



Statement of Variance: Progress against Targets Greenmeadows School 2026

Strategic Goal: Learners throughout the school reach their highest potential, especially in literacy and numeracy.

Annual Target/Goal: More students meeting or exceeding curriculum expectations

Action 1

Raise teacher capability as part of The Learner First (TLF) PLD

What did we achieve?

- consistent pedagogies in mathematics teaching and learning emerging across the school
- maths curriculum team involved in the PLD (8 teachers) throughout 2025
- the use of a common resource 'Maths, No Problem' across the school
- sound levels of achievement in Mathematics (70% of students across the school meet expectation)

- established expectations as part of the Term 3 curriculum meeting scheduled so that there is clarity for teachers
- collective planning templates and programming emerging
- rich routines imbedded into many programmes

How do we know?

- meeting minutes – staff, syndicate and curriculum teams
- end of year survey of all teaching staff
- coaching groups amongst staff
- Mathematics PAT results

Reasons for any differences (variances) between the target and the outcomes

- variance in resources and programming
- ensuring that consistent messaging is widespread
- some year groups (e.g. Year 5) rates of achievement still low

Planning for next year – where to next?

Continued involvement in The Learner First PLD

Schoolwide approach to maths learning in place for the second year using 'Maths No Problem' resource

Establishing target groups for all teachers and monitoring progress

- continue to imbed and evolve rich routines
- monitoring Year 4 and 5 cohorts for increased levels of achievement

Action 2

Raised levels of achievement in written language and mathematics

What did we achieve?

- solid levels of achievement, in reading and maths using OTJs.
- reading results show a consistency of achievement across all year groups
- Maths PATs indicate good levels of understanding across the Y4 to 6 cohorts.
- writing levels are lower across the senior school (only 62% meeting expectations)

How do we know?

- use of OTJs by teachers used for every student, with a change in the introduction of draft progress descriptors
- 71% of school students meeting or exceeding expectations in Maths



- 62% of students meeting expectation in Writing being classified as proficient or exceeding expectations

Reasons for any differences (variances) between the target and the outcomes

- change in curriculum and different areas of emphasis
- use of four progress indicators
- continuing to build consistency of programming
- increasing number of ESOL students enrolling
- still developing consistency of practice, programming and use of resources
- need for more physical resources especially in teaching of maths

Planning for next year – where to next?

- Continued use of Writer's Toolbox for Years 5 and 6 to promote writing
- Imbedding the 'Maths No Problem' resource into our overall structure of programming
- Target groups for each teacher in maths in 2026, along with Maths Acceleration Programme being put into practice
- Continue to work on staff moderation techniques and achieving consistency in making OTJs

Strategic Goal 2: Enhance the school's environment to promote Hauora and more community connection

Annual Target/Goal: Improve school's environment and strengthen community connections

Action 1

Enhance physical spaces around the school

What did we achieve?

Property assessment of school

Waharoa completed and installed

How do we know?

Site inspection

Playgrounds completed

Reasons for any differences (variances) between the target and the outcomes

Exceeded expectations – enables revised planning for 2026

Planning for next year – where to next?

Planning for space behind B Block and vacant area that housed the old playground

Link to kaitiakitanga in food production – garden to plate

Action 2

Link with community in a number of projects

What did we achieve?

Various community hui and fono.

Year 6 survey

Exit survey for Year 6 families/whānau

How do we know?

Survey results expressing support for the school – participation rates interviews, school functions



Reasons for any differences (variances) between the target and the outcomes

Aiming to broaden range of whānau engaging in hui and fono – not a complete representation of entire families

Planning for next year – where to next?

Continue to broaden and strengthen links with community

Development of gardens and food growing facilities involving the students



Evaluation and analysis of the school's students' progress and achievement

This evaluation and analysis shows how all our students have progressed and achieved over the last year. This is different from our statement of variance which reports on the progress your school has made against the targets set out in the annual implementation plan.

The following tables are taken from the 2025 end of year OTJs made by teachers.

- comparisons with 2024 were very difficult with new criteria for progress being used
- only Year 1 students who had been at school more than twenty-five weeks in 2024 were given an OTJ

2025 Maths OTJs Years 1 to 6 Whole School	Needs Support	Progressing Towards	Proficient	Exceeding	Totals
Year 1	2 (3%)	9 (11%)	64 (82%)	3 (4%)	78 students
Year 2	11 (12%)	26 (28%)	47 (51%)	8 (9%)	92 students
Year 3		19 (24%)	46 (59%)	13 (16%)	78 students
Year 4	4 (5%)	20 (26%)	37 (47%)	17 (22%)	78 students
Year 5	7 (9%)	19 (25%)	40 (53%)	10 (13%)	76 students
Year 6	8 (10%)	14 (17%)	45 (57%)	13 (16%)	80 students
	32 (7%)	107 (22%)	279 (58%)	64 (13%)	482

2025 Maths OTJs Years 1 to 6 (Male)/(Female)	Needs Support	Progressing Towards	Proficient	Exceeding	Totals
Year 1	1/1	4/5	37/27	3/0	78 students
Year 2	6/5	13/13	22/25	6/2	92 students
Year 3		8/11	22/24	7/6	78 students
Year 4	0/4	8/12	22/15	12/5	78 students
Year 5	5/2	7/12	19/21	6/4	76 students
Year 6	3/5	7/7	16/29	12/1	80 students
	15/18	47/60	138/141	46/18	482

2025 Maths OTJs Years 1 to 6 Māori students (Male)/(Female)	Needs Support	Progressing Towards	Proficient	Exceeding	Totals
Year 1	1/0	1/0	4/7		13 students
Year 2	2/2	1/3	5/5		18 students
Year 3		1:2	3/3	0/1	10 students
Year 4	0/2	1/0	2/3	2/0	10 students
Year 5	1/1	2/4	1/4	1/0	13 students
Year 6	0/2	1/1	4/2	2/0	12 students
	4/6	7/10	19/24	5/1	76

WRITING OTJ ASSESSMENTS for End of Year Tōtara Students 2025

Year Group	Exceeding Expectations	Proficient	Progressing Towards	Needs Support	Total
5	5 (6%)	40 (51%)	27 (35%)	6 (8%)	78 students
6	1 (1%)	44 (55%)	24 (30%)	11 (14%)	80 students

Year Group (Male)	Exceeding Expectations	Proficient	Progressing Towards	Needs Support	Total
5	2 (4%)	18 (47%)	19 (50%)	3 (8%)	38 students
6	1 (2%)	15 (39%)	15 (39%)	7 (18%)	38 students

Year Group (Female)	Exceeding Expectations	Proficient	Progressing Towards	Needs Support	Total
5	3 (7%)	22 (54%)	9 (22%)	3 (7%)	40 students
6		29 (69%)	9 (21%)	4 (10%)	42 students

These tables repeat the ongoing trends we typically see at our school.

- the relatively higher rates of achievement for boys in comparison to girls in maths
- the proportion of students not meeting expectation (approximately 25%)
- the proportion of Māori rates of achievement is lower than their peers (apart from Year 5 in Reading).

Key points to take away from this data include:

1. Maths OTJs (Overall Trends)

- **Achievement Levels:** In general, 71% of students are meeting expectations in Maths, with 29% falling below expectations, and 13% above expectations.
- **Gender Differences:** Boys have a higher rate of achievement compared to girls across the various year levels.
- **Māori Student Achievement:** Māori students are performing at a lower rate than their non-Māori peers..

2. Key Observations

- **Proportion Below Expectations:** Across all subjects, a substantial proportion of students (around 25%) are not meeting expectations, with a significant gap for Māori students.
- **Māori Achievement:** Māori students seem to consistently perform lower than their peers in all subject areas, highlighting a potential area for targeted intervention or support.
- **Gender Gap:** Although both boys and girls face challenges, boys generally seem to be achieving at a lower level in Written Language when compared to girls.

3. Proportions Meeting Expectations by Year Level

- **Maths:** The highest proportions of students meeting expectations in Maths are in Year 4 (76%) and Year 6 (73%). The lowest is Year 5 (66%) and Year 2 (62%).



4. Potential Areas for Improvement

- Year 4 Māori students show lower achievement in both Maths (50%) and Reading (50%) when compared to their peers.
- Girl's achievement in Maths could be an area to focus on, as their results consistently show lower levels compared to boys, especially in Year 3, Year 4 and Year 5.
- Māori student support could be strengthened across subjects, particularly in Year 5, where achievement gaps are most pronounced.



How we have given effect to Te Tiriti o Waitangi

We have given effect to Te Tiriti o Waitangi by:

- holding whānau hui in 2025
- having mihi whakatau for new whānau throughout the year
- developing elements of tikanga into very day school practises e.g. karakia
- involvement in Kāhui Ako pōwhiri activities
- commitment to gathering community input into the design of the school's carved waharoa
- Māori language learning for all classes
- Kapa haka group in excess of 160 students
- Participation in local marae activities



Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Board states that it:

- meets all Equal Employment Opportunities requirements
- has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice
- is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board
- ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination



Statement of KiwiSport funding

In 2025 Greenmeadows School received \$7992.77 in Kiwi Sport funding.

This allocation was used to offset costs for swimming instruction that was provided to all children in the school – the total amount for the swimming lessons and associated transport was \$41,770.88.