

# Statement of Variance Reporting



<b>School Name:</b>	Goldfields school	<b>School Number:</b>	1726
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<b>Strategic Aim:</b>	Strategic Goal 1 Personalised potential. He pito mata nō te ākongā ake
<b>Annual Aim:</b>	Seek and celebrate student voice.
<b>Target:</b>	All staff are trained to use Talking mats or adapted versions. Student voice is collected across the school through bi-termly student council meetings.
<b>Baseline Data:</b>	Piloted using talking mats in 2023 with selected students across the school. The aim of this was to have student voice in our Individual Education Plan meetings with whānau.

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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Speech Language Therapists have trained both Teacher aides and Teachers in how to use Talking Mats.</p> <p>A small committee of teachers was developed to support the organisation and running of meetings.</p> <p>Pre-meetings with staff and student leaders to discuss topic.</p> <p>Speech Language Therapy Assistant trained has meant the programme is modelled in classes to support Teacher Aide confidence.</p>	<p>All teachers trained; some class teams trained to support individuals.</p> <p>Teacher aides were trained to use Talking Mats which has given them the skills helped with gaining student voice during council meetings.</p> <p>Student council used Talking Mats to gather student voice Sets were created and given to classes to collect student voice/opinion about topics that matter to them. 'School lunches' and 'places we like to go'.</p>	<p>Staff modelling Talking Mats at student council meetings and has supported a consistent language across the school.</p> <p>The use of Talking Mats and staff understanding of how-to appropriately gain student voice has greatly increased across the year.</p> <p>Holding the pre -meetings and discussing suitable topics and supported success in this goal.</p>	<p>Next year we plan for these new skills to be incorporated into both Individual Education Plan (IEP) meetings and Planning Alternative Tomorrows with Hope (PATH) Plans. This can be via video format or by the student attending the meeting.</p>
<p><b>Planning for next year:</b></p>			
<p>2023 target achieved. The use of Talking mats will be incorporated into both student council meetings and IEP meetings with Whānau. Upskilling staff will be included in ongoing induction.</p>			

<b>Strategic Aim:</b>	<p>Strategic Goal 2</p> <p>Hauora- Wellbeing – Increase opportunities for whole school activities and Senior and Junior collaboration.</p>
<b>Annual Aim:</b>	<p>Each term will have a whole school event. This will support Senior and Junior school students to develop social skills and learn from role models and school student leaders.</p>
<b>Target:</b>	<p>Pair Senior and Junior classes for termly outings and fun days at school.</p> <p>Senior and Junior students buddied up during student council meetings.</p> <p>Juniors join in sports time at the seniors.</p> <p>Develop buddy reading in new library.</p>
<b>Baseline Data:</b>	<p>As a school we have become too large to attend some previously collaborative trips such as Water World and kayak day.</p> <p>So we will use the school grounds to effectively host events that are appropriate for all students to attend.</p>

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<p>We purchased temporary fencing and liaised with the school next door to use their field.</p> <p>Whole school events include Easter fun day, Matariki Celebration Day, Circus Performance, outdoor games and Sensory Play.</p> <p>Visits from; Pony, Fire Service, St Johns Ambulance – first aide.</p> <p>Kapa haka weekly group and several public performances including residential homes for the elderly and Hauraki Kapa Haka festival.</p> <p>Senior/Junior reading buddy programme.</p> <p>Friday afternoon sports and swimming in the town pool.</p>	<p>With the investment in temporary fencing to make the top field a safe environment for all students we have had several successful whole school events in this space.</p> <p>Whānau attending whole school events.</p> <p>We have had through whole school events some across school relationships/buddies develop.</p> <p>Kapa Haka performances have greatly increased whānau engagement.</p> <p>Buddy reading has helped students to gain confidence and achieve their IEP goals.</p> <p>Senior and some Junior school students working and playing together, developing relationships and role models.</p>	<p>Success of this goal is mainly due to staff buy in and teachers seeing the advantages of student collaboration.</p> <p>Allocating a management unit for a teacher to oversee whole school events has been crucial.</p> <p>Planning in regular events and meeting with staff to go over plans and brainstorm issues has supported events to run smoothly. Reviewing events as a staff team also helps with the success of the next event.</p> <p>Using several methods (FaceBook, Skool Loop, Emails, Newsletters, personal invites) for inviting whānau has led to an increase in engagement.</p>	<p>As the school grows with the opening of a new Satellite it will be increasingly important to continue with whole school events to keep and develop our collaborative school culture.</p> <p>So keeping a management unit for whole school events will be important. Also looking at this being a set team that plans and reviews events.</p> <p>Addition of a new van in January will support planning for all satellites to access base school.</p> <p>Survey whānau during IEP meetings to see if there are any other events, they would like incorporated into the school year.</p>
<p><b>Planning for next year:</b></p>			
<p>Support Survey of whānau. Fund new school van.</p>			

<b>Strategic Aim:</b>	Strategic Goal 3 Increase engagement in Te Ao Maōri across the school
<b>Annual Aim:</b>	Increase staff competency in Te Ao Maōri Increase promotion of language use. Kapa Haka group to regularly perform in their local community
<b>Target:</b>	For all staff to engage with developing their own pathway in Te Ao Māori
<b>Baseline Data:</b>	Teacher Aides have a Te Ao Māori focus in their appraisals, which is often not fully achieved. Teachers use Hikairo schema successfully, PGC doesn't necessarily cover person growth in this area.

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Actions	Outcomes	Reasons for the variance	Evaluation
<p>Change the time of the Kapa Haka weekly practices so a greater number of students can attend.</p> <p>Plan regular live performances with an audience.</p> <p>Produce a video of our school song.</p> <p>Upskilling staff. This will include training a staff member to become our main speech maker as our kaumatua for mihi whakatau.</p> <p>Upskilling two other staff so we have capacity for the future.</p> <p>Continue to use Hikairo schema termly to identify support needed.</p> <p>Several staff are doing various levels of the Te Ahu O Te Reo Māori courses this year.</p> <p>The Speech Language Therapists have been leading the way with Te Reo Maōri visuals. Modelling their use in class and working with whānau to personalise these.</p>	<p>Satellites attending Kapa Haka practices consistently.</p> <p>Our kapa haka roopu has performed at the Elim church twice, including hosting the inaugural Specialist Schools Kapa Haka Competition.</p> <p>We have also performed locally at the retirement home.</p> <p>Competed in the Hauraki Kapa Haka festival.</p> <p>A new video of our school waiata was produced and is available for staff to access on SharePoint with two student leaders performing, including sign language.</p> <p>3 staff have had training and support to enable them to stand as our school kaumatua, for our termly mihi whakatau for new staff and students.</p> <p>Teachers have completed stages 2 and 3 of the Hikairo schema.</p> <p>Staff have completed Manavation te reo training, and some have enrolled in Te Ahu O Te Reo courses.</p> <p>We have te reo Māori coreboards, visuals and resources in classrooms across our kura. There are “Kei te pehea koe” feelings visuals in classes, emotions in te reo Māori in classes, and individualised te reo coreboards for play, swimming, cooking, play and more.</p>	<p>Teacher with Te Ao Māori management unit to focus on staff engagement and development. With one day a week release to support in classes. This has been the same staff member for three years and he has built a good working relationship with staff who happily welcome him into class to model lessons and strategies to increase Te Ao Māori into their everyday teaching.</p> <p>Speech Language therapist allocated a management unit to develop and upskill our Kapa Haka group. This has been extremely successful as our student’s communication needs have been supported so they are able to engage in all aspects of the Kapa Haka group.</p> <p>Developing student leadership skills for different roles in the group has also increased the students’ knowledge and confidence, which has led to an increase in Kapa Haka attendance.</p>	<p>Whole school Teacher PGC on school culture.</p> <p>Continue with staff allocated management unit to increase staff knowledge and confidence.</p> <p>Add Hikairo Schema to induction.</p> <p>Develop an appropriate Schema for teacher aides to support appraisal goals.</p>
<p><b>Planning for next year: BOT to support funding for an update of Kapa Haka Roopu uniforms</b></p>			

<b>Strategic Aim:</b>	Strategic Goal 4 Hapori – Increase engagement in our community (Local and School)
<b>Annual Aim:</b>	Increase Class community outings. Satellites engaging their local community
<b>Target:</b>	Students will have regular visits to the library, supermarket and work experience and other appropriate local amenities. Satellite classes will visit local amenities and engage in host school activities.
<b>Baseline Data:</b>	Through a combination of factors ( COVID, New Physical Restraint Guidelines, New staff, more complex students) students were accessing the local community less.

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<p>Regular Kapa haka outings to local venues. Some of these are becoming termly events. Retirement homes for the elderly.</p> <p>Weekly Bush school, through our relationship with another local school we accessed their facilities to provide a safe bush area to explore.</p> <p>Syndicate leaders worked with teachers to support EOTC plans and risks assessments to be completed.</p> <p>Embedded time for EOTC in weekly timetables.</p> <p>Used local facilities for Kapa Haka Roopu to practise.</p> <p>Second staff member completed all EOTC Training</p>	<p>Pool closure and increase in behaviour incidents made staff look at different motivating activities for students to support their wellbeing.</p> <p>Students regularly accessed a range of community facilities these included: Hot pools, supermarket, library, parks and playgrounds, museums, work experience, Special Olympic events, garden centres, tree planting, farms and beaches.</p> <p>Community outings were embedded into the timetable.</p> <p>Staff confidence grow in understanding the EOTC requirements and the strategies individual students needed to be successful in the community.</p> <p>Students are confidently access their own communities.</p>	<p>This goal has been very successfully achieved most classes are confidential out in the community twice a week minimum.</p> <p>EOTC training was effective and regular, outings were reviewed as a team.</p> <p>In base school, many of the students had IEP goals that involve getting out and about in the community. This was whānau driven as they also found this hard after COVID due to the lack of socialising. By having community access as a priority learn goal made the teachers focus on strategies to make this successful and repeat visits was a very good way.</p>	<p>Continue to build capacity by second fully trained teacher to take over from present management unit holder. We will then have 2 teachers fully capably of running school wide EOTC.</p> <p>Continue to include EOTC into induction.</p> <p>Junior school to continue with local base curriculum embedded into thematic planning.</p> <p>Senior Management team continue to work with MOE on developing student Pathways in their local communities.</p>
<b>Planning for next year:</b>			
<p>BOT to ensure budget lines for community outing are fit for purpose.</p>			