

Buckland School (1239) Statement of variance: progress against targets 2025

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.

Annual Target/Goal:

Our Curriculum and Planning will sustain progress made in 2024 and show a continuing 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?</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>
<p>Action 1</p> <p>The school will align itself with the goals of the Ngaati Tamaoho strategic plan.</p> <p>The school will develop a positive reciprocal relationship with Ngaati Tamaoho and whaanau and will be supported.</p> <p>Teachers/Support Staff will attend Professional Development opportunities with the Kaahui Ako and Ngaati Tamaoho.</p>	<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 and some in poutama 2. ● Aakonga have been given new opportunities to develop knowledge and experience in appreciating Maaori arts and crafts, celebrations and tikanga through a te ao Maori lens. ● Kaiako have a growing understanding of local historical sites and stories of the local area. ● 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. 	<ul style="list-style-type: none"> ● Allocation of Within School Teacher to this goal. ● Commitment of Principal to attendance at Ngaati Tamaoho events/PLD ● Kaiako attendance list at PLD courses ● Attendance by increasing numbers of aakonga and kaiako at local events: Franklin Multicultural Festival, Ngaati Tamaoho cultural day, Eye on Nature day. ● Involvement of whaanau in cultural 	<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. ● The involvement of large numbers of kaiako is determined by resources and availability of teacher release. 	<ul style="list-style-type: none"> ● Embed poutama 1 & 2 across the school. ● Find other people/ groups who can support us due to changes in Ngaati Tamaoho and the disestablishment of Kaahui Ako. ● Involvement in PLD opportunities and local events ● Sharing of stories as they are gifted to us. ● Investigate the history of the area further and identify further places and people of significance. ● Marae visit for students

		<p>events both at school level and local community.</p> <ul style="list-style-type: none"> • Visits by kaiako to local historical sites. 		
<p>Action 2</p> <p>Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi.</p>	<ul style="list-style-type: none"> • Kaiako are continuing to grow 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"> • Class examples of Te Tiriti o Waitangi activities by students • Teacher planning of Waitangi Day lessons. 	<ul style="list-style-type: none"> • An area for on-going development with changes in staffing. • 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.
<p>Action 3</p> <p>The use of a schoolwide te reo Maaori plan will continue to be implemented which shows progress of student knowledge and use of te reo Maaori.</p>	<ul style="list-style-type: none"> • Kaiako shifts in confidence and acknowledgement of te ao Maaori perspectives in delivery of te reo Maaori lessons and inclusion in other curriculum areas. • 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 and Level 2. • Increased use of a range of resources that incorporated te reo Maaori e.g. BSLA resources/Maths No Problem. 	<ul style="list-style-type: none"> • Aakonga and Kaiako using te reo Maaori in classrooms. • Increase in use of te reo Maaori for gatherings. • Student willingness and confidence to use te reo Maaori to introduce themselves. • Confident use of school karakia school members. • Observations of class/team/school gatherings. • Inclusion of local haka with a verse specific to the school at events. 	<ul style="list-style-type: none"> • Positive attitudes of kaiako and aakonga allowed for an increase in te reo Maaori use. • Constant need to revisit and consolidate use and knowledge of te reo Maaori. 	<ul style="list-style-type: none"> • Consolidate 2025 Level 1 & 2 knowledge and use and build on this. • Revise plan in light of new Revised Curriculum expectations.

	<ul style="list-style-type: none"> ● Training of students in local and school haka and building confidence to perform. 	<ul style="list-style-type: none"> ● Two kapa haka groups operating. ● Observations of kapa haka performances. 		
<p>Action 4</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maaori, te reo and tikanga.</p>	<ul style="list-style-type: none"> ● Involvement of whaanau was high and school events and EOTC activities were very well supported. ● Class planning and school planning for events and EOTC included te ao Maaori, te reo and tikanga where possible. ● A wide range of activities and EOTC opportunities took place throughout the year and were enjoyed by aakonga and whaanau. 	<ul style="list-style-type: none"> ● Two kapa haka groups operated and performed for school events as well as attending a local Multicultural festival. ● Matariki celebrations ● Waitangi Day lessons ● Visit by senior class (Yr 7 & 8 to Rangiriri Pa, trenches and local museum. ● Maori Language week activities ● Visit by other Yr 5 & 6 groups to Pa site in Thames. ● EOTC activities ● Camps including conservation & history studies. ● Sports opportunities including - ki-o-rahi 	<ul style="list-style-type: none"> ● Many highlights throughout the year. ● New sports uniforms included our Maaori logo and new Kapa Haka uniforms enhanced our commitment to embracing Maaori within our school. 	<ul style="list-style-type: none"> ● Continue to further develop te ao Maaori, te reo and tikanga into school activities and events. ● Opportunity to experience the tikanga around hangi. ●

Strategic Goal 2:

To strengthen school-wide internal evaluation processes and consolidate and build on teacher pedagogical content knowledge through professional development of Structured Literacy and Structured Maths approaches, leading to acceleration of all our learner's/aakonga's, progress and achievement in the basics: reading, writing and mathematics.

Annual Target/Goal:

The teaching of Literacy and Mathematics programmes will be using a balanced approach including the teaching of Structured Literacy and Structured Mathematics skills. Student progress and achievement will be accelerated.

Actions	<p>What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>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></p>	<p>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>
<p>Action 1</p> <p>We will identify individuals and groups of students who need to be targeted particularly Maori and Pasifika, additional needs students, who are not achieving or progressing to expectation levels.</p>	<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. • A range of programmes were available to support students identified. • Target students were enthusiastic learners and accepted the additional support they were given through their involvement with specialist programmes. 	<ul style="list-style-type: none"> • Progress of students within and across Year levels. • BSLA results. • Results/progress of students with programmes such as Agility with Sound. • Observations of students on task behaviours, engagement and participation in their learning. • Confidence of students to take risks and make mistakes. 	<ul style="list-style-type: none"> • The school allocates, at a high cost, a large number of resources both personnel and physical resources to support students with additional needs. • Individuals and groups of students identified as having additional needs are well supported by internal and external agencies. 	<ul style="list-style-type: none"> • On-going identification of student needs and resourcing to meet these needs for individuals and groups of students. • Use of new assessment tools.

	<ul style="list-style-type: none"> ● Applications for support from external agencies were successful in gaining extra support for students. ● Successful applications for Assistive Technology. ● Baseline data/Mid year data and end of year data gathered and analysed. 	<ul style="list-style-type: none"> ● Successful applications for external agencies (see below action 5) ● Student behaviour changes that allowed more engagement in class programmes. ● End of Year Achievement Data. 		
<p>Action 2</p> <p>We will take part in internal and external PLD opportunities to consolidate and build pedagogical content knowledge of Structured Literacy and Mathematics.</p>	<ul style="list-style-type: none"> ● Schoolwide professional development took place throughout the year in both Literacy and Mathematics. ● All teaching staff were committed to the Professional Learning Development opportunities with internal and external facilitators in Mathematics as well as the use of Maths No Problem resources. ● Eight teachers of junior students (including DP & LSC, SLL) completed BSLA training over the year. ● 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. ● A large number of webinars were attended by staff. 	<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. ● Planning documents/ timetables, release time. ● Meeting notes/discussions ● PLD notes ● PLD record ● BSLA & Maths assessments. ● RTLB involvement in BSLA training ● Maths Across School teacher involvement in TOD. 	<ul style="list-style-type: none"> ● The commitment of Teaching & Support staff to accepting ongoing Professional Learning Development opportunities is exceptional. ● Leadership in the areas of Mathematics and Literacy within the school is also of a high standard. This was highlighted during our ERO visit. 	<ul style="list-style-type: none"> ● Apply for BSLA PLD for 2026 for the rest of the staff. ● Make changes as new resources arrive. ● Incorporated MOE Assessment tasks as they become available. ● Enrol in courses/ webinars as they become available

<p>Action 3</p> <p>We will engage in professional development opportunities from our Kaahui Ako workstreams. Teachers and leaders will have the opportunity to work to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for specific groups of students.</p>	<ul style="list-style-type: none"> ● A lead teacher has been committed to attending the Kaahui Ako Literacy workstream. Knowledge from the workstream has been shared with teaching staff at team & staff meetings. ● We have also been fully involved in the Mathematics Kaahui Ako workstream and the Local Curriculum workstream. ● Moderation processes took place across the school in reading, writing and mathematics. ● Moderation of end of year descriptors also took place for consistency of reporting to parents. ● Professional discussions took place in staff and team meetings. 	<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 Board meetings on PLD undertaken. ● Principal involvement in the governance group for Kaahui Ako. ● Team CRT sessions used for moderation and discussion on results, etc. 	<ul style="list-style-type: none"> ● Lead teachers and the principal have been committed to attending and fully involved in Kaahui Ako workstream hui throughout the year. ● Other teachers have been receptive to the sharing of knowledge from the workstream hui. ● Due to several changes with the refreshed curriculum documents, the uncertainty and the timeframes, teachers and leaders were often frustrated with uncertainties that existed over the year. 	<ul style="list-style-type: none"> ● Kaahui Ako disestablishment has meant that there will need to be: <ul style="list-style-type: none"> ● Resourcing for lead teacher/teacher release. ● Allocation of management units to support 2026 PLD ● Include the goal: 'Strengthen the use of internal evaluation to monitor the impact of planned priorities on learner progress and achievement, increasing equity in learner outcomes' into Annual plan for 2026.
<p>Action 4</p> <p>Teachers will familiarize themselves with and use new assessment resources, analyse data of individuals and groups to monitor and plan for student progress and achievement.</p>	<ul style="list-style-type: none"> ● Teachers in junior classes involved in BSLA used new assessment resources. ● 20/40 week, Dibbles, Phonic check assessments were used and analysed. ● Maths No Problem snap shots were used. ● PAT assessment used twice through the year and results analysed. 	<ul style="list-style-type: none"> ● Evaluations and assessment records of students. ● Student records of progress & achievement ● Reports to Board ● Report formats ● Records of Staff/Team meetings. ● Maths No Problem records and Snap Shots. 	<ul style="list-style-type: none"> ● A large amount of growth was evident in teacher use of available new assessments. ● Frustrations occurred due to changes in curriculum documents and the descriptors late in 2025 after a great deal of work had 	<ul style="list-style-type: none"> ● Consolidate and make necessary changes due to the changes in curriculum, descriptors that happened late 2025. ● Familiarize and use new tools as they become available, e.g. Smart Tool. ● Strengthen school-wide internal evaluation.

	<ul style="list-style-type: none"> ● OTJs made against the initial revised English & Mathematics curriculums using the initial descriptors. ● Trial of the Smart Tool ● New report format designed and used to report to parents. 		<p>been done by staff to upskill themselves.</p> <ul style="list-style-type: none"> ● Delay in Assessment tools from the MOE. 	
<p>Action 5</p> <p>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"> ● Frequent Staff meetings on 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 used in junior classes. 	<ul style="list-style-type: none"> ● Planning documents particularly ANZH units of work. ● Resources acquired. ● Two Teacher Only Days on curriculum. ● BSLA observations/ modelling with RTLb & Structured Literacy lead. ● Principal observations of teaching practice and feedback. 	<ul style="list-style-type: none"> ● Met goal. ● Changes to curriculum - less focus on Understand, Know, Do in final documents. 	<ul style="list-style-type: none"> ● Continue to provide opportunities for observation and modelling. ● Continue to provide opportunities for team release to work together. ● Continuation of a focus on building knowledge and use of new curriculum as they arise.
<p>Action 6</p> <p>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"> ● RTLb/RTLit/LSC/MOE were involved with 30 of our students over the year. ● 39 students had access to programmes that supported their literacy learning: Agility with Sound, Rainbow Reading. ● Senco, LSC, Teacher Aides, ELS and Structured Literacy teacher supported a further 35 students with individual or small group support. ● Support for ESOL students ● 18 students received targeted behaviour support in classrooms. 	<ul style="list-style-type: none"> ● Additional needs register. ● Senco & LSC records. ● Principal reports. ● Individual and group progress reports. ● Timetables 	<ul style="list-style-type: none"> ● Our students are well supported through the provision of a wide range of resources, both physical and personnel. ● Acknowledgement from ERO of the support our students receive. 	<ul style="list-style-type: none"> ● Continue to offer a range of programmes to support students who are not making the desired progress.

	<ul style="list-style-type: none"> The following online programmes were purchased to support either individual students or groups of students at different levels: Word Chain, My Lexia, Mathletics, Steps Web, Reading Eggs, Writers Tool Box. 			
<p>Action 7</p> <p>We will provide opportunities for parents and whaanau to learn about what we are doing at school to support their children’s learning in literacy at home.</p>	<ul style="list-style-type: none"> Literacy sessions for parents have been held. Three-way conferences/invitations to visit classrooms. Individual meetings with parents. Sharing of student learning – Class DoJo, emails, newsletters etc. Parents/whaanau empowered to share their knowledge and expectations and support their children’s learning. Online platforms purchased for parents to use with their children. 	<ul style="list-style-type: none"> Ongoing individual parent/teacher meetings. Requests for parent information on student interest, strengths and needs. Attendance of parents at: literacy session 3-way conference attendance Visits to classes Involvement in class/school events Attendance at school and team assemblies Weekly Newsletter snippets Completion of Board Survey by parents 	<ul style="list-style-type: none"> Target met through a variety of opportunities for parents and whanau to be involved in children’s learning. 	<ul style="list-style-type: none"> Promote regular attendance. Offer literacy and mathematics sessions for parents. Continue to offer parents and whaanau opportunities to be involved in their children’s education and encourage their support.

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 and the need to have high attendance rates with Kaiako and whaanau.

Actions	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.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with whaanau and tangata whenua.	<ul style="list-style-type: none"> ● We made the decision to work with the revised curriculum documents in English and Mathematics. ● Teacher planning and implementation of programmes reflected local curriculum documents, revised curriculum documents and were responsive to the needs of aakonga. 	<ul style="list-style-type: none"> ● Principal reports ● Observation of teacher practice. ● Documents that have been completed in relation to revised curriculum. ● Use of Maths No Problem resource to support the Mathematics curriculum. ● BSLA training and use of phonics programme. 	<ul style="list-style-type: none"> ● We implemented, where we could, and spent a great deal of time getting to know and using the revised curriculum documents. ● Due to changes in the final document and the lateness this came out we did not finalize a number of our supporting documents. ● Uncertain timeframes, often caused frustration and a lack of certainty, 	<ul style="list-style-type: none"> ● Continuing to implement revised curriculum changes as necessary. ● Strengthen leader and teacher capabilities. ● Make changes to our local curriculum document as necessary in line with final curriculum documents.

			<p>meant that we could not proceed with changes confidently.</p> <ul style="list-style-type: none"> ● Uncertainty of when the release of assessment tools was to take place. 	
<p>Action 2</p> <p>We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community.</p>	<ul style="list-style-type: none"> ● Kaiako have a developing knowledge of the Revised curriculum and are implementing this in class programmes in literacy / mathematics areas. ● Our school community were informed of the changes due to the Revised curriculum and the timeframes through newsletters, class dojo and emails. ● Literacy meeting was held to explain the BSLA programme. 	<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 were revised to report on Year level expectations and included the use of the five descriptors. ● Parents were informed of the meaning of each of these descriptors to help them understand their child's report and achievement level. 	<ul style="list-style-type: none"> ● Continuing to revise our local curriculum documents to align with Te Maataiaho and Assessment and Reporting documents as they become available.
<p>Action 3</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p>	<ul style="list-style-type: none"> ● School leaders and curriculum leaders attended MOE PLD opportunities & webinars. ● All teaching staff attended Kaahui Ako teacher only day and within school teacher only day. 	<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"> ● BSLA PLD was well paced and successful. ● Internal & External PLD opportunities undertaken. ● The necessity to balance PLD with teacher/leader time in classrooms. 	<ul style="list-style-type: none"> ● Accept PLD opportunities as they become available. ● Assign lead teachers to Literacy and Mathematics for 2026.
<p>Action 4</p> <p>We will engage in ongoing local Kaahui Ako professional development opportunities and</p>	<ul style="list-style-type: none"> ● School leaders and curriculum leaders attended Kaahui Ako professional development opportunities on Te Maataiaho throughout the year. 	<ul style="list-style-type: none"> ● Record of PLD release days for attendance at Kaahui Ako workstreams. ● Team and staff meeting notes. 	<ul style="list-style-type: none"> ● All opportunities offered were taken up by leaders and 	<ul style="list-style-type: none"> ● Disestablishment of Kaahui Ako will mean workstreams will not take place.

<p>workstreams about Te Maataiaho for school leaders and Kaiako.</p>	<ul style="list-style-type: none"> ● Workstreams were based on Te Maataiaho changes. ● 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. 	<ul style="list-style-type: none"> ● Principal reports to meetings on PLD undertaken. ● Feedback from Across School teachers during governance meetings. 	<p>teachers throughout the year.</p> <ul style="list-style-type: none"> ● There was commitment by teachers and any/all PLD was enthusiastically accepted. 	<ul style="list-style-type: none"> ● Establish and get involved in other local initiatives where possible e.g. Franklin Principals group, Middle Leaders, BT group, etc.
<p>Action 5</p> <p>We will revise our Assessment schedules and reporting formats to address MOE changes to Assessment and Reporting requirements.</p>	<ul style="list-style-type: none"> ● Draft assessment and reporting schedule was organised and followed throughout the year. ● School reports were changed in line with curriculum documents of the time. 	<ul style="list-style-type: none"> ● Assessment and reporting schedule (Draft) ● Individual student report samples. 	<ul style="list-style-type: none"> ● Final requirements from the MOE were not available. 	<ul style="list-style-type: none"> ● Make changes as necessary once reporting requirements are finalized. ● Make changes to reporting formats once changes are finalized. ● Use new/existing Assessment tools as they become available.
<p>Action 6</p> <p>There will be an expectation that there are high attendance rates of our aakonga.</p>	<ul style="list-style-type: none"> ● Daily checking/monitoring of attendance and actions. ● Term analysis of attendance trends, reasons for absence, etc. ● Regular messages to parents / whaanau on attendance. ● Regular contact with parents / whaanau of student absences. ● Attendance Management Plan completed and approved. 	<ul style="list-style-type: none"> ● Attendance Management Plan ● Student Management system - Edge ● Every Day Matters term reports. ● School Newsletters ● Records of interventions. ● Contacts with Franklin Attendance Service 	<ul style="list-style-type: none"> ● Constantly working on this with our community and trying to change perceptions about attendance, especially that it is okay to take holidays during term times. 	<ul style="list-style-type: none"> ● Keep focusing with whaanau and students that Every Day Counts and the difficulties students face when they have poor attendance. ● Use of Traffic Light system and responses to absences.