

2025 Statement of variance: progress against targets

Strategic Goal 1:

Live and Learn The Catholic Faith

Annual Target/Goal:

Goal: Strengthen the school's Catholic identity by deepening our partnerships with mana whenua, whānau and parish community

Target: All SPC communities to fully engage in community and parish initiatives and events

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Professional Development: DRS to attend the Aspiring Leaders Programme 2025-2026. Year 5 & 6 Curriculum PD day. X 2 CRT Days for DRS per term Twilight conferences termly Referral system for school counselor Goal setting interviews collaborating with whānau, students and school.	- Year % curriculum PD completed - Twilight attended each term by all staff - School counsellor attending fortnightly for full day (½ day increase from last year) - Goal setting interviews 85% attendance - New CRT hours accounted for - DRS PD - Anna - CERO partner - visited StJohn's Ranfurly	- Staff and student engagement in RE curriculum was observed - New learning was shared between staff at scheduled staff meetings - School assessment system being developed and trialled - Regular counselling available to students - referrals able to be made by students, teacher or whānau - High attendance at goal setting interviews. Able to collaborate between student, teacher and whānau	- DRS unable to attend Aspiring Leaders - Positive implementation of the curriculum across all year groups - Teachers modelling and motivated to deliver RE curriculum - Strengthen engagement of RE for our students - Greater collaboration from home and school	- Strengthen Parish connection - Develop measurable reporting for RE curriculum
Action 2 Analyse community consultation: Religious	RE Community consultation reviewed and suggestions included in RE Curriculum overview	Planning includes suggestions from consultation	- Attendance at Whānau Mass lower than hoped - Celebration of school birthday well attended	Further Sacramental Programme planning with Parish

Education Curriculum Community Events - School Birthday - Presentation Day - Weekly attending masses and growing in confidence to lead the liturgies. Ensure regular communication between the school and the parish, with shared events like school masses, community service projects, and faith education initiatives.	• Whānau Mass held each term • School birthday celebration • StPeter Chanel Day and Nano Nagle celebration • Thorough newsletter updates • Sacramental programme planning with diocese	• Attendance at Whānau Masses • Celebration of school/community events • Students undertaking Sacramental Programme	• and a great success for the community • High uptake of Sacramental Programme	
Action 3 Develop and implement at least one service project or social justice initiative per term that involves the participation of mana whenua, whānau, and parish members, focusing on local community support.	• Young Vinnies group elected and year plan of projects developed • A number of projects completed including, can drive, foodbank collection, pyjama collection			
Investigate connection with local iwi through cultural narrative, shared with school community	• Connection with the Hanning whānau made through touchstone gifting ceremony • Discussion group within Kāhui Ako	• Tikanga and understanding shared with students and community through the learning undertaken before the touchstone gifting and the subsequent follow up.	• An ongoing connection still being sought	

Strategic Goal 2:

Build teaching and learning power

Annual Target/Goal:

Goal: To improve all student achievement with a focus on assessment for learning practices

Target: Raise reading achievement to 85%

Raise writing achievement to 75%

Raise maths achievement to 78%

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Unpack new English/Maths curricula through targeted Professional Development-	• PLD Structured Maths • Oxford Math PLD • BLENZ Structured Literacy PLD • Writing moderation combined with St Mary's • NLA workshop day, observations and individual follow up	• Staff professional development attendance • Planning and teaching reflecting professional learning	• Changes in the curriculum during the year • Lack of resources • High level of professional development provided/attended	• Ongoing development of assessment practices • Raise student achievement in target areas
Action 2 Develop consistent assessment for learning practices across the school	• Assessment for Learning workshops through Kāhui Ako • Writing moderation with St Mary's • Assessment plan developed and followed across all classrooms	• Assessment for Learning action plan followed • Consistent assessment across the school	• Uncertainty around new curriculum assessment • Lack of appropriate resources to match new curriculum	• Review and align assessment practices with requirements to new curriculum when advised by MOE

Action 3 Identify priority learners and track progress throughout the year	• Priority Learner Register updated for 2025 • Reviewed with RTLB and LSC • Priority Learner Register updated termly • Intervention groups in place for literacy and maths - tier 2 learners • RTLB and ELL funding applied	• Priority Learners catered for through classroom planning and intervention groups across the school • RTLB and ELL funding secured and used to support identified students		• Continue this effective strategy
Action 4 Develop SPC effective pedagogy in literacy and maths	• Developed SPC PGC • Worked collaboratively on goals	• Evidence in teachers practice • Staff meetings	• Changing curriculum	• Embed and align with current expectations
Action 5 Strengthen Professional Growth Cycle	• Shared goals developed • Staff meeting check ins • Classroom observations and peercheck ins	• Evidence in teachers practice and planning		• Further consolidate
Action 6 Review of student management system to track student progress Review reporting to whānau	• SMS system postponed due to curriculum changes • Reporting reviewed and interim adjustments made to reports • Goal Setting interviews added to reporting schedule	• New reporting style • Goal setting interviews x2 year	• Postponed SMS system update as National reporting requirements not finalised	• Ensure reporting aligned to the new guidelines

Strategic Goal 3:

Foster Wellbeing and Community

Annual Target/Goal:

Goal: Engaging whānau, community and iwi to support ākonga learning

Target: To raise regular attendance of school to over 80%

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Review stakeholders who can strengthen and support ākonga learning	• STAR plan being worked through • Engagement made with multiple stakeholders including OYWT, CAFHMS, MOE	• Connections made with stakeholders		• Embed Attendance Plan and implement stakeholders where needed
Action 2 Deliver learning workshops for whānau and community	• Talanoa for Pasifika families- Kāhui Ako combined • Workshops for school whānau to explain curriculum/assessment changes	• Enhanced and streamlined communication to whānau and community • Feedback from whānau around communication	• Community engagement at events has increased • Workshop for new curriculum postponed to 2026 due to changes ongoing by MOE	• Appropriate workshops delivered in 2026
Action 3 Develop an attendance action plan	• Attendance plan developed and shared with the community	• Attendance Plan shared in newsletter, parent interviews and separate communications	• Attendance plan adjusted due to changes from MOE	• Implement Attendance Plan
Action 4 Develop a Māori action plan Grow understanding of ways to connect with local iwi	• Discussions around ways to share our Cultural Narrative • Continue connecting with local iwi			

Evaluation and Analysis of the school's student's progress and achievement

Student data is collected:

Student assessment and data is collected throughout the school year. A range of summative, formative and diagnostic assessments are used to collect data.

Supporting all students:

St Peter Chanel has developed systems to ensure all students' needs are being met. This includes:

- Inclusive environment that supports individual needs of students.
- Identified students are supported by teacher-aides, LSC, RTLB who work with students who need extra intervention .
- Strong focus on kapa haka, te reo and pasifika protocols.
- St Peter Chanel had support and access to a Learning Support Coordinator and Resource Teacher of Learning and Behaviour.
- External Sports coaches used to enhance physical well being.
- Partnership in Talanoa group to support Pasifika students
- 'Hearing Me' counselling service provided.

Reading:

Achievement

- There has been an increase in our *reading achievement to 82% for those at/above expectation*. We now have 82% of our students achieving at or above the expectation in reading.

Progress and Acceleration

Progress data shows encouraging movement:

- 14% of students made accelerated progress
- 74% made expected progress
- 12% made limited progress

This means **88% of students made expected or accelerated progress** in writing during 2025.

Noted Trends

- **Girls** are more strongly represented in the **at and above** categories.
- **Boys** are more represented in the **below** category, although many boys made good progress across the year.
Māori learners are represented across the achievement range, with a small number below expectation.
- **Pasifika learners** show strong representation in the **at/above** categories.
- **Asian and NZ European learners** are largely achieving at expected levels.

Summary:

- Reading achievement remains a school strength, with high levels of overall success and steady improvement over time. Most students are progressing as expected, and a group of learners are making accelerated gains.

Writing:

Achievement

- At the end of 2025, **71.4% of children are working at or above the expected level in writing**. This has increased from our 2024 Writing being 68% at or above - **a 3.4% rise in achievement**.

Progress and Acceleration

Progress data shows encouraging movement:

- 16.5% of students made accelerated progress
- 71.5% made expected progress
- 12% made limited progress

This means **88% of students made expected or accelerated progress** in writing during 2025.

Noted Trends

- **Girls** are more strongly represented in the **at and above** categories.
- **Boys** are more represented in the **below** category, although many boys made good progress across the year.
Māori learners are represented across the achievement range, with a small number below expectation.
- **Pasifika learners** show strong representation in the **at/above** categories.
- **Asian and NZ European learners** are largely achieving at expected levels.

Summary:

- Writing achievement is showing consistent upward movement, with gains across both the year and over time.
- Most students are progressing as expected, and a significant group are accelerating.
- The gain in progress over the year suggests that targeted teaching strategies, interventions, and professional learning had a positive and accelerating impact.

Maths:

Achievement

- At the end of 2025, 79.5% **of children are working at or above the expected level in reading**. This has increased from our 2024 reading being 74% at or above - **a 5.5% rise in achievement**. The shift from mid to end of year was an increase of achievement of 1.2%

Progress and Acceleration

Progress rates in mathematics are more variable than in literacy:

- 16.6% of students made accelerated progress
- 62% made expected progress
- 21.4% made limited progress

This means 78.6% of students made expected or accelerated progress, which is lower than in reading and writing. This was the first year that we used the new Government resource of Oxford so it will be interesting to monitor the impact of this.

Noted Trends

- **Girls** are more strongly represented in the **at and above** categories.
- **Boys** are more represented in the **below** group, indicating a need for continued targeted support and engagement strategies in mathematics for boys.
- **Pasifika learners** are well represented in the at/above categories.
- **Māori learners** are primarily represented in the below category, with targeted support required to accelerate progress.
- **Asian and NZ European learners** are largely achieving at expected levels.

Summary

- Mathematics achievement has improved overall since 2024 and has remained stable in 2025.

Other curriculum area:

All other curriculum areas were covered throughout the year, including topics based around Matariki, NZ histories- Maori battalion, Science, and the Arts-with a focus on singing and cultural practice. The RE curriculum remained a large focus.

Evaluation and next steps:

The school has undertaken Professional Development and taken significant steps to ensuring:

- all students are catered for,

- a rich programme is provided
- Assessment is consistent and accurate

We have further successfully developed our identification of Priority Learners and targeted intervention strategies for these students. This has shown an increase of achievement and progress for these students.

Factors such as English Language Learners, attendance and specific learning needs continue to be a factor for achievement for some students.

Next steps:

- **Targeted Interventions:**
 - Continued strengthened support for identified groups in all subject areas, by implementing tailored classroom strategies and external referrals such as RTLB support. Particular focus on our tier 2 learners.
- **Attendance Improvement:**
 - Prioritise initiatives to improve attendance for students at risk, working collaboratively with families and community services to address barriers and create consistent learning opportunities.
- **Consistency and Collaboration:**
 - Maintain school-wide consistency in teaching practices for Reading, Writing, and Math through regular staff reflection, asTTle moderation, and cross-school collaboration to share expertise and strengthen teaching strategies.
- **Use of Specialist Resources:**
 - Continue enhanced use of external specialists and tools (e.g., LSC, bilingual support workers, structured literacy programs, new structured maths resources/PD) to meet diverse learning needs and build staff capacity in addressing specific challenges.

Reading next steps:

- Continue effective reading programmes and structured literacy approaches
- Maintain targeted support for students below expectation
- Monitor boys' reading achievement to reduce the 'below' group
- Continue to strengthen culturally responsive practices

Overall, reading outcomes show consistency and steady progress

Writing next steps:

- Continue successful writing strategies and structured literacy approaches

- Continue targeted intervention groups
- Maintain targeted support for Year 1 and Year 2 cohorts (year 1 and 2 in 2026)
- Continue focus on lifting boys' writing achievement
- Monitor and support students who made limited progress

Overall, writing is a curriculum strength with positive momentum, and current approaches are contributing to improved outcomes for most learners.

Mathematics Next Steps:

- Maintain mathematics as a strategic priority for 2026
- Strengthen targeted support for Year 1 learners (year 1 in 2026)
- Focus on lifting achievement for boys in mathematics
- Continue to develop consistent teaching practices and intervention approaches across the school
- Monitor progress closely at mid-year to ensure acceleration strategies are effective

Mathematics remains an area of improving achievement. There will be increased consistency of assessment in 2026 and ongoing targeted groups.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	• <i>a safe work environment where risks to health and safety are minimised or eliminated</i> • <i>welfare support for workers</i> • <i>monitoring worker health and workplace conditions</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	• <i>treat current and prospective staff fairly</i> • <i>make decisions based on relevant merit</i> • <i>work to eliminate bias and discrimination.</i>

How do you practise impartial selection of suitably qualified persons for appointment?	<i>It is without exception the best person for the job.</i>
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	• <i>St Peter Chanel School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.</i> • <i>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori</i> • <i>Monitoring Māori students progress and implementing support if needed</i> • <i>St Peter Chanel School aims to work in partnership with our local Māori community</i> • <i>St Peter Chanel School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school</i>
How have you enhanced the abilities of individual employees?	<i>Strong PD focus and encouragement for staff to participate at conferences/workshops.</i>
How are you recognising the employment requirements of women?	<i>Equal opportunities in our workplace.</i>
How are you recognising the employment requirements of persons with disabilities?	• <i>Disability car parks</i> • <i>EEO policy followed.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		✓

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwisport Funding 2025

In 2025 we received \$933 for Kiwisport Funding

In 2025 we spent the money on basketball and hockey lessons. And purchased hurdles and a ball pump

Total \$933

In 2025 we had 3 Futsal Team

2 Miniball teams

1 Netball Teams

1 Touch teams

We had a large number of outside providers come in and teach - hockey, cricket, basketball, football.

A large number of our children also play sports for clubs and we promote outside sporting organisations through our school newsletter and noticeboard.