

Statement of Variance Reporting



School Name:	Goldfields School	School Number:	1726
Strategic Aim:	Personalised potential. He pito mata nō te ākongā ake		
Annual Aim:	To develop with whānau and class teaching teams more individualised personalised programmes so that our students IEP achievement and Academic progress continues to increase.		
Target:	<p>For all students to achieve their IEP goals to their full potential.</p> <p>We have four levels of achievement (NA= Not Achieved, AWS= Achieved with Support, AWDS=Achieved with Decreasing Support and AI= Achieved Independently).</p> <p>The annual target was to increase students' level of achievement into the top two categories: AWDI and AI to 75% of all goals set.</p>		
Baseline Data:	<p>IEP Achievement from 2021</p> <p>4% NA= Not Achieved</p> <p>38% AWS= Achieved with Support</p> <p>28% AWDS=Achieved with Decreasing Support</p> <p>30% AI= Achieved Independently</p>		

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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Vision boards were discussed and completed with whānau before IEP meetings to support building a partnership with whānau on the learning needs of their tamariki.</p> <p>Teacher to identify need for an individualised programme through IEP process with whānau.</p> <p>Small group of staff across the school received training in how to use Talking mats, so we could pilot the programmes effectiveness with students, with a range of communication skills.</p> <p>Talking mats used where appropriate to gather student voice.</p> <p>Teacher, Therapists and syndicate leaders to develop programmes for individual students.</p> <p>Baseline data collected including videos before programme introduced</p>	<p>100% attendance rate to IEP meetings.</p> <p>Therapists and teachers collaborated on developing goals.</p> <p>Students achieved goals at a higher success rate with 52% of goals achieved at AWDS and 35% of all goals achieved at AI.</p> <p>So total of goals achieved at the high levels = 87%</p> <p>31% Increase in whānau looking at IEP progress reports across the year on StoryPark.</p>	<p>We exceed are goal by 12% the following factors supported this successful result:</p> <p>Teachers working hard to develop relationships with whānau before the IEP meetings.</p> <p>Increased collaboration with therapists led to more individualised goals developed.</p>	<p>Train all staff in Talking Mats and video sessions</p> <p>Brainstorm the learning needs of each student with whānau so school teams can develop learning goals from this robust discussion.</p> <p>Teachers and therapist will write success criteria for each goal to ensure elevated levels of achievement.</p>

Regular assessment and review of programmes.

Survey of staff and whānau to help gauge how effective the IEP process was.

Planning for next year:

To increase our levels of Whanau engagement and student achievement we have reviewed our present system, this included a survey of both staff and whanau. From our review we have identified several key changes to the IEP and these will be implemented next year 2023.

Strategic Aim:	Hauora- Wellbeing
Annual Aim:	For an 'Adapted Sport Programme' to be developed and rolled out across the school for all students.
Target:	For all students to be able to access and engage in a sporting activity during playtimes.
Baseline Data:	Our physical able students have access to a wide range for physical activities during playtimes. The students with more complex physical issues would often just be bystanders.

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<p>Advertised a role for a PE coordinator for playtimes</p> <p>Interviewed and appointed a lead and support staff for the position</p> <p>Identify PD and send staff on several different courses</p> <p>Trained staff and physiotherapist developed sessions for a small pilot group of senior students.</p> <p>Ran the pilot for 6 weeks and reviewed programme.</p> <p>Rolled out programme to a larger number of senior students</p>	<p>All students in the seniors fully engaged in appropriate sorts of activities.</p> <p>Both staff have completed Halberg training.</p> <p>Adapted sports runs twice a week in the snr school</p> <p>Lead coordinator is confident in planning and managing the program and supervising the assist staff member</p> <p>Positive feedback from teachers in the senior school. Other staff feel confident to run sessions.</p>	<p>Staffing issues delayed roll out of the programme in the senior school, so the junior school programme has not been fully developed or implemented.</p>	<p>Completion a plan for junior base students so programme can start term 1 2023</p> <p>Lead coach will attending Blind sport PD so that she can adapt the program further for visually impaired students</p>
<p>Planning for next year:</p>			
<p>Increase PE budget to allow more adaptive sports equipment to be purchased for the junior school programme Funding for D grade Teacher Aide.</p>			

Strategic Aim:	Te Tiriti o Waitangi- Gain an understanding of the uniqueness of Aotearoa and how that has shaped the way we behave and what we value.
Annual Aim:	All teaching staff to complete Hikairo schema checklist 1 and 2 All teaching staff to engage Manavation cultural confidence course All staff to visit a local Marae.
Target:	For staff to have a good understanding of their own level of cultural confidence and their next learning steps.
Baseline Data:	Completion and analysis of Hikairo schema provided a good base line of staffs' learning needs. This information became the basis for allocating support.

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<p>A lead teacher was allocated a unit for Te Reo Māori support across the school.</p> <p>Time for staff engagement in professional learning of Te Reo Māori is assigned to each staff meeting. Staff meetings and meetings with whānau are open and closed with the school karakia. Manavation courses ran in terms 2 and 3.</p> <p>The new Te Ara Whakapuāwai - Te Ao Māori assessment was updated each term and moderated in term 4 by teachers.</p> <p>School values/ ngā Uara were increasingly taught and reported on each term to whānau via StoryPark.</p> <p>Invite a guest speaker to speak on Tikanga at the Marae Organise a visit a local marae Learn a waiata appropriate for Marae.</p>	<p>All teachers have completed checklist 1 and the requirements with support from leadership. Some initiatives are ongoing and embedded. Many of the requirements were embedded in current practice. Leadership grouped those who had common needs and worked through challenges.</p> <p>Teachers have complete Checklist 2 and have completed all requirements. The more challenging requirements were completed with the help of lead teacher and done in groups of need.</p> <p>¾ of the staff have completed the Manavation course, cultural confidence. The last group of teachers, approximately 5, did not get a chance in Term 4 to do the course This will be completed Term 1 2023.</p>	<p>We meet all our targets except</p> <ol style="list-style-type: none"> All teachers attending a Manavation course Visiting a Marae <p>Both of these will be addressed in term 1 2023.</p> <p>Teachers through the appraisal system all reporting feeling well supported with their own learning of Te Ao Māori. This was down to the mahi put in by the lead teacher.</p> <p>As teacher confidence developed they planned and implemented Te Ao Māori into their everyday class routines which lead to an increased teaching of the Ngā Uara, and Te Ao Māori.</p>	<p>We will continue to have an experienced staff member allocated a management unit to run Te Reo across the school for all staff.</p> <p>We will continue to individualise programmes for our priority students these include our Te reo Māori learners. At present they are some of our top learners – this is supported by our achievement data.</p> <p>The Te reo leader will develop a more robust induction in Te reo for our new teachers.</p> <p>Funding will be two fold - Management unit and priority from the PD for Te reo courses.</p> <p>Continue to use Hikairo schema for all teachers each term to support their personal growth and knowledge.</p>
<p>Planning for next year:</p>			
<p>Funding for PD, Unit holder release.</p>			

Strategic Aim:	Houora- Health and Safety- Increase the Safe 365 index score to the industry standard of 65%
Annual Aim:	All staff to have a good knowledge of Health and Safety in the school environment.
Target:	For 100% of staff to have access to safe 365 and using to report all Health and Safety concerns. To adapt and personalise safe 365 to meet the needs of Goldfields staff and keep our tamariki.
Baseline Data:	We have a well trained health and safety office on staff with the appropriate skills and support to implement safe 365 across our school.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Completed Induction process for SMT, teacher and support staff.</p> <p>Completed formal H&S risk audit</p> <p>All staff confidently using the Safe 365 app to report Incidences, Risks, Maintenance, Accidents and Hazards.</p> <p>Adapted Checklists on Safe 365 that reflect the Goldfields school environment.</p> <p>Management to undertake a formal training process to improve knowledge of Health and Safety in a school environment.</p> <p>Develop and implement a management induction process.</p> <p>Engage a certified professional risk manager or health & safety advisor to provide objective health & safety risk advice</p> <p>Form a Health and safety committee that meets regularly</p>	<p>Principal and both DP's have unlimited access to data and reports with administration passwords.</p> <p>DP's and Principal receive all reports for incidents, accidents, physical interventions and maintenance. These come through the Sfae365 app, with data stored on the secure website.</p> <p>MU holder adapted the Safe365 template to fit our needs. They do regular updates with staff and induction of all new staff.</p> <p>SMT inducted on the 31st October.</p> <p>Signed documentation kept on personal files for all staff. Evidence available upon request.</p> <p>Teachers inducted retrospectively on the 7th November by Chantelle Murphy, using the adapted teacher induction template.</p> <p>Teacher Aides inducted on the 8th of November by Chantelle Murphy, using the adapted teacher aide induction template.</p> <p>Geoff Brokenshire was hired to assist the school in understanding the Health Safe365 platform and the Health and Safety act. Geoff delivered 2 PLD sessions</p>	<p>We have achieved our targets for SAFE 365 by having a staff member with a management unit running the training/ Induction of the new system across the school.</p> <p>Forming a health and safety committee with staff that have an interest in this area.</p> <p>Using an outside agency to get us started and support the initial training.</p> <p>By setting a very high standard to achieve and making all staff aware that this was what we are aiming for.</p>	<p>Continue to have a staff member with a MU in charge of SAFE 365. SMT to continue to support and give priority to on going PD for all staff.</p>

explaining the act to staff and heled them understand the rules and regulations.

Geoff Brokenshire completed the initial Safe365 audit with principal and MU holder. The schools rating came out at 59%. This helped identify the areas of development, that once complete will help increase the percentage. We are presently at 73% which is 8% over the industry standard.

All date stored on the website and reported in the principal report to the Board at the bi-monthly meetings. MU holder created checklists that are specific to our reporting needs.

All reports are emailed directly to the person responsible for actions required. All reports also go to principal as the health and safety officer.

Planning for next year:

Review of Induction, funding for unit holder release time.