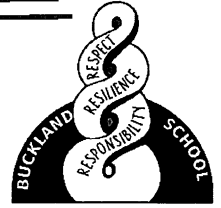


Buckland School



Buckland School
Principal's Report
for the year ended 31 December 2024

It is a pleasure to present the Annual Principal's Report for Buckland School for the 2024 school year. As per our mission statement we provided a wide range of learning opportunities for our students. These included activities and events in school and during EOTC and community events.

I sincerely appreciate the dedication, hard work, and perseverance of both staff and students in achieving academic and social growth across all curriculum areas. A heartfelt thank you also goes to parents for their ongoing support and encouragement of our students. The Board has provided valuable resources throughout the year to meet the needs of all students and uphold community expectations. Additionally, my gratitude extends to the PTA for their efforts in fundraising and providing extra resources, as well as their contributions to EOTC activities that enrich students' learning experiences.

The school roll remained stable, beginning at 225 and ending at 243, with some families moving in and out of the area. Buckland School is well-regarded within the community, leading to a high number of enrolment inquiries. However, due to our enrolment scheme, out-of-zone students can only be accepted through the ballot system.

The achievements of 2024 highlighted our strategic focuses and proactive approach to addressing both internal and external changes and challenges. From the efforts and commitment of staff we have laid a strong foundation for future success and the meeting of changes with the Refreshed curriculum. We remain committed to fostering excellence in education and are excited about the opportunities ahead as we continue to innovate and evolve.

Strategic Area: Student Learning and Achievement

The school worked hard to achieve equity and excellence in outcomes for all our children and the majority see themselves as enthusiastic successful learners who have a growth mindset. Throughout the year levels and curriculum areas, there is a full range of capabilities; from those who are achieving above their curriculum level to those requiring extra assistance. Teachers and support staff encourage students to do their best in all curriculum areas and celebrate their successes.

Students were rated against the existing curriculum twice; at mid and end of the year on the expected curriculum level for their Year. Parents and caregivers received two written reports for their child. Schoolwide data was reported to the Board.

Continuous monitoring of individual students and groups was conducted, with a variety of programmes implemented to support their learning and well-being. Students with additional needs and exceptional abilities were identified early in the year and tracked through termly Identified Needs meetings led by the SENCO and RTLB liaison teacher. Individualized Education Plans (IEPs) were developed for those requiring extra support, with assistance

provided where possible by external agencies such as LSC, Moderates, RTLBs, and speech-language therapists. Funding was allocated for Reading Recovery and the Early Literacy Support programme, facilitated by two teachers. ESOL funding was also utilized to support students learning English as a second language. Additionally, the school dedicated significant resources to funding teacher aides to assist both individual students and small groups.

Ongoing assessments, including testing, observations, and conferences, were conducted in classrooms to evaluate student progress and achievement and to determine next steps in learning. Classroom teachers and senior managers continuously monitored individual students and groups, tracking their well-being and curriculum levels. Group analyses were presented to the Board.

Teachers utilized PACT in Literacy and Mathematics, incorporating school-wide and team-based moderation to enhance the consistency of assessments. Target students were identified, and classroom programmes were tailored to support their learning.

IT resources such as Chromebooks and iPads were integrated into curriculum programmes across the school. All students from Year 3 to Year 8 have Google accounts, with Google Classroom and Hapara used to organize learning tasks and ensure students engage with technology effectively, safely and appropriately.

We provided a wide range of learning activities for students throughout the year. The EOTC events included: the junior EOTC week, the Year 3 & 4 Lakewood Lodge camp, a Year 5 Camp to Adair Camp and a week long camp for Year 6 - 8 on Kawau Island. Visitors to the school who provided other valuable learning opportunities for students included: First Aid lessons, Bully Free show, Poet visit, orchestra, Pasifika group visit, puberty talks, Food for Thought lessons, police visits, Cool Schools facilitator, swimming, cricket, orienteering, gymnastic, basketball instructors, Launchpad teachers. School and local events the school were involved in included: Young Leaders Day (Yr 8s), Speeches, Matariki activities, Cultural lunch, Multicultural Festival, Franklin Arts Festival, Book Week, Bully Free week, Talent Quest, Maori Language week, Ngaati Tamaoho cultural day and Road Safety week.

Sports events that took place over the year included: School: swimming, cross country, basketball, athletics, orienteering. Group and Zone events that took place included: swimming, athletics, orienteering, basketball, rippa and touch rugby, football, netball, cross country. We also had a year 8 student who attended the AIMS Games in Tauranga in Gymnastics.

Kiwisport funding for the year was allocated to Sports subscriptions, Aims Games, gymnastic lessons for our junior students, as well as the purchase of Sports equipment.

Various platforms were used to keep parents and whānau informed about school and class events, including the school website, Skool Loop App, emails, Class Dojo posts, termly class newsletters, and permission slips for trips and sports events. An electronic notice board also displayed upcoming event notices.

The school and staff provided numerous opportunities for parents and whānau to engage in their child's learning, such as class parent meetings, three-way conferences, an open day, sports, cultural and EOTC events, and camps. Parents were encouraged to reach out to teachers to discuss their child's progress, with both formal and informal meetings available.

Student progress, achievement, and positive behaviors were regularly recognized through the weekly newsletter, team and school assemblies, the school website and prize-giving ceremonies.

Strategic Area: Student Engagement, Inclusion & Transition

The school takes great pride in its inclusive environment, ensuring that all students have the opportunity to participate in school and class events and activities. Students with additional needs receive strong support from teachers, support staff, peers, and parents, enabling them to fully engage in all school activities.

Regular attendance was encouraged and regular communication took place with parents on how important regular attendance is to progress and achieve. Overseas travel during term time is discouraged but unfortunately is still impacting, as are Covid cases. Contact through phone calls, emails, face to face contact is made to parents of any low attenders. Regular reminders to have children at school and ready to learn prior to the 8.50 a.m. handbell are given. Parents are generally very good at informing the office through emails, voice mail or App when students will be absent. Those who do not, receive phone calls from staff.

A school council, run by the prefects, operated throughout the year. Here student representatives shared class views and ideas. The school council also organised four casual dress days to support local charities of their choosing. Student engagement and Student Agency is high and students have numerous opportunities for student voice within their classroom and the school. Students participate in a wide range of sporting, cultural and academic activities with confidence.

Our Year 7 & 8 students develop leadership, role modeling, and lifelong skills through various responsibilities, including serving as Breakfast Club and assembly leaders, prefects, house leaders, road patrollers, and monitors for sports, wet days, and the Cool Schools programme. They also support younger students. This year, they carried out their roles with dedication, successfully organizing and running a Shop Day and contributing to PTA fundraising efforts.

Additionally, Year 7 & 8 students attended technology classes at our local intermediate school. Transition support for students moving on to college was provided, including visits to Pukekohe High School and Tuakau College, as well as teacher discussions on individual students and the transfer of academic progress records. Extra supported visits were arranged for students requiring additional assistance.

New entrant children are encouraged to complete some school visits prior to starting school and internal transition practices take place so that transition to new classes is smooth and students are less anxious about their moves. Throughout the year, staff from Buckland visited preschool facilities and preschool education facilities also visited, in particular our local day care.

Strategic Area: Personnel

Staff work collaboratively, supporting one another and valuing each other's strengths and contributions. Our dedicated and enthusiastic support staff play a vital role, and their efforts are highly appreciated by the teaching team. Staffing remained stable throughout the year. However, due to illness and the occasional challenge of securing relievers, senior management stepped into classrooms when needed to minimize disruptions to class programmes.

EEO principles were followed throughout the year. The Board values the staff and acknowledges this in numerous ways including providing opportunities for growth through professional development opportunities.

With numerous curriculum changes on the horizon, I want to express my gratitude to the staff for their dedication to ongoing learning and their engagement in a wide range of professional development opportunities. School-wide focus areas included: Literacy, Mathematics, PACT Inquiry, Cultural Responsiveness, and the Refreshed Curriculum.

All staff participated in MOE-funded PLD on Literacy, with valuable support from a Vision Education facilitator throughout the year. Additionally, professional development through Kaahui Ako focused on Māori cultural knowledge of the local area, with three staff members actively involved in the workstream and sharing their learning with colleagues. This initiative also fostered positive relationships with Ngaati Tamaoho.

Furthermore, one staff member was fully engaged in the Kaahui Ako Data workstream, while another contributed to the Literacy workstream, ensuring continuous growth and improvement in teaching practices.

All teaching staff had current Teacher Registration and Support staff had police vets updated as necessary.

Teachers and support staff received valuable support from external specialist staff, whose contributions greatly enhanced student learning. We sincerely appreciate their expertise and dedication to our school community.

Strategic Area: School Finance & Property

Thanks go to our school's executive officer and our Board treasurer for the efficient management of the school's financial accounts for 2024. A Xero accounting system continued to be used throughout the year. The Board continued to employ a local accountancy firm; Tommy & Co (previously Craig Periam Ltd) to support us in the financial area. Our auditors; UHY Haines Norton Chartered Accountants completed the 2023 audit on time. The opinion expressed in the financial statement was that the school had complied with generally accepted accounting practice in New Zealand and fairly reflected the School's financial position as at 31 Dec 2023.

The school is in a healthy financial position. The MOE Donation Scheme continued and has substantially reduced costs to families by providing funds for a wide range of activities. The Board has opted to continue this for 2025.

Funds were allocated and spent on the school's priorities for the year.

Continuing maintenance has taken place on the buildings, pool and grounds. Grounds are attractively presented. The swimming pool was resurfaced over the year.

Purchases in all curriculum areas have taken place.

We received donations from our PTA throughout the year which supported the school and families with EOTC events and activities.

A canopy outside the library was erected which extends the deck use and makes an outdoor learning environment. The remodelling of seven classrooms has taken place and will be completed prior to the 2025 year starting. This has refreshed our classrooms, improved acoustics and lighting. Thanks to those for the patience and assistance given during this time of disruption.

Strategic Area: Health & Safety

Our school values were promoted as part of our school culture and there was an expectation that all would exhibit these values. The school's physical and emotional environments were safe for students and staff. All health and safety issues raised were addressed by the Board, staff and caretaker. Health and Safety checks were completed throughout the year. The Board employed the services of Emergency Planning Specialists and plans were updated and training for staff and students took place including a simulation of an Emergency Lockdown. Fire Drills were carried out each term.

Children with challenging behaviours and emotional issues were supported by our Senco and Learning Support Coordinator, outside agencies, staff and teacher aides.

We ran a Cool Schools group with Peer Mediators. School wide programmes promoting health and safety were covered throughout the year. These included: Food for Thought, Puberty talks, Bully-Free, Digital Citizenship, Sun Safe, Road Safety and Water Safety initiatives. Students responded well to these programmes.

Smoke free and Vape free legislation was adhered to.

Strategic Area: Community Engagement

The school's Strategic plan was reviewed, up-dated in line with Ministry changes and approved early in the year. Annual plans were set and worked on throughout the year. The Board employed SchoolDocs to manage the school policies on-line.

Teachers took part in curriculum reviews in: Literacy – reading, and writing, Mathematics & Statistics, Health & PE, as well as Aotearoa NZ Histories and Local curriculum, Reading Recovery, Mid and End of Year results. These reports were reported to the Board over the year by teachers and senior leaders.

Our Local Curriculum document was used and will be continually revised as new information on the revised NZ Curriculum is mandated.

Our annual Agricultural Day was a great success, with students enjoying a variety of indoor activities and animal shows organised by teachers and staff. The PTA did an outstanding job managing the fundraising efforts, receiving valuable support from stall holders. We are incredibly grateful for the generosity of local businesses and parents who contributed donations to the school. A heartfelt thank you to everyone involved in making this event a fantastic showcase of our school community.

Three end of year prize-givings were held at school and were extremely well supported by whānau. Due to weather the senior prize-giving was split. These prize-givings were a time to celebrate the achievements and successes of our students.

Parent education opportunities including a junior Literacy meeting, a Digital Safety evening and involvement in school wide events took place. A meeting for parents of new students was held, as well as a meeting for parents on preparing children for school. Transition practices with local schools and preschools assisted students into and out of the school.

Weekly school newsletters and termly Board of Trustees newsletters were emailed to parents to keep them informed. Additionally, regular communication was maintained through emails and phone calls from the principal and teachers. Newsletters were accessible in multiple electronic formats, including email, the electronic sign, the Skool Loop App, and the school website. Junior classes also used Class Dojo to share student achievements with whānau.

The school continued using ENROL and an electronic attendance system. An enrolment ballot was conducted at the end of the year, allowing for the acceptance of siblings and a limited number of out-of-zone students for 2025.

The Board held a By-election after the resignation of two members at the end of 2023 and a further resignation early in 2024. A new Board was formed, who functioned well, with all members contributing to decision-making.

Over the year the school continued to work on achieving Strategic goals around Te Tiriti o Waitangi and a Responsive Curriculum. These Strategic goals have been modified for 2025 to include Government priorities. Legislative requirements were met.

Kindest Regards

Mavis Glasgow

Principal

Standard School: (13.9) Movement of variance: progress against targets

Strategic Goal 1:

To continue to develop the two areas: Te Tiriti o Waitangi and Responsive Curriculum/Planning as agreed by the school and ERO in 2023. This includes increasing te ao Maori, te reo and tikanga within teaching and learning programmes across the school which is supported by professional development for teachers and a strengthening of school-wide internal evaluation processes to identify what is working for which groups of students and plan accordingly.

Annual Target/Goal:

Our Curriculum and Planning will show an increase in building knowledge of te ao Maori, te reo and tikanga that will be responsive to our students and to the Principles of the Te Tiriti o Waitangi.

Actions	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 The school will align itself with the goals of the Ngaati Tamaoho strategic plan. The school will develop a positive reciprocal relationship with Ngaati Tamaoho and whanau and will be supported. Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho.	<ul style="list-style-type: none"> A commitment to the Ngaati Tamaoho strategic plan that saw us achieving most of the goals in poutama 1. Through our involvement and commitment to the Kaahui Ako workstream we have been able to develop a positive reciprocal relationship with Ngaati Tamaoho personnel who are also involved. Aakonga have been given new opportunities to develop knowledge and experience in appreciating Maaori arts and crafts, celebrations and tikanga through a te ao Maaori lens. Kaiaako have a growing understanding of local historical sites and stories of the local area. 	<ul style="list-style-type: none"> Kaiaako attendance list at PLD courses Attendance by increasing numbers of aakonga and kaiaako at local events: Franklin Multicultural Festival, Ngaati Tamaoho cultural day, Eye on Nature day. Visit by poet, Pasifika group. Involvement of whanau in cultural events both at school level and local community. Visits by kaiaako to local historical sites. 	<ul style="list-style-type: none"> Relationship building and sustaining is an ongoing area to ensure there will be a reciprocal relationship with Ngaati Tamaoho and the school. Involvement of large numbers of kaiaako is determined by resources and availability of teacher release. 	<ul style="list-style-type: none"> Embed poutama 1 across the school and begin working on the actions from poutama 2 in the Ngaati Tamaoho plan Continue to have a reciprocal relationship with Ngaati Tamaoho through involving aakonga and kaiaako in local events and professional development opportunities. Continue to be involved in the Kaahui Ako Local Curriculum workstream and the events it offers.

				<ul style="list-style-type: none"> • Sharing of stories as they are gifted to us. • Look into having the Ngaati Tamaoho historian complete a Cultural Narrative for the school.
Action 2 Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi.	<ul style="list-style-type: none"> • Kaiako are growing their knowledge of Te Tiriti o Waitangi. • Student activities have been carried out on Te Tiriti o Waitangi as part of ANZH lessons and celebrations. 	<ul style="list-style-type: none"> • Planning for Waitangi Day lessons. • Samples of student work 	<ul style="list-style-type: none"> • An area for on-going development. • Resourcing, opportunities and time for kaiako to attend PLD with other priorities that arose over the year e.g. curriculum changes. 	<ul style="list-style-type: none"> • Continue to build understanding of Te Tiriti o Waitangi and the principles of the treaty.
Action 3 A schoolwide te reo Maaori plan will be implemented.	<ul style="list-style-type: none"> • A te reo Maaori plan relating to the curriculum document was implemented and followed by all teachers. This increased the use of te reo Maaori across the school by aakonga and kaiako. • Planning documents included weekly te reo Maaori lessons. • Students were receptive to te reo lessons and showed good growth at Level 1. • Kaiako shifts in confidence and acknowledgement of te ao Maaori perspectives in delivery of te reo Maaori lessons and inclusion in other curriculum areas. 	<ul style="list-style-type: none"> • Aakonga and Kaiako using te reo Maaori in classrooms. • Increase in use of te reo Maaori for gatherings. • Confident use of school karakia school members. • Increase in confidence of students to introduce themselves in te reo Maaori. • Observations of class/team/school gatherings. • Observations of kapa haka performances. 	<ul style="list-style-type: none"> • Positive attitudes of kaiako and aakonga allowed for an increase in te reo Maaori use. • The pace of progress was not as rapid as we had hoped therefore it was necessary to consolidate use and knowledge as we found there was limited use of te reo Maaori in the majority of our homes and little prior knowledge for lessons. 	<ul style="list-style-type: none"> • Consolidate 2024 Level 1 knowledge and use and build on this with Level 2 objectives over 2025.
Action 4 Teachers and leaders will have the opportunity to work together to strengthen	<ul style="list-style-type: none"> • There was an increase in moderation processes across the school particularly in writing and reading. 	<ul style="list-style-type: none"> • Moderation of reading and writing in teams and across the school. • Team CRT sessions 	<ul style="list-style-type: none"> • Staff worked well together, sharing their knowledge and 	<ul style="list-style-type: none"> • Build this goal into Goal 2 of 2025 Strategic/Annual plan around achievement of

internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for students.

- Professional discussions on the use and analysis of assessment tools including PACT, GKR Phonemic awareness and Bruant assessments.
- Observations of teacher practice were carried out by lead teachers and an external facilitator.
- Moderation of end of year curriculum levels also took place which increased consistency of reporting to parents.

- Use of PACT tool by kaiako
- More consistency of curriculum level ratings of students.

students in Literacy and Mathematics.

- Due to several changes with the refreshed curriculum documents, the uncertainty and the timeframes, teachers and leaders were often frustrated that they could not proceed with changes confidently.

expertise and were receptive to new ideas.

Action 5
Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.

- A wide range of activities and EOTC opportunities took place throughout the year and were enjoyed by aakonga and whanau.
- Involvement of whanau was high and school events and EOTC activities were very well supported.
- Class planning and school planning for events and EOTC included te ao Maori, te reo and tikanga where possible.

- Two kapa haka groups operated within and performed for school events as well as attending a local Multicultural festival.
- Matariki celebrations
- Waitangi Day lessons
- Opportunity to experience the tikanga around hangi and opportunity to taste food from a hangi.
- EOTC activities
- Camps including conservation & history studies.
- Sports opportunities including involvement in Ngaati Tamaoho/CMS day

- Targets met.
- Highlights of the school year.

- Continue to further develop te ao Maori, te reo and tikanga into school activities and events.

Strategic Goal 2:

To build and consolidate teacher pedagogical content knowledge through professional development of a Foundational Literacy Skills approach, to accelerate the reading and writing progress of all our learners/aakonga.

Annual Target/Goal:

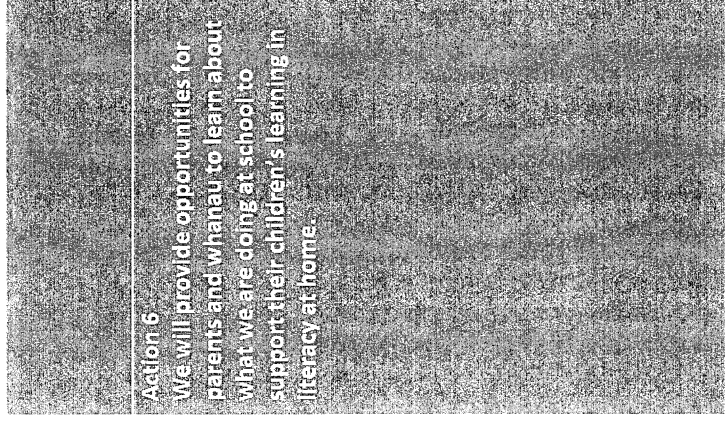
The teaching of Literacy programmes will be using a balanced approach including the teaching of foundational literacy skills.

Actions	What did we achieve? <i>What were the outcomes of our actions?</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>
	<i>What impact did our actions have?</i>			
Action 1 We will identify individuals and groups of students who need to be targeted particularly Maori and Pacifica, additional needs students who are not achieving or progressing to expectation levels.	<ul style="list-style-type: none">Students who were identified as requiring additional support were well supported and made progress to achieve and get closer to expectation levels.Target students were enthusiastic learners and accepted the additional support they were given through their involvement with specialist programmes.Applications for support from external agencies were successful in gaining support for students.	<ul style="list-style-type: none">Observations of student on task behaviours, engagement and participation in their learning.Progress of students within and across curriculum levels.Confidence of students to take risks and make mistakes.Successful applications for external agencies (see below action 5)Student behaviour changes that allowed more	<ul style="list-style-type: none">Individuals and groups of students identified as having additional needs are well supported by internal and external agencies.The school allocates, at a high cost, a large number of resources both personnel and physical resources to support students with additional needs.	<ul style="list-style-type: none">On-going identification of student needs and resourcing to meet these needs for individuals and groups of students.

	<p>Action 2 We will work with an external facilitator to build pedagogical content knowledge of Foundational Literacy Skills.</p>	
	<ul style="list-style-type: none"> • Schoolwide professional development took place. • All teaching staff were committed to the Professional Learning Development opportunities with the literacy Vision Education Facilitator. • Teacher knowledge and practice was further developed and was evident in teaching practice observations and discussions. • Teacher pedagogical knowledge of the Science of Learning was increased. 	<ul style="list-style-type: none"> • A lead teacher has been committed to attending the Kaahui Ako Literacy workshop. Knowledge from the workshop has been shared with teaching staff at team & staff meetings. • We have also been fully involved in the Mathematics Kaahui Ako workshop and the Local Curriculum workshop.

<p>engagement in class programmes.</p> <ul style="list-style-type: none"> • Reading Recovery and ELS results. • End of Year Achievement Data. 	<ul style="list-style-type: none"> • Observations and discussions with staff on PLD contracts and changes and growth in practice and knowledge of new MOE resources. • Professional Development MOE final reports. • Planning documents. 	<ul style="list-style-type: none"> • Record of PLD release days for attendance at Kaahui Ako workshops. • Team and staff meeting notes. • Principal reports to Board meetings on PLD undertaken.
	<ul style="list-style-type: none"> • We were successful in gaining a further Ministry contract for PLD which enabled us to continue the development throughout the year. This was very valuable for staff and allowed further growth and consistent understanding across the school. 	<ul style="list-style-type: none"> • Lead teachers and the principal have been committed to attending and fully involved in Kaahui Ako workshop hui throughout the year. • Other teachers have been receptive to the sharing of knowledge from the workshop hui.
	<ul style="list-style-type: none"> • Apply for BSLA PLD for 2025. • Make changes as new resources arrive. • Incorporated MOE Assessment tasks as they become available. 	<ul style="list-style-type: none"> • Continuing involvement in Kaahui Ako workshops. • Principal involvement in the governance group for Kaahui Ako. • Resourcing for lead teacher/teacher release. • Allocation of management units where applicable.

<p>Action 4 Through observation and modelling of within school and across school teachers, and colleagues with expertise we will support classroom practice; use of the progressions and 'Understand, Know, Do' of the Refreshed Curriculum.</p>	<ul style="list-style-type: none"> Staff meetings built on teacher knowledge of U.K.D. and how to integrate into curriculum areas. Planning included the progressions and 'Understand, Know, Do' of the Refreshed curriculum. Teaching staff were open to and involved in modelling and observation. They participated in discussions to improve teaching practice and supported colleagues. New MOE literacy resources and assessments that were available e.g. phonic plus, GKR, Bryant tests were trialed in junior classes. 	<ul style="list-style-type: none"> Planning documents particularly ANZH units of work. Resources acquired. 	<ul style="list-style-type: none"> Met goal. Continue to provide opportunities for observation and modelling. Continue to provide opportunities for team release to work together. Continuation of a focus on U.K.D. throughout 2025 in relation to Refreshed curriculum in Literacy and Mathematics.
<p>Action 5 We will provide a range of specific programmes to support students who are not making the desired progress.</p>	<ul style="list-style-type: none"> 39 students had access to programmes that supported their literacy learning: Agility with Sound, Rainbow Reading. Teacher Aides, ELS and Reading recovery teachers supported a further 20 students with individual or small group support. 20 students received targeted behaviour support in classrooms. RTLB/RTLit/LSC/MOE were involved with 34 of our students over the year. The following online programmes were purchased to support either individual students or groups of students 	<ul style="list-style-type: none"> Additional needs register. Senco & LSC records. Principal reports. Individual and group progress reports. 	<ul style="list-style-type: none"> Met goal through provision of resources. Continue to offer a range of programmes to support students who are not making the desired progress.



at different levels: Word Chain, My Lexia, Mathletics, Steps Web, Reading Eggs, Writers Tool Box.

Action 6:
We will provide opportunities for parents and whanau to learn about what we are doing at school to support their children's learning in literacy at home.

- Literacy sessions for parents have been held. Term 1.
- Three-way conferences/invitations to visit to classrooms.
- Individual meetings with parents. Sharing of student learning – Class Dolo, emails, newsletters etc.
- Parents/whanau empowered to share their knowledge and expectations and support their children's learning.
- Digital Safety meeting with external presenter in Term 3 was well supported by the school whanau.
- Requests for parent information on student interest, strengths and needs.
- Attendance of parents at: literacy session, digital safety meeting
- 3-way conferences
- Visits to classes
- Involvement in class/school events
- Attendance at school and team assemblies
- Individual parent/teacher meetings.
- Completion of Board Survey
- Weekly Newsletter snippets
- Target met through a variety of opportunities for parents and whanau to be involved in children's learning.
- Continue to offer parents and whanau opportunities to be involved in their children's education and encourage their support.
- Promote regular attendance.
- Offer literacy and mathematics sessions for parents.

Strategic Goal 3:

To provide aakonga with a robust, relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.

Annual Target/Goal:

We will build awareness and grow understanding of Te Maataiaho with Kaiako and whanau.

Kaiako have developed in-depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Maataiaho. This will include aakonga and whanau having had opportunities to engage in understanding Te Maataiaho and the changes that are happening.

2. Kaiako have a growing understanding of Te Maataiaho: Social Sciences, (in particular ANZH) Technology and Arts learning areas

3. Kaiako will have knowledge of and confidence to use 'Understand, Know, Do' within the curriculum areas. 4. Kaiako will continue to develop their knowledge and confidence in cultural capability 5. We understand our communities' priorities for their tamariki 6. We have a developing relationship with mana whenua and tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local curriculum.

Actions

What did we achieve?

What were the outcomes of our actions?

What impact did our actions have?

Evidence

This is the sources of information the board used to determine those outcomes.

Reasons for any differences (variances) between the target and the outcomes

Think about both where you have exceeded your targets or not yet met them.

Planning for next year – where to next?

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.

Action 1

We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with whanau and tangata whenua.

- Teacher planning and implementation of programmes reflected local curriculum documents, refreshed curriculum documents and were responsive to the needs of aakonga.

- Principal reports
- Observation of teacher practice.
- New draft documents that have been completed in relation to Refreshed curriculum.

- We implemented, where we could, and spent time in preparation for the curriculum refresh. Due to a number of changes throughout the year and uncertainty with what refreshed documents would include in the final document we were unable to finalize a

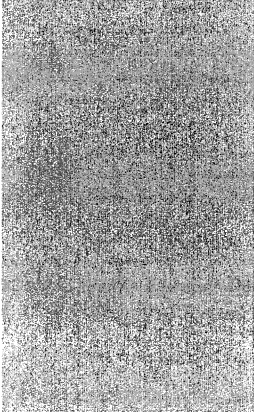
- Continuing to implement curriculum refresh changes as necessary.
- Strengthen leader and teacher capabilities.
- Make changes to our local curriculum document as necessary.

	<p>Action 2 We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community.</p>	<p>Action 3 We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p>	<p>Action 4 We will engage in ongoing local Kaahui Ako professional development opportunities and workstreams about Te Maataiaho for school leaders and Kaiako.</p>
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number of our supporting documents and implement changes.

- Uncertain timeframes, often caused frustration and a lack of certainty, meant that we could not proceed with changes confidently.

<ul style="list-style-type: none"> Kaiako have a developing knowledge of the Refreshed curriculum and have begun implementing this in class programmes in literacy areas. Our school community were informed of the changes due to the Refreshed curriculum and the timeframes. 	<ul style="list-style-type: none"> School leaders and curriculum leaders attended MOE PLD opportunities. All teaching staff attended Kaahui Ako teacher only day and within school teacher only day. 	<ul style="list-style-type: none"> School leaders and curriculum leaders attended Kaahui Ako professional development opportunities on Te Maataiaho throughout the year. Workstreams were based on Te Maataiaho changes. 	<ul style="list-style-type: none"> Record of PLD release days for attendance at Kaahui Ako workstreams. Team and staff meeting notes. Principal reports to meetings on PLD undertaken. Newsletter snippets Parent afternoons/evenings 	<ul style="list-style-type: none"> Our reporting formats are yet to be revised to come in-line with the new NZ education direction once this is known 	<ul style="list-style-type: none"> Continuing to revise our local curriculum documents to align with Te Maataiaho and Assessment and Reporting documents.
<ul style="list-style-type: none"> Record of PLD release days for attendance at Kaahui Ako workstreams. Team and staff meeting notes. Principal reports to meetings on PLD undertaken. Newsletter snippets Parent afternoons/evenings 	<ul style="list-style-type: none"> Record of PLD release days for attendance at Kaahui Ako workstreams. Team and staff meeting notes. Principal reports at Board meetings on PLD undertaken. 	<ul style="list-style-type: none"> Record of PLD release days for attendance at Kaahui Ako workstreams. Team and staff meeting notes. Principal reports to meetings on PLD undertaken. 	<ul style="list-style-type: none"> PLD contract with Vision Education well paced and successful. Assign lead teachers to Literacy and Mathematics. 	<ul style="list-style-type: none"> Accept PLD opportunities as they become available. 	<ul style="list-style-type: none"> Accept PLD opportunities as they become available. Assign lead teachers to workstreams.
	<ul style="list-style-type: none"> All opportunities offered were taken up by leaders and teachers throughout the year. There was commitment by teachers and any/all 				



- Leaders shared their new knowledge with the rest of the staff.
 - We worked with the Ngaati Tamaoho Education Lead to build knowledge and skill in the delivery of our Local Curriculum.
- PLD was enthusiastically accepted.

● Feedback from Across School teachers during governance meetings.

Buckland School
2024 End of Year Data and Cohort Comparative Data: 2023 / 2024

Both summative testing and formative assessments were used by teachers to determine where students were achieving in relation to the Expected levels in the existing NZ Curriculum.

Data was then collated to produce the following tables and allow for comparison with the previous year.

All students, including Additional Needs students, ORS, those on RTLB, RTLit rolls, ESOL, LLI, target students are included in the data.

Year Zero students have not been included.

The data has been given to the staff for analysis and comment. This has been discussed in light of next steps for 2025 and the Refreshed curriculum. It has also been used for the setting of targets and the identification of groups of students and individuals who need to be targetted for 2025.

It should be noted that due to our small numbers, the addition or loss of even one student can have a marked effect on % rates.

Over 2024 there was a net loss of one student (not including our Year Zero.) however there were a number of changes to our year levels due to movement in and out of the school. The loss of a large number of students at the end of Year Six impacts on the following years. In 2023 17 Year 6 students left for other schools including: Tuakau college (Yr 7 - 13), Pukekohe Intermediate, and private schools.

A further 17 students moved on to colleges at the end of 2023 while a further 7 students from other year groups moved away from the area.

Mathematics: Total for School At or Above - 2024 - 82% **2023 - 79%**

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	13	6%	26	12%	127	56%	59	26%	225
Māori	7	13%	14	26%	26	49%	6	11%	53
Pasifika	1	13%	2	25%	4	50%	1	13%	8
NZ European	4	3%	10	8%	79	59%	40	30%	133
Other - Asian /MELAA	1	3%			18	58%	12	39%	31
Male	9	8%	12	10%	55	47%	42	36%	118
Female	4	4%	14	13%	72	67%	17	16%	107

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 1					26	72%	10	28%	36
End of Year 2			2	6%	22	63%	11	31%	35
End of Year 3	1	4%	3	13%	13	57%	6	1%	23
End of Year 4	1	3%	8	21%	20	53%	9	24%	38
End of Year 5	1	3%	5	16%	19	59%	7	22%	32
End of Year 6	4	12%	3	9%	18	53%	9	26%	34
End of Year 7	3	21%	2	14%	8	57%	1	7%	14
End of Year 8	3	23%	3	23%	1	8%	6	46%	13

Mathematics: Ethnicity / Gender Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
All Students	179 / 226	79%	186/225	82%	Loss 1 student	Gain 3%
Maori Students	30 / 53	57%	32/53	60%	Same number	Gain 3%
Pasifika Students	5 / 9	56%	5/8	63%	Loss 1 student	Gain 7%
NZ European	118 / 133	88%	119/133	89%	Same number	Gain 1%
Other Students	26 / 31	84%	30/31	97%	Same number	Gain 13%
Male Students	90 / 116	77%	97/118	83%	Gain 2 students	Gain 6%
Female Students	89 / 110	81%	89/107	83%	Loss 3 students	Gain 2%

Mathematics Cohort Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
	Number	Proportion	Number	Proportion		
2023 Yr 1 Cohort	35 / 35	100%	24 Yr 1 Cohort	36/36	100%	Loss 6%
2023 Yr 2 Cohort	19 / 25	76%	24 Yr 2 Cohort	33/35	94%	Loss 18%
2023 Yr 3 Cohort	30 / 36	84%	24 Yr 3 Cohort	19/23	58%	Loss 7%
2023 Yr 4 Cohort	28 / 30	93%	24 Yr 4 Cohort	29/38	77%	Loss 12%
2023 Yr 5 Cohort	25 / 37	67%	24 Yr 5 Cohort	26/32	81%	Gain 12%
2023 Yr 6 Cohort	24 / 31	77%	24 Yr 6 Cohort	27/34	79%	Loss 13%
2023 Yr 7 Cohort	10 / 15	67%	24 Yr 7 Cohort	9/14	64%	Loss 13%
2023 Yr 8 Cohort	8 / 17	47%	24 Yr 8 Cohort	7/13	54%	Loss 13%

Writing: Total for School At or Above - 2024 - 78%

2023 - 69%

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	17	8%	31	14%	140	62%	37	16%	225
Māori	10	19%	9	17%	31	58%	3	6%	53
Pasifika			3	38%	4	50%	1	13%	8
NZ European	6	5%	17	13%	83	62%	27	20%	133
Other - Asian/MELAA	1	3%	2	6%	22	71%	6	19%	31
Male	11	9%	24	20%	67	57%	16	14%	118
Female	6	6%	7	7%	73	68%	21	20%	107

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 1			1	3%	28	78%	7	19%	36
End of Year 2			6	17%	21	60%	8	23%	35
End of Year 3	1	4%	1	4%	15	65%	6	26%	23
End of Year 4	3	8%	2	5%	31	82%	2	5%	38
End of Year 5	1	3%	11	34%	18	56%	2	6%	32
End of Year 6	4	12%	8	24%	14	41%	8	24%	34
End of Year 7	5	36%	1	7%	7	50%	1	7%	14
End of Year 8	3	23%	1	8%	6	46%	3	23%	13

Writing: Ethnicity / Gender Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
All Students	156 / 226	69%	177/225	78%	Loss 1 student	Gain 9%
Maori Students	27 / 53	51%	34/53	64%	Same number	Gain 13%
Pasifika Students	5 / 9	56%	5/8	63%	Loss 1 student	Gain 7%
NZ European	102 / 133	76%	110/133	82%	Same number	Gain 6%
Other Students	22 / 31	71%	28/31	90%	Same number	Gain 19%
Male Students	71 / 116	61%	83/118	71%	Gain 2 students	Gain 10%
Female Students	85 / 110	77%	94/107	88%	Loss 3 students	Gain 11%

Writing Cohort Comparative Data - At or Above: 2023/ 2024

		2024		No. of students		Ach. change	
		Number	Proportion	Number	Proportion	Number	Proportion
2023 Yr 1 Cohort	23 / 35	94%	24	Yr 1 Cohort	35/36	97%	
2023 Yr 2 Cohort	23 / 25	82%	24	Yr 2 Cohort	29/35	83%	Same number
2023 Yr 3 Cohort	29 / 36	80%	24	Yr 3 Cohort	21/23	91%	Loss 2 students
2023 Yr 4 Cohort	21 / 30	70%	24	Yr 4 Cohort	33/38	87%	Gain 2 students
2023 Yr 5 Cohort	17 / 37	46%	24	Yr 5 Cohort	20/32	62%	Gain 2 students
2023 Yr 6 Cohort	17 / 31	55%	24	Yr 6 Cohort	22/34	65%	Loss 3 students
2023 Yr 7 Cohort	10 / 15	67%	24	Yr 7 Cohort	8/14	57%	Loss 17 students
2023 Yr 8 Cohort	6 / 17	35%	24	Yr 8 Cohort	9/13	69%	Loss 2 students

Reading: Total for School At or Above - 2024 - 82%

2023 - 79%

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	15	7%	26	12%	122	54%	62	28%	225
Māori	7	13%	8	15%	31	58%	7	13%	53
Pasifika	1	13%	2	25%	4	50%	1	13%	8
NZ European	6	5%	11	8%	74	56%	42	32%	133
Other - Asian/MELAA	1	3%	5	16%	13	42%	12	39%	31
Male	12	10%	15	13%	59	50%	32	27%	118
Female	3	3%	11	10%	63	59%	30	28%	107

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 1			5	14%	24	67%	7	19%	36
End of Year 2			3	9%	24	69%	8	23%	35
End of Year 3	2	9%	1	4%	11	48%	9	39%	23
End of Year 4	4	11%	1	3%	25	66%	8	21%	38
End of Year 5			7	22%	17	53%	8	25%	32
End of Year 6	3	9%	3	9%	14	41%	14	41%	34
End of Year 7	4	29%	4	29%	5	36%	1	7%	14
End of Year 8	2	15%	2	15%	2	15%	7	54%	13

Reading: Ethnicity / Gender Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
All Students	173 / 226	79%	184/225	82%	Loss 1 student	Gain 3%
Maori Students	30 / 53	57%	37/53	71%	Same number	Gain 14%
Pasifika Students	5 / 9	56%	5/8	63%	Loss 1 student	Gain 7%
NZ European	115 / 133	86%	116/133	87%	Same number	Gain 1%
Other Students	23 / 31	75%	25/31	81%	Same number	Gain 6%
Male Students	84 / 116	72%	91/118	77%	Gain 2 students	Gain 5%
Female Students	89 / 110	81%	93/107	87%	Loss 3 students	Gain 6%

Reading Cohort Comparative Data - At or Above: 2023 / 2024

	2024		No. of students	Ach. change
	2023	2024		
2023 Yr 1 Cohort	29 / 35	31 / 36	83%	86%
2023 Yr 2 Cohort	22 / 25	32 / 35	88%	92%
2023 Yr 3 Cohort	27 / 36	20 / 23	75%	87%
2023 Yr 4 Cohort	27 / 30	33 / 38	90%	87%
2023 Yr 5 Cohort	26 / 37	25 / 32	71%	78%
2023 Yr 6 Cohort	23 / 31	28 / 34	74%	82%
2023 Yr 7 Cohort	11 / 15	6 / 14	74%	43%
2023 Yr 8 Cohort	8 / 17	9 / 13	47%	69%

ANALYSIS

Generally we saw a slight gain of percentages of students achieving at or above curriculum levels based on the existing curriculum. It will be interesting to note any changes in 2025 with expectations of the Refreshed Curriculums in English and Mathematics.

Transient students continue to be an issue with a number of these students, on enrolment, achieving significantly below expected curriculum levels and those of their classmates of the same year level.

Absenteeism and gaps in attendance are also factors that impact on student progress and achievement.

The loss of a large number of students at the end of 2023, including 17 Year 6 students, also impacted results.

Mathematics: Even though the cohorts were different between 2023 and 2024 the Mathematics Data overall remained similar - 2023 - 79% 2024 - 82% achieving at or above the expected curriculum level. There was a slight rise in our Maori student data as well as our Pasifika data (although this was a small group.)

The difference between these groups and NZ European and Other Ethnic groups was also evident and staff are aware of the need to address the issues associated with this disparity e.g. attendance, retention of mathematical knowledge and basic fact/place value understanding.

There was no difference between our boys and girls data overall. We have seen a slight improvement in our groups that were impacted hugely by Covid absence during their formative years where early learning gaps have started to be filled for a number of students.

During 2024 we continued to unpack the draft Refreshed Mathematics Curriculum and are looking forward to implementing this in 2025.

Writing:

There has been a slight increase in overall achievement in writing. This can be attributed to the ongoing work of teachers around provision of programmes.

Teachers have continued to work together with the PACT to moderate of writing samples to and identify individual and group areas of need.

Writing is an area that we are continually working on, to build Best Practice within the school. Regular staff meetings are used to upskill staff.

We also resourced a writing tool for older students to lift both engagement and achievement and intend to extend this use in 2025.

In order to lift achievement in spelling we had groups working on the AWS programme with trained teacher aides supporting small groups of students.

Structured literacy and phonics learning was also be increased throughout the school, but in particular in our junior school to lift achievement levels at in future years. This was supported by a PLD facilitator and we hope to continue with this in 2025.

Although the cohorts were different, the indication was that there was a slight improvement of the numbers of students achieving at or above achievement levels.

The percentage of our Maori and Pasifika students achieving at or above is still below that of their NZ European cohort although some improvement in our Maori student numbers is evident.

Our female cohort is operating slightly higher than the male cohort.

As with writing, plans to continually lift achievement in reading are ongoing where target students are identified and tier 2 and 3 initiatives put into place to address needs.

Reading:

Buckland School



Report on how the school has given effect to Te Tiriti o Waitangi

At Buckland School we are committed to, acknowledge and give effect to Te Tiriti O Waitangi. We actively seek to engage and promote the principles - partnership, protection and participation of Te Tiriti O Waitangi. We review our cultural responsiveness annually. We recognise Ngaati Tamaoho, as mana whenua and we ensure that Maaori are succeeding as Maaori. We ensure outcomes for Maaori and for all aakonga are fair and equitable through our educational processes.

Our Local Curriculum document which was developed through consultation with our school community groups including: whaanau, aakonga, kaiako and our local iwi Ngaati Tamaoho guides curriculum and schoolwide practices.

Kaiako have been committed to ongoing development in building their knowledge and skills in providing a responsive curriculum for all aakonga and in particular for Maori aakonga. This development included continuing to work with Ngaati Tamaoho through the local Kaahui Ako workstream and the sharing of knowledge gained with the full staff during meetings.

The school has adopted the Te Ara Maatauranga o Ngaati Tamaoho plan and has been able to achieve many of the actions on each of the Poutama: Hiitori, Te Reo Maaori me oona Tikanga, Toi Maori, Tamaoho Haerenga, Pakiwaitara as indicated on the plan.

The school celebrated Matariki with a cultural lunch and several staff attended the Koroneihana. School events and celebrations were well supported by whaanau. Students have been excited to be part of Kapa haka groups that have performed at local and school events.

Schoolwide planning using Aotearoa New Zealand Histories curriculum strand and te reo Maaori lessons were a priority for the school. Kaiako and aakonga have embraced lessons and progress in confidence and skill level in the use of te reo Maaori has been obvious over the 2024 year.

Maaori students were tracked throughout the year and included in inquiry groups to lift achievement and engagement across all areas of their learning.

The school will continue on its journey into the future to give effect to the principles of Te Tiriti O Waitangi and have built goals into the Annual Strategic Plan for 2025.

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Buckland School

Kiwisport Funding - 2024

The school received a total Kiwisport funding of \$3,777 for the 2024 year. The funding was spent on providing resources to upgrade equipment and to support students through payment of subscriptions to attend local sporting events and NZAims games in Tauranga. Funding was also used to provide basketball lessons, the purchasing of permanent outdoor volleyball equipment and transport to sporting competitions.

The school also spent a further \$5,760 for Gymnastic lessons at our local gymnastic club for our junior school and additional funds for buses to transport students. Other sporting equipment costs were taken from our PE budget.

Funds were also allocated from the MOE donation scheme for qualified instructors and equipment during Camps and EOTC activities to enable Year 3 - 8 students to experience a range of different sporting and outdoor activities.

There is a high number of students from our school who participate in a range of organised sports both during school hours and after school hours.

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Buckland School - 1239

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We ensure our applicants and employees are treated with respect. Staff skills, qualifications, abilities and aptitudes are acknowledged without bias or discrimination. We realise their potential and provide opportunities for growth.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>The school is committed to EEO principles. The Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The Board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</i> Yes
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Appointments committees are set up for any appointments (including Board members for any permanent positions.) Senior leaders make appointments for fixed term and support staff positions. We select the person most suited to the position based on their skills, qualifications, experience and aptitude.</i>
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	<i>Any Maori applicants are treated fairly and their skills and experiences are viewed in line with the requirements of the school for the vacant position. Any Maori applicants for positions are welcome to bring support people to interviews.</i>
How have you enhanced the abilities of individual employees?	<i>Through Professional Learning Opportunities. Through leadership opportunities – career advancement. Acknowledgement of extra duties through use of Management units. Through support for teachers to be involved in Kahui Ako leadership opportunities e.g. within school teachers.</i>
How are you recognising the employment requirements of women?	<i>Acknowledging family commitments, need for leave/support in the event of family illnesses, etc. Opportunity for shared positions (part-time)</i>

How are you recognising the employment requirements of persons with disabilities?	<i>School buildings and grounds contain Accessibility facilities.</i> <i>Leave for health appointments covered.</i>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	*	
Has this policy or programme been made available to staff?	*	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	*	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	*	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	*	
Does your EEO programme/policy set priorities and objectives?	*	