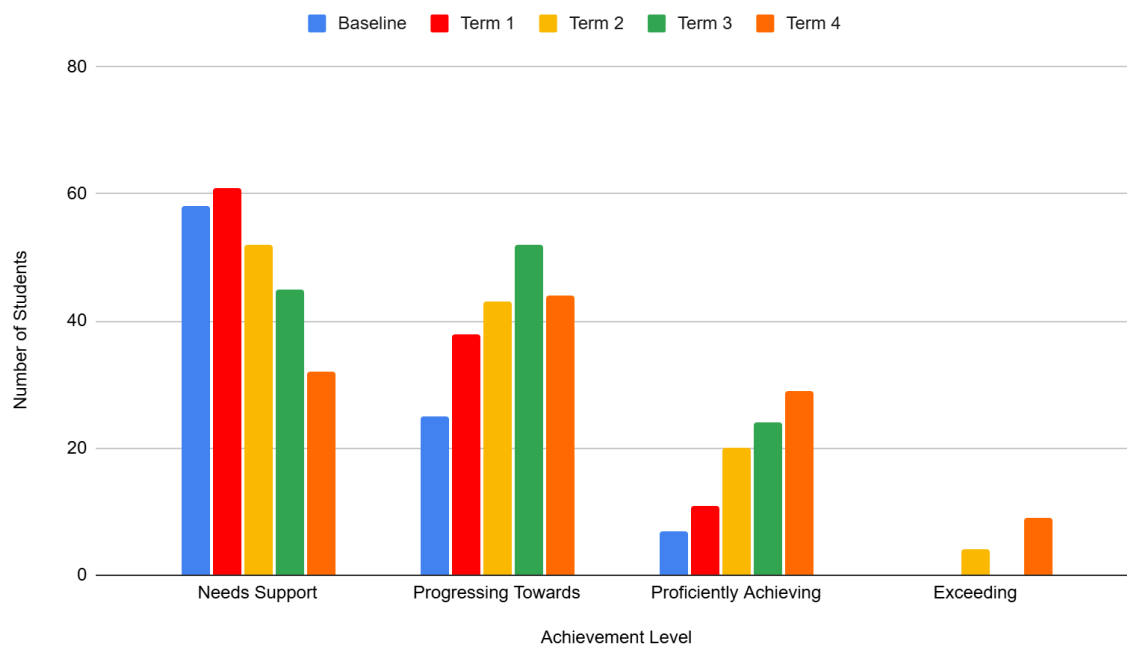
2026 Reading Actions

All teachers will undertake assessment for learning professional learning development. This should promote a consistent moderation of informed decision making, formative observation and reflection, and coaching student agency. It should also support a true and accurate assessment of progress and achievement



WRITING					
Achievement Level	Baseline	Term 1	Term 2	Term 3	Term 4
Needs Support	58	61	52	45	32
Progressing Towards	25	38	43	52	44
Proficiently Achieving	7	11	20	24	29
Exceeding		0	4		9
Total Students	90	110	119	121	114

Student Progress & Achievement - Writing





WRITING PROGRESS AND ACHIEVEMENT - Term 4

WRITING TERM 4	PHASE 1				PHASE 2			PHASE 3		TOTAL
	During 6 Months	During the 1st Year	During the 2nd Year	During the 3rd Year	During the 4th Year	During the 5th Year	During the 6th Year	During the 7th Year	During the 8th Year	
YEAR 0	4									4
YEAR 1	12	4	1							17
YEAR 2	1	4	4							9
YEAR 3		7	4	3						14
YEAR 4		1		2	2	5				10
YEAR 5			2	6	5	3	2			18
YEAR 6					2	6	3	1		12
YEAR 7		1	2	3		3	7	5		21
YEAR 8							2	6	1	9
TOTAL	17	17	13	14	9	17	14	12	1	114

Syndicate	Achievement				Progress			
	M	F	Total	%	M	F	Total	%
Year 0-3	8	4	= 12	27%	13	6	= 19	43%
Year 4-6	10	6	= 16	40%	18	13	= 31	77%
Year 7-8	0	6	= 6	66%	12	18	= 30	100%
Schoolwide	= 18 34%	= 16 25%	= 34	29%	= 43 82%	37 59%	= 80	70%



Year Level	Achievement		Progress	
	M	F	M	F
1	3	2	3	1
	29% students are proficiently achieving at or exceeding their year level		24% students made progress of 1 or more descriptors (Highest of 2 descriptors)	
2	4		5	
	44% students are proficiently achieving at their year level		56% students made progress of 1 descriptor	
3	1	2	5	5
	21% students are proficiently achieving at their year level		71% students made progress of 1 or more descriptors (Highest of 2 descriptors)	
4	5	2	7	3
	70% students are proficiently achieving at or exceeding their year level		100% students made progress of 3 or more descriptors (Highest of 6 descriptors)	
5	2	3	5	7
	27% students are proficiently achieving at or exceeding their year level		72% students made progress of 3 or more descriptors (Highest of 6 descriptors)	
6	3	1	6	3



	33% students are proficiently achieving at or exceeding their year level	75% students made progress of 3 or more descriptors	
7	5	8	13
	23% students are proficiently achieving at their year level	100% students made progress of 1 or more descriptors (Highest of 8 descriptors)	
8	1	4	5
	11% students are proficiently achieving at their year level	100% students made progress of 1 or more descriptors (Highest of 5 descriptors)	

ACTIONS

Year 0 - 3

- Casey the Caterpillar programme to assist with letter formation
- Letter and word practice in writing books
- Daily writing - either copying a sentence off the board or self-created
- Homework sheets sent home
- Guided sentence writing
- Write and wipe cards
- RTLB support
- Weekly spelling tests
- Word games - hangman, blend sounds
- Strong focus on basic grammar and punctuation



Year 4 - 6	<ul style="list-style-type: none">● Modelling sentences (guided), read aloud sentences● Building and constructing sentences together● Selecting topics that students are interested in● The Code - sounds, teacher do, we do, you do● Brainstorming ideas for writing● Whole class discussions, peer discussions● Using different media to motivate students (Picture prompts, YouTube clips)
Year 7 - 8	<ul style="list-style-type: none">● Daily free writing 10-15mins● Writers toolbox● Syntax, spelling, and handwriting practise● Daily, weekly focus on different literacy features

Writing

The only cohort that shows children achieving proficiently at their expected curriculum level are Year 4, that is; 74% of year 4 are achieving at or above their expected curriculum level with 100% of students showing progress of 3 to 6 descriptors.

Writing had the poorest achievement out of all three core subjects, however teachers could show progress within their classes, and talk to their at risk students, e.g. while year 2 cohort showed 44% achievement 56% of all year 2 students made progress of one descriptor or more.

Both year 7 and 8 students reflected very low achievement; 23% for year 7, and 11% for year 8, however both cohorts showed 100% progress of 1 to 8 descriptors).



The year 5 cohort showed 27% achievement but 72% progress of 3 to 6 descriptors, and the year 6 cohort reflected achievement of 33% with 75% progress of 3 or more descriptors.

Gender breakdown shows 34% of boys achieving and 25% of girls achieving despite the raw difference (52 males and 62 females)

2026 Actions for Writing

While this subject area may be considered as one for 2026 focus, structured literacy has just been completed, teachers are exploring, trialing, and implementing the learning that took place for them.

Consideration has been given to reading as the key vehicle for enhancing literacy (including writing).

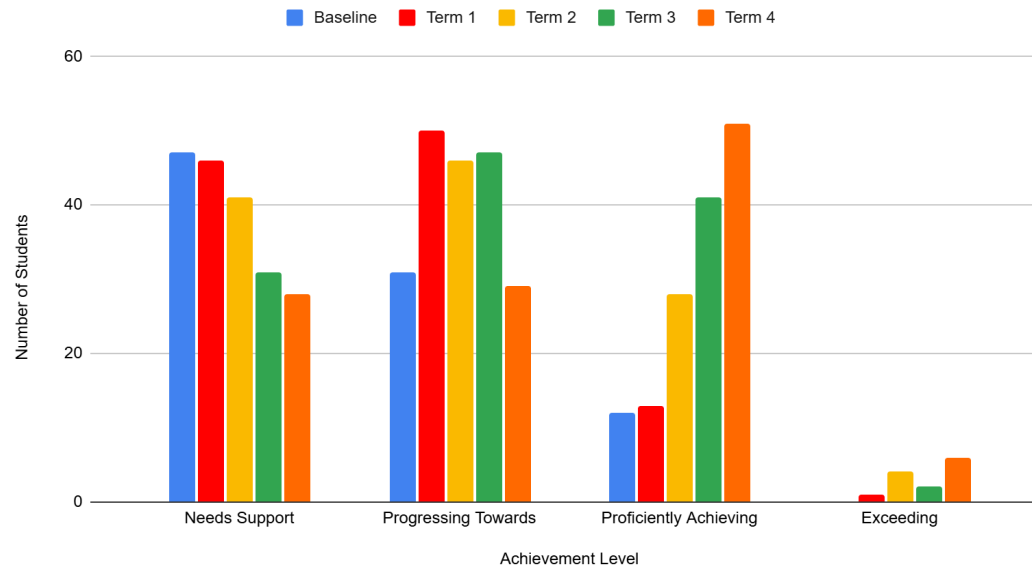
Year 4-6 syndicates and cohorts are implementing The Code, and the Y0-3 syndicate are exploring their options to combine or implement a variety of frameworks.



MATHS					
Achievement Level	Baseline	Term 1	Term 2	Term 3	Term 4
Needs Support	47	46	41	31	28
Progressing Towards	31	50	46	47	29
Proficiently Achieving	12	13	28	41	51
Exceeding		1	4	2	6
Total Students	90	110	119	121	114



Student Progress & Achievement - Maths





MATH PROGRESS AND ACHIEVEMENT - Term 4

MATH TERM 4	PHASE 1				PHASE 2			PHASE 3		TOTAL
	During 6 Months	During the 1st Year	During the 2nd Year	During the 3rd Year	During the 4th Year	During the 5th Year	During the 6th Year	During the 7th Year	During the 8th Year	
YEAR 0	3	1								4
YEAR 1	4	12	1							17
YEAR 2	1	2	6							9
YEAR 3		6	6	2						14
YEAR 4			1	2	4	3				10
YEAR 5				5	5	7	1			18
YEAR 6					2	5	5			12
YEAR 7			3	4		4	2	8		21
YEAR 8						1	1	3	4	9
TOTAL	8	21	17	13	11	20	9	11	4	114

Syndicate	Achievement				Progress			
	M	F	Total	%	M	F	Total	%
Year 0-3	15	6	= 21	47%	14	13	= 27	61%
Year 4-6	11	9	= 20	50%	16	20	= 36	90%
Year 7-8	3	9	= 12	40%	11	16	= 27	90%
Schoolwide	= 29 55%	= 24 38%	= 53	46%	= 41 78%	= 49 79%	= 90	78%



Year Level	Achievement		Progress	
	M	F	M	F
1	8	5	9	3
	76% students are proficiently achieving at or exceeding their year level		71% students made progress of 1 or more descriptors (Highest of 2 descriptors)	
2	6			5
	66% students are proficiently achieving at their year level		56% students made progress of 1 descriptor	
3	1	1	5	5
	14% students are proficiently achieving at their year level		71% students made progress of 1 or more descriptors (Highest of 3 descriptors)	
4	5	2	7	3
	70% students are proficiently achieving at or exceeding their year level		100% students made progress of 4 or more descriptors (Highest of 11 descriptors)	
5	3	5	6	11
	44% students are proficiently achieving at or		94% students made progress of 5 or more descriptors	



	exceeding their year level		(Highest of 11 descriptors)	
6	3	2	3	6
	41% students are proficiently achieving at their year level		75% students made progress of 3 or more descriptors	
7	1	7	7	12
	38% students are proficiently achieving at their year level		90% students made progress of 1 or more descriptors (Highest of 8 descriptors)	
8	2	2	4	4
	44% students are proficiently achieving at their year level		88% students made progress of 1 or more descriptors (Highest of 9 descriptors)	



Mathematics

Year 1, year 2, and year 4 cohorts appeared are all showing proficient achievement for 2025, with significant progress also, in particular year 4.

All cohorts, regardless of achievement, demonstrated progress, well above expectation.

Year 7 and 8 students are both achieving below their curriculum level however there is high progress, (90% for year 7, and 88% for year 8).

Year 5 and 6 had similar results; both cohorts under achieving but 94% (year 6) and 75% (year 5) progress

Again, despite the raw difference of numbers in gender, 55% of male students are achieving in math compared to 38.

2026 Actions for Math

All classroom teachers will be undertaking structured math in 2026. Year 4-8 syndicates will be using no problem math to enhance their structure, and years 0-3 will use numicon math to support their structured environment.