

Board of Trustees Names and Occupations

Aimée Bartlett <u>aimee@manavation.co.nz</u>	Presiding Member 020 4042 5580	Business Owner
Cameron Mckenzie <u>principal@gfs.school.nz</u>	Principal 021 127 5800	School Principal
Shannon Cavanagh <u>shancaav@gmail.com</u>	Parent Representative 027 392 8599	
Tina Nopper <u>nzkiwi@gmx.net</u>	Parent Representative 021 215 3011	RTL, Hauraki Cluster
Janine Hayward <u>janine@haywardbuilders.co.nz</u>	Parent Representative 027 753 4753	Business Owner
Kirsty Malone <u>kirsty@gfs.school.nz</u>	Staff Representative 021 078 9930	Teacher

Kia Ora, my name is Shannon.

I am stoked to be nominated for the school board.

I am a dedicated mum of 2 kids. Shaneyce, who is 16 and attends this school and my son who is 14 ad attends H.P.C.

Having a child with diverse needs has given me 1st hand experience of both the challenges and strengths within our education system.

I am passionate about ensuring that every student in a way that meets their unique needs.

If elected I will listen, learn and do my best to represent family's just like ours who know how important tailored support, communication and compassion really are.

Nga mihi,

Shannon

Statement of Variance: Progress Against Targets

Goldfields School 2025



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 <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</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>
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 at whānau request and, with visual supports, were able to share their interests and learning goals. Teachers prepared students for these meetings and developed appropriate supports alongside them.	Talking mats were uploaded to Hero. An IEP analysis report was shared with the board.	Some of our more complex learners required revised strategies to gather reliable student voice. Additional professional learning is required for teachers and teams on a range of alternative approaches. Further planning is needed to develop effective processes for supporting student voice for these learners.	Speech-language therapists will meet with teachers and syndicate leaders to agree strategies for developing each learner's student voice. These plans will be uploaded to students' communication profiles. We will reinstate two student leader meetings per term, ensuring student leaders and teachers gather class voice in advance of each council meeting.

Action 2
Ensure all teachers
integrate evidence of
student voice into their
planning processes.

Teachers incorporated student voice into Hero entries. For some complex learners, gathering student voice authentically remains challenging and is a priority for further development. Increased access to TalkLink referrals for supportive devices is expected to strengthen student advocacy for this group of learners.
Hero entries provide whānau with updates on progress across learning areas, including IEP goals.

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Principals report on Hero entries and reporting to whānau.

Lack of TalkLink funding available this year and long wait lists.
More staff training required on various low-tech devices/strategies.

Speech-language therapists will increase the number of focused meetings with class teams to develop and review individual students' communication plans.
Syndicate leaders and deputy principals (DPs) will attend meetings to support programme implementation in classrooms.

Action 3
Require therapists to
actively contribute to the
IEP goals of students that
are receiving therapy
input.

Therapists were part of each team that collaborated on goal development following meetings with whānau. After SMART goals were developed and the IEP plan was shared with whānau, therapists followed up by phone to confirm the goals aligned with whānau aspirations.

Therapy input into IEP plans and Hero entries.

Some whānau preferred to keep meetings small, which meant therapists did not attend all relevant meetings to gain first-hand understanding of goal priorities. This led to follow-up phone calls or additional meetings with whānau to clarify aspirations.

When arranging IEP meetings, teachers will confirm with whānau that a therapist will attend and ask which therapist they would prefer to be present.

Strategic Goal 2:**Hapori (community)**

Arrange for satellite class students to attend one host school event each term, promoting community involvement and interaction.

Annual Target/Goal:

Establish a reciprocal partnership with the host schools to create conditions where learners benefit optimally from the satellite setting

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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	The group performed at the Hauraki Festival (Thames High School) in front of multiple schools.	Hauraki festival video footage that was also posted on Facebook.	Very busy year and multiple interruptions which made it difficult to travel.	Plan earlier to minimise disruptions and enable travel.
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 and the learning experiences provided for students.	3 principals attended a school assembly or a celebration day.	Scheduling visits with principals was challenging due to competing commitments. We will strengthen engagement by offering purposeful events that also create opportunities for principals to attend with students.	Continue visiting host schools and encourage principal visits through purposeful events.

Satellite classes attended a range of events, including sports days, fun runs, swimming, kapa haka, and assemblies.

Principals' monthly reports to the board.

Inclusion has not been consistent across all satellite classes due to:

- staff changes
- some students finding the satellite environment challenging
- increased host-school demand reducing access to specialist spaces (e.g., technology, gym, art).

Continue to implement planned events, ensuring the needs of satellite students are appropriately met.
Develop a handbook for satellite teachers to support relationship-building and inclusion within the host school.
Submit applications for property modifications earlier, and ensure students transition back to base in a timely manner where required.

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
Hero IEP - plans

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 <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</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>
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.
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	Survey completion data Meeting notes Unit holder termly reports	Teachers began to identify strengths and areas for growth regarding their cultural responsiveness.	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

	peer collaboration.			engagement in initiatives promoting Kaitiakitanga and Te Tiriti o Waitangi.
<p>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</p>	<p>A teacher was assigned to oversee Kaitiakitanga.</p> <p>Several recycling initiatives and rubbish collection events were initiated.</p> <p>Whole-school events were planned, implementation occurred across the year</p> <p>Increased student participation in environmental responsibility in some classes.</p>	<p>Records of recycling efforts and participation rates in school-wide events.</p>	<p>A stronger sense of environmental responsibility is starting to be developed by students.</p> <p>Teachers and students engaged with Kaitiakitanga principles through hands-on learning opportunities.</p>	<p>Ensure that all of the senior leadership team participates in ongoing PD focused on cultural responsiveness to sustain momentum.</p>
<p>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.</p>	<p>A tailored Hikairo Schema is being developed by the SLT, with support from the MAC group.</p> <p>Strengthened leadership practices informed by cultural responsiveness.</p>	<p>Completed tailored Hikairo Schema to be shared with BOT.</p>	<p>This goal is still a work in progress and will be completed by the SLT in 2026.</p>	

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 <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</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>
<p>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.</p> <p>Action 4: Create an action plan focused on addressing the areas for development identified in the culture survey.</p>	<p>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 for comparison. Results showed marked improvements in all areas.</p>	<p>Survey results shared with BOT</p> <p>Action plans shared with BOT</p> <p>Reviews of implementation shared with BOT through monthly reports.</p> <p>Results of comparison survey shared with BOT</p>	<p>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.</p>	<p>Termly surveys of SLT structural changes will aid the school to remain on track for continual improvement in development of our supportive school culture.</p>
<p>Action 2 Collaborate with Evaluation Associates for 80 hours to facilitate the Leading by Learning course with teachers.</p>	<p>All teachers completed 80 hours of professional learning through group sessions and individualised support.</p>	<p>Board reports, cultural survey, staff meeting notes.</p>	<p>Target achieved, having Leading by Learning as regular part of the Teacher meetings has supported staff to consistently implement the approaches/Strategies.</p>	<p>Continue to have regular discussions at staff meetings to keep the LBL approaches as a standard part of staff's daily practice.</p>

<p>emphasising respectful conversations, collaborative problem-solving, and solutions-oriented approaches.</p>	<p>Cultural survey feedback indicated the professional learning was well received and consistently implemented, particularly the use of the conversation planner. Staff reflected on the professional learning during staff meetings to support ongoing implementation.</p>			
<p>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.</p>	<p>The school actively participated in several Kahui Ako-led PLD sessions on Trauma-Informed Practice.</p> <p>Staff members attended workshops and contributed to shared learning spaces focused on the impacts of trauma and culturally responsive strategies.</p> <p>Staff demonstrated increased confidence in applying trauma-informed strategies to support students.</p> <p>Strategies such as incorporating culturally safe practices and incorporating whānau</p>	<p>Termly strategic plan reviews by teacher. Principals board report</p> <p>Analysis of IEP achievement data and academic data – report.</p>	<p>Staff developed an understanding of how trauma impacts students' emotional, social, and academic wellbeing.</p> <p>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.</p> <p>Culturally affirming classroom practices occurring consistently throughout the school.</p>	<p>Continue to engage in further Trauma Informed Practices PLD opportunities through Kahui Ako to ensure all staff are fully equipped with strategies and understandings.</p> <p>Develop more focused, culturally responsive, and individualized strategies for Māori students to ensure their unique experiences of trauma are supported.</p> <p>Increase the frequency and depth of whānau partnerships by holding regular opportunities/events for informal discussion,</p>

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.

learning, and shared strategies.

Goldfields School has met its obligations to provide good and safe working conditions through the School Policies as listed below.

Health, Safety, and Welfare Policy

Health and Safety Induction and Training

BoardAssurances.pdf

BusAuditChecklistSchoolContracted.pdf

Worker Engagement, Participation, and Representation

Contractors Working at School

Risk Management

Safety and Welfare for Students on Work Experience

Property Management

Recording and Reporting Injuries and Illness

Safety Checking

Staff Wellbeing and Safety

We fulfil our Equal Opportunity programme through the following policy:

Equal Employment Opportunities

We practise impartial selection of suitably qualified persons for appointment through the policies:

Appointment Policy

Stages of Appointment

We recognise the aims and aspirations of Māori, and the employment requirements of Māori in the Education Service by the following policies:

Employment Policy

Te Tiriti o Waitangi

Māori Educational Achievement

We enhance the abilities of individual employees by:

PGC cycle, PLD (in School and out of school)

We recognise the employment requirements of women through the policies detailed:

Equal Employment Opportunities

Employment Policy

We recognise the employment requirements of persons with disabilities through the Policy:

Equal Employment Opportunities