



# 2025 Analysis of Variance

Me mātau ki te whetū, i mua i te kōkiri o te haere | Before you set forth on a journey, be sure you know the stars

	Impact Projects	Specialist Subjects	Tutorial	Effective Teacher Learning
Actions	<p><b>To embed effective mentoring approaches for Impact Projects across all year levels to boost student success and engagement.</b></p> <p>IP leads understand and develop explicit connections to Te Ao Maori and expand their use of Te Reo Maori concepts and language within the IP curriculum</p> <p>All Impact Projects establish authentic external partnerships. IP 101 students complete 6 credits in Semester One. All other students complete an NCEA standard in Semester One and Semester Two.</p> <p>IP Starter - Design Thinking, agile methodologies, learning dispositions and IP principles are explicitly taught.</p> <p>IP Leads continue to build the capacity of their IP Mentor team, understand their needs and support and improve their mentoring practices.</p> <p>All mentors intentionally teach Design Thinking.</p> <p>All mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints)</p> <p>Mentors confidently use the principles and self-reflection tool to give feedback to ākongas at the end of a sprint and at the end of a project.</p> <p>Impact mentors monitor attendance and contact whānau and tutors where needed to re-engage ākongas.</p> <p>All mentors use Google Classrooms consistently to deliver IP resourcing.</p>	<p><b>To continue to develop and refine our approaches to inclusive learning design in Specialist Subjects.</b></p> <p>Instructional design and resourcing approaches are planned within the department and explicitly implemented to facilitate self-directed learning reflecting digital best practice.</p> <p>Kaiako will design and deliver Level One courses that include a school-wide Term One approach to pretesting and preloading to support subject-specific concepts/language in NCEA standards.</p> <p>Ākongas needing to gain the Literacy/Numeracy Co-requisite are supported to complete this requirement.</p> <p>All departments create and develop a Google site to supplement Google Classroom that provides resources using Universal Design for Learning (UDL) to enable Self Directed Learning (SDL).</p> <p>Kaiako and ākongas have a clear and agreed understanding of Course completion for each course/programme of learning and high expectations are maintained all year.</p> <p>Kaiako offers varied assessment approaches, but will negotiate timelines with some ākongas, being responsive when needed.</p> <p>Kaiako will continue to embed te reo Māori and te ao Māori through their Teaching/Learning approaches and learner relationships.</p>	<p><b>To plan for and deliver, organised and sequenced tutor lessons, so that all ākongas experience consistent levels of support, community, connection and success.</b></p> <p>Community Leaders (CLs) and tutors will continue to embed te reo Māori, te ao Māori and mātauranga Māori through the Hikairo Schema and ASHS pepeha</p> <p>Tutors are supported by CLs to work with ākongas to ensure all ākongas have individualised learning plans and personal and academic goals that are monitored.</p> <p>Tutors are supported by CLs to embed learner agency and self-directed learning skills to enhance executive function.</p> <p>Tutors are supported by CLs to implement attendance procedures, to support the engagement of ākongas.</p> <p>CLs are supported by DPs to improve tutor practice.</p> <p>Tutors will continue to design and deliver lessons that support the well-being of tutees.</p> <p>CLs review and revise the well-being strategy in tutorial.</p> <p>Community Kaiarahi supports student kaiarahi to build learning experiences, programmes and events to improve the culture of the community.</p> <p>All tutors use Google Classrooms consistently to deliver tutor lessons.</p> <p>CLs support tutors to explicitly plan 100 minutes of teaching and learning and develop routines.</p>	<p><b>To support middle leaders and teachers to engage in teachers' professional growth cycles (including professional inquiries).</b></p> <p>DPs meet with SSLs weekly to discuss and progress:</p> <ul style="list-style-type: none"> <li>teachers' learning in their professional growth cycles (including teachers' PIs)</li> <li>observations within departments to support teacher learning and teachers' professional growth cycles.</li> <li>the departmental culture and structures supporting teacher collaboration focussed on teacher learning.</li> </ul> <p>DPs and SSLs observe teachers from their departments as part of weekly meetings.</p> <p>Teaching observations take place and are resourced in a way that supports teacher learning.</p> <p>Provide feedback on PIs and facilitate the sharing of this information across teachers.</p> <p>Friday morning professional growth cycle mini-sessions reinforce the role of teacher collaboration and use of data within departments.</p> <p>Further data are identified and made available along with existing data more accessible</p> <p>Support SCT to support SSLs through the effective teacher learning group (newly established in 2025)</p> <p>DPs support SSLs to carry out the external department reviews and implement findings.</p>
Outcomes	<p>Engagement and attendance levels in Impact Projects are raised.</p> <p>Ākongas experience personalised learning and support from their mentors.</p> <p>Ākongas understand and use specific processes in IP to experience success in Impact Projects.</p> <p>Mentors of Impact Projects are energised and feel confident using the design thinking framework.</p> <p>Consistent delivery of structured projects (eg: teachers actively engaged with ākongas throughout the day.)</p> <p>Impact project resources and planning include te Reo and te ao Māori.</p> <p>Google classroom analytics show consistent engagement from mentors and ākongas.</p>	<p>Ākongas are able to navigate their learning programmes based on a clear plan and grow their levels of agency.</p> <p>Ākongas are meaningfully engaged in learning that supports developing literacy and numeracy skills.</p> <p>Ākongas use learning technologies effectively to improve their learning outcomes.</p> <p>Assessment practices are negotiated, responsive and inclusive for all ākongas.</p> <p>All departments/subjects have a Google site that supports UDL/SDL for students.</p> <p>Ākongas earn a greater percentage of quality credits (Merit/Excellence).</p> <p>Learning programmes clearly reflect the embedding of te reo Maori and te ao Maori.</p>	<p>Ākongas tutorial experiences are cohesive, consistent and inclusive.</p> <p>Ākongas can articulate processes and strategies that support their learning.</p> <p>Ākongas feel a sense of tutor and community connection</p> <p>The ASHS pepeha and te ao Māori in the tutorial curriculum is visible to ākongas and tutors</p> <p>Ākongas voice indicates that their well-being is supported through tutorial</p> <p>Ākongas voice demonstrates that their academic achievement is supported through tutorial</p> <p>All tutors complete tracking on time.</p> <p>Tutors have regular communication with ākongas and whānau regarding attendance.</p>	<p>Middle leaders are supporting teachers in their individual teacher learning</p> <p>Middle leaders are facilitating collaborative learning in the departmental teacher learning mini hui.</p> <p>Middle leaders are supported by the DPs to effectively lead their teams in weekly meetings.</p> <p>Observations happen for all teachers during the year and are embedded in their professional growth cycle and/or PI.</p> <p>Teachers carry out PIs to support their learning in ways that link student learning outcomes with teacher actions and practices.</p> <p>SCT effectively enhances teacher learning outcomes through support from DP.</p>
Targets	<p>100% of new ākongas undertake an IP Starter and use Design Thinking, sprints, and learning dispositions.</p> <p>100% of teachers plan and teach using Design Thinking, agile methodology, and learning dispositions.</p> <p>Ākongas gain 10 credits or more NCEA standards in IP</p> <p>The IP website and resourcing are updated to include Te Reo and Te Ao Māori language and concepts. (Design Thinking and dispositions)</p> <p>&gt;80% of projects will have an authentic external partner.</p> <p>All hubs have Google classrooms that reflect school expectations.</p>	<p>&gt;80% of all ākongas achieved their personal academic goals</p> <p>&gt;80% of all ākongas have experienced responsive assessment practices (choice/negotiation)</p> <p>&gt;75% of ākongas needing to gain Lit/Num have success.</p> <p>&gt;70% of Level 1 have success in the two standards offered in each of their 5 courses</p> <p>&gt;50% gain Level 3 meeting a Merit &amp; Excellence target</p> <p>&gt;90% of ākongas gain their appropriate NCEA certificate (completing a standard NCEA programme)</p>	<p>&gt;70% of ākongas believe their wellbeing has been supported through tutorial</p> <p>&gt;80% of ākongas agree/strongly agree that their tutor helps them monitor their individual learning plan towards success.</p> <p>&gt;60% of ākongas feel connected to a larger community of learners through tutorials</p> <p>Attendance has improved across all terms above 5%</p>	<p>100% of SSLs can describe their department members' practice improvement areas and use this to carry out support actions during the year.</p> <p>100% of SSLs organise and carry out observations across their departments.</p> <p>100% of SSLs engage in their department members' teacher learning.</p> <p>70% of teachers submit all phases of their Professional Inquiries. (Averaged across teacher learning survey responses during the year.)</p>

## Supplementary Goal - Community Engagement

Community Engagement	
<b>Actions</b>	<p><b>To review and strengthen community connections and collaboration.</b></p> <p><b>To raise the profile of the school within the wider community.</b></p> <p>Communication and Marketing Manager is employed and develops a strategy for raising the profile of the school within the wider community.</p> <p>ASHS continues to share regular updates and celebration of achievements through the AJHS Newsletter.</p> <p>An ASHS “show reel” video produced to help educate the community about the three strands of the ASHS Curriculum and school culture promoted so as to address common misconceptions.</p> <p>The AJHS/ASHS “Better Together” strategy continues with parent events held at each feeder primary school.</p> <p>Partnership embedded with Te Kawerau ā Maki. (Year Two).</p> <p>A communication and connection strategy is developed for all ākonga who identify as Māori.</p>
<b>Outcomes</b>	<p>The pathway between Albany Junior High School and Albany Senior High School is strengthened.</p> <p>Community perception of the school is enhanced with a greater number of “in zone students” choosing to attend the school.</p> <p>Misconceptions about the school are addressed and minimised.</p> <p>A partnership is established with Te Kawerau ā Maki.</p> <p>Communication and connection with Maori ākonga and their whānau is strengthened</p>
<b>Targets</b>	<p>5% increase of “in zone” students enrol in 2026</p> <p>100% Māori students have been identified and profiles created for academic tracking and engaging with whānau and specific iwi.</p>

## Impact Projects

Actions	Targets	Results	Analysis of variance
<p><b>To embed effective mentoring approaches for Impact Projects across all year levels to boost student success and engagement.</b></p> <p>IP leads understand and develop explicit connections to Te Ao Maori and expand their use of Te Reo Maori concepts and language within the IP curriculum</p> <p>All Impact Projects establish authentic external partnerships.</p> <p>IP 101 students complete 6 credits in Semester One.</p> <p>All other students complete an NCEA standard in Semester One and Semester Two.</p> <p>IPStarter - Design Thinking, agile methodologies, learning dispositions and IP principles are explicitly taught.</p> <p>IP Leads continue to build the capacity of their IP Mentor team, understand their needs and support and improve their mentoring practices.</p> <p>All mentors intentionally teach Design Thinking.</p> <p>All mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints)</p> <p>Mentors confidently use the principles and self-reflection tool to give feedback to ākonga at the end of a sprint and at the end of a project.</p> <p>Impact mentors monitor attendance and contact whānau and tutors where needed to re-engage ākonga.</p> <p>All mentors use Google Classrooms consistently to deliver IP resourcing.</p>	<p>100% of new ākongha undertake an IPStarter and use Design Thinking, sprints, and learning dispositions.</p>	<p><b>Success</b></p> <p>In 2025, all our new students to the school engaged in IP Starter (an iteration of IP101, which was strongly scaffolded and intentionally tough the Design Thinking Framework, Agile Methodologies, and how students are tracking.</p> <p>74.8% of students surveyed strongly agreed that IP structures put in place were taught during IP time.</p>	<p>Structural implementation is strong (full buy in understanding from staff), but there is a perceptual variance between teacher intention (100%) and student experience (74.8% strong agreement). This suggests that while frameworks are embedded in planning, explicit teaching and metacognitive framing may not be consistently visible to students (however this is the second year of IP starter with these framework)</p>
	<p>100% of teachers plan and teach using Design Thinking, agile methodology, and learning dispositions.</p>	<p><b>Success</b></p> <p>100 % of mentors planned and taught using the Design Thinking framework as evidenced by Student voice data, resources in Google Classroom and lessons plans.</p>	<p>High implementation fidelity at mentor level. This is a systems' strength and suggests consistency of framework across hubs. The opportunity now is depth and variety of resources.</p>
	<p>Ākongha gain 10 credits or more NCEA standards in IP</p>	<p><b>Success Overall</b></p> <p>20% gained 0 credits 7% gained between 1-4 credits 65% gained 5-8 credits 8% gained 10 credits</p> <p><b>IP Starter (one semester only)</b></p> <p>10% 0 credits 8% gained 4 credits 72% gained 6 credits 10% gained over 10 credits</p> <p><b>In Progress:</b></p> <p>NCEA standards were offered for IP full (existing students) through a combination of Achievement and Unit Standards. Some students sat those assessments but there were some inconsistencies across the hubs.</p>	<p>This pattern reflects intentional, project-based assessment design. However, this is the largest performance variance. Engagement and pedagogy are strong, but assessment yield is low for the Pro Impact Projects.. The distribution shows clustering at 5–8 credits, suggesting standards are accessible but not optimised for progression to 10+. The 20% with 0 credits indicates either non-entry, non-submission, or hub inconsistency.</p> <p>Having a matrix and an IP NCEA student profile in place for 2026 will ensure that mentors feel more confident incorporating standards in IP on Wednesday.</p>
	<p>The IP website and resourcing are updated to include Te Reo and Te Ao Māori language and concepts. (Design Thinking and dispositions)</p>	<p><b>In Progress:</b></p> <p>The target to update the IP website and resourcing to more intentionally integrate Te Reo Māori and Te Ao Māori concepts within Design Thinking and the dispositions remains in progress. We explored authentic contexts within specific hubs, but not across all hubs or intentional teaching.</p>	<p>This is a coherence issue rather than resistance. Integration is contextual rather than conceptual. We need intentional design across frameworks, not just authentic contexts within select hubs. The IP Leads need to dedicate time to understand potential frameworks to be used.</p>
	<p>&gt;80% of projects will have an authentic external partner. All hubs have Google classrooms that reflect school expectations.</p>	<p><b>Success</b></p> <p>Authentic partnerships were established with a mixed range of specific community organisations and experts. We did not reach the target of 80% of students having an external partner. Those Impact Project classes that worked with an expert (Music, Environment, Digital Solutions, Art, Fashion, Crafts) were able to easily access external partnerships through the connections that the expert mentor had.</p>	<p>External engagement was dependent on individual mentor networks rather than system design, which means that partnership access is relational rather than infrastructural.</p> <p>Some hubs engaged in different ways such as: real-world clients and Industry experts providing critique, one-off guest speakers, informal community inspiration, Internal audience presentations.</p> <p>To address this variance, the next phase of development should focus on clarifying what constitutes an authentic partnership, building centralised partnership infrastructure, reducing mentor workload in sourcing partners, and embedding partnership planning into hub design to ensure more consistent, scalable, and equitable access for all ākongha.</p>

## Specialist Subjects

Actions	Targets	Results	Analysis of variance
<p><b>To continue to develop and refine our approaches to inclusive learning design in Specialist Subjects.</b></p> <ul style="list-style-type: none"> <li>• Instructional design and resourcing approaches are planned within the department and explicitly implemented to facilitate self-directed learning reflecting digital best practice.</li> <li>• Kaiako will design and deliver Level One courses that include a school-wide Term One approach to pretesting and preloading to support subject-specific concepts/language in NCEA standards.</li> <li>• Ākonga needing to gain the Literacy/Numeracy Co-requisite are supported to complete this requirement.</li> <li>• All departments create and develop a Google site to supplement Google Classroom that provides resources using Universal Design for Learning (UDL) to enable Self Directed Learning (SDL).</li> <li>• Kaiako and ākonga have a clear and agreed understanding of Course completion for each course/programme of learning and high expectations are maintained all year.</li> <li>• Kaiako offers varied assessment approaches, but will negotiate timelines with some ākonga, being responsive when needed.</li> <li>• Kaiako will continue to embed te reo Māori and te ao Māori through their Teaching/Learning approaches and learner relationships.</li> </ul>	<p>&gt;80% of all ākonga achieved their personal academic goals</p>	<p><b>Success - Ākonga are meeting their personal academic goals.</b> ASHS Wide personal Goal Level 1-3 at the end of Term 4 indicated that 82.9% were on track to meet their personal goal. ( increased from 77.1% in 2024)</p> <p>We are pleased the results this year show so many of our ākonga reaching their academic and personal goals and having such a clear way to track this with the Tutorial tracking spreadsheet.</p>	<p>This data is a challenge to gather as many students have individual learning plans and a s cush their academic goal is not necessarily an NCEA level. However, the 5.7% increase show that this is a positive approach and that learners are aware of their goals and working towards them.</p>
	<p>&gt;80% of all ākonga have experienced responsive assessment practices (choice/negotiation)</p>	<p><b>In Progress</b> - 69.7% indicated (Strongly Agree &amp; Agree) that they have been given a choice in how they represent their learning for assessment. 75.6% indicated (Strongly Agree &amp; Agree) that they have the ability to work in partnership with my teacher if I need to negotiate how and when I am assessed in Specialist Subjects. (responsive assessment practices).</p>	<p>In both areas, there was improvement in the 2025 results</p> <ul style="list-style-type: none"> <li>• Choice of evidence - increase from 63.3% (+6.4%)</li> <li>• Negotiate responsive - increase from 67.5% (+8.1%)</li> </ul> <p>We need to clarify for students again what this means. Staff will be more explicit in the use of the term 'responsive assessment' then entering into any conversation with students about negotiated assessment mode or dates.</p>
	<p>&gt;75% of ākonga needing to gain Lit/Num have success.</p>	<p><b>Success</b> - The introduction of the CLY and CNM classes have proven success in supporting those students for whom Lit/Num are a real challenge.</p> <p><b>In Progress</b> - At the start of 2025 there were 205 students yet to gain Literacy and 175 students yet to gain Numeracy. At the conclusion of the year, 66% gained Literacy and 74% gained Numeracy.</p>	<p>The analysis of how these result were achieved were interesting. Literacy: 50% (99 students) passed by successfully completing the Co-req exams. 17% (34 students) gained literacy through Achievement standards in their English class. Numeracy: 47% (80 students) passed by successfully completing the Co-req exams. 27% (46 students) gained numeracy through Achievement standards in their Maths class. In 2026 we will continue with the CLY/CNM classes as these have proved to support students towards success. We have also implemented a School wide focus on integrating Lit/Num Coreq specific elements into all teaching programmes to ensure all students continue to build their Lit/Num capacity.</p>
	<p>&gt;70% of Level 1 have success in the two standards offered in each of their 5 courses</p>	<p><b>Success</b> - 79% of year 11 students in 2025 completed 2 standards (AS/US) in each of the subjects they were studying. Results were adjusted to take into account students with individual learning plans.</p>	<p>The students who did not meet this requirement did not complete both standards in only one of their 5 subjects.</p> <p>We have raised expectations for Year 11 in 2026. All Year 11 students are expected to gain the Level 1 certificate so they will need to complete at least 2 standards in each subject, although they will be offered between 2-4 NCEA standards (course dependent). Additionally, they will complete the 6 credits offered as part of the first semester IP unit.</p>
	<p>&gt;50% gain Level 3 meeting a Merit &amp; Excellence target</p>	<p><b>In Progress</b> - At the first NZQA data release (Jan 15 2026) 38% of our Year 13 students had been awarded Level 3 endorsed with Merit or Excellence. Many students re-engaged with ASHS or TeKura in January/February to try and meet their L3 and/or UE goal. The final results when published by NZQA increased this to ##%.</p>	<p>There is further work to do in this area. The focus is on quality credits, ensuring students have the opportunity to work towards Merit and Excellence criteria in each assessment.</p>
	<p>&gt;90% of ākonga gain their appropriate NCEA certificate (completing a standard NCEA programme)</p>	<p><b>Action Needed</b> - NZQA data shows that we are not yet reaching this target and further interventions are needed. At the first NZQA data release (Jan 15 2026) Level 2 - 70% of our Year 12 students had gained Level 2 or Level 3. Level 3 - 82% of our Year 13 students had gained Level 3.</p>	<p>The low % of Level 2 results is disappointing and concerning. It is important to consider that not all students are working towards the level certificate, although this is difficult to ascertain from the raw data. The change in our language around Course Completion in 2026 is hoped to remove the belief that Externals are optional and that students can stop working once they have met the minimum NCEA requirements of 60 credits for a level certificate.</p>

## Tutorials

Actions	Targets	Results	Analysis of variance
<p><b>To plan for and deliver, organised and sequenced tutor lessons, so that all ākonga experience consistent levels of support, community, connection and success.</b></p> <p>Community Leaders (CLs) and tutors will continue to embed te reo Māori, te ao Māori and mātauranga Māori through the Hikairo Schema and ASHS pepeha</p> <p>Tutors are supported by CLs to work with ākonga to ensure all ākonga have individualised learning plans and personal and academic goals that are monitored.</p> <p>Tutors are supported by CLs to embed learner agency and self-directed learning skills to enhance executive function.</p> <p>Tutors are supported by CLs to implement attendance procedures, to support the engagement of ākonga.</p> <p>CLs are supported by DPs to improve tutor practice.</p> <p>Tutors will continue to design and deliver lessons that support the well-being of tutees.</p> <p>CLs review and revise the well-being strategy in tutorial.</p> <p>Community Kaiarahi supports student kaiārahi to build learning experiences, programmes and events to improve the culture of the community.</p> <p>All tutors use Google Classrooms consistently to deliver tutor lessons.</p> <p>CLs support tutors to explicitly plan 100 minutes of teaching and learning and develop routines.</p>	<p>&gt;70% of ākonga believe their wellbeing has been supported through tutorial</p>	<p><b>In Progress</b></p> <p>62.6 agree or strongly agree</p>	<p>This is the first time there has been an explicit question around wellbeing. Previously, two questions pertained to well-being and responses aggregated. 2024 data showed that 68% of students believed their wellbeing was supported, although they were not asked this question explicitly. This data provides an opportunity to focus on explicit teaching of wellbeing alongside activities that support wellbeing.</p>
	<p>&gt;80% of ākonga agree/strongly agree that their tutor helps them monitor their individual learning plan towards success.</p>	<p><b>In Progress</b></p> <p>2 questions taken into account:</p> <ul style="list-style-type: none"> <li>• My tutor helps me manage my learning (75.1)</li> <li>• I am supported to plan for success ( 78.8)</li> </ul> <p>Average - 77%</p> <p>2024 data: 80.4%</p>	<p>There is a slight dip in this data. Tracking and goal setting in 2025 was robust and not different to previous years. A 3% variance can be expected from year to year. This being said, tracking in particular remains a critical tutor activity. This year, there will be an increased focus on tracking and support for our tauira Māori.</p>
	<p>&gt;60% of ākonga feel connected to a larger community of learners through tutorials</p>	<p><b>In Progress (but strong improvement)</b></p> <p>49.5 agree or strongly agree</p> <p>11.2 percent increase from 2024 - (38.7%)</p> <p>These figures do not take any neutral responses into account.</p>	<p>Whilst this data demonstrates there is room to develop a stronger sense of community and kotahitanga in the school, the percentage increase over the last two years is encouraging. Initiatives such as:</p> <ul style="list-style-type: none"> <li>• Community kōrero</li> <li>• Community Kaiārahi</li> <li>• Student Kaiārahi</li> <li>• End of term celebrations</li> </ul> <p>Have contributed to this increase.</p> <p>The disestablishment of Kāhui Ako has meant the disestablishment of Community Leader roles. This is likely to have an impact on this data at the enf of 2026, as resource and time will need to be allocated to the types of activities that are measures of success as determined by MoE, for example attendance.</p>
	<p>Attendance has improved across all terms above 5%</p>	<p><b>Success:</b></p> <p>15% increase Term 4</p> <p>7% increase Term 3</p> <p>7% increase Term 2</p> <p>9% increase Term 1</p> <p>9.5% overall increase.</p>	<p>Significant work went into improving attendance, including:</p> <ul style="list-style-type: none"> <li>• New lateness processes</li> <li>• Fortnightly attendance summaries</li> <li>• Absence percentage thresholds for various interventions</li> <li>• Improved attendance tracking using Kamar exports</li> <li>• Improved consistency in tracking and intervention across communities</li> <li>• Improved tutor practice through ongoing schoolwide focus on attendance improvement</li> </ul> <p>Having 100 minute lessons and being a senior school will always make government targets challenging. This year, the focus needs to be on swaying the middle and having a dual focus on chronic absence and moderate absence, and roll hygiene - ensuring tutor teachers are regularly updating attendance records.</p>

## Effective Teacher learning

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<p><b>To support middle leaders and teachers to engage in teachers' professional growth cycles (including professional inquiries).</b>            DPs meet with SSLs weekly to discuss and progress:</p> <ul style="list-style-type: none"> <li>teachers' learning in their professional growth cycles (including teachers' PIs)</li> <li>observations within departments to support teacher learning and teachers' professional growth cycles.</li> <li>the departmental culture and structures supporting teacher collaboration focussed on teacher learning.</li> </ul> <p>DPs and SSLs observe teachers from their departments as part of weekly meetings.            Teaching observations take place and are resourced in a way that supports teacher learning.            Provide feedback on PIs and facilitate the sharing of this information across teachers.            Friday morning professional growth cycle mini-sessions reinforce the role of teacher collaboration and use of data within departments.            Further data are identified and made available along with existing data more accessible            Support SCT to support SSLs through the effective teacher learning group (newly established in 2025)            DPs support SSLs to carry out the external department reviews and implement findings.</p>	<p>100% of SSLs can describe their department members' practice improvement areas and use this to carry out support actions during the year.</p>	<p><b>In Progress</b> - 75% of SSLs have a somewhat detailed view of one or more departmental members practice improvement areas. These SSLs have discussed consistently with their deputy principal and/or SCT the actions they (or others) are taking to support the teacher(s) they believe need to improve in some area of teaching.</p>	<p>Identifying and addressing areas for teacher practice improvement can be challenging for SSLs due to concerns about interpersonal conflict and feelings of ineffectiveness in agreeing on useful remedial actions. All deputy principals have indicated this year that they have provided ongoing problem solving support for their SSLs in this area and for some staff, there have been pre advice and guidance programmes put in place involving the SSL. The school continues to building capacity in this area.</p>
	<p>100% of SSLs organise and carry out observations across their departments.</p>	<p><b>In Progress</b> - 64% SSLs indicated they have organised and carried out some, but not all observations during the year. A handful of SSLs did not organise and carry out any observations.</p>	<p>While this has improved from last year, some SSLs find it challenging to find the time and mental space to organise and carry out observations. Similar to last year, they all agree that observations are important. In 2026 the ETL team will further increase their presence in SSL meetings to try and support the discussion between SSLs about their work to support their teachers and to increase the levels of accountability on carrying out observations. SSLs will also get increased support from deputy principals during one to one meetings to organise and carry out observations.</p>
	<p>100% of SSLs engage in their department members' teacher learning.</p>	<p><b>Success</b> - Across all departments, SSLs indicated that they used and valued every third Friday mini hui for department meeting on professional growth cycles and/or professional inquiry. The ETL team resourced this each week so SSLs could choose their own focus or to use the resources provided by the ETL team.</p>	<p>This area still needs ongoing work. Ideally, SSLs would have some kind of running knowledge of all their teacher's professional learning and engage in termly one to one discussions about how the teachers see their own practice and work-ons.</p>
	<p>70% of teachers submit all phases of their Professional Inquiries. (Averaged across teacher learning survey responses during the year.)</p>	<p><b>Success</b> - 74% submission of PI across the three phases: focussing inquiry, teaching and measurement and learning reflection.</p>	<p>This area also needs further work. The target is 80% for 2026.</p>

## Community Engagement

Actions	Targets	Results	Analysis of variance
<p><b>To review and strengthen community connections and collaboration.</b>  <b>To raise the profile of the school within the wider community.</b>            Communication and Marketing Manager is employed and develops a strategy for raising the profile of the school within the wider community.            ASHS continues to share regular updates and celebration of achievements through the AJHS Newsletter.            An ASHS “show reel” video produced to help educate the community about the three strands of the ASHS Curriculum and school culture promoted so as to address common misconceptions.            The AJHS/ASHS “Better Together” strategy continues with parent events held at each feeder primary school.            Partnership embedded with Te Kawerau ā Maki. (Year Two).            A communication and connection strategy is developed for all ākongā who identify as Māori.</p>	5% increase of “in zone” students enrol in 2026	<b>In Progress -</b>	
	100% Māori students have been identified and profiles created for academic tracking and engaging with whānau and specific iwi.	<b>Success -</b>	

