



# Principal's Variance Report

Strath Taieri School's Board of Trustees

Tuesday 5th April 2022

Strategic Goal Variance Report:

<p>GOAL 1</p> <h2>Excellence</h2> <p><i>Where are we going?</i>  <b>All Strath Taieri Students will be well equipped with the skills and knowledge to confidently navigate life's challenges.</b></p>	<p>GOAL 2</p> <h2>Equity</h2> <p><i>How do we bring everyone along?</i>  <b>All Strath Taieri Students will learn in an inclusive, innovative and safe environment to be curious, creative risk takers.</b></p>	<p>GOAL 3</p> <h2>Community</h2> <p><i>Who travels with us?</i>  <b>All Strath Taieri students will be supported in their learning through connections to each other, whanau, the local community, environment and the world.</b></p>
<p>1.1 Priority learners and learning identified along with a plan for accelerated progress.</p>	<p>2.1 Create a new positive behaviour management policy and school practises.</p>	<p>3.1 To develop our curriculum that reflects our place in Aotearoa New Zealand and our kura.</p>
<p>1.2 NEW Whole school assessment is developed with a focus on empowering learners, parents and teachers.</p>	<p>2.2 Positive and engaging school culture is nurtured; everyone has a voice, and feels valued.</p>	<p>3.2 The children, staff and community will support each other to make our school and community more environmentally sustainable.</p>
<p>1.3 NEW STS curriculum is developed to support student achievement.</p>	<p>2.3 Align school values and practise with <a href="#">Ka Hikitia</a> (the Maori education strategy) and the <a href="#">Action Plan for Pacific Education</a>.</p>	<p>3.3 To create opportunities for whanau and the community to become more involved in the school.</p>

Goals	Intention Design:	Progress:	Completion or success indicators:
<p>1.1 Priority learners and learning identified along with a plan for accelerated progress.</p>	<p>Student action plan for specific groups.</p> <ul style="list-style-type: none"> <li>• ALiM</li> <li>• Numicon T.A. intervention</li> <li>• Structured literacy</li> <li>• Outside agencies used for tier 2 and 3</li> </ul>		<p>ALiM: Evidence of accelerated progress/progress appropriate to the student.</p> <p>Specific children/groups moving from "below" to "at".</p> <p>Numicon intervention to build confidence and address misconceptions and gaps.</p>

*Strath Taieri School*

Principal's Variance Report - Term 1 - 5/4/22

	support.		
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.		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>		We have presented structured literacy to parents/the community.  We have student's structured literacy progress tracked through IDEal.  All teachers teach structured literacy supported by IDEal as part of their daily English teaching practice.
2.1 Create new positive behaviour management policy and school practises.	PB4L This will be supported through a management unit and the PB4L days.		A whole school behaviour plan will be in place.  A clear system of rewards and consequences will be in place to deal with bad behaviour and reward good behaviour.
2.2 Positive and engaging school culture is nurtured; everyone has a voice, and feels valued.	This will be done through a thoughtful use of CRT time and staff/BoT events.  Student representation in decision making via house captains, student council etc.		Retention of staff and high staff morale. NZCER wellbeing survey <a href="https://wellbeingatschool.org.nz/ws-surveystools#surveys_teacher">https://wellbeingatschool.org.nz/ws-surveystools#surveys_teacher</a> - Teachers - Students Y5-8  Retention of students, especially intermediate age children.
2.3 Align school values and practise with Ka Hikitia (the Maori education strategy) and the Action Plan for Pacific Education.	Developing Kapa haka within the school.  Continue to support/embed minute te reo and tikanga maori in the classroom.		Participation at Polyfest.  Te Reo Māori used more meaningfully around the school.  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.		
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"> <li>Working with Ruud Kleinpaste to apply for 120 hours of support for an environmental educator.</li> <li>Application for regional PLD successful 100 hours secured.</li> </ul>	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.		N/A during Covid restrictions.

### Principal's Report 5/4/22:

<p>NAG 1: Curriculum Delivery</p> <ul style="list-style-type: none"> <li>Term two inquiry unit: Music to my ears</li> <li>End of term assessment taking place for structured literacy to measure progress.</li> <li>Technology survey results.</li> <li>Kapa haka started and will continue weekly for term 2 every Friday.</li> <li>Regional PLD application for environmental project.</li> <li>New Zealand Histories Curriculum, assess internal capability.</li> </ul>	<p>NAG 2: Strategic Plan, Audit, Reports</p> <ul style="list-style-type: none"> <li>Responded to an official information request on sexual orientation and gender identity policies.</li> <li>2021 Audit completed.</li> <li>After consultation with parents the school day will remain 9 until 3pm.</li> <li>Staff and student feedback on logo refresh.</li> </ul>
<p>NAG 3: Personnel</p> <ul style="list-style-type: none"> <li>Ella Scott now teaching in team Ruru.</li> <li>Kate Martin mentor teacher.</li> <li>School maintenance.</li> <li>Bank staffing 3.9 FTTE, currently spent at 3.8</li> </ul>	<p>NAG 4: Finance</p> <ul style="list-style-type: none"> <li>Clearing sale income.</li> <li>Donation towards bike track from Lion's club.</li> <li>Hybrid Learning grant.</li> <li>Covid U1 and U2 schools grant.</li> </ul>

<p>FTTE.</p>	<ul style="list-style-type: none"> <li>• 10YPP completed by the MoE.</li> <li>• <a href="#">Cost breakdown for Stewart Island camp.</a></li> </ul>
<p>NAG 5: Health and safety</p> <ul style="list-style-type: none"> <li>• Water check completed in March next check in June.</li> <li>• Safety checks up to date.</li> <li>• Classroom ventilation support requested.</li> <li>• Term 1 fire drill completed.</li> <li>• Covid 19 cases amongst students: 12 total.</li> <li>• Record of incidents: (parents contacted) 2 children had fallen off the bike track. A child fell off the tire swing.</li> </ul>	<p>NAG 6, 7 &amp; 8 – Legislation and Ministry Reporting</p> <ul style="list-style-type: none"> <li>• Currently our role is 47.</li> <li>• Strategic plan 2022 -2024 uploaded to MoE.</li> <li>• Analysis of variance for 2021 completed and uploaded to MoE.</li> </ul>
<p>Additional:</p> <ul style="list-style-type: none"> <li>• Roll is based on homeschooling applications pending.</li> </ul>	