**Statement of variance: progress against targets**

**Goldfields School 2024**

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| Strategic Goal 1:  He pito mata no te akonga ake (personalised potential) | | | | |
| Annual Target/Goal:  Enhance the school curriculum to actively incorporate and address the cultural aspirations and educational needs of whānau Māori students, fostering meaningful engagement and achievement. | | | | |
| Actions  *List all the actions from your Annual Implementation Plan for this Annual Target/Goal.* | **What did we achieve?**  ***What were the outcomes of our actions?***  ***What impact did our actions have?*** | **Evidence**  ***This is the sources of information the board used to determine those outcomes.*** | **Reasons for any differences (variances) between the target and the outcomes**  ***Think about both where you have exceeded your targets or not yet met them.*** | **Planning for next year – where to next?**  ***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.*** |
| Action 1  Launch a tailored student voice program for all students that meets the needs of whānau Māori students, using diverse methods like talking mats, videos, and voice recordings, behaviour interpretations and brainstorming. This will inform IEP meetings, ensuring their educational needs and aspirations are central to personalised learning plans. | Teachers shared student voice at IEP meetings in an appropriate way for that student.  Some students attended IEP meetings on the request of whanau and were able with visual support to voice their interests and goal focus. Teacher prepared students for these meetings and developed supports alongside the students | Talking mats uploaded on to StoryPark.  IEP Analysis report shared with BOT | Some of our more complex learners needed a re-think of strategies to gain a more reliable student voice.  Training for teachers and teaching teams on all alternative strategies  Further planning is needed for our complex learners, to develop strategies for acquiring their student voice. | Speech language therapists will meet with teachers and syndicate leaders to put set strategies in place for developing each individuals’ students voice. These plans will be uploaded to their communication profiles.  We will return to the practice of having 2 student leader meetings per term. Where the student leader and teacher have ensured they have gathered all class members voice ready for each council meeting. |
| Action 2  Ensure all teachers integrate evidence of student voice into their planning processes. | Teachers have successfully added student voice to StoryPark entries - some of our teachers have found the more complex learners have been more challenging to authentically gather student voice and this is an area for future development. The increase in acceptance of TalkLink referrals for supportive devices will hopefully expand student advocacy for this group of learners.  StoryPark entries are reports to whanau on progress made in all learning areas including IEP goals. | Principals report on StoryPark entries and reporting to whanau. | Lack of TalkLink funding available this year and long wait lists.  More staff training required on various low-tech devices/strategies. | Speech Language therapists to increase the number have of focused meetings with class teams specific around communication plans for individual students.  Syndicate leaders and DP’s to attend meetings so they can support implementation of programmes when they are in classrooms. |
| Action 3  Require therapists to actively contribute to the IEP goals of students that are receiving therapy input. | Therapist where part of each team that collaborated on goal writing after meetings with Whanau.  After the SMART goals were developed and the IEP plan was shared with whanau. Therapist followed then up with whanau through a phone call to ensure the goal targeted to whānau’s aspirations. | Therapy input into IEP plans and StoryPark entries. | Some whanau wished to keep the meetings small which resulted in therapist not attending all necessary meetings to get the firsthand knowledge on the focus for the goal. This did lead to therapists having to call or set up a further meeting with whanau to clarify their aspirations. | Teachers when setting up IEP meetings will confirm with whanau that a therapist will be attending and ask them which one they would like to be present. |
| Action 4:  Conduct surveys with whānau to validate their contributions and ensure their voices are heard. | A phone survey was conducted across the school to gain whanau feedback on the IEP process. | Survey data in IEP report | Aware of not overloading whanau with written surveys, we trialed a phone survey which seemed to be well received as whānau were happy to chat and catch up. | Small sample of whanau involved - increase this number for next year to gain a more inclusive insight. |

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| Strategic Goal 2:  *Hapori (community)* | | | | |
| Annual Target/Goal:  Establish a reciprocal partnership with the host schools to create conditions where learners benefit optimally from the satellite setting | | | | |
| Actions  *List all the actions from your Annual Implementation Plan for this Annual Target/Goal.* | **What did we achieve?**  ***What were the outcomes of our actions?***  ***What impact did our actions have?*** | **Evidence**  ***This is the sources of information the board used to determine those outcomes.*** | **Reasons for any differences (variances) between the target and the outcomes**  ***Think about both where you have exceeded your targets or not yet met them.*** | **Planning for next year – where to next?**  ***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.*** |
| Action 1  Schedule performances by the Goldfields kapa haka group to occur once at each host school throughout the year, fostering cultural exchange and collaboration | Performed at the Hauraki festival at Thames High in front of multiple school. | Hauraki festival video footage that was also posted on Facebook. | Very busy year and multiple interruptions which made it difficult to travel. | Plan ahead better. |
| Action 2  Invite host school principals to a morning tea celebration at Goldfields school, providing them with a tour to foster greater understanding and appreciation of our educational environment | Improved understanding of how Goldfields operates, what the students do | 3 principals attended a school assembly or a celebration day. | It was difficult to get busy principals to visit. We need more fun events for reasons they can bring students | Need to visit host schools ourselves but also keep encouraging visits with purposeful events. |
| Action 3  Arrange for satellite class students to attend one host school event each term, promoting community involvement and interaction. | A range of events occurred with satellite classes attending these included: Sports days, fun runs, swimming, Kapa Haka and assemblies. | Principals monthly reports to the board | Inclusion has not been consistent across the satellites this due to…  New staff  students struggling with satellite environment  Mainstream school has increasing role so less capacity for our students to access specialist rooms/classes – tech/Gym/art | Continue with planned events ensuring all needs of satellite students are met.  Develop handbook for satellite teachers to support relationship building and inclusion into the mainstream school  Apply for property mods quicker or move students back to base in a more timely manner. |
| Schedule termly meetings between therapists and satellite class teachers to address inclusion barriers and develop collaborative solutions | Therapist and satellite teachers and class teams meet twice a termly to discuss student programmes and strategies for successful engagement and positive behaviour management strategies. | Behaviour plans and support plans  StoryPark IEP - plans |  |  |

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| Strategic Goal 3:  Te Tiriti o Waitangi (the Treaty of Waitangi) | | | | |
| Annual Target/Goal:  Ensure that all school leaders (teachers and SLT) develop a comprehensive understanding of their obligations to te Tiriti o Waitangi and consistently integrate these principles into their school context. | | | | |
| Actions  *List all the actions from your Annual Implementation Plan for this Annual Target/Goal.* | **What did we achieve?**  ***What were the outcomes of our actions?***  ***What impact did our actions have?*** | **Evidence**  ***This is the sources of information the board used to determine those outcomes.*** | **Reasons for any differences (variances) between the target and the outcomes**  ***Think about both where you have exceeded your targets or not yet met them.*** | **Planning for next year – where to next?**  ***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.*** |
| Action 1  The principal will join and engage actively in the Māori Achievement Collaborative (MAC), bringing back ideas and initiatives to enhance Māori student achievement. | The school MAC group was successfully formed.  The MAC group attended related professional development.  Relevant strategies and learnings were shared with the staff. Teachers showed improved engagement in practices linked to MAC learnings. | Meeting minutes from MAC group discussions.  Principal board report. | Increased awareness of Māori student achievement strategies among staff.  A foundational understanding of collaborative Māori strategies introduced. | To ensure we build on the work of this year, the following areas will be key priorities:  Expand the tuakana teina model to ensure all teachers are supported to apply the Hikairo Schema principles in their classrooms.  Incorporate stronger monitoring mechanisms to evaluate the outcomes of PD and MAC learnings across the school year.  Strengthen partnerships with whānau and local iwi to ensure wider community engagement in initiatives promoting Kaitiakitanga and Te Tiriti o Waitangi.  Ensure that all of the senior leadership team participates in ongoing PD focused on cultural responsiveness to sustain momentum. |
| Action 2  Teachers will complete a survey in three levels of the Hikairo Schema, which evaluates cultural responsiveness. They will form tuakana teina groups to complete the required learning and tasks collaboratively. | The survey was completed across the teaching team.  Tuakana teina groups were established for collaborative learning purposes. Positive movement toward increased shared understanding through peer collaboration. | Survey completion data  Meeting notes  Unit holder termly reports | Teachers began to identify strengths and areas for growth regarding their cultural responsiveness. |
| Action 3  A management unit will be assigned to a teacher to oversee Kaitiakitanga, with a particular focus on establishing responsibilities for classes to care for the local area and school environment. This will involve organising recycling initiatives, coordinating rubbish collection efforts, and planning whole-school events aimed at promoting Kaitiakitanga principles | A teacher was assigned to oversee Kaitiakitanga.  Several recycling initiatives and rubbish collection events were initiated.  Whole-school events were planned, implementation delayed until 2025  Increased student participation in environmental responsibility in some classes. | Records of recycling efforts and participation rates in school-wide events. | A stronger sense of environmental responsibility is starting to be developed by students.  Teachers and students engaged with Kaitiakitanga principles through hands-on learning opportunities. |
| Action 4:  Develop and implement a Hikairo schema tailored for Senior Leadership Team (SLT) members to enhance cultural responsiveness and deepen understanding of te Tiriti o Waitangi. | A tailored Hikairo Schema is being developed by the SLT, with support from the MAC group.  Strengthened leadership practices informed by cultural responsiveness. | Completed tailored Hikairo Schema to be shared with BOT. | This goal is still a work in progress and will be completed by the new SLT in 2025. |

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| Strategic Goal 4:  *Hauora (wellbeing)* | | | | |
| Annual Target/Goal:  Create an emotionally supportive environment that effectively nurtures the wellbeing and facilitates learning for all learners and staff members | | | | |
| Actions  *List all the actions from your Annual Implementation Plan for this Annual Target/Goal.* | **What did we achieve?**  ***What were the outcomes of our actions?***  ***What impact did our actions have?*** | **Evidence**  ***This is the sources of information the board used to determine those outcomes.*** | **Reasons for any differences (variances) between the target and the outcomes**  ***Think about both where you have exceeded your targets or not yet met them.*** | **Planning for next year – where to next?**  ***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.*** |
| Action 1  Engage the services of Team Builder company to conduct a culture survey, establishing baseline data on the current state of the school's culture.  Action 4: Create an action plan focused on addressing the areas for development identified in the culture survey. | Staff survey completed end of 2023 to establish baseline data for 2024.  Senior Leadership Team developed an action plan for improvement of school culture.  Teachers developed an action plan to implement in their class teams.  Action plans shared with all staff and review of implementation became part of SLT meetings and Teacher meetings.  Cultural survey completed again end of term 4 2024 for comparison. Results showed marked improvements in all areas. | Survey results shared with BOT  Action plans shared with BOT  Reviews of implementation shared with BOT through monthly reports.  Results of comparison survey shared with BOT | Survey, analysis, developing action plan, implementation and review have kept the school on a continual cycle of cultural improvement which has resulted in our target being achieved.  Changes in SLT structure for 2025 will strengthen this target for 2025. | Termly surveys of SLT structural changes will aid the school to remain on track for continual improvement in development of our supportive school culture. |
| Action 2  Collaborate with Evaluation Associates for 80 hours to facilitate the Leading by Learning course with teachers, emphasising respectful conversations, collaborative problem-solving, and solutions-oriented approaches. | All teacher received 80 hours of PD through group and individualise sessions.  Through the cultural survey staff have reported that this PD has been well received and implemented by staff, especially the conversation planner.  PD was reflected on during staff meetings to support staff with implementation. | Board reports, cultural survey, staff meeting notes. | Target achieved, having Leading by Learning as regular part of the Teacher meetings has supported staff to consistently implement the approaches/Strategies. | Continue to have regular discussions at staff meetings to keep the LBL approaches as a standard part of staff’s daily practice. |
| Action 3  Engage in Trauma-Informed Practice PLD through the Kahui Ako, with a special focus on the wellbeing of students who have experienced trauma, particularly emphasising support for Māori learners. | The school actively participated in several Kahui Ako-led PLD sessions on Trauma-Informed Practice.  Staff members attended workshops and contributed to shared learning spaces focused on the impacts of trauma and culturally responsive strategies.  Staff demonstrated increased confidence in applying trauma-informed strategies to support students.  Strategies such as incorporating culturally safe practices and incorporating whānau engagement were integrated into behaviour support plans.  Tools and strategies for culturally responsive classroom management were implemented by teachers.  Positive changes in student engagement and connection to learning through their IEP goals was observed, particularly among Māori students.  Classroom strategies such as consistent routines, emotional check-ins, and mindfulness practices were implemented consistently across the school. | Termly strategic plan reviews by teacher.  Principals board report  Analysis of IEP achievement data and academic data – report. | Staff developed an understanding of how trauma impacts students' emotional, social, and academic wellbeing.  Increased awareness of the particular challenges faced by Māori students related to trauma. Teachers reported a stronger ability to respond empathetically to the needs of students with trauma.  Culturally affirming classroom practices occurring consistently throughout the school. | Continue to engage in further Trauma Informed Practices PLD opportunities through Kahui Ako to ensure all staff are fully equipped with strategies and understandings.  Develop more focused, culturally responsive, and individualized strategies for Māori students to ensure their unique experiences of trauma are supported.    Increase the frequency and depth of whānau partnerships by holding regular opportunities/events for informal discussion, learning, and shared strategies. |