



Principal's Variance Report

Strath Taieri School's Board of Trustees
Monday 16th May 2022

Strategic Goal Variance Report:

GOAL 1 Excellence <i>Where are we going?</i> All Strath Taieri Students will be well equipped with the skills and knowledge to confidently navigate life's challenges.	GOAL 2 Equity <i>How do we bring everyone along?</i> All Strath Taieri Students will learn in an inclusive, innovative and safe environment to be curious, creative risk takers.	GOAL 3 Community <i>Who travels with us?</i> All Strath Taieri students will be supported in their learning through connections to each other, whanau, the local community, environment and the world.
1.1 Priority learners and learning identified along with a plan for accelerated progress.	2.1 Create a new positive behaviour management policy and school practises.	3.1 To develop our curriculum that reflects our place in Aotearoa New Zealand and our kura.
1.2 NEW Whole school assessment is developed with a focus on empowering learners, parents and teachers.	2.2 Positive and engaging school culture is nurtured; everyone has a voice, and feels valued.	3.2 The children, staff and community will support each other to make our school and community more environmentally sustainable.
1.3 NEW STS curriculum is developed to support student achievement.	2.3 Align school values and practise with Ka Hikitia (the Maori education strategy) and the Action Plan for Pacific Education .	3.3 To create opportunities for whanau and the community to become more involved in the school.

Goals	Intention Design:	Progress:	Completion or success indicators:
1.1 Priority learners and learning identified along with a plan for	Student action plan for specific groups. <ul style="list-style-type: none"> ALiM Numicon T.A. intervention Structured 	<ul style="list-style-type: none"> ALiM has begun for term 2. Numicon TA intervention underway term 1. TA intervention expanded term 2. Referrals made to RTLB 	ALiM: Evidence of accelerated progress/progress appropriate to the student. Specific children/groups moving from "below" to "at".

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accelerated progress.	<p>literacy</p> <ul style="list-style-type: none"> • Outside agencies used for tier 2 and 3 support. 	service.	Numicon intervention to build confidence and address misconceptions and gaps.
1.2 Whole school assessment is developed with a focus on empowering learners, parents and teachers.	NEW Phased introduction of HERO SMS. Term 1 it will be introduced only for taking the roll and goal setting for swimming.	<ul style="list-style-type: none"> • HERO assessment to go live at the end of term 2 with mid year reports. • HERO finance live 18/5/22. 	HERO is able to be used for some goal setting and teachers are able to record assessments on this platform.
1.3 STS curriculum is developed to support high standards for student achievement.	NEW Structured literacy is embedded into the school through the IDEal Platform. <i>This will be supported through a staff management unit.</i>	<ul style="list-style-type: none"> • Term 2 Ideal PLD 	<p>We have presented structured literacy to parents/the community.</p> <p>We have student's structured literacy progress tracked through IDEal.</p> <p>All teachers teach structured literacy supported by IDEal as part of their daily English teaching practice.</p>
2.1 Create new positive behaviour management policy and school practises.	PB4L This will be supported through a management unit and the PB4L days.	<ul style="list-style-type: none"> • House groups and house captains as rewards and monitoring positive behaviour. • Tier 2 programme to be done in 2023. 	<p>A whole school behaviour plan will be in place.</p> <p>A clear system of rewards and consequences will be in place to deal with bad behaviour and reward good behaviour.</p>
2.2 Positive and engaging school culture is nurtured; everyone has a voice, and feels valued.	<p>This will be done through a thoughtful use of CRT time and staff/BoT events.</p> <p>Student representation in decision making via house captains, student council etc.</p>	<ul style="list-style-type: none"> • Student council is active within the school. 	<p>Retention of staff and high staff morale.</p> <p>NZCER wellbeing survey https://wellbeingatschool.org.nz/ws-surveystools#surveys_teacher</p> <ul style="list-style-type: none"> - Teachers - Students Y5-8 <p>Retention of students, especially intermediate age children.</p>
2.3 Align school values and practise with Ka Hikitia (the Maori education strategy) and the Action Plan	<p>Developing Kapa haka within the school.</p> <p>Continue to</p>	<ul style="list-style-type: none"> • Kapa haka lessons at school. • Use of waiata to greet guests reintroduced. 	<p>Participation at Polyfest.</p> <p>Te Reo Māori used more meaningfully around the school.</p>

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for Pacific Education.	support/embed minute te reo and tikanga maori in the classroom.		Te ao Māori further embraced by learning a formal welcome. Ng hau e wha - the four winds, further connections made to local Māori groups and contacts.
3.1 To develop our curriculum that reflects our place in Aotearoa New Zealand and our kura.	Continue to build links with other local schools. Make use of our local area to enrich learning with LEOTC.	<ul style="list-style-type: none"> • Joining Matariki event at Lee Stream. • Invited Macraes Moonlight and Lee Stream to Treemendous event. 	
3.2 The children, staff and community will support each other to make our school and community more environmentally sustainable.	Treemendous grant is used to do an environmental inquiry project.	<ul style="list-style-type: none"> • Working with Ruud Kleinpaste to apply for 120 hours of support for an environmental educator. • Application for regional PLD successful 100 hours secured. • Environmental Action Squad with children from each class to be selected. 	An ongoing environmental team within the school.
3.3 To create opportunities for whanau and community to become more involved in the school.	Because of Covid 19 this goal will be left open for now but possibly inviting people in for our wool unit.	<ul style="list-style-type: none"> • Socially distanced assemblies reintroduced after restrictions eased in Orange setting. 	N/A during Covid restrictions.

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<p>NAG 1: Curriculum Delivery</p> <ul style="list-style-type: none"> • Formal request to change to Taieri College as technology provider has been made. • Music unit underway with a great deal of enthusiasm from children. • Kapa haka lessons have been well received by children. • Ruud Kleinpaste visit will include Lee Stream and Macraes Moonlight. • Team Ruru's camp changed to Tirohanga. 	<p>NAG 2: Strategic Plan, Audit, Reports</p> <ul style="list-style-type: none"> • Additional three waters information provided to the MoE. • New logo shared with families and promoted with competition. • Schooldocs shared with the school community.
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<ul style="list-style-type: none"> ● Student environmental action squad will meet for the first time on Wednesday morning. 	
<p>NAG 3: Personnel</p> <ul style="list-style-type: none"> ● Additional funding for teacher aides support from the MoE is being utilised. ● PLD has been booked for two staff members. ● Extra PLD release for Ideal literacy and PB4L booked. ● PLD for Just in time Maths. ● ALiM with principal. 	<p>NAG 4: Finance</p> <ul style="list-style-type: none"> ● \$3,766 Bank staffing underspend for 2021. ● Hero billing goes live on Wednesday 18th May. ● Building work underway. ● Hyde van has been returned. ● Beginning principal wellbeing grant from MoE will be used to improve all staff wellbeing. ● Proposed <i>all of government</i> contract with Ricoh.
<p>NAG 5: Health and safety</p> <ul style="list-style-type: none"> ● Water check completed in March next check in June. To include checking for lead. ● Safety checks up to date. ● Record of incidents: (parents contacted) 	<p>NAG 6, 7 & 8 – Legislation and Ministry Reporting</p> <ul style="list-style-type: none"> ● Currently our role is 45. ● Reduced role due to homeschooling.
<p>Additional:</p> <ul style="list-style-type: none"> ● Roll is based on homeschooling applications pending. 	