Puni School

STATEMENT OF VARIANCE FOR Puni School

Summary of Annual Plan and 2025 Goals and strategic overview

This document is a summary of the planning documents that each of our three learning communities have. It is regularly updated during syndicate meetings and throughout the year and will be updated for the BOT at key data collection point times of Start of term 2, Mid term 3 and end of term 4. The final update becomes the Statement of Variance for the year.

This document does not include names, but does share key actions, time lines and data that supports the focus for the syndicate and relevant target groups and or cohorts.

We aim for this to be a reflective document that supports the current and future years which is why we use the key headings of start, stop, continue and extension strategies. Specific teaching strategies are outlined and as well as data to act as a starting point we encourage your staff to focus on hunches to support the enquiry process.

As mentioned, the data is updated at key points under the key headings of Well Below, Below, Meeting and Above to show progress over the year. It is also listed by the following cohorts of Maori, Pasifika, NZE, Male and female. This is for the three key areas of Reading, Writing and maths. The data in this document measures the students against the end of year expectations, so the data can show progress over the year.

This is to be shared to the BOT inFebruary and submitted to the MOE after this meeting.

H.C.Brill
PRINCIPAL
PUNI SCHOOL
(February 2026 BOT meeting)

Annual Plan 2025 (including final overview)

Goal 1 Our People
Opportunities and experiences empower our tamariki. We inspire our students to thrive and succeed - to find confidence in their learning journey and empower our staff to deliver the very best learning outcomes for all.
Key planned actions for Goal 1
Implement structured literacy across all year levels and integrate "Maths No Problem" to strengthen numeracy and literacy outcomes.
Engage students in diverse, inclusive learning opportunities, such as cultural festivals, sports, and syndicate-aligned trips.
Prioritise well-being by actively supporting teacher and student mental health through structured programs and community resources.
Develop staff expertise through professional development in the Curriculum Refresh and targeted interventions.
Collaborate with outside agencies, including Kahui Ako, to address student needs and extend learning opportunities.

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps	May update 2025	End of term 3 Update 2025	End of Year 2025
☐ Start implementation of structured literacy and "Maths No Problem" approaches.	Engage in professional development Resourcing of Maths no Problem and equipment to support	CRT Team Math Lead Teacher Staff-implementing in the classroom and sharing good practice.	Each Term, allocation of staff meetings. Relevant Staff to lead meetings Term planning session Allocated time in meetings	-Full day of training completed in Jan -All resources arrived and teachers using with their programs -Team leaders re viewing and providing feedback at the June BOT meeting -Extension resources have been ordered and used	-This has continued over 2025, with the second round of resources arriving. Syndicates have provided a review via their team leaders. As a result of this review we have decided to continue with this resource for 2026. These have been ordered and should arrive in time for the 2026 school year.	This process has continued throughout 2025, with the second round of resources received and reviewed by syndicates through their team leaders. Based on this feedback, the decision has been made to continue using these resources in 2026. Orders have been placed and delivery is expected before the start of the 2026 school year. Suggested next steps: Provide professional learning to support consistent and effective use of the resources

						across all classes. Develop shared expectations and guidance for implementation within syndicates. Monitor impact on teaching practice and student outcomes during 2026. Gather further feedback mid-year to inform ongoing refinement.
☐ Apply for funding for Structured Literacy in Years 4-6 (Liz Kane) ☐ Support Years 0-3 with a structured approach to literacy	Professional Development - Apply in Term 1 Cohort opens 10 Feb In school support through classroom teacher and leadership Resourcing to support implementation of 'A Structured Approach to Literacy'	Haydon/SMT Rangi Teachers Maunga Team CRT team AST	Term 2 check in.	This has been applied for and teachers will engage over term 2	All but three Te Awa staff have attended these workshops. The limited spaces available have meant the three Te Awa staff will need to wait until term 1 2026.	All but three Te Awa staff have attended these workshops. The limited spaces available have meant the three Te Awa staff will need to wait until term 1 2026. School wide plans are in p;ace to align with the new English Curriculum . This has been planned for our Call back days and staff meetings in 2026
☐ Review assessment to The	Be mindful of changes and updates from the Govt regarding	CRT team and staff	Staff meetings Team meetings Senior staff meetings	We have yet to have a confirmation of the assessment requirements for	Confirmation of a SMART tool with a possible trial in term 4. No further	We have been advised that the SMART tool is expected to be available in Term 1, 2026. The

Refreshed Curriculum	changes to assessment practices			2026, so status quo for now.	updates other than the SMART Tool (Replacing e asTTLe) and PAT are the official assessment tools for 2026. We will continue with our current practice in term 4.	Ministry of Education has also provided further guidance around reporting to parents, and there is a possibility that a reporting template will be supplied. If this occurs, we may need to delay our usual Time 1 reporting while we await clarification. At this stage, we are hoping for further direction; otherwise, reporting will remain status quo. The SMART tool (replacing e-asTTle) and PAT have been confirmed as the official assessment tools for 2026. A possible trial of the SMART tool may occur in Term 4. Until then, we will continue with our current assessment and reporting practices throughout Term 4.
☐ Clear learning pathways for tamariki with additional needs; no barriers to access the curriculum.	Accessibility/ improvements to play areas have a focus on inclusion Support staff with identified children to access and participate Purchasing equipment that	Principal, CLM team, BOT, PTA, Parents Support staff e.g. outside agencies/Learning assistants Principal/SMT/Parents SENCO	Term 1 meeting with students/ parents Apply for funding Termly check-in to evaluate effectiveness/ti mings Ongoing, Allocated times at staff meetings	All relevant IEP's are in place or meetings planned All support staff for funded students have been employed Need to look at some of the physical playground and campus to ensure safety. The H & S	All relevant IEP's are in place or meetings planned. 2026 budget process has been reviewed to ensure we have enough funding and staffing All support staff for funded students have been employed	All relevant support systems are in place for 2026. We will continue to engage with and utilise our Learning Support Coordinator (LSC), and our SWIS service will be in place from Term 1 with a staff member now appointed. The SENCO role will continue to be funded at 0.2 in 2026. All Individual Education Plans (IEPs) are either

	allows inclusion in activities Ongoing resourcing of SENCO, Learning Assistants Accredited outside agencies to provide expert advice/guidanc e and resources Learning environments set up for optimal learning e.g. temperature/lay out/ culturally inclusive/	Learning Assistants Outreach, STAND, RTD (resource teacher of the deaf), RTLB, Speech and Language, SWIS (social worker in school) RTLB, Oranga Tamaiki, Moderate Needs, Ministry of Education, SWISS Classroom teacher/principal/ caretaker/BOT	ESOL Returns - 1 March, 1 July ongoing /as necessary Initial layout (Term 1) Ongoing as needed/season al changes	audit has highlighted some areas.	All H& S audit areas have been fixed with the full fencing project likely to be completed before the start of term 1 2026.	completed or have meetings scheduled. The 2026 budget process has been reviewed to ensure sufficient funding and staffing to meet student needs, and all support staff for funded students have now been employed. All identified Health and Safety audit areas have been addressed. The full fencing project is on track for completion before the start of Term 1, 2026.
☐ Syndicate trips reflect refreshed curriculum priorities	Topic study outline aligns with trips and camps Use of Donation Scheme and PTA funding for trips	Team leaders/staff	Syndicate Meetings	All planned trips nd EOTC has gone ahead. Current EOTC systems are all up to date.	All planned trips and EOTC has gone ahead. Current EOTC systems are all up to date.	No new updates apart from meeting with H&S consultant has been booked for term 1 2026
☐ Engage in local Kaahui Ako workstreams and National Priorities.	Engage with Kahui Ako Workstreams *Refreshed Curriculum (Corrina and Kate) *Transition (Lesley) *Digital Technology (AI) (Julie)	Across school/In School Teachers/Curricul um Refresh Team	Each Term, allocation of 2 staff meetings. Relevant Staff to lead meetings.	Engaging with current workstreams. There is engagement with the technology workstream this term	The Main Workstream we are engaging with is Literacy and maths. The mana whenua rep is no longer being resourced. We are engaging with the new person in this	Kahui AKo has been concluded and is no longer funded. We will look at ways to engage with other schools We will continue to engage with FPA, APPA and the Maths Leader group.

	*Technology (as needed) *Manawhenua (Ange/Kim)				role to see what ths looks like. Kahui Ako will not be resourced from 2026. Relevant letters to KA staff have been written, seeking consultation on 2026 options,with final end of contract letter written before the end of October	Will continue to engage in the PRT program. Curriculum refresh team have developed in school PD and updating the relevant school wide documents based on the current English and Maths refresh.
☐ Well-being initiatives embedded in daily practice.	EAP services funded by BOT Compliance with the Education Act	Principal SMT BOT Staff	Annually Or as needed	This is in place but need to ensure all staff are aware of this support	This is in place but need to ensure all staff are aware of this support. Promote as part of the Health and Safety kaupapa Currently all staff have received their allocation. The current situation is being reviewed as it does mean we have a reduction of day to day relievers now due to employing many in part	No significant changes from last review, but all systems and support have been funded and will remain in place 2026.

					time roles. Will review as we have staff returning in 2026 from leave so may use one of these returning staff in this role. We do have some staff you we need to catch up on the relevant release due to staff illness	

Annual Plan 2025 (including final overview)

Goal 2 Our Place
We are Community. Diversity is our strength.
We celebrate our community and recognise the distinct cultural and historical composition of our rural learning environment.

Key planned actions for Goal 2
Align property development projects with local cultural and environmental values, including accessibility improvements.
Foster regular and meaningful engagement with whānau through workshops, open days, and reporting mechanisms.
Reporting and communicating with parents formal and informal
Review and adapt governance policies to reflect community needs and uphold Ti Te Tiriti o Waitangi principles.

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps	May update 2025	End of term 3 Update 2025	End of Year 2025
☐ Budgeting and governance decisions actively support inclusivity and cultural responsiveness.	2025 budget reflects the agreed Goals	BOT through Principal	Per Month	Budget is currently supported the required needs	The budget currently supported the required needs. 2026 planning and requests in place. Adrift will be shared at the October meeting and then hopefully locked in for the Nov meeting	The budget reflects the school wide needs MOE has given a grace period for the current goal to remain in place for 2026 and be reviewed in time for 2027-2029. New BOT and members have been inducted
☐ Board of Trustees agenda addresses the needs as identified in the Strategic Plan to make informed decisions	2025 goals are agreed upon by all stakeholders	BOT through Principal	Per Month in readiness for BOT Meeting	The goals have been reviewed and the annual goals have been approved. All up to date	The goals have been reviewed and the annual goals have been approved. All up to date and data and or updates	As per last reflection, the December meeting had the relevant data shared and by Feb the more detailed Statement of

					will presented at the October and December meetings	Variance will have been prepared and presented.
☐ Clear and consistent communication pathways established	Facilitate a range of opportunities for our community and whānau to engage and communicate Newsletters, SeeSaw, Skool Loop	Administrative Officer Principal SMT Teachers	As required, however at the very least fortnightly	Continue to review and reflect Current feedback is positive and website has been streamlined and is the main area of "go to" information	Continue to review and reflect Current feedback is positive and website has been streamlined and is the main area of "go to" information A possible new website has been discussed. Main focus is sharing the information around the refreshed logo and then plans for the new uniform or a review of the current one.	As per previous summary Key initiatives for 2026 are our refreshed logo, review of the website and seeking feedback on students ' progress as they move ito year 7. This will be via a survey.

| ☐ Facilitate a range of opportunities for our community and whānau to engage and communicate | Reports, Parent interviews, Open Days, Parent Workshops, Meet the teacher- Goal setting, Student conferences

Annual celebrations like Grandparents Day and Te Wiki o te Reo Māori strengthened as core events. | Teachers
Whaanau
Students
Halo/ CLM | 31 Jan 24 - Meet the teacher open classroom afternoon
term 1 - Open afternoon/Community engagement Reports home followed by Parent Interviews - Early Term 2
Student facilitated afternoon - Term 4
Term 4 - Time 2 Reports home. | All planned actions have taken place and the outcomes of engaging and providing a range of opportunities has been established. Staff review after the event. | All planned actions have taken place and the outcomes of engaging and providing a range of opportunities has been established. Staff review after the event.

Open day was well received and was a positive opportunity to engage. As was the Country Day.

The reports will use the current status quo format for now as we have not received guidance on any new format or requirements for 2026 form the MOE | All planned actions have taken place and the outcomes of engaging and providing a range of opportunities has been established. Staff review after the event. Have been useful and continue to strengthen the whole process.

Seeking Year 6 leaver feedback beyond the exit interview and seeking feedback re preparedness for Year 7 (Pukekohe Intermediate primarly) |

Annual Plan 2025 (including final overview)

Goal 3. Our Journey
Excellence through leadership and innovation.
We provide our students with a relevant and engaging curriculum. We continually evolve to deliver better outcomes for our tamariki.

Key planned actions for Goal 3

Embed localised curriculum with guidance from Manawhenua and Kahui Ako, ensuring alignment with refreshed NZ curriculum priorities.

Implement formative and summative assessment tools to evaluate and **improve** teaching efficacy.

Strengthen leadership opportunities for staff and students, fostering a culture of continuous improvement.

Adapt teaching practices to leverage insights from professional learning and the Curriculum Refresh intensive.

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps	May update 2025	End of term 3 Update 2025	End of Year 2025
☐ Engage in local Kahui Ako Professional Groups and utilise the learning to implement change across the school ☐ Facilitate termly hui with Manawhenua and Kahui Ako representatives to co-design aspects of the localised curriculum. ☐ Ensure cultural narratives, values, and histories are woven into teaching materials and unit plans, with regular review and feedback loops.	Engage with Kahui Ako Workstreams *Refreshed Curriculum (Corrina and Kate) *Transition (Lesley) *Digital Technology (AI) (Julie) *Technology (as needed) *Manawhenua (Ange/Kim)	Across school/In School Teachers/ Curriculum Refresh Team	At least two hui per workstream per term	Complete engagement with all workstreams. One of the few schools that are. Have had feedback from bordering Mana whenua so establishing protocols and feedback. Communication has been received and replied to. Awaiting next steps and hui School wide initiatives such as Multicultural festival, Kapa Haka opportunities for the main group and all staff and students. Matariki celebrations organised and community are part of this	Excellent Matariki event with positive feedback. No further feedback from neighbouring iwi, but have replied and invited them to meet us. The existing iwi education rep has moved on and we have been asked to provide feedback for the new incoming person via a survey. 📄 Understandin...	Still waiting on next steps with Manawhenua, but we have been able to engage with a tutor for our Kapa Haka and school aspect of the coming haka. Key leadership has been established as we transition to our new Kapa haka lead and Curriculum head. School wide plans have been shared

☐ Develop leadership roles for staff and students, such as curriculum leaders, student ambassadors, and teacher mentors. ☐ Provide ongoing professional learning opportunities, such as workshops and coaching, to strengthen reflective practice and leadership skills.	☐ **Establish a Leadership Development Program**: Create and implement a structured program to identify and train staff and students for roles like curriculum leaders, student ambassadors, and teacher mentors. This program could include leadership workshops, peer mentoring opportunities, and role-specific training. ☐ **Implement Reflective Practice Workshops**: Organize regular workshops where staff and student leaders reflect on their	*Haydon SMT CRT Staff*	*Via SLT meetings Via Kahui Ako hui Via Franklin Teacher Only Days Via WHole Franklin PD*	A range of student leader opportunities are provided Leadership workshops and engagement with outside agencies such as AT and and extended group attend NYLD SLT provided opportunity to attend conferences as well as PD opportunities of leadership through structures maths, literacy and KA A range of staff are able and expected to lead aspects of curriculum reviews and run PD via staff meetings	SLT provided opportunity to attend conferences as well as PD (Term 4) opportunities of leadership through structures maths, literacy and KA A range of staff are able and expected to lead aspects of curriculum reviews and run PD via staff meetings A range of student leader opportunities are provided	SLT provided increased opportunities for professional learning, including attendance at external conferences and targeted PD in Term 4. Staff are now beginning to share their learning back with colleagues to strengthen collective capability. Leadership opportunities have been embedded through structured roles across maths, literacy and KA (Key Areas), allowing staff to take greater ownership of curriculum development and improvement. A wider range of staff are now leading aspects of curriculum

	experiences, share insights, and receive coaching to improve their leadership and collaborative skills.					review, contributing to planning, resourcing and evaluation of teaching programmes. Staff are increasingly expected and supported to facilitate professional learning, including leading segments of staff meetings and sharing effective practice. A broader range of student leadership opportunities have been developed, enabling more students to contribute meaningfully to school life and grow their confidence and agency.
☐ Implement the necessary curriculum refresh changes through our ongoing development of our localised	PLD opportunities for all staff Organise staff meetings dedicated to unpacking insights	*Classroom Teachers* School Management team	*Staff meetings at least 3 a term*	Regular slots at staff meetings Engagement in structured literacy PD	Teacher Only Day term 4 Regular slots at staff meetings	Curriculum refresh team have developed in school PD and updating the relevant school

curriculum. We will make use of our support systems internally and across the Kahui Ako ☐ Use a collaborative approach to review and refine planning and delivery, integrating feedback from peer observations and student outcomes.	from the Curriculum Refresh intensive and embedding these into teaching practices.	Curriculum Refresh Team Curriculum Leaders		Engagement with the Maths No Problem Upcoming TOD for maths PD ALl Kahui AKo workstreams are being engaged with	Engagement in structured literacy PD Engagement with the Maths No Problem and self review from all syndicates All Kahui AKo workstreams are being engaged with	wide documents based on the current English and Maths refresh.
☐ Measure, share and report on individual and school wide trends based on assessments ☐ Implement a consistent schedule for formative and summative assessments aligned with the refreshed NZ curriculum. ☐ Use assessment data to identify strengths and areas for improvement, guiding targeted interventions and informing teaching practices.	Continue to be able to clearly measure, share and report on individual and school wide trends and progress to ensure our students are meeting their potential Align assessment to Refreshed Curriculum	Teachers Senior Management Team	Termly	Due to waiting for current Government initiatives it is status quo. However we do expect a change in this area and this is expected to be in place for 2026.	Due to waiting for current Government initiatives it is status quo. However we do expect a change in this area and this is expected to be in place for 2026. We will trial the writing PAT in term 4 for the Year 5 and 6 students	We have been given some updates and suggested templates that we will continue to update and implement school wide once the final details have been confirmed. We will work this in amongst the status quo

FOCUS AREA	STRATEGIC GOALS 2025 (Summary full details are outlined in the individual syndicates actions plans)		
	TE AWA (YEAR 2) (Strategic goals 1& 3)	**MAUNGA (Year 3-4) (Strategic goals 1& 3)**	**RANGI (Year 5-6) (Strategic goals 1& 3)**
READING	By Report One- 100% of our below group to have moved 3-5 PM Reading levels **YEAR GOAL**- 75% of our students will be working at or above Level 15 **YEAR GOAL**- 100% of our well-below students will know all their alphabet sounds and names. Minimum result of 24 correct on Govt Phonic check	**Year 3:** Teach reading skills and strategies to help increase children's comprehension and fluency in reading. This will in turn move all children 2 or more levels in reading. 70% of students work at or above. **Year 4:** Teach reading skills and strategies to help increase children's comprehension and fluency in reading. This will in turn move all children 2 or more levels in reading. This is 80% of Year 4's working at or above expectation	**Year 5 Goal:** 70% will be At standard by the end of the year. This would mean moving all students below and 2 from well below. **Year 6 Goal:** 83% will be At standard by the end of the year. This would mean moving all below students to AT.
REFLECTION	**Year 1** Students have made significant growth in literacy this year, driven by a strong focus on oral language and phonics. Structured literacy approaches have been particularly effective in supporting reluctant readers and writers to make early gains. The program has emphasised repetition, recap, and careful unpacking of focus sounds, with scaffolding to bridge learning into PM texts. This targeted, structured approach has helped close gaps and build both confidence and foundational literacy skills. **Year 2** Some barriers are impacting progress for students in the *Below* category. Two students require glasses but do not consistently bring them to school, and three students rarely complete home reading. One student has speech concerns, which affects decoding, despite receiving additional support.	Year 3 Overall, the first half of the year has seen positive movement in reading achievement. A number of students have progressed into *At* and *Above*, including three students who moved from *Below* to *Above*, representing significant gains. There remains an even distribution of students in the *Well Below* and *Below* categories. Many of these students are on the cusp of moving up, indicating strong potential for growth with targeted support. Factors such as homework completion, attendance, and other learning barriers explain why a small number of students did not progress. Targeted strategies, including explicit vocabulary teaching, comprehension skill development, decodable texts, and whole-class or small-group instruction, have contributed to progress. Challenges remain with decoding and reading comprehension, particularly where spelling difficulties (e.g., The Code spelling) impact understanding.	**Year 5** The cohort has shown steady progress over the year. Six students moved up one level, three students moved up two levels, 14 students moved one level, five students moved one level, and five students achieved *Well Above*. Students remaining in the *Well Below* category include one ESOL learner, one student with diagnosed learning needs, and one student with very high absence and undiagnosed high needs. In the *Below* category, challenges included three students with high absence, one ESOL learner, and two students receiving teacher aide support. The initial goal was for 70% of students to achieve *At* or above. The final result of 71% at or above reflects a slight improvement. It is important to note that results from the new PAT assessments were lower than those from

Encouragingly, 60% of students in the *Below* category are within two reading levels of meeting the standard, indicating that with targeted support and consistent practice, most of these students are well positioned to make progress.

By the end of the year, continued focus on targeted, differentiated teaching and vocabulary development will be essential to support students currently in *Well Below* and *Below* to move into *At*. Currently, **62% of students are at or above**, meaning the overall goal was not fully achieved, but the data shows a cohort making steady progress and positioned for further gains

Year 4

There has been positive movement in reading levels across the cohort. Some students have progressed from *At* to *Above*, and most students have moved up levels, though not all have yet shifted out of *Well Below* or *Below*.

Targeted intervention groups and explicit reading support are likely to help the six students currently in *Well Below* move to *Below* in the next term. Students who have not shown growth generally have increased absence or have recently returned to Puni School.

Overall, 59% of students are at or above, meaning the goal was not met. Of the 23 students who started the year *Below* or *Well Below*, only three did not make at least two levels of progress; two of these were new arrivals. This indicates strong progress for the majority of students, with targeted support continuing to be important for those facing barriers.

e-asTTle and Probe tests, which may have influenced overall percentages.

Targeted support, attendance monitoring, and focused interventions continue to be key factors in supporting student progress.

Year 6

Overall achievement data shows positive movement across the year. Three students shifted up an achievement level, 20 students moved into the *At* category, and six students moved into the *Above* category, with a net gain of six students overall. The final result of **80% of students achieving at or above expectation** is slightly below the initial target of 83%, but reflects strong progress given the complexity of need within the cohort.

Students remaining in the *Well Below* category include two ESOL learners, one student with very high absence and undiagnosed high needs, and two students who nevertheless made significant progress with dedicated teacher aide support. In the *Below* category, barriers included ESOL needs and ongoing high absence (including medical-related), although one student receiving additional in-class support demonstrated good progress.

These results indicate that targeted support and resourcing have had a positive impact on student outcomes, while also highlighting the ongoing influence of attendance, language acquisition, and complex learning needs.

WRITING	**Mid-Year Goal:** 50% of students writing at or above expected levels. **End-of-Year Goal:** 80% of students writing at or above expected levels	**Year 3:** Connecting The Code learning to Writing to increase the levels of understanding that will allow all students to make movement. 80% of students will be working at or above. **Year 4:** Through teaching specific skills in writing such as; paragraphs, organizing ideas, use of descriptive language, 80% of the children below will be at expected curriculum level.	**Year 5 goal:** 75% will be At standard by the end of the year. This would mean moving all students from below and 6 students from well below. **Year 6 goal:** 80% will be at standard by the end of the year. This would mean moving all students below and 6 from well below.
REFLECTION	**Year 1** All students in year one are at expected levels and have made great progress in confidence and ability over the year. There is always big step for students as they progress from Year 1 to 2 to meet the expected standards **Year 2** In 2025, the achievement target for Year 2 writing was for 80% of students to be working at or above expected curriculum levels by the end of the year, with a mid-year target of 50%. By the end of the year, 92% of Year 2 students were writing at or above expected levels, significantly exceeding the end-of-year target. This reflects strong progress across the cohort and highlights the effectiveness of targeted teaching approaches. The implementation of sentence-level strategies, including *The Sentence Train*, alongside *The Code* spelling programme, strengthened classroom programmes and supported students to develop confidence, structure, and accuracy in their writing. Of the small number of students working below expectations, one learner is ORRS-funded and experiences physical limitations that impact their	**Year 3** Significant progress has been made in writing this year. Eight students have moved into *At*, and four students from *Well Below* have progressed to *Below*. Only two students remain in *Well Below*, both of whom face attendance or additional learning needs. Targeted teaching of explicit sentence skills, combined with structured approaches from *The Code* and *WTB*, is supporting confidence and skill development. Increased opportunities to write across the day are also building writing stamina. Overall, **74% of students are now at or above**, up from zero at the start of the year, reflecting strong movement and effective teaching strategies. Many tamariki are now performing at the level expected, demonstrating that the writing skills being taught are being applied successfully in their work. **Year 4** Progress has been made in Year 4 writing, with seven students moving into *At*. However, the *Well Below* group has grown due to new arrivals and re-classifications, rather than decreased. Many students currently working *Below* were on track at the end of last year, and with explicit teaching over	**Year 5** The cohort has demonstrated progress throughout the year. Seven students moved up one level, and four students moved up two levels. An additional 14 students moved up one level, and three students moved up two levels. One student moved within levels, while one student from *At* and three students from *Below* progressed into the *Above* category. Students remaining in the *Well Below* category include one ESOL learner, one student with diagnosed high needs, and one student with very high absence and undiagnosed high needs. In the *Below* category, challenges included three students with high absence, one student receiving SLS support, and two students requiring targeted support in 2026 (including one student already undergoing a technology assessment to support recording of ideas). The initial goal was for 75% of students to achieve *At* or above. The final result of 67% at or above fell below this target, reflecting the impact of high absence and specific learning needs. Continued targeted support, differentiated teaching, and monitoring of attendance and interventions will be

	ability to write at the expected Year 2 level. Another learner received support through Teacher Aide and ESOL funding; however, ongoing attendance concerns meant that access to consistent intervention was limited. Overall, the results demonstrate the positive impact of structured literacy approaches, targeted resourcing, and responsive teaching practice. These strong outcomes provide a solid foundation for continued growth in writing achievement in 2026.	the next term, most are expected to reach *At* by year-end. Opportunities for more frequent writing, structured templates, and breaking down ideas have supported the development of cohesive sentences and paragraphs, while also building writing stamina and encouraging the use of spelling knowledge. Currently, 56% of students are at or above, with progress partly limited by the lack of formal assessment data to support the new curriculum. Continued targeted teaching and assessment will be key to supporting further growth.	important in supporting future student progress. **Year 6** The cohort has shown strong progress over the years. Five students moved up one level, and seven students moved up two levels, with all students now achieving *At* or above. Thirteen students moved into the *Above* category, representing a net increase of 13 students. Students remaining in the *Well Below* category include two ESOL learners and one student with very high absence and undiagnosed high needs. In the *Below* category, challenges included one ESOL student with frequent lateness, one student with ongoing medical-related absence, and two students who benefited from additional in-class support. Overall, the final result of **83% of students achieving at or above expectation** surpasses the initial target of 80%, demonstrating the effectiveness of targeted support and interventions in improving student outcomes.
MATHEMATICS	**Mid-Year Goal:** 40% of students working at or above expected levels. **End-of-Year Goal:** 70% of students working at or above expected levels.	**Year 3:** To move those students sitting below into at by EOY, aside from the outliers. 85% will be working at or above by the end of the year. **Year 4:** To move those students sitting below into at by EOY, aside from the outliers with the aim that 70% of the students will be at or above by the end of the year.	**Year 5 goal:** 75% will be At standard by the end of the year. This would mean moving all students from below and 4 students from well below. **Year 6 goal:** 81% will be at standard by the end of the year. This would mean moving all students below.

REFLECTION			

Year 1

All students in year one are at expected levels and have made great progress in confidence and ability over the year. There is always big step for students as they progress from Year 1 to 2 to meet the expected standards

Year 2

In 2025, the achievement target for Year 2 students was for 70% of learners to be working at or above expected curriculum levels by the end of the year.

Despite being in the early stages of implementing the MNP programme and still developing confidence in its assessment and teaching approaches, strong progress was evident across the cohort. Staff engaged in learning new systems, unpacking mathematical language, and adapting to a range of instructional strategies, which initially presented some challenges in identifying independent working levels.

By the end of the year, 93% of Year 2 students were working at or above expected levels, significantly exceeding the end-of-year target of 70%. Notably, all students who had previously been below or well below expectations made progress, with every learner showing improvement.

This outcome reflects effective teaching practice, strong student engagement, and a commitment to ongoing professional learning. While the team continues to evaluate the suitability and consistency of the MNP programme, the 2025 results demonstrate a positive impact on student achievement and provide a strong foundation for further development in 2026.

Year 3

There has been notable progress in Year 3 maths, with many students moving from *Below* to *At*. A group of 19 students still need to make progress before the end of the year. Limited coverage of the new maths programmes early in the year means assessment judgments may not yet fully reflect student understanding.

Most students currently working *Below* already have access to the required Year 3 concepts, suggesting that, with continued teaching, they are likely to achieve *At* by year-end.

Overall, 89% of students are at or above, meeting the target. The new programme and focused teaching have clearly supported understanding, as evidenced by these strong results.

Year 4

Significant progress has been made in maths over the first half of the year, with many students moving from *Well Below* to *Below*. At this stage, there are even numbers of boys and girls in the *At* category, though no students have reached *Above*, possibly reflecting a focus on consolidating curriculum knowledge rather than rapid progression.

Targeted teaching, including place value instruction and foundational numeracy skills, has supported students to reach early Curriculum Level 2. Peer support through buddy pairs has also helped develop understanding and mathematical reasoning.

Overall, 72% of students are at or above, meaning the goal has been met. Students remaining in *Below* or *Well Below* often have complex backgrounds, including poor attendance or

Year 5

The cohort has shown positive movement over the year. Seven students moved up one level, three students moved up two levels, 14 students moved up one level, five students moved up one level, and five students moved into higher achievement compared with none at the start of the year.

Students remaining in the *Well Below* category include one student with diagnosed high needs and two students with very high absence and undiagnosed high needs. In the *Below* category, challenges included two ESOL learners, three students with high absence, and one student identified for targeted support in 2026.

The initial goal was for 75% of students to achieve *At* or above. The final result of 71% at or above indicates good progress overall, despite ongoing challenges with attendance and specific learning needs. Continued targeted support, differentiated teaching strategies, and monitoring of attendance will be essential to support further growth.

Year 6

The cohort has made strong progress over the year. Seven students moved up one level, and one student moved up two levels. Thirty-one students moved one level to *At*, while 16 students moved one level to *Above*, resulting in 16 students achieving in the *Above* category.

Students remaining in the *Well Below* category include one student with very high absence and undiagnosed high needs. In the *Below* category, challenges included two ESOL learners with frequent lateness, one student

extended absences, which will continue to require targeted support.

with ongoing medical-related absence, one student with high absence, and three students who received additional in-class support.

Overall, the final result of **84% of students achieving at or above expectation** surpasses the initial target of 81%, reflecting the positive impact of targeted support, interventions, and focused teaching strategies.

Other focus areas in 2025		
Focus Area	**Goal / action**	**Relevant Strategic Goal**
Assessment	We will review our current assessment overview based on Government requirements in readiness for 2026.	**1, 2 & 3**
Reflection/ update	Progress has been made towards reviewing and strengthening our assessment overview in readiness for 2026. Key leadership structures have been established, including our new Kapa Haka lead and Curriculum Head, ensuring clear guidance and continuity. School-wide plans have been shared, and SLT has increased opportunities for professional learning, including attendance at external conferences and targeted Term 4 PD. Staff are beginning to share their learning back with colleagues, building collective capability. Leadership opportunities have been embedded across maths, literacy, and key areas, with a wider range of staff leading curriculum review, planning, and resourcing. Staff are also increasingly expected to facilitate professional learning and contribute to staff meetings. Student leadership has been expanded, providing more students with meaningful opportunities to contribute to school life and develop confidence. Updates and suggested templates from the Ministry will be incorporated into school-wide practice once finalised, working alongside current processes. The Curriculum Refresh Team has continued in-school PD and updated school-wide documents to reflect the current English and Maths curriculum refresh, ensuring we remain aligned with national expectations while supporting staff and student growth.	
Literacy / numeracy structured approach	We will engage in a Structured Approach in Numeracy and Literacy	**1 & 3**
Reflection / update	Progress has been made towards engaging in a structured approach in numeracy and literacy. The Curriculum Refresh Team has developed in-school PD and updated school-wide documents aligned with the current English and Maths curriculum. All but three Te Awa staff have attended these workshops, with the remaining staff scheduled for Term 1, 2026. School-wide plans have been established to align with the new English Curriculum, with further implementation planned during Call Back days and staff meetings in 2026. The second round of resources was received and reviewed by syndicates in 2025, and the decision has been made to continue using these resources in 2026, with delivery expected before the start of the school year. Next steps include providing professional learning to ensure consistent and effective use of resources across classes, developing shared expectations and guidance for implementation within syndicates, monitoring the impact on teaching and student outcomes, and gathering mid-year feedback to inform ongoing refinement	

CLM	We will continue to engage with CLM to improve the wellbeing of tamariki and rangatahi through healthy eating and drinking, and quality physical activity	1
Reflection / update	We have made strong progress in promoting the wellbeing of tamariki and rangatahi through healthy eating, quality physical activity, and active engagement. Survey feedback highlighted that students are highly active and engaged, reflecting the positive impact of break-time activities and quality classroom lessons, directly linked to PD and support from CLM. Additional input from Year 6 students provided further insight into what is working well and areas for potential enhancement. Staff continue to engage with CLM through meetings aligned with the latest curriculum initiatives, ensuring our pedagogy reflects current best practice. The local CLM connector supported our student leaders to organise and run the end-of-year Tabloids Sports Day, showcasing leadership and practical application of healthy, active initiatives. A designated staff member acts as our key contact for CLM, utilising resources, PD sessions, and ideas from the CLM team to strengthen our programmes. Looking ahead, we will continue our partnership in 2026, responding to draft curriculum documents, developing implementation plans, and enhancing engagement, particularly for Year 0–2 students. Funding applications have been submitted to support resources and engagement, further embedding healthy and active practices school-wide. **Please also refer to the survey that was conducted by CLM with our Year 4-6 students this year** 📄 Puni School SNZ VoT Final Report.pdf 📄 Puni School Final Report.pdf *See the link at the end of this section that provides a summary of the Year 6 Exit Interview questions and feedback for the class of 2026
Attendance	80% of our students will be here for 90% of the time. We will develop an attendance strategy for 2026	**1&3**
Reflection / update	Our goal was for 80% of students to attend school at least 90% of the time. In 2025, 74% of students met this target, up from 68% in 2024, showing steady improvement. Strategies contributing to this progress have included sharing attendance data with the community more frequently, using visual graphs to highlight individual student attendance from Term 4 onwards, and implementing termly and mid-term rewards for 100% attendance. Clear and consistent messaging around attendance expectations at all school events has also helped encourage students to remain at school. Looking ahead to 2026, we will continue these strategies and develop a comprehensive attendance plan to further support families, monitor attendance closely, and maintain a focus on celebrating and reinforcing positive attendance patterns The Attendance Plan has been created, approved by the BOT and shared with the commuity

📄 *YEAR 6 EXIT INTERVIEW SUMMARY — 2025* *

Term 4 (Time 2) Summary of Overall teacher Judgement (OTJ) for 2025 (Presented at the 2025 December meeting)

This is just a basic overview of the data. A more detailed breakdown of the data and review of the annual goals will be presented at the February 2026 BOT meeting, which is the first one of the year.

This report will form the annual Statement of variance which is shared with the Ministry of Education and in turn published on our website. It also forms part of the documentation for the audit process.

This summary also gives a summary of the overall data from 2016 to show pre, during and post covid impacts.

This data is based on the existing curriculum documentation expectations but there will be a change as the new revise curriculum comes into effect from 2026. At thai stage the final assessment bench marks are yet to be finalised.

The OTJ process is made up of class work, student voice and assessments including easTTLe and PAT testing.

Other Data shared with the BOT or in the BOT folder
📄 *2025 Mid year Data by cohort and year level (at or above expected levels) 2025*
📄 *Progress Over Time PAT data 2025*

Haydon Brill
PRINCIPAL
PUNI SCHOOL

Overall Historical data from 2016 to present (2025 -Year 2-6)*

Year (all students)	Reading	Writing	Maths
2016	80%	67%	65%
2017	72%	59%	69%
2018	82%	67%	71%
2019	75%	81%	68%
2020 (Covid impacted)	66%	65%	66%
2021 (Covid impacted)	45%	56%	46%
2022 (Limited Covid impact)	73% + 18% from 2021	69% + 13% from 2021	75% +29% from 2021
2023 (First year with no Covid breaks)	**73% Same % as 2022**	**76.5% + 7.5% from 2022**	**86% + 11% from 2022**
*2024 (Year 2-6 so comparable to historic data)	***73% (Years 2-6) =% as 2023 69% (When Year 1 data is added in)**	***71%(Years 2-6)-5.5 % from 2023 69% (When Year 1 data is added in)**	***82% (Years 2-6)-4 % from 2023 81% (When Year 1 data is added in)**
2025	***70% (Years 1-6) -3% compared to 2024**	***80% (Years 1-6) +11% compared to 2024**	***84% (Years 1-6) +2% compared to 2024**

*2025 includes year 1-6 this year
*Note as we see with the year 2 data the students make big progress by the end of year 2, and this has been a historical trend at Puni School

Year level Summary of Data - This is students who are at or above when compared to the expected curriculum level for the end of their year			
Year 1-6	Reading	Writing	Maths
1	45%	100%	100%
2	78%	92%	92%
3	70%	74%	89%
4	69%	57%	69%
5	74%	68%	71%
6	82%	83%	85%

Cohort Summary of Data - This is students who are at or above when compared to the expected curriculum level for the end of their year			
Year 1-6 cohort (all)	Reading	Writing	Maths
Maaori	53% (23 students)	48%	57%
Pacifika	39% (13 students)	39%	54%
NZE	71%	86%	86%
Male	63%	74%	77%
Female	77%	87%	91%
School wide 1-6	70%	80%	84%

2024 Comparison (2025 in brackets)

Reading 71% (70%- 1%)   Writing 69% (80% + 11%)   Maths 81% (84% + 3%)

Cohort Data with the Year 1 included (% at or above)

	2024	2025	2024	2025	2024	2025
Maaori	Reading 41%	(53% + 12%)	Writing 37%	(48% +11 %)	Maths 68%	(57% -11 %)
Pasifika	Reading 35%	(39% + 4%)	Writing 50%	(39% -11%)	Maths 71%	(54% -17%)
NZE	Reading 80%	(71% -9%)	Writing 80%	(86% +6 %)	Maths 88%	(86% -2 %)
Male	Reading 71%	(63% -8%)	Writing 69%	(74% + 5 %)	Maths 83%	(77% -6%)
Female	Reading 69 %	(77% + 8%)	Writing 70%	(87% + 17%)	Maths 80%	(91% + 11%)

Initial statistical points of Interest for years 2-6 update

–Maori make up 12% of this data; since 2016 this has varied between 20%–30%*
–Pasifika makes up 7% of this data; since 2016 this has varied between 10%–15%. This is at the stage where it is getting hard to protect the anonymity of the data. It also means 1 student is 8%–9% so can shift data disproportionately*
–NZE makes up 70% of this data; this is consistent although slighter higher with data since 2016.
–We have a higher percentage of other ethnicities with Asian (Indian) and other ethnicities than in other years and our Maori and Pasifika has reduced since 2016.
*based on the first listed ethnicity

Note 2026 may bring adjustments to our current expected norms so comparisons may be not as valid.

We will update you with any obvious adjustments that the new curriculum will bring

2025 comments (basic summary more detail with the Statement of Variance in February 2026)

Positive   Area of Concern / target for 2025

Reading 77 students have shifted from below to at least meeting from the start of the year (year by year below)

Year 2   8
Year 3   22
Year 4   11
Year 5   16
Year 6   20

–Best performing Cohort is Year 6 with 82% then Year 2 with 78%
–Lowest performing cohort is Year 1 with 45%
–Difference between NZE (71%)and NZM (53%) is 18%(Last Year 23%)
–Difference between NZE (71%) and Pacifika (32%) is (Last Year 28%)
–Difference between Male (63%) and female (77%) is 14% (Last year 1%)

Writing (114 students have shifted from below to at least meeting from the start of the year (year by year below)

Year 2 24
Year 3 23
Year 4 18
Year 5 21
Year 6 28

–Best performing Cohort is Year 1 with 100% then Year 2 with 92% and Year 6 with 83%
–Lowest performing cohort is Year 4 with 57% (Same cohort as 2024)
–Difference between NZE (86%)and NZM (48%) is 38% (last year was 37%)
–Difference between NZE (86%) and Pacifika (39%) is 47 (Last year27%)
–Difference between Male (74%) and female (87%) is 13% (Last year 6%)

Maths (124 students have shifted from below to at least meeting from the start of the year (year by year below)

Year 2 29
Year 3 22
Year 4 22
Year 5 19
Year 6 32

–Best performing Cohort is Year 1 with 100% with Years 2, 3 and 4 in the 80%'s and higher
–Lowest performing cohort is Year 4 with 69%
–Difference between NZE(86%) and NZM (57%) is 29 (Last year was 13%)
–Difference between NZE (86%) and Pacifika (54%) is 32% (Last Year was 1`7%)

–Difference between Male (74%) and female (87%) is 13% (last year was 11%)

Overall* Year 2-6

–Reading 70%   (Slightly down from 2024 a small gap between girls and boys)
–Writing 80% (A big increase but there is a gap appearing between girls and boys)
–Maths 84%   (A big increase but there is a gap appearing between girls and boys)

–Reading is an area that we will need to target in 2026. Our maths progress is now consistent and the norm and the focus n writing for the last few years is starting to see progress!
–The difference between boys and girls is something we need to focus on as it hasn't been this wide fr a few years
–The Gap between NZE and Maaori and Pasifika has also increased, whilst NZE has generally stayed the same or increased. The smaller number of the Maaroi and Pasifika cohort does impact percentage points.

–Maths achievement has been maintained above 80% for a second year. This shows that our systems are sustainable.
–We are very happy with the progress around writing as this has been a focus area for a few years and has also been a n area we have not seen progress since before Covid times

Well below data
 Of the students in this cohort across all three areas all have support in place or will do so in 2026
The most common support is for our ESOL students or identified needs but the other is attendance

Presented at the December BOT meeting 2025