

Buckland School (1239) Statement of variance: progress against targets

Strategic Goal 1:

To continue to develop the two areas: Te Tiriti o Waitangi and Responsive Curriculum/Planning as agreed by the school and ERO in 2023. This includes increasing te ao Maori, te reo and tikanga within teaching and learning programmes across the school which is supported by professional development for teachers and a strengthening of school-wide internal evaluation processes to identify what is working for which groups of students and plan accordingly.

Annual Target/Goal:

Our Curriculum and Planning will show an increase in building knowledge of te ao Maori, te reo and tikanga that will be responsive to our students and to the Principles of the Te Tiriti o Waitangi.

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 The school will align itself with the goals of the Ngaati Tamaoho strategic plan. The school will develop a positive reciprocal relationship with Ngaati Tamaoho and whanau and will be supported. Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho.	<ul style="list-style-type: none"> ● A commitment to the Ngaati Tamaoho strategic plan that saw us achieving most of the goals in poutama 1. ● Through our involvement and commitment to the Kaahui Ako workstream we have been able to develop a positive reciprocal relationship with Ngaati Tamaoho personnel who are also involved. ● Aakonga have been given new opportunities to develop knowledge and experience in appreciating Maori arts and crafts, celebrations and tikanga through a te ao Maaori lens. ● Kaiako have a growing understanding of local historical sites and stories of the local area. 	<ul style="list-style-type: none"> ● Kaiako attendance list at PLD courses ● Attendance by increasing numbers of aakonga and kaiako at local events: Franklin Multicultural Festival, Ngaati Tamaoho cultural day, Eye on Nature day. ● Visit by poet, Pasifika group. ● Involvement of whanau in cultural events both at school level and local community. ● Visits by kaiako to local historical sites. 	<ul style="list-style-type: none"> ● Relationship building and sustaining is an ongoing area to ensure there will be a reciprocal relationship with Ngaati Tamaoho and the school. ● Involvement of large numbers of kaiako is determined by resources and availability of teacher release. 	<ul style="list-style-type: none"> ● Embed poutama 1 across the school and begin working on the actions from poutama 2 in the Ngaati Tamaoho plan ● Continue to have a reciprocal relationship with Ngaati Tamaoho through involving aakonga and kaiako in local events and professional development opportunities. ● Continue to be involved in the Kaahui Ako Local Curriculum workstream and the events it offers.

				<ul style="list-style-type: none"> ● Sharing of stories as they are gifted to us. ● Look into having the Ngaati Tamaoho historian complete a Cultural Narrative for the school.
Action 2 Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi.	<ul style="list-style-type: none"> ● Kaiako are growing their knowledge of Te Tiriti o Waitangi. ● Student activities have been carried out on Te Tiriti o Waitangi as part of ANZH lessons and celebrations. 	<ul style="list-style-type: none"> ● Planning for Waitangi Day lessons. ● Samples of student work 	<ul style="list-style-type: none"> ● An area for on-going development. ● Resourcing, opportunities and time for kaiako to attend PLD with other priorities that arose over the year e.g. curriculum changes. 	<ul style="list-style-type: none"> ● Continue to build understanding of Te Tiriti o Waitangi and the principles of the treaty.
Action 3 A schoolwide te reo Maaori plan will be implemented.	<ul style="list-style-type: none"> ● A te reo Maaori plan relating to the curriculum document was implemented and followed by all teachers. This increased the use of te reo Maaori across the school by aakonga and kaiako. ● Planning documents included weekly te reo Maaori lessons. ● Students were receptive to te reo lessons and showed good growth at Level 1. ● Kaiako shifts in confidence and acknowledgement of te ao Maaori perspectives in delivery of te reo Maaori lessons and inclusion in other curriculum areas. 	<ul style="list-style-type: none"> ● Aakonga and Kaiako using te reo Maaori in classrooms. ● Increase in use of te reo Maaori for gatherings. ● Confident use of school karakia school members. ● Increase in confidence of students to introduce themselves in te reo Maaori. ● Observations of class/team/school gatherings. ● Observations of kapa haka performances. 	<ul style="list-style-type: none"> ● Positive attitudes of kaiako and aakonga allowed for an increase in te reo Maaori use. ● The pace of progress was not as rapid as we had hoped therefore it was necessary to consolidate use and knowledge as we found there was limited use of te reo Maaori in the majority of our homes and little prior knowledge for lessons. 	<ul style="list-style-type: none"> ● Consolidate 2024 Level 1 knowledge and use and build on this with Level 2 objectives over 2025.
Action 4 Teachers and leaders will have the opportunity to work together to strengthen	<ul style="list-style-type: none"> ● There was an increase in moderation processes across the school particularly in writing and reading. 	<ul style="list-style-type: none"> ● Moderation of reading and writing in teams and across the school. ● Team CRT sessions 	<ul style="list-style-type: none"> ● Staff worked well together, sharing their knowledge and 	<ul style="list-style-type: none"> ● Build this goal into Goal 2 of 2025 Strategic/Annual plan around achievement of

<p>internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for students.</p>	<ul style="list-style-type: none"> ● Professional discussions on the use and analysis of assessment tools including PACT, GKR Phonemic awareness and Bruant assessments. ● Observations of teacher practice were carried out by lead teachers and an external facilitator. ● Moderation of end of year curriculum levels also took place which increased consistency of reporting to parents. 	<ul style="list-style-type: none"> ● Use of PACT tool by kaiako ● More consistency of curriculum level ratings of students. 	<p>expertise and were receptive to new ideas.</p> <ul style="list-style-type: none"> ● Due to several changes with the refreshed curriculum documents, the uncertainty and the timeframes, teachers and leaders were often frustrated that they could not proceed with changes confidently. 	<p>students in Literacy and Mathematics.</p>
<p>Action 5 Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.</p>	<ul style="list-style-type: none"> ● A wide range of activities and EOTC opportunities took place throughout the year and were enjoyed by aakonga and whanau. ● Involvement of whanau was high and school events and EOTC activities were very well supported. ● Class planning and school planning for events and EOTC included te ao Maori, te reo and tikanga where possible. 	<ul style="list-style-type: none"> ● Two kapa haka groups operated within and performed for school events as well as attending a local Multicultural festival. ● Matariki celebrations ● Waitangi Day lessons ● Opportunity to experience the tikanga around hangi and opportunity to taste food from a hangi. ● EOTC activities ● Camps including conservation & history studies. ● Sports opportunities including involvement in Ngaati Tamaoho/CMS day 	<ul style="list-style-type: none"> ● Targets met. Highlights of the school year. 	<ul style="list-style-type: none"> ● Continue to further develop te ao Maori, te reo and tikanga into school activities and events.

Strategic Goal 2:

To build and consolidate teacher pedagogical content knowledge through professional development of a Foundational literacy Skills approach, to accelerate the reading and writing progress of all our learners/aakonga.

Annual Target/Goal:

The teaching of Literacy programmes will be using a balanced approach including the teaching of foundational literacy skills.

Actions	<p>What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1 We will identify individuals and groups of students who need to be targeted particularly Maori and Pacifica, additional needs students who are not achieving or progressing to expectation levels.</p>	<ul style="list-style-type: none"> ● Students who were identified as requiring additional support were well supported and made progress to achieve and get closer to expectation levels. ● Target students were enthusiastic learners and accepted the additional support they were given through their involvement with specialist programmes. ● Applications for support from external agencies were successful in gaining support for students. 	<ul style="list-style-type: none"> ● Observations of student on task behaviours, engagement and participation in their learning. ● Progress of students within and across curriculum levels. ● Confidence of students to take risks and make mistakes. ● Successful applications for external agencies (see below action 5) ● Student behaviour changes that allowed more 	<ul style="list-style-type: none"> ● Individuals and groups of students identified as having additional needs are well supported by internal and external agencies. ● The school allocates, at a high cost, a large number of resources both personnel and physical resources to support students with additional needs. 	<ul style="list-style-type: none"> ● On-going identification of student needs and resourcing to meet these needs for individuals and groups of students.

		<p>engagement in class programmes.</p> <ul style="list-style-type: none"> ● Reading Recovery and ELS results. ● End of Year Achievement Data. 		
<p>Action 2 We will work with an external facilitator to build pedagogical content knowledge of Foundational Literacy Skills.</p>	<ul style="list-style-type: none"> ● Schoolwide professional development took place. ● All teaching staff were committed to the Professional Learning Development opportunities with the literacy Vision Education Facilitator. ● Teacher knowledge and practice was further developed and was evident in teaching practice observations and discussions. ● Teacher pedagogical knowledge of the Science of Learning was increased. 	<ul style="list-style-type: none"> ● Observations and discussions with staff on PLD contracts and changes and growth in practice and knowledge of new MOE resources. ● Professional Development MOE final reports. ● Planning documents. 	<ul style="list-style-type: none"> ● We were successful in gaining a further Ministry contract for PLD which enabled us to continue the development throughout the year. This was very valuable for staff and allowed further growth and consistent understanding across the school. 	<ul style="list-style-type: none"> ● Apply for BSLA PLD for 2025. ● Make changes as new resources arrive. ● Incorporated MOE Assessment tasks as they become available.
<p>Action 3 We will engage in professional development opportunities from our Kaahui Ako workstreams.</p>	<ul style="list-style-type: none"> ● A lead teacher has been committed to attending the Kaahui Ako Literacy workstream. Knowledge from the workstream has been shared with teaching staff at team & staff meetings. ● We have also been fully involved in the Mathematics Kaahui Ako workstream and the Local Curriculum workstream. 	<ul style="list-style-type: none"> ● Record of PLD release days for attendance at Kaahui Ako workstreams. ● Team and staff meeting notes. ● Principal reports to Board meetings on PLD undertaken. 	<ul style="list-style-type: none"> ● Lead teachers and the principal have been committed to attending and fully involved in Kaahui Ako workstream hui throughout the year. ● Other teachers have been receptive to the sharing of knowledge from the workstream hui. 	<ul style="list-style-type: none"> ● Continuing involvement in Kaahui Ako workstreams. ● Principal involvement in the governance group for Kaahui Ako. ● Resourcing for lead teacher/teacher release. ● Allocation of management units where applicable.

<p>Action 4 Through observation and modelling of within school and across school teachers, and colleagues with expertise we will support classroom practice, use of the progressions and 'Understand, Know, Do' of the Refreshed Curriculum.</p>	<ul style="list-style-type: none"> ● Staff meetings built on teacher knowledge of U.K.D. and how to integrate into curriculum areas. ● Planning included the progressions and 'Understand, Know, Do' of the Refreshed curriculum. ● Teaching staff were open to and involved in modelling and observation. They participated in discussions to improve teaching practice and supported colleagues. ● New MOE literacy resources and assessments that were available e.g. phonic plus, GKR, Bryant tests were trialed in junior classes. 	<ul style="list-style-type: none"> ● Planning documents particularly ANZH units of work. ● Resources acquired. 	<ul style="list-style-type: none"> ● Met goal. 	<ul style="list-style-type: none"> ● Continue to provide opportunities for observation and modelling. ● Continue to provide opportunities for team release to work together. ● Continuation of a focus on U.K.D. throughout 2025 in relation to Refreshed curriculum in Literacy and Mathematics.
<p>Action 5 We will provide a range of specific programmes to support students who are not making the desired progress.</p>	<ul style="list-style-type: none"> ● 39 students had access to programmes that supported their literacy learning: Agility with Sound, Rainbow Reading. ● Teacher Aides, ELS and Reading recovery teachers supported a further 20 students with individual or small group support. ● 20 students received targeted behaviour support in classrooms. ● RTLB/RTLit/LSC/MOE were involved with 34 of our students over the year. ● The following online programmes were purchased to support either individual students or groups of students 	<ul style="list-style-type: none"> ● Additional needs register. ● Senco & LSC records. ● Principal reports. ● Individual and group progress reports. 	<ul style="list-style-type: none"> ● Met goal through provision of resources. 	<ul style="list-style-type: none"> ● Continue to offer a range of programmes to support students who are not making the desired progress.

	<p>at different levels: Word Chain, My Lexia, Mathletics, Steps Web, Reading Eggs, Writers Tool Box.</p>			
<p>Action 6 We will provide opportunities for parents and whanau to learn about what we are doing at school to support their children’s learning in literacy at home.</p>	<ul style="list-style-type: none"> ● Literacy sessions for parents have been held. Term 1. ● Three-way conferences/invitations to visit to classrooms. ● Individual meetings with parents. Sharing of student learning – Class DoJo, emails, newsletters etc. ● Parents/whanau empowered to share their knowledge and expectations and support their children’s learning. ● Digital Safety meeting with external presenter in Term 3 was well supported by the school whanau. 	<ul style="list-style-type: none"> ● Requests for parent information on student interest, strengths and needs. ● Attendance of parents at: literacy session, digital safety meeting ● 3-way conferences ● Visits to classes ● Involvement in class/school events ● Attendance at school and team assemblies ● Individual parent/teacher meetings. ● Completion of Board Survey ● Weekly Newsletter snippets 	<ul style="list-style-type: none"> ● Target met through a variety of opportunities for parents and whanau to be involved in children’s learning. 	<ul style="list-style-type: none"> ● Continue to offer parents and whanau opportunities to be involved in their children’s education and encourage their support. ● Promote regular attendance. ● Offer literacy and mathematics sessions for parents.

Strategic Goal 3:

To provide aakonga with a robust, relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.

Annual Target/Goal:

We will build awareness and grow understanding of Te Maataiaho with Kaiako and whanau.

Kaiako have developed in-depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Maataiaho. This will include aakonga and whanau having had opportunities to engage in understanding Te Maataiaho and the changes that are happening.

2. Kaiako have a growing understanding of Te Maataiaho: Social Sciences, (in particular ANZH) Technology and Arts learning areas

3. Kaiako will have knowledge of and confidence to use 'Understand, Know, Do' within the curriculum areas. 4. Kaiako will continue to develop their knowledge and confidence in cultural capability 5. We understand our communities' priorities for their tamariki 6. We have a developing relationship with mana whenua and tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local curriculum.

Actions	<p>What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1 We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with whanau and tangata whenua.</p>	<ul style="list-style-type: none"> Teacher planning and implementation of programmes reflected local curriculum documents, refreshed curriculum documents and were responsive to the needs of aakonga. 	<ul style="list-style-type: none"> Principal reports Observation of teacher practice. New draft documents that have been completed in relation to Refreshed curriculum. 	<ul style="list-style-type: none"> We implemented, where we could, and spent time in preparation for the curriculum refresh. Due to a number of changes throughout the year and uncertainty with what refreshed documents would include in the final document we were unable to finalize a 	<ul style="list-style-type: none"> Continuing to implement curriculum refresh changes as necessary. Strengthen leader and teacher capabilities. Make changes to our local curriculum document as necessary.

			<p>number of our supporting documents and implement changes.</p> <ul style="list-style-type: none"> ● Uncertain timeframes, often caused frustration and a lack of certainty, meant that we could not proceed with changes confidently. 	
<p>Action 2 We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community.</p>	<ul style="list-style-type: none"> ● Kaiako have a developing knowledge of the Refreshed curriculum and have begun implementing this in class programmes in literacy areas. ● Our school community were informed of the changes due to the Refreshed curriculum and the timeframes. 	<ul style="list-style-type: none"> ● Record of PLD release days for attendance at Kaahui Ako workstreams. ● Team and staff meeting notes. ● Principal reports to meetings on PLD undertaken. ● Newsletter snippets ● Parent afternoons/evenings 	<ul style="list-style-type: none"> ● Our reporting formats are yet to be revised to come in-line with the new NZ education direction once this is known 	<ul style="list-style-type: none"> ● Continuing to revise our local curriculum documents to align with Te Maataiaho and Assessment and Reporting documents.
<p>Action 3 We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p>	<ul style="list-style-type: none"> ● School leaders and curriculum leaders attended MOE PLD opportunities. ● All teaching staff attended Kaahui Ako teacher only day and within school teacher only day. 	<ul style="list-style-type: none"> ● Record of PLD release days for attendance at Kaahui Ako workstreams. ● Team and staff meeting notes. ● Principal reports at Board meetings on PLD undertaken. 	<ul style="list-style-type: none"> ● PLD contract with Vision Education well paced and successful. 	<ul style="list-style-type: none"> ● Accept PLD opportunities as they become available. ● Assign lead teachers to Literacy and Mathematics.
<p>Action 4 We will engage in ongoing local Kaahui Ako professional development opportunities and workstreams about Te Maataiaho for school leaders and Kaiako.</p>	<ul style="list-style-type: none"> ● School leaders and curriculum leaders attended Kaahui Ako professional development opportunities on Te Maataiaho throughout the year. ● Workstreams were based on Te Maataiaho changes. 	<ul style="list-style-type: none"> ● Record of PLD release days for attendance at Kaahui Ako workstreams. ● Team and staff meeting notes. ● Principal reports to meetings on PLD undertaken. 	<ul style="list-style-type: none"> ● All opportunities offered were taken up by leaders and teachers throughout the year. ● There was commitment by teachers and any/all 	<ul style="list-style-type: none"> ● Accept PLD opportunities as they become available. ● Assign lead teachers to workstreams.

	<ul style="list-style-type: none">● Leaders shared their new knowledge with the rest of the staff.● We worked with the Ngaati Tamaoho Education Lead to build knowledge and skill in the delivery of our Local Curriculum.	<ul style="list-style-type: none">● Feedback from Across School teachers during governance meetings.	PLD was enthusiastically accepted.	
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