



Buckland School



Buckland School
Principal's Report
for the year ended 31 December 2021

It is a privilege to present the Annual Principal's Report for Buckland School for the 2021 school year. 2021 has again been a challenging and at times frustrating year that we will all remember for many years to come. Like all of New Zealand and the world we felt the impact of the Covid-19 pandemic and many of our planned learning opportunities were unable to take place. We became familiar with terms such as isolation bubbles, contact tracing, distance learning and social distancing. As part of the Auckland region we experienced two Government directed lockdowns and finished the year in Level 2 with strict guidelines in place and staggered days for students.

I would like to acknowledge the resilience that students showed and the way the majority of them applied focus and effort to their distance learning tasks. I also want to congratulate them on the way they abided by the rules the school had in place. Thanks must also go to parents for the amazing support with the distance learning and with being positive and supportive of the actions the school had to take to keep students and staff safe. I also want to acknowledge the tremendous work and commitment of the staff during lockdowns and with the support they gave children with their well-being and their academic progress throughout the year and in particular on their return to school. Staff committed to upskilling themselves in distance learning and put their skills to good use to provide a range of on-line platforms and hard packs for their students. Thanks also to the Board of Trustees who resourced the school well over the year to meet the needs of all students and the expectations of the community.

The school roll was steady, starting at 237 and finishing at 250. There was some movement out of the area of families due to Covid and some families who have chosen to home school their children in 2022.

Strategic Area: Student Learning and Achievement

Children were enthusiastic learners who showed that they were resilient and able to accept the challenges the disrupted year caused. New learning experiences with the use of on-line learning were undertaken positively. The school works hard to achieve equity and excellence in outcomes for all our children. In order to cater for all children during lockdowns, devices and hard packs were delivered to families so that learning could continue. Regular support was given to parents to assist with the on-line learning.

Throughout the school, levels and curriculum areas, there is a full range of capabilities; from those requiring extra assistance to those who are achieving above their curriculum level. Teachers encourage students to be responsible for being successful learners who take risks, are resilient and who strive to do their best in all curriculum areas.

The impact of COVID-19 (for two years in a row) on students, particularly those who had an extended time away from school and who did not engage in the on-line learning that was provided, will be noticeable in their progress in basic curriculum areas. Generally, however, teachers and parents did an amazing job in supporting students with a wide range of learning opportunities through the challenging lockdowns and in transitioning students back to school.

Students were rated on the Expected Curriculum Level for their Year Level. With the extended time off school, staggered days and many children who did not return, as well as a focus on wellbeing, no formal testing at the end of the year took place. Teachers were very conservative in their professional judgments due to the complexities of the time. For other students who did not return to school, their mid year result was recorded. Teachers are very aware that a huge focus on identifying where children are at, in the basic curriculum areas will be necessary in 2022. Targeted instruction and effective teaching will be required to meet these needs and increase the rate of progress to reach expectation levels.

Opportunities for parents to view student learning and progress included: class parent meetings, threeway conferences and two formal written reports (modified end of year report). The planned Open Day was unable to

take place due to lockdowns, however teachers had a great deal of contact with parents over lockdowns via phone, emails, Zoom/Google meetings. In addition, a number of the junior teachers and parents used Class Do-Jo to keep both informed of their child's learning with samples of work and photos uploaded. Parents were encouraged to contact teachers to discuss their child's learning at other times. Children's progress and achievement and positive behaviour continued to be acknowledged through the weekly newsletter and on-line platforms and the school website. Two virtual prize-givings were also held at the end of the year.

A range of programmes have been offered over the year to individuals and groups to support needs and challenge others. These include a specialist teacher, Reading Recovery teacher, ALL, Gifted & Talented activities, sports and cultural activities, use of teacher aides & specialist personnel, and the use of IT.

The use of Pact by teachers in the Literacy area of reading and writing have been school-wide focuses this year. Target students were identified and class programmes used to support students. IT equipment: chrome books, i-pads, etc have been used to support curriculum programmes throughout the school. All children from Year 3 – 8 have Google accounts while Google Classroom and Hapara are used to plan learning tasks and ensure students are using equipment programmes appropriately.

On-going monitoring of individuals and groups of children took place. Children with additional needs and abilities were identified early in the year and monitored through term Identified Needs meetings by the Senco and RTLB liaison teacher. Those with additional needs had IEP's designed and were supported, where possible, by outside agencies such as SE, Moderates, RTLBs, Speech language therapists. Reading Recovery was also available and used with some children. ESOL funding was also used to support a few children with English as a second language.

On-going testing, observations and conferences took place in classrooms to assess progress and achievement and form next steps for students. Classroom teachers and senior managers completed on-going monitoring of individuals and groups of children, checking on well-being and curriculum levels. Group analyses were reported to the Board.

Unfortunately, due to Covid, we were unable to provide all the learning activities that had been planned for the year. The EOTC events that were held were the Yr 1 & 2 EOTC week and the Year 3 & 4 Lakewood Lodge camp. All other planned camps were cancelled. Visitors to the school who provided other valuable learning opportunities for students included: swimming and basketball instructors, kapa haka instructor (Term 1 only), Health nurses, Bible in Schools teachers, Travelwise facilitator. School and local events the school were involved in included: Blessing of our value signs and opening of our LSC office, Young Leaders Day (Yr 8s), Speeches, Matariki activities.

During Term 3 & 4 the majority of sports events had to be cancelled. Sports events that were able to take place over the year included: School: swimming, cross country, basketball, orienteering. Group and Zone events that took place included: swimming, rippa rugby, soccer, netball.

Kiwisport funding for the year was allocated to gymnastic lessons however only a limited number of lessons were able to be provided before lockdown. This will be used in 2022 to support sports programmes.

Strategic Area: Student Engagement, Inclusion & Transition

The school is very inclusive. Staff accommodate children with additional needs and they are well supported by other children and parents.

As expected COVID-19 Lockdowns and Alert Levels had a marked influence on attendance rates (particularly where families had a member who was at higher risk) as they did not send children back to school straight after the lockdowns were lifted. Attendance however with on-line and distance learning was generally pleasing and where parents were able to support children there were high levels of engagement.

All attendance concerns are addressed by senior management as are any issues with lateness. Reminders to have children at school and ready to learn prior to the 8.50 a.m. handbell are given. During Covid-19 when parents had to drop children off at the gate and where school timetables were modified, there was a marked improvement in children's ability to be independent and responsible for themselves and their belongings. We were very proud of the resilience children showed. Parents are being encouraged to continue this self independence in their children. Parents are generally very good with informing the office through emails, voice mail or App when students will be absent. Those who do not, receive phone calls from staff. Late arrivals are expected to report to the office prior to going to classrooms.

Students and families were well supported with both physical and on-line resources and learning programmes during lockdowns. School chrome books and i-pads were made available to families who did not have this technology available to them. Hard packs were prepared and delivered by staff and were appreciated by parents. Later in the year parents were asked to pick requested hardpacks up at the entranceway. Teachers up-skilled themselves in the provision of on-line learning, use of zoom and Google Meets and for younger student communication was through email and telephone calls as well as the use of Class Dojo.

Student engagement and Student Agency is high. Students are engaged and included in making decisions about the direction of their learning. This will continue to be a focus for teachers in 2022.

Students have numerous opportunities for student voice within their classroom and the school. A school council operates throughout the year where student representatives share class views and concerns. Students are very confident to participate in a wide range of sporting, cultural and academic activities. During 2021 student voice was on-going with extra views obtained as part of the Covid transition back to school activities.

Year 7 & 8 students are given many opportunities to develop leadership skills and be good role models for younger students. These opportunities included: running a Breakfast Club, running assemblies, prefects, house leaders, road patrol, and working with younger students in a wide range of activities. Year 7 & 8 students carried out their responsibilities well during the time school was open.

Due to COVID-19 many of the usual transition practices e.g. visits, with Pukekohe High School and Tuakau College were unable to take place, however discussions by teachers on individual students as well as the passing on of academic progress charts, etc. did continue. There is a close relationship with our local intermediate where Year 7 & 8 students attend technology classes. Transition practices continued in 2021 and included zoom meetings with teachers to share information on each individual student.

School-wide transition practices include the opportunity for teachers to discuss students prior to the end of the year. Unfortunately the normal visits by students to meet their new teacher and class members at the end of the year was unable to take place but students were informed of their class and teacher. Throughout the year (when able) staff from Buckland visited preschool facilities and preschool education facilities also visited. New entrant children are encouraged to complete some school visits prior to starting school. A parent session on preparing students for school was unable to take place however teachers were in touch with parents and communicated expectations. The school provides every opportunity for all students to be included in school and class events and activities.

Strategic Area: Personnel

The staff was stable over the 2021 year with only one change to teaching staff. Two staff members were farewelled at the end of the year while other staff remained the same. I want to thank the staff for their commitment to classes and the school over the year. Staff are supportive of their colleagues and always willing to assist and support each other. They were very supportive of each other during the lockdowns and with new provision of on-line learning activities for students.

EEO principles were followed throughout the year and during staff appointments.

Staff members have been committed to their own on-going learning, and development took place through a range of professional development opportunities. The school wide focuses included: PACT reading, Inquiry, and Digital Technology. Other planned professional development through the Kahui Ako on Maori cultural knowledge of the area was unable to take place and will be rescheduled for 2022. Staff development on on-line learning and personal requests also took place, either through face to face or the use of digital platforms.

Teachers were supported in their roles by our valuable and respected support staff. My personal thanks to all staff members, and to other external specialist staff for their input into the learning of the children in our school. The Support staff have also been very responsive to their own professional development over the year and have completed many courses including the Ministry of Education Oral Language course.

Strategic Area: School Finance & Property

The school's financial accounts for 2021 have been efficiently managed. Thanks goes to the efforts of our school's executive officer and our BOT treasurer. A Xero accounting system was used throughout the year.

Funds were allocated and spent on the school's priorities for the year. The Board continued to employ Craig Periam Ltd to support us in the financial area. Procedures for financial management have been closely adhered to. Jolly Duncan & Wells did not complete the audit report for the 2020 year until the 16 December. The Auditor General was involved in managing the completion of the report. A new Auditor has been appointed for 2021 -

2023 accounts. The opinion expressed in the financial statement was that the school had complied with generally accepted accounting practice in New Zealand and fairly reflected the School's financial position as at 31 Dec 2020.

Due to our PTA not being able to hold a fundraising Agricultural Day in 2020 donations were down along with a low interest rate for the money we have invested. The donations received however have assisted all families towards costs for activities.

Continuing maintenance has taken place on the buildings, pool and grounds. Grounds are attractively presented.

Purchases in all curriculum areas have taken place. Replacement and addition to IT equipment took place and Bring Your Own Chromebook was introduced for Years 3 - 8.

The 10YA has been with the Ministry of Education but is yet to be approved. The LSC building was completed and modifications to the library and a building of a deck have been completed. Seating will be finished soon.

Strategic Area: Health & Safety

The school's physical and emotional environments were safe for students and staff. All health and safety issues raised were addressed by the Board, staff and caretaker. Extensive Alert Level plans were formulated, staff consulted and these were communicated to whanau. Health and Safety checks were completed throughout the year. The Board of Trustees employed the services of Emergency Planning Specialists and plans and training took place.

Supports for children with challenging behaviours and those who were struggling were requested and in many cases obtained, these included individual counselling. Staff and student well-being throughout and after the Lockdowns were acknowledged and supported by the Board and senior management. Our school values logos both in English and Maori were finalised and signs in both Maori and English were blessed and erected.

Parents and students have been continually reminded of safety issues: on the road and at the front gate, swimming, digital citizenship as well as health matters and procedures relating to Covid. Emergency evacuations were carried out each term to ensure all children know what is required of them in an emergency. These included: fire, earthquake and lockdown procedures. The school's defibrillator was advertised to the community.

We continued to be an Enviro school, a Health Promoting School and a Travelwise school. The walking school bus was unable to operate due to a lack of parental interest.

School wide programmes promoting health and safety, including digital citizenship were carried out with students throughout the year. Students responded well to the regular reminders and instruction on disease prevention and extra supplies were purchased and used throughout the school.

Smoke free legislation was adhered to, while sun safe and water safety initiatives were carried out.

Strategic Area: Community Engagement

The school's Charter and Strategic plan was reviewed, up-dated and approved early in the year. Annual plans were set and worked on throughout the year. Most goals were achieved; but those that were unable to be achieved, as the focus had to change during the year, have been added to the 2022 Charter and Strategic plan. The Board employs SchoolDocs to manage the school policies on-line. These were finalised during 2021. Teachers took part in curriculum reviews in: Literacy – reading, and writing, Mathematics, as well as Digital Technology, ALL, Transitioning back to School, Reading Recovery, Mid and End of Year results. These reports were reported to the Board of Trustees over the year by teachers and senior leaders.

Formal consultation at the end of 2021 on future school direction included an on-line parent survey on a range of issues.

The loss of our annual Agricultural day was another hardship experienced due to COVID (for children and the community and also for our fundraising efforts.) We were fortunate that teachers provided some of the indoor activities. Unfortunately due to the restrictions, we were unable this year to provide children who raised animals a day to show these. A powerpoint presentation was completed for those who sent in photos.

Our end of year prize givings were held at school this year via on-line coverage. A powerpoint presentation of award winners was also placed on our website.

Weekly school newsletters and term BOT newsletters were sent home to communicate with parents. Throughout Covid, parents were regularly communicated to through emails and phone calls from the principal and teachers. Newsletters were available to parents in several electronic forms: email, electronic sign, Skool Loop App and the Website.

One planned parent education opportunity was able to take place early in the year. A meeting for Year 6 parents took place however the meeting for parents on preparing children for school did not take place at the end of the year.

ENROL and an electronic attendance system continued to be used. An enrolment ballot took place at the end of the year with siblings and a limited number of out of zone students accepted for 2022.

The Board of Trustees functioned well with all members contributing to decision-making. During Covid, monthly meetings continued to be held through the use of the Zoom or Google Meet platforms.

Our PTA were unable to hold many meetings or fundraising opportunities but our thanks to them for running a disco and the grocery raffle.

An After School care programme ran throughout the year on the school grounds. This was extended to include holiday programmes in Term 1 & 2.

Legislative requirements were met, with the exception of meeting the timeline for the 2020 Annual Report due to difficulties faced by the Auditor.

Regards

Mavis Glasgow
Principal

Analysis of Variance Reporting



School Name:	Buckland School	School Number:	1239														
Strategic Aim:	<p>Improvement Plan/Target – Strategic Area: Student Learning and Achievement - Writing</p> <p>Strategic Aims:</p> <ul style="list-style-type: none"> To continue to develop teacher pedagogical content knowledge and evaluative and assessment capability in writing particularly through professional development in the use of Pact and support from Vision Education To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Additional Needs in Writing. To accelerate progress of students performing below expectations in writing 																
Annual Aim:	<p>Annual Aims:</p> <ul style="list-style-type: none"> To have a consistent approach to the teaching of writing across the school. To continue to increase the engagement and enthusiasm of students for writing To ensure students know the purpose for writing and are confident to share their writing. To ensure there is consistency through the use of PACT in assessment of writing levels and samples leading to next steps for individuals and groups. 																
Target:	<p>Annual Targets:</p> <ul style="list-style-type: none"> Students who are below the standard in 2019 will make accelerated progress in relation to the Writing progressions. To increase the number of students achieving the Curriculum Levels in relation to their Year Level with a target of 85% or above. To increase the number of boys achieving the Curriculum levels in relation to their Year Level. 																
Baseline Data: 2019	<table border="1"> <thead> <tr> <th>Writing Curriculum Level</th> <th>Student % At or Above Expected Curriculum Level</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>76%</td> </tr> <tr> <td>Maori</td> <td>67.2%</td> </tr> <tr> <td>Pasifika</td> <td>90%</td> </tr> <tr> <td>European</td> <td>78%</td> </tr> <tr> <td>Male</td> <td>70.4%</td> </tr> <tr> <td>Female</td> <td>81.5%</td> </tr> </tbody> </table>			Writing Curriculum Level	Student % At or Above Expected Curriculum Level	All Students	76%	Maori	67.2%	Pasifika	90%	European	78%	Male	70.4%	Female	81.5%
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Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>												
<p>Early in the year teachers analysed writing samples and target students were identified. Inquiry groups were formed for each class and needs planned for. These groups worked on a rapid cycle of 5 – 6 weeks on specific inquiry questions and targeted instruction. Two teachers were identified as ALL teachers and were involved in the Ministry of Education contract with Vision Education. In addition to this school-wide professional development on building teacher pedagogical knowledge of writing and the use of the PACT tool in writing took place throughout the year. This involved the unpacking of the Learning Progression Framework, the Aspects of writing and the Illustrations at each signpost. The PD allowed for moderation of samples by teachers and the use of reports to make more efficient judgements and identify and plan for next steps. Teachers were very</p>	<p>2020 Data</p> <table border="1" data-bbox="464 972 762 1700"> <thead> <tr> <th>Writing</th> <th>Student % At or Above Expected Curriculum Level</th> <th>Student % At or Above Expected Curriculum Level</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>76% (181/238)</td> <td>79% 145/183</td> </tr> <tr> <td>Maori</td> <td>66% (29/44)</td> <td>68% (76/112)</td> </tr> <tr> <td>Pasifika</td> <td>73% (8/11)</td> <td>83% 105/126</td> </tr> </tbody> </table> <p>The data does not reflect a huge improvement in percentages of students achieving at or above, however staff believe that their judgements were more reliable and aligned better to the Progressions through their increased knowledge of these and the use of PACT.</p> <p>The above data also includes new students to the school, many who were below expectation.</p> <p>COVID Lockdowns and extended absences also had an impact on progress of some children, particularly those who did not return for some time and those with additional needs. Teachers focused on well-being on the return to school and many hours of instruction in academic areas were lost.</p> <p>Planned Parental education sessions were unable to proceed due to lockdowns.</p> <p>The planned modelling and observations of lessons by the PD facilitator and colleagues were also abandoned from the PD as teacher well-being was seen as paramount.</p>	Writing	Student % At or Above Expected Curriculum Level	Student % At or Above Expected Curriculum Level	All Students	76% (181/238)	79% 145/183	Maori	66% (29/44)	68% (76/112)	Pasifika	73% (8/11)	83% 105/126	<p>Improvements occurred as a result of:</p> <ul style="list-style-type: none"> Staff focus and commitment to improving their knowledge of the Learning Pathway Framework in writing and the use of Pact. Staff openness and their ability to work collaboratively. High quality professional development delivery from facilitator. Involvement in ALL. Use of the specialist teacher. The promotion of student agency in recognising their learning goals and next steps. The enthusiasm of students to take risks with their writing. Teacher use of on-line platforms such as Google Classroom. <p>Limitations on outcomes:</p> <ul style="list-style-type: none"> COVID Lockdowns resulting in breaks in programmes. Absences of some students. Time & well-being restraints. Cancellation of parental education sessions. 	<p>The impact of full school professional development is substantial in helping for consistency of teaching programmes and knowledge of teachers.</p> <p>Sustain the teacher development in writing and continue to build on this.</p> <p>Increase opportunities for moderation within and across teams.</p> <p>Dose and density for those target students who require specific targeted teaching.</p> <p>Continue to embed effective teaching as inquiry in writing and consistent shared understandings across the school and staff.</p> <p>On-going support in classrooms for students and teachers from specialists, teacher aides, RTLB, RR, LSC, RTLit.</p> <p>On-going staff and team meetings and professional develop with a focus on the</p>
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<p>committed and PD sessions continued through COVID Lockdowns with the use of Zoom. All teachers used the PACT tool at the end of the year and results informed curriculum levels of individual students and the reporting to parents.</p> <p>A specialist teacher was used to support students in small groups and provide support for teachers with their writing programmes.</p>	<p>Students' attitude, enthusiasm and confidence in their ability to write showed pleasing improvements and the use of Google Classrooms by the Year 3 – 8s was received by students and whanau enthusiastically.</p> <p>Staff were very complimentary of the PD they had received. Senior management were pleased that all staff had received consistent messages through their involvement and were very proud of the commitment teachers showed to up-skilling themselves in knowledge of the Learning Progression Framework and the use of PACT in writing.</p>	<p>effective teaching of writing and the links between reading and writing.</p> <p>Purchasing of resources as necessary, including IT and support for BYO Chromebooks.</p> <p>School-wide professional development in reading – Learning Progression Framework, PACT Reading use.</p>
<p>Planning for next year:</p> <p>Continuing to provide effective programmes across the school for students in writing. Provision of resources to support target students and staff. Support for staff to carry out parent education opportunities. Resourcing for: modelling, observation, and collegial support for the effective teaching of writing. Resourcing release for schoolwide professional development in reading and use of PACT.</p>		

<p>School Name:</p>	<p>Buckland School</p>	<p>School Number:</p> <p>1239</p>
<p>Strategic Aim:</p> <p>Improvement Plan/Target – Strategic Area: Student Learning Well-Being and Learning</p> <p>Strategic Aims:</p> <ul style="list-style-type: none"> To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Additional Needs through improving their well-being To accelerate progress of students performing below expectations. <p>Annual Aim:</p> <ul style="list-style-type: none"> Improve the well-being of all students which will lead to accelerated academic progress. 		

Target:**Annual Target:**

- Students who experience difficulties with behaviour and relationships with others will be supported to socialize and relate more positively with others while feeling better about themselves and their abilities.

Baseline Data:**Baseline Data: 2019**

Anecdotal Observations: The majority of our children are happy and caring students who are supportive of others and appreciate diversity and acceptance of those who are different from themselves however as with all schools:

- We have a group of children who lack the confidence to take risks with their learning through fear of failure.
- We have a group of children who lack the confidence to use their initiative to solve problems.
- We have a group of children who are unable to self-manage – in and out of the classroom
- There are children who do not have the ability to self-regulate emotions/feelings – and can become anxious in situations.
- There is a lack of resilience of some children.
- There is a lack of understanding of what bullying is and therefore some react inappropriately.
- For a few children socialization with the different groups in the school is an issue.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>All teaching and support staff attended a full day Ministry course at the beginning of the year on Understanding Behaviour and Responding Safety. Knowledge from this day was discussed and decisions made on how the school would handle children's difficult behaviours in a consistent, calm way. Further professional development through the use of YouTube clips especially: Engage by Katherine Berkett was undertaken by some staff. The SENCO gained whanau voice about students and sought extra resources from MOE, and Oranga Tamariki to support students with extreme behaviours. Teacher Aides were allocated to support these students during class time and at intervals. Teachers who had our target students in their classes were supported by SENCO and LSC to build knowledge of the students, relationships and a culture of trust. Our new school values; respect, responsibility and resilience were integrated into the school culture. Teachers continually exhibited an Ethic of Care and were culturally responsive. Teachers promoted independence and resilience and encouraged parents to let children do things for</p>	<p>Staff were very responsive to the needs of their students and their whanau during lockdowns. Regular check-ins on well-being, communication, support with learning activities and resources took place. Kindness was promoted and we saw many acts of kindness from our staff, students and their whanau for others in the community. For families who were struggling; costs for school related activities were reduced or subsidized, food packages and Christmas gifts were donated and drop-offs organised. On the return to school well-being activities were carried out and children were encouraged to talk about their experiences and worries. Generally children were happy to be back at school, enjoying the company of their peers and they settled quickly back into routines. Those who were finding things difficult were supported ably by staff. Counselling sessions also took place for those identified as requiring these. School organisation procedures were altered during the Alert Levels and children found themselves being more responsible, independent and resilient when under Level 2 parents were unable to come onto the school grounds. We were very proud of the way our children, including our five year olds handled this situation. Staff well-being was also a priority and staff supported each other in a variety of ways. The relevance of our school values to the situations we were finding ourselves in were promoted during the Lockdowns through emails and conversations.</p>	<p>Due to COVID-19 and the Lockdowns and subsequent need to focus on well-being in relation to this, the emphasis and focus shifted from that planned.</p> <p>It was decided that it would be inappropriate to carry out the Well-being survey as planned during Term 2 so this was left for the end of the year as a start for 2021.</p> <p>The word Kindness was used, not bullying and there were few instances of bullying during the year. Those incidences identified by students as bullying tended to be one off instances, not on-going or targeted actions.</p>	<p>Analyse the 2020 Year 3 – 8 end of year survey.</p> <p>Formulate an action plan for 2021.</p> <p>Continue to take advantage of any professional development on brain development and building of resilience and well-being in students and staff.</p> <p>Clarification both for children and their families on what bullying is.</p> <p>Continually check on families, staff and student well-being.</p> <p>Explore Mindfulness techniques.</p> <p>Continually promote a culture of caring and kindness by all.</p> <p>Continually promote the school values by rewarding children exhibiting these.</p>

themselves, e.g. carry bags into school, find items of clothing etc. A NZCER Well-being survey was completed at the end of the year by all Year 3 – 8 students.

A Friendship Seat was erected and blessed at a special school gathering.

Planning for next year:

Provide any necessary resources to support students and families. Reduce/subsidize costs for activities where possible. Support staff well-being and promote a life/work balance through the provision of resources and services.

BUCKLAND SCHOOL

KIWISPORT FUNDING - 2021

The school received total Kiwisport funding of \$3,635 (excluding GST) for the 2021 year (2020: \$4,035). The funding was to be spent on gymnastics lessons at Franklin Gym Sports, however only \$944 was spent due to the gymnastics lessons being put on hold due to Covid-19 Restrictions. It is planned to resume the Gymnastics lessons once Covid-19 Restrictions are lifted and availability of the facilities.