

## Tauranga Special School - Analysis of Variance 2025

**Strategic Goal 1: To embed a model of learning support that identifies, supports, and meets the needs of our tamariki, whānau, and kaiako.**

**Annual Target/Goal: Curriculum - to create a curriculum that identifies, supports, and meets the needs of our tamariki, whānau, and kaiako.**

| <b>Actions</b><br><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>             | <b>What did we achieve?</b><br><i>What were the outcomes of our actions?</i><br><i>What impact did our actions have?</i>   | <b>Evidence</b><br><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><br><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><br><i>What do you need to do to address targets that were not achieved.</i><br><i>Consider if these need to be included in your next annual implementation plan.</i>   |
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| <b>Action 1- Staff training in Structured Literacy approaches and develop Structured Literacy for whole school approach</b> | <p>All teachers and therapists have completed an online Comprehensive Literacy Instruction course in term 1.</p> <p>All teachers, SLTs and Support Staff began BSLA training for specialist schools in term 3 and 4</p> <p>Teachers have increased confidence in Structured Literacy approaches for students with additional needs</p> <p>There has been Community of Practices for staff regularly through the terms and SOD to explore the Shared Reading and PHOM activities. All students have undergone</p> | <p>Data collected before and after Comprehensive Literacy training.</p> <p>What is your level of understanding of Structured Literacy (scale - no understanding 1 to high level of understanding 10)</p> <p>What is your overall confidence in teaching literacy in your setting (scale -</p> | <p>New Literacy Curriculum changes released in late term 4. Expanded Curriculum not being released until term 1 2026. The majority of students at TSS are working in emergent levels below phases of NZ Curriculum.</p> <p>Whole school training across three terms in BSLA has been time consuming and created a whole school shift in Literacy teaching.</p> <p>More support, PLD and scaffolding is needed to support teachers to plan, roll out and assess this new literacy approach.</p> <p>Increased middle</p> | <p>Review reporting and assessment expectations when Expanded NZ curriculum is released in term 1.</p> <p>BSLA Teaching will happen across whole school in term 1 and post-assessments occur at beginning of term 2.</p> <p>Teacher, SLT and support staff completing the cohort 1 BSLA training will complete it by end of term 1, with 3 more communities of practice to complete and a SOD in term 1 to support and collaborate assessment and reporting changes.</p> <p>New teachers to TSS will begin BSLA training in</p> |

assessment through BSLA to begin our teaching programs in term 1 2026.  
 Resources for BSLA rollout purchased - shared reading books, PHOM activity resources, new readers ordered from MOE.  
 The curriculum team and teaching staff have explored new planning processes and structures. Senior Curriculum has been written in draft and included Structured Literacy content within the Communication area.

no confidence 1 to high level of confidence 10)



The whole school has been assessed using BSLA assessments for baseline data. Will be assessed again at the beginning of term 1 to see progress.

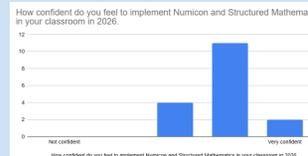
management units to provide expertise and support for teachers in BSLA - new units could be awarded to both teachers and/or SLT.  
 Timeline of BSLA training has meant the baseline assessment, teaching and post assessment process has not yet been completed. Will be complete by term 2 2026.  
 Whole school change of literacy approach - this is a journey and we have seen changes of practice, assessment and content already but will continue into 2026.  
 Leadership and BOT commitment to changes has included funding for new resources, extra hours for support staff to complete communities of practice and prioritising literacy throughout 2025 to upskill the whole school in this change.  
 Completing a change of curriculum and whole school approach to literacy at the same time as numeracy has been challenging.

cohort 2 which will happen in terms 1, 2 and 3 of 2026.  
 Feedback to whānau on BSLA and how we are using it to meet our structured literacy curriculum across the school.  
 The SLT team will provide more PLD to all staff on AAC and communication strategies which align with BSLA.  
 New planning processes being trialled in 2026 so incorporate BSLA into TSS curriculum.  
 The planning and assessment review is included in the 2026 annual plan.

**Action 2 - Develop structured mathematics for whole school approach**

The curriculum committee attended Numicon training PLD in term 2.  
 Resources from MOE ordered and delivered.  
 Online Numicon NZ resources accessed for all teachers.

**Teacher feedback post Staff Only Day**



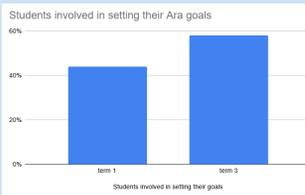
New Mathematics Curriculum changes released in late term 4.  
 Expanded Curriculum not being released until term 1 2026. Majority of students at TSS are working in emergent

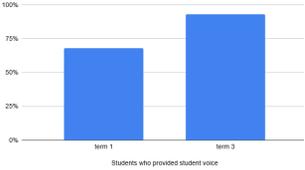
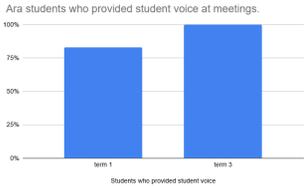
Review reporting and assessment expectations when Expanded NZ curriculum is released in term 1.  
 Feedback to whānau about new maths curriculum and how TSS are using Nummicon to

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|  | <p>Numicon Breaking Barriers resources purchased for each year 0-10 class.<br/>         Supplementary resources purchased to ensure Numicon could be successfully rolled out in 2026.<br/>         SOD for all teachers and support staff in term 4.Numicon.<br/>         Plan for years 0-10 to follow scope and sequence of Numicon from 2026.<br/>         Numicon assessment tool shared with all teachers to use to measure success in 2026</p>  | <p>Resources are in each class. All assessment tools are ready for individual students in years 0-10.<br/>         Support staff familiar with new resources and whole school approach of Numicon after SOD.</p>   | <p>levels below phases of NZ Curriculum.<br/>         Scope and sequence of Numicon is clear and all students can access the curriculum due to hands-on resources and adaptation of Numicon using Breaking Barriers resource.<br/>         Completing a change of curriculum and whole school approach to literacy at the same time as numeracy has been challenging.</p>  | <p>meet our curriculum needs.<br/>         The planning and assessment review is included in the 2026 annual plan.</p>   |
| <p><b>Action 3 - Review Senior Curriculum for post 16 ākonga</b></p> | <p>The curriculum committee and therapy teams have collaborated to create a new post sixteen curriculum for all students. The structure of the areas of the curriculum is the TSS Whāngaia curriculum with 5 areas - Communication, Being Well, Daily Living, Accessibility and Relationships. These areas were created in 2024 from whānau and staff feedback. Staff and therapists provided feedback on areas of the previous curriculum which worked well and what was needed for all students to show progress and achievement in the new curriculum.</p> | <div data-bbox="913 747 1228 917" data-label="Image"> </div> <p>Purpose statement of curriculum - The five areas of the Whāngaia curriculum encompass the skills and knowledge whānau wanted for their mokopuna to be as independent as possible and leave school with skills to become active members of their community.</p> | <p>The Senior Curriculum document has been created in the Understand, Know Do format of 2024 MOE Curriculum documentation. In the recent changes to MOE curriculum, this has been changed and removed.<br/>         The Senior Curriculum will be impacted by the NCEA changes and reviews. The year long trial and review process in 2026 will include the impact of this. At present our senior students use the SPEC program to work towards externally credited modules for external qualifications. The changes to NCEA and the</p> | <p>The TSS Senior Curriculum Draft and tracking document will be used in 2026. Each term, feedback will be collected from the teams using the new document. Whānau will be given the opportunity to add voice. A review of the SPEC program will happen with changes to NCEA. This trial and review process is included in the 2026 annual plan. A final document and tracking document will be available at end of 2026.This is part of the new Strategic plan.</p> |

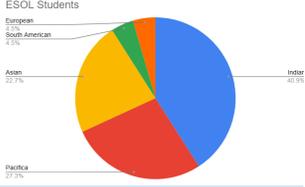
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|  | <p>The curriculum and tracking document are in draft form, this allows the trial of the curriculum in 2026 and reviews to take place with feedback from senior class teams, therapists and whānau</p> |  | <p>new curriculum may mean this is no longer possible.</p> |  |
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**Annual Target/Goal: Student Voice in Learning - Increase opportunities for authentic student voice.**

| <p><b>Actions</b><br/><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p> | <p><b>What did we achieve?</b><br/><i>What were the outcomes of our actions?<br/>What impact did our actions have?</i></p>  | <p><b>Evidence</b><br/><i>This is the sources of information the board used to determine those outcomes.</i></p>  | <p><b>Reasons for any differences (variances) between the target and the outcomes</b><br/><i>Think about both where you have exceeded your targets or not yet met them.</i></p> | <p><b>Planning for next year – where to next?</b><br/><i>What do you need to do to address targets that were not achieved.<br/>Consider if these need to be included in your next annual implementation plan.</i></p> |        |      |        |      |  |  |
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| <p><b>Action 1 - Create new Ara doc with supporting docs to strengthen the process</b></p>                              | <p>The new Ara (post 16 students pathway) documents were created with supporting documents and graphics to outline the process to whānau.<br/>First round of using the new Ara format was completed in term 1.</p> <p>Storypark posts explaining the new process were shared to post 16 student whānau.</p> <p>The OT team provided extensive sessions with students and staff around involving students in their</p> | <p>Students were involved in long term goal setting, showing what they would like to achieve post school, for example, flatting with friends, work in a hairdressers or attend a polytechnic course.</p>  <table border="1"> <caption>Students involved in setting their Ara goals</caption> <thead> <tr> <th>Term</th> <th>Percentage of Students Involved</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>~45%</td> </tr> <tr> <td>Term 3</td> <td>~55%</td> </tr> </tbody> </table> | Term  | Percentage of Students Involved   | Term 1 | ~45% | Term 3 | ~55% | <p>Staff have increased in confidence with new processes and documents as the year has gone on.</p> <p>Students became more confident to communicate their likes/dislikes and goals as they understood the process more.</p> | <p>Embed the new Ara process and documents.<br/>Provide training on the process to new staff to post 16 students.<br/>Review the process with feedback from students and whānau alongside the post 16 curriculum review.</p> |
| Term  | Percentage of Students Involved   |   |   |   |        |      |        |      |  |  |
| Term 1  | ~45%  |   |   |   |        |      |        |      |  |  |
| Term 3  | ~55%  |   |   |   |        |      |        |      |  |  |

|   | <p>future goals and inspirations.</p> <p>There was increased input from students visible in the process.</p> <p>The second round of goal setting meetings held in term 3 saw all students provide voice in their meetings.</p>  |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |
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| <p><b>Action 2 - Increase Student voice in IP or Ara meetings</b></p> | <p>Continued to develop bank of resources to collect student voice as part of IP/Ara process.</p> <p>Staff meeting PLD by SLT Team to explore Talking mats and how they can be used to collect student voice.</p> <p>Student voice weaved into new Ara (post 16 students) pathways.</p> <p>Staff meetings to roll out tactile visuals for students who are Blind/Low Vision to give more accessible communication tools to provide student voice.</p> | <p>Students who provided student voice at IP meeting</p>  <table border="1"> <caption>Students who provided student voice at IP meeting</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>~65%</td> </tr> <tr> <td>Term 3</td> <td>~95%</td> </tr> </tbody> </table> <p>Ara students who provided student voice at meetings.</p>  <table border="1"> <caption>Ara students who provided student voice at meetings</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>~80%</td> </tr> <tr> <td>Term 3</td> <td>~100%</td> </tr> </tbody> </table> <p>All Ara (post 16 students) provided voice as part of their goal setting process. The amount of student voice increased from term 1 to term 3 this year in IP meetings.</p> | Term | Percentage | Term 1 | ~65% | Term 3 | ~95% | Term | Percentage | Term 1 | ~80% | Term 3 | ~100% | <p>Levels of student voice in term 1 was the same as previous year. There is a need to increase student voice at the term 1 round of goal setting meetings.</p> | <p>All teachers to be reminded of the bank of resources for collecting student voice in term 1 to ensure high levels continue to be consistent.</p> |
| Term  | Percentage  |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |
| Term 1  | ~65%  |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |
| Term 3  | ~95%  |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |
| Term  | Percentage  |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |
| Term 1  | ~80%  |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |
| Term 3  | ~100%   |   |      |            |        |      |        |      |      |            |        |      |        |       |   |   |

**Annual Target/Goal: Increase engagement in learning of our target cohort of ESOL students**

| <b>Actions</b><br><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i> | <b>What did we achieve?</b><br><i>What were the outcomes of our actions?<br/>           What impact did our actions have?</i>  | <b>Evidence</b><br><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><br><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><br><i>What do you need to do to address targets that were not achieved.<br/>           Consider if these need to be included in your next annual implementation plan.</i>                                    |        |       |          |       |       |       |          |      |                |      |   |  |
|---|--|--|---|---|--------|-------|----------|-------|-------|-------|----------|------|----------------|------|---|--|
| <b>Action 1 - Identify all ESOL students and apply for ESOL funding</b>   | <p>All students records were checked and students identified who met criteria for ESOL funding in late 2024. Enrolment forms were edited to include more information for new students to ensure ESOL information was collected and used for any future applications. New Multicultural Lead roles have been delegated this responsibility to manage the future applications.</p> | <p>22 students were identified as meeting criteria for ESOL funding in 2025. All 22 students were successful with the application and re received ESOL funding in both funding rounds in 2025. This is approximately 17% of the school population. This changed through the year with changes to student roll. Cultural make up of ESOL students.</p>  <table border="1"> <caption>ESOL Students Cultural Composition</caption> <thead> <tr> <th>Culture</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Indian</td> <td>40.9%</td> </tr> <tr> <td>Pasifika</td> <td>27.3%</td> </tr> <tr> <td>Asian</td> <td>22.7%</td> </tr> <tr> <td>European</td> <td>2.3%</td> </tr> <tr> <td>South American</td> <td>6.9%</td> </tr> </tbody> </table> | Culture   | Percentage  | Indian | 40.9% | Pasifika | 27.3% | Asian | 22.7% | European | 2.3% | South American | 6.9% | <p>This process has been successful and has provided a funding source and revenue to support these students through the action plans for Pasifika and Multi-Cultural Leads.</p> | <p>Continue to apply for funding and assess any new student enrolling at school to see if they meet criteria for ESOL funding and support.</p> |
| Culture   | Percentage   |  |   |   |        |       |          |       |       |       |          |      |                |      |   |  |
| Indian  | 40.9%  |  |   |   |        |       |          |       |       |       |          |      |                |      |   |  |
| Pasifika  | 27.3%  |  |   |   |        |       |          |       |       |       |          |      |                |      |   |  |
| Asian   | 22.7%  |  |   |   |        |       |          |       |       |       |          |      |                |      |   |  |
| European  | 2.3%   |  |   |   |        |       |          |       |       |       |          |      |                |      |   |  |
| South American  | 6.9%   |  |   |   |        |       |          |       |       |       |          |      |                |      |   |  |
| <b>Action 2:- Establish ESOL and Pasifika roles.</b>  | <p>In term 2 the two roles were established and Action plans written. In term 3, the ESOL role was renamed Multicultural support leads and two staff attached to the role as it expanded past ESOL support</p>   | <p>Action plans created by leaders of both areas. Review of Action plan to take place in 2026 and report to the Leadership team and shared with BOT.</p>   | <p>ESOL lead resigned from school at end of term 2 and new leads applied. The role was discussed and felt had capacity for 2 staff as had two distinct areas - ESOL - applying for funding, assessing students and language resources and</p> | <p>The Action plans for the 2 lead roles will be reviewed in 2026 and the Leadership team and leaders of the roles will reflect on the successes and areas to work on. Reports will be written for BOT and decisions on how the lead roles will look in</p> |        |       |          |       |       |       |          |      |                |      |   |  |

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|   |   |  | <p>Multi-cultural support for the whole school. Celebrations of music, art and food through Diwali were engaging for students across the school. More celebrations are planned for 2026.</p>   | <p>the future - units and/or release time. This is part of the new Strategic plan.</p>  |
| <p><b>Action 3 - Increase multi-cultural awareness and multi-culturally responsive practice</b></p> | <p>Staff meeting presentations by Pacific and Multi-Cultural leads shared information about different cultures and celebrations to staff. Areas covered included values and customs of Pacific nations and Indian cultures.</p> <p>School Pasifika group - regular practices and a performance at local Pacific festival in term 4. Pacific songs added to weekly school Kapa Haka group.</p> <p>Increased links to community pacific groups (PICT) with support for families attending meetings and appointments.</p> <p>Working with Parent 2 Parent Indian community group and developing relationships within the community.</p> <p>School celebration of Diwali - students and staff exploring food, art and</p> | <p>Staff feedback from staff meetings was an increase in knowledge and understanding of cultures of students in their classes.</p> <p>Social Worker from Pacific Island Community Trust has attended IP meetings and Stand down meetings for Pacific families.</p> <p>Diwali activities - The mango lassi recipe and rangoli patterns artwork were a huge success.</p> <p>Pasifika festival performance -</p>  | <p>Our staff team does not have a great cultural diversity in 2025. New staff employed for 2026 changes this and will add more knowledge and lived experience of different cultural groups.</p> <p>We are at the beginning of a journey to increase knowledge and understanding of different cultures and celebrate their culture with them as a school.</p> | <p>Multi-cultural leads and Pacifica lead will continue to provide PLD to staff team to increase multi-cultural awareness and responsive practice.</p> <p>The school will continue to develop strong relationships with community supports within the BOP from different cultural groups. This is part of the new Strategic plan.</p> |

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|   | <p>music across the week at the beginning of term 4.</p> <p>Budget created and resources purchased for both Pacific themed music and activities and Diwali celebrations. This included musical instruments, art resources and stories from different cultures.</p> <p>Continue to use interpreters for any families who need them for meetings.</p>                       |  |   |  |
| <p><b>Action 4 - Track Literacy and Numeracy data for ESOL cohort. Compare achievement data for 2024 and 2025</b></p> | <p>Achievement data was collected at end of term 1 and at end of term 3 in English - oral/writing and reading and in Numeracy. All students in years 0-10 were assessed and the number of phases they moved forward calculated. This value was used to show progress across years and cohorts. The median data was compared to previous years data for ESOL students.</p> | <p>Median increase in 2024 - English Oral/Writing - 5.5 English Reading - 5 Numeracy - 4.5</p> <p>Median increase in 2025 - English Oral/Writing - 2.61 English Reading - 2.81 Numeracy - 3</p> <p>There has been a decrease in the amount of progress from the 2024 data to the 2025 data. The 2025 data still shows progress in academic achievement in the three areas.</p> | <p>Student attendance of our ESOL students is lower than our whole school population. Our whole school attendance average is 79% and our ESOL students average is 74% with some students with attendance as low as 50%. This level of attendance does impact academic progression.</p> <p>Our continuous changes in curriculum across 2025 has impacted on our teaching and learning</p> <p>The new BSLA Structured Literacy approaches being rolled out across our school have evidence showing that they are strong in providing an increase in literacy levels for ESOL students..</p> | <p>The school attendance policy and plan which will be in place in 2026, includes attendance support plans for any students with low attendance to encourage increased and regular attendance. This is part of the new Strategic plan.</p> <p>The BSLA Structured Literacy approaches are incorporated into all Literacy learning across the school in 2026.</p> |

