



SOUTH AUCKLAND  
SEVENTH-DAY ADVENTIST SCHOOL

# Statement of Variance Report for 2024

MOE: 4140

Principals Endorsement: Maxine Tau
Board of Trustee's Endorsement: Steven Ryan
Submission Date to the Ministry of Education: 28 March 2025

## GOAL 1 - PARTNERSHIP

**Strategic Goal:** Activate community collaborations that increase opportunities for Akonga to actively connect and engage.

Priority	Action	Outcome	Evidence	Variance	2025
<b>SPECIAL CHARACTER</b> Increase opportunities for SASDA Ākonga and Kaiako to lead and share in their spiritual growth through...	<ol style="list-style-type: none"> <li>1. Establish ACTIVATE church programmes each term that are student led.</li> <li>2. Kaiako facilitate staff workshops 3 mornings each week.</li> </ol>	<p>Two Student led church visits.</p> <p>Staff workshops are led by Kaiako and supported by school chaplain</p>	<p>Y7/8 students readily shared testimonies and led the church visit programmes.</p> <p>Wahi Hono room displays show staff participation and contribution</p>	<p>ACTIVATE church at SASDA did not eventuate</p>	<p>Chaplain focus for 2025 to ensure church programme at SASDA (onsite) takes place to strengthen partnerships between home, school, church and community.</p>
<b>CONSULTATION</b> Establishing greater reciprocity with SASDA Whānau, parents, and community through increased collaborative opportunities.	<ol style="list-style-type: none"> <li>1. Conduct 4 Whanau Fonos</li> <li>2. Run 8 New Entrant Meetings</li> <li>3. Hold 2 student goal setting whanau meetings</li> <li>4. Increase surveys to gain student and community voice on key strategic areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Digital Hauora fonos – 2 face to face, 2 dojo (online) challenges</li> <li>2. 2 NE parent meetings each term</li> <li>3. Conducted: <ul style="list-style-type: none"> <li>- Health Survey (Whanau and students)</li> <li>- Teaching for Transformation survey (Students)</li> <li>- Teaching Intentions annual survey (teachers)</li> <li>- Curriculum teams review survey (teachers, whanau)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Challenge magnets distributed. Attendance at fono and online challenges.</li> <li>2. 95% of parent with NE attended initial transition to SASDA meetings. 100% of NE parents were supported in transitioning their child from ECE to school. Informal Cohort enrolment aligned with consultation meetings and student visits.</li> </ol>	<ol style="list-style-type: none"> <li>1. Drop off of attendance/engagement in online challenges. Home devices vaired. Mostly lower school student parents responded.</li> <li>2. NE parent meeting, Informal Cohort Enrolment and school visits hugely successful</li> <li>3. Whanau, staff and student voice increased in supporting data for decision making</li> </ol>	<p>Establish Digital Hauora fono/workshops for new families to SASDA. Establish supporting resources for digital hauoro through Network for Learning.</p> <p>Increase use of digital surveys to gather parent voice including past parents/students</p>

## GOAL 2 - PARTICIPATION

**Strategic Goal:** Activate meaningful contributions to achieve equitable success with an emphasis on strengths-based approach.

Priority	Action	Outcome	Evidence	Variance	2025
<b>SPECIAL CHARACTER</b> Provide opportunities for Ākonga to make a positive long-term difference in their communities through integrated learning and serving.	1. Worship Academy <ul style="list-style-type: none"> <li>Establish after school Including vocals, band, sound, lighting, data/PowerPoints, skits/drama</li> </ul> 2. Market Day - Charity Service project 3. Lead to Serve - Student Programme	Charities received donations from student fundraising for service. \$9659.94 was raised to donate.  54 students engaged in student leadership service roles		Afterschool worship academy not yet established due to time constraints and personnel	Continued support for student leadership in years 6-8.

<b>QUALITY TEACHING AND LEARNING</b> Establish and deliver Te Mātaiaho, through SASDA's THRIVING curriculum ensuring consistency in effective teaching strategies and assessment practices.	<ol style="list-style-type: none"> <li>1. Refresh Curriculum Implementation <ul style="list-style-type: none"> <li>- Review Timetables 1 hour a day Reading, Writing &amp; Maths</li> <li>- Implementing Te Mātaiaho into our planning</li> </ul> </li> <li>2 Assessment for Learning <ul style="list-style-type: none"> <li>- Review: Tools, Implementation, Data Input, Moderation, Analysis and Hub Reports</li> </ul> </li> <li>3 Achievement Targets <ul style="list-style-type: none"> <li>- School achievement outcomes, 5% increase in Core subject areas</li> <li>- Cohort target groups, including achievement tracked for improved outcomes.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Coverage of core subject complete Consultation with staff to improve coherent flow throughout the day and coverage of all curriculum.</li> <li>2. Hub Leaders reporting cohort data quarterly. Weekly Hub meetings on data tracking and moderation.</li> <li>3. Hubs identified areas for targeted teaching and focus. Data tracking showed slow and steady progress following implementation of initiatives to address noted trends.</li> </ol>	<ol style="list-style-type: none"> <li>1. School daily timetable and hub planning reflect full coverage of core subject areas.</li> <li>2. Hub data meetings, Hub Leaders meeting unpacking the data.</li> <li>3. Student achievement reports</li> </ol>	<ol style="list-style-type: none"> <li>1. 3% increase achieved in Reading and Mathematics from end of 2023 to end of 2024. 3% decrease in Writing.</li> </ol>	
<b>PERFORMANCE</b> Strategically plan opportunities for Ākonga to become confident, connected and	<ol style="list-style-type: none"> <li>1. Kapa Haka and Cultural groups developed to include years 4-6</li> <li>2. Worship Academy developed to include years 1-4</li> <li>3. <i>Digital Technology 'Wonder' Programme and EPro8 programme</i></li> </ol>	<p>Kapa Haka tutors employed for Junior and Senior Kapa Haka groups – 1 ½ hours per week.</p> <p>Worship teams established from Y5-8 for chapel and special events.</p> <p>Wonder Programme not available</p>	<ol style="list-style-type: none"> <li>1. Junior and Senior Kapa Haka groups formed and both performed representing the school</li> <li>2. Student sharing learning</li> </ol>	Limited opportunities for Y0-4 to exhibit learning through performances school wide.	Increase opportunities for all children to participated in school performance opportunities – kapa haka, worship, digital platforms.

actively involved in sharing their creativity.	<p><i>introduced for Year7&amp;8 specialisation.</i></p> <p>4. Digi Tech team to develop digital technology for years 0-8 with a focus on project based challenges and learning.</p>	Digi Tech team worked with PLD provider on supporting platforms. PLD provider worked with y5-8 students on collecting and editing digital evidence of learning to share through class dojo.	through digital portfolios on classroom dojo		
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## GOAL 3 - PROTECTION

**Strategic Goal:** Activate inclusive learning environment where Akonga wellbeing is a priority underpinned by effective policy, procedures, processes and practices.

Priority	Action	Outcome	Evidence	Variance	2025
<b>Special Character</b> Induct and support the transition of new Whanau to SASDAs foundation beliefs and community	1. Chaplain pre-enrolment interviews 2. Prayer and coffee mornings for families	Interviews conducted  Prayer was available for families who requested and met with Chaplain	New families enrolled  Chaplain board reports	Not all families needed enrolment interviews.	Review new families to the school induction procedures.
<b>Stewardship</b> Establish and implement policies and procedures that ensure equitable and excellence outcomes for Akonga, Kaiako and Whanau.	1. New Website 2. First Aid 3. Outdoor play spaces, landscaping and canopy	New website hosting and domain controlled by SASDA. All staff for 2024 engaged in first aid training to be renewed at the beg of 2026. Sports Coordinator trained on full first aid certificate. First aide records, procedures and storage reviewed and updated. New Playground completed, Web playground completed, canopy over courts completed.	Sasda.online  All staff trained have 2 year certificates  All students have access to and frequently use playgrounds and canopy. PE lessons are taught in the safety of the canopy during all weather.	Website still undergoing updates and troubleshooting connectivity issues.  Landscaping to include sandpit to give greater engagement for younger students yet to be started.	Complete fundraising projects – landscaping, sandpit.  Website updated and completed.

<b>Digital Hauora and Engagement</b> Explore and implement strategies and tools to support Akonga and Whanau safe digital practices.	Parent Meetings/workshop on Digital Hauora. Focusing on safe strategies and tools. Provide links and resources to support Whānau as part of the SASDA Digital Hauora programme. Cyber Safety Student Sessions Life Education Programme - Digital Citizenship Session	SASDA Digital Hauora programme completed  Y7/8 classes engaged in Life Education lessons on cyber safety and digital citizenship.	Families that took part in the four challenges graduated from digital hauora programme	Gradual drop off from first workshop to online challenges. Graduation fono poorly attended due to clash of time.	Establish digital hauora fono and engagement in term 1 for new families to SASDA.