

Statement of Variance for the 2024 year

Strategic Goal 1: Develop whānau engagement and links with learning

Annual Target	Use whānau and community to support ākonga to help raise student achievement	
What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</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>
<ul style="list-style-type: none"> - School newsletters consistently published weekly on the website. - Regular assemblies held to showcase student learning and achievements. - Increased social media engagement via the school's Facebook page. - Pre-school morning events each term enhanced community connection. - Termly KOS (Keeping Ourselves Safe) parent meetings held. - Positive attendance data. - Student voice integrated via surveys, especially following Room 5 camp. - Goal-setting interviews conducted in Term 3. - Successful community events such as Book Week and Athletics Day. - Website updated with Maths and Literacy resources under the 'Learning' tab. - Online enrolment forms introduced and made available on the school website. 	<ul style="list-style-type: none"> - The volume and diversity of whānau engagement indicate strong achievement against the goal. - Parents are regularly visiting the school and engaging with student learning. - Engagement is visible across multiple platforms (in-person, digital, events). - The school has exceeded expectations in terms of regular communication and whānau visibility in learning. - An area for improvement is the underutilisation of HERO. While it is being used, it could be a more interactive platform, especially to empower students to share their own learning. - Some parents may not yet be fully engaging with HERO/ClassDojo due to digital literacy or access issues. 	<ul style="list-style-type: none"> - Develop and implement a plan to maximise the interactive features of HERO: <ul style="list-style-type: none"> - Train students to post their learning. - Offer whānau workshops or guides to increase confidence using HERO. - Increase whānau input in goal setting and student learning reflection processes. - Explore further opportunities for cultural responsiveness in community engagement (e.g. bilingual content, Māori community events). - Continue to diversify engagement methods—consider surveys on preferred communication platforms.

<ul style="list-style-type: none"> - Teachers actively using ClassDojo and HERO to share student learning and updates. - HERO used by all teachers for consistent student data entry. - Timely mid-year reports, testing, and assessments shared with whānau. - Increased frequency and richness of Facebook page content. 		
--	--	--

Strategic Goal 2: Strengthen our understandings of te reo and tikanga Māori

Annual Target	Students and teachers more confident in using te reo across the school	
What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</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>
<ul style="list-style-type: none"> - Treaty of Waitangi explored by all classrooms in Term One - School Anzac service - R5 focus on ANZH in Term 2; R3/1 in Term 4 - Whānau engagement hui at Puketeraki, invitations shared with school whānau - 6 June hui at Strath with Staff and Board on Cultural Development, led by Lee Stream and community - Official community opening of classroom block aligned with Cultural Development hui - After School Sports resumed on Mondays - Swimming Sports held with Lee Stream & Macraes - Triathlon event - Term 2 hui postponed due to bereavement - PLD wananga at Marae attended by Emma and Lisa 	<ul style="list-style-type: none"> - Strong engagement in te reo and tikanga Māori, especially through events and classroom activities. - Students gaining confidence through consistent exposure in assemblies, cultural events, and classroom practice. - Postponement of some activities (e.g. T2 hui) due to unforeseen events (bereavement). - Some inconsistency in implementation of weekly te reo sessions; some classes more regular than others. - Whole-school approach is still developing, particularly around shared resources and coordinated planning. 	<ul style="list-style-type: none"> - Ensure consistent delivery of te reo lessons across all classrooms by providing planning time and shared resources. - Embed Te Puna Reo into whole-school curriculum for 2025. - Provide targeted PLD for teachers to increase confidence using te reo in everyday contexts. - Reschedule community hui to strengthen engagement with local iwi and whānau. - Strengthen links with Māori Resource Teachers to support deeper integration of tikanga Māori. - Increase student voice and leadership in cultural events such as Kapa Haka and

<ul style="list-style-type: none"> - Kapa Haka AGM and uniform consultation in Term 3 - PolyFest participation Term 3 and Week 8 - William Pike 2025 planning - Community Open Day for new classroom block - Puketeraki Marae trip booked for Term 1, 2025 - Weekly hui and te reo lessons with Māori Resource Teacher (Term 2 start) - Polyfest Term 3 performance - Looking into whole-school Te Puna Reo course enrolment for 2025 - Kapa Haka songs translated and explained for cultural understanding 		<p>PolyFest.</p> <ul style="list-style-type: none"> - Track student confidence and usage of te reo through surveys or teacher observation.
--	--	---

Strategic Goal 3:

Extend children's opportunities by engaging with our diverse community & environment, alongside literacy & numeracy learning

Annual Target	Develop school-wide best practice and understandings around literacy and numeracy assessment to lift achievement.	
What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</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>
<ul style="list-style-type: none"> - Teacher Only Day on Feb 5 with Lauren Latimer - Snapshot of progress developed and analysed by staff - Prime Maths now implemented across all classrooms - 1x student enrolled in Kotui Ako extension (Maths) - 1x dual-enrolled at Te Kura Correspondence - Life skills programme supported by LSC and TA - Mid Year Data and Reports tested and analysed - Two RTLB referrals made and accepted - ICS applications submitted and approved 	<ul style="list-style-type: none"> - Most goals either on track or exceeded—Prime Maths and data analysis routines embedded school-wide. - Additional progress made in inclusive education, leadership development, and PLD uptake. - Partial ICS approval limited support for some students. - High workload and delays in MOE decisions slowed a few PLD rollouts and curriculum innovations. 	<ul style="list-style-type: none"> - Continue expanding use of Prime Maths and Kotui Ako for more students. - Follow up with MOE on ICS and PLD approvals. - Schedule more time for cross-teacher collaboration on data analysis. - Further embed inclusive practices and support ongoing leadership development. - Broaden access to extension and support programmes through additional funding

<ul style="list-style-type: none"> - Accelerated Literacy Learning (ALL) funding for 2024 & 2025 (3 teachers) - PLD with Lauren on March 4 for literacy strategy - ASD, Dyslexia, Oral Language PLD ongoing - Emma accepted for BSLA (Terms 3–4) - Lisa in Rural Principals PGC programme - Lisa attending leadership and curriculum workshops - RTLB specialist working with staff on maths 		<p>applications.</p> <ul style="list-style-type: none"> - Evaluate impact of ALL funding in 2025 and consider applying for similar support.
---	--	--