



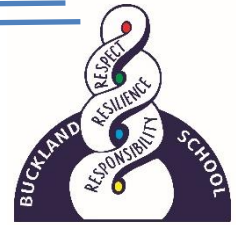
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# Buckland School

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## **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 whanau. 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*