



## Sacred Heart Girls' College Statement of Variance 2025

**Strategic Goal 1:** In a culturally responsive way, we Nourish Catholic Character

**Annual Goal:** To provide a consistent and responsive approach to the delivery of the Health curriculum including Relationships and Sexuality education.

**What did we expect to see by the end of the year**

- Consistent communication with whānau and caregivers regarding delivery of the Health curriculum (Relationships and Sexuality education).
- A consistent understanding of high-quality teaching and learning in relationships and sexuality education in line with the key teachings of the Catholic Church.

<b>Actions</b>  <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b>  <i>What were the outcomes of our actions?</i>  <i>What impact did our actions have?</i>	<b>Evidence</b>  <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b>  <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b>  <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>
Complete consultation with community on our provision of Relationships and Sexuality education.	<ul style="list-style-type: none"> <li>• Second round of consultation was completed in March 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of consultation presented to the board</li> </ul>	Nil	Further consultation planned for 2027
Consistent communication with whānau / caregivers regarding the delivery of the Health Curriculum (Relationships & Sexuality education)	<ul style="list-style-type: none"> <li>• Presentation on the Health Curriculum (Relationships &amp; Sexuality Ed to the parent /whānau community in February</li> <li>• Letters emailed from RST Faculty to whānau before teaching started</li> </ul>	<ul style="list-style-type: none"> <li>• Session at school on Meet the Teacher evening (19 Feb) was well attended and opportunity for questions or clarification taken up after the presentation.</li> <li>• Parent queries after email communications are followed up by appropriate teacher/ LoL or DRS</li> </ul>	Nil	Ongoing in 2026



## Sacred Heart Girls' College Statement of Variance 2025

<p>All teachers consistently teach from an agreed curriculum overview and plan in line with the key teachings of the Catholic Church.</p>	<ul style="list-style-type: none"><li>• Ongoing PLD with PNCEO for all RST teachers</li><li>• Yearly overview for the Health and Sexuality curriculum has been refined.</li><li>• Clarification of the guidelines with the RST faculty.</li><li>• RST Faculty works closely with the PE &amp; Health Faculty</li></ul>	<ul style="list-style-type: none"><li>• Minutes of Faculty hui</li><li>• Overviews and guidelines in curriculum documents in Teams</li><li>• Reference to current church documents</li></ul>	<p>Recognised for Best Practice by PNCEO</p>	<p>Ongoing commitment in 2026</p>
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## Sacred Heart Girls' College Statement of Variance 2025

<b>Strategic Goal 2:</b> In a culturally responsive way, we Nurture Hauora				
<b>Annual Goal:</b> To refine current pastoral systems while embedding and evaluating the new pastoral structure and wellbeing/hauora programme				
<b>What did we expect to see by the end of the year</b> <ul style="list-style-type: none"> <li>Programmes designed and implemented at all year levels that proactively teach students tools/strategies to reduce bullying, improve Hauora/wellbeing and equip them with life skills.</li> <li>An evaluation process developed and implemented, with regular milestones, that gathers evidence and measures the impact of the new pastoral structure and programmes on improved outcomes.</li> <li>Consistency in the use of Tier 1 and Tier 2 pastoral processes when managing behavioural and attendance issues.</li> </ul>				
Actions  <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve?  <i>What were the outcomes of our actions? 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. Consider if these need to be included in your next annual implementation plan.</i>
Design and deliver new pastoral programme <ul style="list-style-type: none"> <li>Launch and imbed Kiva programme and systems</li> <li>Collaboratively set the objectives and plan the programme content</li> <li>Source and engage third party providers and guest speakers to add expertise to programme</li> </ul>	Kiva was successfully launched to staff at the end of 2024 and introduced to Year 7-8 students through the RST programme and Year 9-10 students through the new Empower Me (EM) programme in 2025. The Kiva programme has significantly increased the amount of curriculum time dedicated to anti-bullying education for our Year 7-10 students. The Kiva system for dealing with bullying incidents in the school was successfully used to address a number of incidents. The system gives a clear process to follow and provides a consistent approach for all Deans. The Empower Me programme (EM) was developed collaboratively by the	Empower Me programme now implemented at Year 9-13. Kiva taught in Year 7 and 8 RST. Student voice was collected in June and November through a survey.  We administered the Kiva survey in November 2024 and now have baseline data. The survey will be administered annually and results are released in December. This will enable	Kiva and EM were both embedded effectively in 2025. Both programmes will need evaluation and refinement. Survey data will be used to do this.  More third-party provider and guest speakers are still required for all levels of the Empower Me programme.	Evaluation of both the Kiva survey data and EM survey will give new targets and goals for 2026.  A form will be sent to all caregivers at the start of 2026 which will invite them to share their expertise as guest speakers or suggest suitable contacts/content.



## Sacred Heart Girls' College Statement of Variance 2025

	<p>House Deans, with guest speakers used in the Year 13 programme. Student voice was used to develop the objectives. The horizontal structure of EM allowed for a more targeted approach when delivering wellbeing and life skills lesson content.</p>	<p>longitudinal tracking. This data can be reported to the Board.</p>		
<p>Evaluate the effectiveness of the pastoral structure and new programme</p> <ul style="list-style-type: none"> <li>• Communicate new structure and programmes to students, staff and community</li> <li>• Create an evaluation timeline outlining actions to regularly gather stakeholder feedback</li> <li>• Review and refine targeted professional learning to strengthen data literacy</li> <li>• Establish data collection milestones to track student progress.</li> <li>• Use Kiva survey, NZCER wellbeing survey, community survey and attendance data to identify trends and adjust processes to meet student needs</li> </ul>	<p>The new pastoral structure was communicated to caregivers and students in Term 4 of 2024. This was repeated at the start of 2025. The roll out was smooth with no complaints about lack of communication or information. Students, staff and caregivers successfully transitioned to the new structure.</p> <p>Evaluation timeline has been completed and followed. Pastoral structure and EM evaluative surveys have been administered to all Year 9-13 students at mid and end of year. Student focus groups and Deans were surveyed in Term 3.</p> <p>Kiva and NZCER survey data indicate a positive school culture with the majority of students feeling safe at school. The frequency of bullying is lower than other schools using the Kiva programme.</p> <p>Attendance rates improved across all categories compared to 2024 data. Anxiety and mental health issues continue to contribute to chronic absence for 4% of our students.</p>	<p>All key stakeholders were informed and aware of the new structure. There was no evidence of confusion or lack of communication.</p> <p>Pastoral structure and EM survey data was collected and evaluated. NZCER wellbeing survey data was reported to the Board.</p> <p>Attendance data from the Termly Attendance Matters reports were presented at Board meetings.</p>	<p>The stakeholders identified in the original evaluation timeline were modified. It was decided that a survey of community and the wider staff would not provide meaningful data in the early stages of the pastoral change. All staff and community will be surveyed in Term 3 2026 with an evaluation completed in Term 4 2026</p> <p>Professional learning to improved data literacy was not found.</p>	<p>Continue following the evaluation timeline and adjust the Pastoral structure and Empower Me programme where necessary.</p>



## Sacred Heart Girls' College Statement of Variance 2025

<p>Improve consistency of Tier 1 and Tier 2 pastoral practices</p> <ul style="list-style-type: none"> <li>Regular and consistent monitoring of attendance and pastoral data by attendance officer, Manaaki teacher, Dean and DP Hauora</li> <li>Reduce the percentage of incorrect or missing attendance codes</li> <li>Use data to identify students whose attendance/engagement is falling or who are forming poor attendance habits and implement appropriate targeted interventions</li> <li>Clear and regular communication to staff and community regarding attendance and pastoral procedures and follow up</li> <li>Time allocation and support for attendance and pastoral monitoring and follow up at Tier 1</li> </ul>	<p>Regular attendance rates improved in 2025:</p> <p>Term 1 2024 = 65% Term 2 2024 = 58% Term 3 2024 = 53%</p> <p>Term 1 2025 = 75% Term 2 2025 = 66% Term 3 2025 = 56%</p> <p>The frequency of the unknown attendance code reduced from 20% in Term 3 2024, to 6% for the same time in 2025.</p> <p>The number of students requiring Tier 3 intervention in 2025 was lower than in 2024.</p> <p>Attendance data was analysed weekly by Manaaki Teachers and Deans. Letters were sent to parents by the Manaaki Teacher at the end of Term 1 for students who had an attendance rate less than 85%.</p> <p>Follow up letters were sent by DP Hauora at the end of Term 2 and 3 for students with continued low attendance.</p> <p>Te Kura dual enrolments were trialled for 3 students with chronic absence. New procedures were developed by the SENCO to set up and monitor dual enrolments.</p>	<p>Data from termly Attendance Matters reports.</p> <p>Pastoral data from KAMAR and the Principal's board report.</p>	<p>Attendance rates are tracking in the right direction but are still lower than the target of 70% regular attendance. We still have a high number of students with regular medical absences (67% of all absence) and holiday during term time remains high at 8% of all absence.</p> <p>Although much improved, not all Manaaki teachers are regularly following up unknown codes.</p> <p>Attendance communication between school and home has increased but regular, systematic reporting of attendance data is still needed.</p>	<p>A new Attendance Management Plan will be implemented in 2026. This should improve the consistency and effectiveness of our attendance procedures. This successful implementation of this plan will be an annual goal for 2026.</p>
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## Sacred Heart Girls' College Statement of Variance 2025

**Strategic Goal 3:** In a culturally responsive way, we Strengthen Ako & Poutama

**Annual Goal:** To enhance student outcomes by implementing consistent, evidence-based teaching practices, using data to inform instruction, and improving literacy and numeracy across all year groups.

**What did we expect to see by the end of the year**

- Improved student performance in literacy and numeracy.
- Professional learning available to access, interpret, and use data to build a more responsive and consistent approach to student learning
- A consistent understanding of high-quality teaching and learning
- Effective use of formative assessments to track student progress and identify areas needing targeted interventions.
- Clear alignment between curriculum, assessment, and teaching practices, ensuring that learning objectives and student progress are consistently monitored.
- Visible improvements in student outcomes, particularly in areas where data-driven interventions have been implemented.

<p style="text-align: center;">Actions</p> <p style="text-align: center;"><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p style="text-align: center;">What did we achieve?</p> <p style="text-align: center;"><i>What were the outcomes of our actions?</i></p> <p style="text-align: center;"><i>What impact did our actions have?</i></p>	<p style="text-align: center;">Evidence</p> <p style="text-align: center;"><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p style="text-align: center;">Reasons for any differences (variances) between the target and the outcomes</p> <p style="text-align: center;"><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p style="text-align: center;">Planning for next year – where to next?</p> <p style="text-align: center;"><i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Improve Literacy and Numeracy Outcomes Across All Year Groups</p> <ul style="list-style-type: none"> <li>• Incorporate literacy and numeracy across subjects, ensuring every teacher integrates key skills into their lessons</li> <li>• Use common assessment tools to measure student progress in literacy and numeracy.</li> <li>• Use data to identify students who are struggling and provide appropriate targeted literacy and numeracy interventions</li> </ul>	<p>Literacy and numeracy strategies were strengthened across larger numbers of staff, with teachers increasingly integrating key skills into lesson planning and delivery.</p> <ul style="list-style-type: none"> <li>- Structured Literacy approaches</li> <li>- ALiM (Accelerated Learning in Math) approaches</li> </ul> <p>Data analysis identified other priority students for targeted literacy support, leading to focused interventions and improved engagement (with our Literacy Specialist).</p>	<p>Improvement in junior class grades</p> <p>PAT results</p> <p>Improved engagement in classes and confidence in students</p>	<p>Our testing time and conditions for the end of year PATs were not optimal</p>	<p>Consider timing of our second PAT test</p>



## Sacred Heart Girls' College Statement of Variance 2025

<p>Enhance Use of Data to Inform Teaching Practices</p> <ul style="list-style-type: none"> <li>Establish consistent formative assessment methods to track student progress.</li> <li>Upskill teachers on how to interpret data and adjust instruction accordingly.</li> </ul> <p>Review student data regularly to identify trends and adjust teaching approaches.</p>	<p>All junior formative assessments and mark schedules updated to be consistent</p> <p>Implementing structures across junior school within departments of common assessments, end of topic/term assessments for all teachers of that subject</p> <p>NZCER PLD for junior staff to analyse the PAT data more effectively and use it to inform their teaching.</p>	<p>Junior assessments Year 7-10</p> <p>Junior Mark Schedules Year 7-10</p> <p>Common Assessment Tasks within subjects</p>	<p>Variation in confidence and knowledge of data interpretation and analysis due to other nationwide priorities taking precedence.</p>	<p>Consider timing of survey</p> <p>This will be a continued work on in 2026 – “what data is useful data, and how are we changing/informing practice based off this data”.</p>
<p>Develop Teacher Consistency in Classroom Practices</p> <ul style="list-style-type: none"> <li>Establish clear, evidence-based teaching practices that are grounded from the science of learning</li> <li>Provide coaching and feedback to ensure teachers are consistently applying best practices in the classroom.</li> </ul> <p>Create collaborative opportunities for teachers to share ideas and refine practices.</p>	<p>Some deeper reflection of personal practice</p> <p>Shared/and sharing of teaching practice within and across departments</p> <p>Growth and added tools/strategies to individual teaching kete</p>	<p>Student survey results of their teacher’s practice</p> <p>Feedback from the Leader of Learning team around the discussions of strategies and sharing of tools</p>	<p>The progress was varied here. The timing of the teacher survey was not ideal.</p>	<p>Design of survey to be improved and timing to be reconsidered.</p>



## Sacred Heart Girls' College Statement of Variance 2025

<b>Strategic Goal 4:</b> In a culturally responsive way, we openly engage with community				
<b>Annual Goal:</b> Grow genuine, deeper relationships with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi				
<b>What did we expect to see by the end of the year:</b> <ul style="list-style-type: none"> <li>• Consultation with the school's Māori community to develop and share plans and targets for improving the progress and achievement of Māori students.</li> <li>• Reporting to the school community the progress and achievement of Māori students against agreed plans and targets.</li> </ul>				
<p style="text-align: center;">Actions</p> <p style="text-align: center;"><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p style="text-align: center;">What did we achieve?</p> <p style="text-align: center;"><i>What were the outcomes of our actions?</i></p> <p style="text-align: center;"><i>What impact did our actions have?</i></p>	<p style="text-align: center;">Evidence</p> <p style="text-align: center;"><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p style="text-align: center;">Reasons for any differences (variances) between the target and the outcomes</p> <p style="text-align: center;"><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p style="text-align: center;">Planning for next year – where to next?</p> <p style="text-align: center;"><i>What do you need to do to address targets that were not achieved.</i></p> <p style="text-align: center;"><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Engage with whānau Māori and local iwi to develop plans and targets for improving progress and achievement of Māori students</p>	<ul style="list-style-type: none"> <li>• Engagement with Māori Achievement Collaborative facilitated our engagement with local iwi.</li> <li>• Successful consultation at our Whānau hui (Term 2) and Noho Marae (Term 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Akonga survey</li> <li>• Whānau consultation – MAC summary of key input</li> </ul>	<p>Thorough consultation completed</p>	<p>Continue to consult with ākonga Māori and whānau Māori through online survey and hui.</p>
<p>Plans and targets for improving progress and achievement of Māori students are shared with the school community.</p> <p>Progress against the plans and targets are reported regularly to the school community.</p>	<ul style="list-style-type: none"> <li>• Broad goals framed</li> </ul>	<ul style="list-style-type: none"> <li>• Targets and goals framed as Māori achieving success as Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement targets not yet framed up</li> <li>• Progress against plans yet to be reported to the community.</li> </ul>	<p>Ongoing consultation and engagement with ākonga Māori and whānau Māori</p> <p>Goals and targets to be framed up against success criteria and shared with community.</p>