



Sacred Heart Girls' College Statement of Variance 2024

Strategic Goal 1: In a culturally responsive way, we Nourish Catholic Character				
Annual Goal: Embed and weave a Catholic lens				
What do we expect to see by the end of the year				
<ul style="list-style-type: none"> • Collective understanding of the concept of Te Kahu o te Ora, A Consistent Ethic of life • Relationships and sexuality education has been reviewed • A strategy for providing for our priority learners is developed 				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<i>What were the outcomes of our actions? What impact did our actions have?</i>	<i>This is the sources of information the board used to determine those outcomes.</i>	<i>Think about both where you have exceeded your targets or not yet met them.</i>	<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>
Educate around and begin implementation of the concept of Te Kahu o te Ora, A consistent Ethic of Life. <ul style="list-style-type: none"> • Staff professional development • Theme and concepts from Bishops' document shared with students and community through assemblies, newsletters and other communication. 	<ul style="list-style-type: none"> • Staff professional development each term. • Concepts shared with students in RST and other classes. • Bishops' Document has complemented the work on Having Life to the Full and delivery of Health and RST curriculum 	All staff and Board members have a copy of this Bishops' document.	Student voice not gathered in October as Board community consultation took precedence.	Concepts from Te Kahu o te Ora are embedding in new RST curriculum.
Consult with community on our provision of relationships and sexuality education.	<ul style="list-style-type: none"> • RST and PE staff have collaborated on delivery of Health curriculum with support from Diocese 	<ul style="list-style-type: none"> • Letter from Diocese acknowledging this collaborative mahi. • Draft statement and Survey emailed Term 4 	<ul style="list-style-type: none"> • Consultation not completed in Term 4 as community still needs in-person opportunity to 	Parent information evening on the Draft Statement and further opportunity for feedback.



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	<ul style="list-style-type: none">• Draft statement prepared in Term 4• Survey to community mid Term 4		consult. This will be completed in Term 1, 2025	Statement to be adopted at March Board hui 2025
Review Learning Support provision for priority students and explore barriers to learning. Develop a strategy to cater for the learning and social needs of our vulnerable and neuro-diverse students.	<ul style="list-style-type: none">• Review completed by Term 3• Recommendations adopted by the Board• SENCO appointed for 2025• Learning Support Centre being established for 2025	<ul style="list-style-type: none">• Board has received Review report and adopted recommendations	Nil – action completed	Progress of our priority learners and learning support students to be monitored – ongoing.



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Strategic Goal 2: In a culturally responsive way, we Nurture Hauora

Annual Goal: Improve our ability to identify and respond to bullying/unkind behaviour and in doing so reduce the incidence of the behaviour and the harm it causes our students.

What do we expect to see by the end of the year

- Students feel safe and happy at school
- Students are confident to use reporting tools to share how they feel
- Engagement and attendance at school is improved

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Continue to strengthen the tier 1/2 pastoral system with a focus on student-student and teacher-student relationships.</p> <ul style="list-style-type: none"> – Big Sister/Little Sister peer support – Student led activities/games – Learning circles – Shared prayer time – Thursday's one-on-one check in time – GEMS education workshops 	<p>This is the second year Y7/8's have been participated in every Manaaki class and this has resulted in closer/stronger relationships between student-teacher, student-student and Big Sister-Little Sisters.</p> <p>Suggested Manaaki routines outlined during start of year TODs: Monday is shared prayer focus, Wednesday is Manaaki quiz and Friday is student led games. Manaaki quiz for House points on Wednesday's was well received.</p>	<p>Regular attendance improved in 2024 but it is still lower than government attendance targets.</p> <p>Engagement evidence from SLT/Deans observations and walk-throughs during Manaaki</p>	<p>The Thursday 20min attendance check in time was used effectively by some Manaaki teachers but the number of T, ? codes and incomplete attendance did not improve dramatically.</p> <p>Still inconsistencies in how teachers manage Manaaki time, however, an increase in activity and engagement was apparent in 2024.</p>	<p>Attendance monitoring will be a focus in Wednesday House Hub meetings. Deans to lead in this area.</p> <p>In 2025 House Deans will join Manaaki's on a rotation system and model some engagement strategies. More House competition activities will be introduced into Manaaki time.</p> <p>The new "Empower Me" programme has been developed from Year 7-13. Year 7-10 will be taught the Kiva programme. Year 11-13 will</p>



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				have a new Hauora/life-skills programme.
<p>Introduce student reporting tools:</p> <ul style="list-style-type: none"> • Purchase and roll out the Stymie reporting tool. • Use Teams tool “reflect” weekly in Manaaki 	<p>Stymie launched in February 2025.</p> <p>Many successful pastoral interventions resulted, and the tool enabled more students to be upstanders. Stymie did lead to an increase in workload for Deans but the early intervention in many of the cases most likely saved time and deescalated the pastoral response in the long run.</p>	<p>258 Stymies were logged with 79 of those related to bullying.</p>	<p>Outcomes met targets</p>	<p>The NZCER wellbeing at school survey will be reintroduced in 2025 and will replace the current Hauora & Wellbeing survey.</p> <p>The Teams tool “reflect was trialed by some teachers in 2024 and will be included in the 2025 “Empower Me” programme.</p> <p>The antibullying programme “Kiva” will be introduced in 2025 as a tool to respond to bullying incidents.</p>
<p>Use the findings of the ERO directed internal evaluation of our pastoral system and investigate structures in other schools to determine the most effective pastoral care structure - to be implemented in 2025</p>	<p>Final phase of ERO led evaluation completed. New House based pastoral system designed and adopted.</p>	<p>New House Based pastoral system will be adopted in 2025. Pastoral team hired with structure and roles/responsibilities outlined.</p> <p>GEMS programme redesigned</p>	<p>Outcomes met targets</p>	<p>There will be a focus on measuring the success of the pastoral structure change using student focus groups and staff/student/community survey</p>



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

Annual Goal: We will empower ākonga as lifelong learners, enabling and supporting authentic transitions through and beyond school.

What do we expect to see by the end of the year

- A reporting structure or system that keeps students and whānau better informed about the student's learning progress
 - Students and teachers can clearly identify where each young person needs support or extension in specific areas of their learning
- Courses and units of work that are planned with students at the centre and that prepare our learners for life within and beyond school

<p style="text-align: center;">Actions</p> <p><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><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p style="text-align: center;">Evidence</p> <p><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><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><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>We will review the current reporting structures (learning progress reports, behavioural reports) and update our Reporting and Communication system based on the outcomes</p> <ul style="list-style-type: none"> • Review our current structure. (Term 1) • Research other reporting structures and systems (Term 2) • Consult with other schools and our own staff about new structures and systems. (Term 2/Term 3) • Consult with our community regarding their understanding of our current and potential reporting structures and systems. (Term 2/Term 3) • Finalise a reporting structure and system fit to roll out in 2025 (Term 3 / Term 4) 	<p>Reporting structure has been finalised: Year 7-9 will be graded against 'Beginning, Developing, Competent, Advanced' with the "expected level" sitting between Developing and Competent. Year 10 will be graded against the same wording as our Year 11-13 (NCEA wording) in Not Achieved, Achieved, Merit, and Excellence.</p> <p>Teachers and students can clearly identify areas requiring further support or extension.</p>	<p>Reporting statement documents for each curriculum area</p> <p>Learning progression documents for each curriculum area</p> <p>LOL agenda minutes – outlines discussion over months of research, consultation, deliberation</p>	<p>The target has been met, though continued effort is required to ensure consistency in high-quality practice from all staff.</p> <p>Some staff have been more proactive in the adoption of new methods, while others require additional support, which will be addressed in the 2025 implementation plan.</p> <p>Continued feedback from stakeholders will help refine the new reporting system to ensure it is fully effective.</p>	<p>We will review and update the current reporting and communication system to better reflect student progress.</p> <p>Continued consultation with staff, other schools, and the community will inform improvements.</p> <p>We will shift focus to the consistency of teacher practice and using data effectively to guide next steps.</p>



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<p>To further enhance our annual goal of preparing students to become life-long learners, we will integrate teaching and learning strategies and programs that prioritize the development of study skills, intrinsic motivation, and resilience.</p>	<p>Courses and units are designed with a focus on the needs of learners to prepare them for life beyond school.</p>	<p>Course unit plans/schemes Reading exam Writing exam Numeracy exam</p>	<p>The decision was made to focus on integrating lifelong learning skills through teaching strategies rather than explicitly noting them in unit plans. To ensure greater depth in teaching, the number of credits offered in Level 1 was reduced from 20 to 15. This adjustment allows for more focused instruction, consistency across subjects, and provides students with the opportunity to select courses based on interest. The reduction in credits does not indicate less content is taught but rather a shift to allocate more time to teaching and skill development with fewer assessments.</p>	<p>For 2025, the focus will shift towards ensuring consistency in teaching practices and the consistent use of data to inform learning outcomes and next steps. This will be addressed in the 2025 Annual Goal and Implementation Plan.</p> <p>Literacy and numeracy outcomes have improved based on 2023 exam results and will continue to be monitored in the coming year.</p>
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Strategic Goal 4: In a culturally responsive way, we openly engage with community				
Annual Goal: Grow genuine, deeper relationships with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi				
What do we expect to see by the end of the year: <ul style="list-style-type: none"> • There are more opportunities for students (particularly ākongā Māori) to connect with their own whakapapa and the whakapapa of our kura. • Staff and students have continued to develop their use of Te Reo Māori and more Te Reo is integrated into the classroom. 				
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?</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>
Further explore our school pepeha to grow understanding of our place. <ul style="list-style-type: none"> • Staff professional development • Opportunities for ākongā Māori and the Kapa Haka rōpu 	<ul style="list-style-type: none"> • Staff hikoī exploring local history Term 1 • More than 10 staff attended the regional hui at a local marae in April 2024 • Ongoing association with Māori Achievement Collaborative including Board and principal support • Whānau hui re-established including student kapa haka • Student rōpu performed at puanga (12 students) 	<ul style="list-style-type: none"> • Staff hikoī survey • Staff PLD records, reporting to Board on whānau hui – principal's report to Board • Revised Te Tiriti policy in collaboration with Board, iwi and SLT 	Although we have continued to make progress this year, we plan to keep up our professional learning and increase student participation.	Engagement with iwi, hapū and whānau around setting and reporting achievement targets is a next step.
Opportunities to kōrero Māori are expanded: <ul style="list-style-type: none"> – Staff PLG 	<ul style="list-style-type: none"> – 10 Staff members accessed Te Ahu o Te Reo again in 2024 	<ul style="list-style-type: none"> – Te Ahu o Te Reo engagement and completion 	Expanded but will continue to be a focus	Will need to find in-school opportunities to increase Te Reo as Te Ahu o te Reo



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<ul style="list-style-type: none">– Noho marae for ākonga Māori	<ul style="list-style-type: none">– Kapu kōrero for staff and students– Noho marae for ākonga in Term 3	<ul style="list-style-type: none">– Reported to Board through principal reports		contract not continuing with MoE.
Grow understanding of Katorika Māori	<ul style="list-style-type: none">• A focus with MAC through Taranaki Catholic principals hui• Connection with Ngā Pekenga Māori Mission in Waitara• A focus at Catholic Convention Tūturu Katorika, Tūturu Māori	<ul style="list-style-type: none">• Principal's reports to Board• Board support for 4 staff members to attend Catholic Convention	Some growth but will be ongoing	In 2025 we will continue to grow our local connections and collaborate with our other Catholic schools in Taranaki.