



Principal's Variance Report

Strath Taieri School's Board of Trustees
Monday 21st November 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 practices.	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 NE W 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: (How we make it easy)	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 literacy 	<ul style="list-style-type: none"> ALiM has begun for term 2. ALiM second group is underway for term 3. Numicon TA intervention underway term 1. TA intervention expanded term 2. 	ALiM: Evidence of accelerated progress/progress appropriate to the student. Specific children/groups moving from "below" to "at".

accelerated progress.	<ul style="list-style-type: none"> • Ideal • Outside agencies used for tier 2 and 3 support. 	<ul style="list-style-type: none"> • Referrals made to RTLB service. • Specific learning support funding used for additional teacher support hours. 	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. • Mid year assessment data on Hero. 	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 • Visit to Holy Family School • Team 3 teacher only day • Refocus of maths curriculum to match current best practice. 	<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 practices.	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. • House captains are given an active role in reinforcing positive behaviour. 	<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	Developing Kapa haka within the school.	<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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education strategy) and the Action Plan for Pacific Education.	Continue to 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 the Matariki event at Lee Stream. • Invited Macraes Moonlight and Lee Stream to Tremendous event. • Stream health study with Mid Taieri Wai. 	
3.2 The children, staff and community will support each other to make our school and community more environmentally sustainable.	Tremendous 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. • Assembly held at Middlemarch Hall. 	N/A during Covid restrictions. With Covid restriction lifted refocus on community engagement.

Principal's Report 19/9/22:

<p>NAG 1: Curriculum Delivery</p> <ul style="list-style-type: none"> • Speech competition (to build public speaking confidence after Covid) • Camp Ruru completed* • Kārearea camp week 7 • Piwakawaka camp week 8 • Pet day was a huge success • Rail trail ride cancelled • Teacher only day 31/1/23 • PD day 30/1/23 	<p>NAG 2: Strategic Plan, Audit, Reports</p> <ul style="list-style-type: none"> • Update of gift policy and process.
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<p>NAG 3: Personnel (including PLD)</p> <ul style="list-style-type: none"> ● 1 FTTE appointment update ● Staffing/classroom configuration for 2023 	<p>NAG 4: Finance (property)</p> <ul style="list-style-type: none"> ● 2023 budget (Lisa and BoT) ● Furniture funding for 2023 additional payment from MoE 4.3% of 5YA ● Colour choices needed for 5YA project
<p>NAG 5: Health and safety (wellbeing)</p> <ul style="list-style-type: none"> ● Fire drill completed for term 4 ● Water testing competed for November ● Health education community consultation feedback ● Argest inspection report ● Record of incidents: <ul style="list-style-type: none"> ○ NIL 	<p>NAG 6, 7 & 8 – Legislation and Ministry Reporting</p> <ul style="list-style-type: none"> ● Currently our role is 45 with one new entrant ● Attendance data reported to MoE
<p>Additional:</p> <ul style="list-style-type: none"> ● Application to be written for physical/outdoor education funding from Tū Manawa via Sport Otago 	