

Ravensbourne School Statement of Variance 2024

Strategic Aim	Learners at the Centre Strategic Goal 1: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Barriers free access Strategic Goal 2: Ensure every learner/akonga gains sound foundation skills including language, literacy and numeracy.
Annual Aims	To encourage students to participate and engage in their learning. To develop and investigate new technologies to enhance classroom engagement, increase digital fluency, develop student agency so our students can better manage their own learning, teaching self-management, and develop a love of learning and creative and innovative digital citizens.	
Targets	All students achieve as mathematicians at levels equal to or beyond their age/curriculum expectation. All students see themselves as learners.	
Baseline Data	From 2023 observations were made of the school students, their learning, the environment and community engagement. From this we have put in place whole school strategies to improve students' perception of why they come to school and what their responsibilities as learners and members of a community. 2024 was to have students take responsibility for their actions and their learning.	
Actions <i>What we did</i>	Outcomes <i>What happened</i>	Evaluation <i>Where to next</i>
Engage Cyclone providers to provide PLD for staff and students in this area.	Will continue to the end of 2024.	All digital tools are now to be used when appropriate throughout the curriculum.

Develop WALTs/Learning Goals that are visible for the students to use to know what their next step will be.	As above	These individual goals are to be available for students to access, either through HERO or interview sessions on Mondays.
Develop student centered goals that will help develop a learning environment	Students become aware and modify their actions to achieve the ideal learning environment that the group has agreed on.	Enviro continues on Wednesday afternoons, students to set planning and actions to be taken at the start of 2025. Social actions to be discussed at the start of the day. With scenarios and circle time.
Started Minecraft Education to support Math	Students keen to participate, able to follow strict parameters to achieve goals.	Minecraft to continue to support localised curriculum and leaning for the future
Add independent tech activities for Micro Bits Use Spike kits	This new purchase has encouraged students to use their knowledge and work together to solve challenges. Spike kits are tidied and used to meet set challenges.	All digital tech to be incorporated into classwork and any project based learning activities.
Introduce strategies for self management-RTLb,LSC,school project	RTLb whole school project Inputs LSC and RTLb Regular meetings with Jo (principal) approx every 2 weeks. 1. Calm down Kaupapa based on zones 2. Circle time to build social and emotional competencies (TLC) 3. Designed and facilitated school values and learning culture surveys based on PACS for whānau and senior students 4. Presented to Board of Trustees 5. Prepared and presented staff meeting around the project- Being Part of a resilient Culture 6. Provided 'gratitude' resources 7. Introduced zones in classroom context	There has been a noticeable change in behaviours that need to be continually reinforced and repeated to all to remind the students that they have the power to change their behavior and the behavior of others by role modelling.

	8. Shared zones resources -Power Point 9. Provided resources re zones of regulation 10. Discussed appropriate games for individuals and parallel play 11. Summary review feedback form provided to staff	
Introduce social rules and norms Construct with students, consequences for student actions Chart of what a learning class is like. Chart of what a happy playground is like.	101 social skills Talking over others-10 press ups Saying mean things-10 mins out, have to catch up on work in their own time.	This was an interesting way to give the students tools to help with a variety of social situations. Non verbal cues were focussed on, as many of the students had no idea how to read them. This will continue into the future.

Annual Plan Year 2024

Initiative	Actions	Timing	Costings	Measure of outcomes
Community				
TERM 1-4 Mataitipu - grow and nourish a thriving community	Mural- community involved Matariki Garden tour fundraiser. Noticeboard	Start of year june/july November Start of term 2		Community comments. Garden tour- have 8 gardens and 1 ceramic studio. Installed with newsletters

Mataihika- focus on local curriculum	After school care Holiday programme Open days Playgroup established?	End of Term 2,Term 3,Term 4		pinned on each week, and posters of upcoming events. Aki has built this up, the children look forward to seeing her at the end of the day. Parent feedback-all the children enjoy themselves and have a great time.
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Initiative	Actions	Timing	Costings	Measure of outcomes
Teaching and Learning				
TERM 1-4 Matanuku- focus on creating a foundation. Matairea -focus on progression. Mata'aho - Focus on the strands of learning.	BSLA training Goals written, introduced to students, students using them. Assessment progress being made in key areas and key competencies Work on Place value knowledge to make sure it is embedded.(use AST	Completed End of term 3 End of term 3 End of Term 2	Free but lots of time committed.	Another reading strategy, resources coded to the system. Students know their next step. Students show improved knowledge of place value-

	work on place value and follow programme, buy Numicon to help with visual building of numbers/decimals			working with AST Claire using PVAT resource
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Environment	Actions	Timing	Costings	Measure of outcomes
TERM 1-4 Mataiomo - focus on taking action Matairangi- focus on looking beyond the horizon.	Orchard	June	\$800, funding successfully applied for from MSD to support community gardens and work. Materials \$200	School garden available for community
	Pre fab gone- picnic area sorted	August		Orchard planted and flowering ,all ready for fruit.
	Enviro mapping of journey	Up by end of Term 4	\$80 MDF	Still waiting for removal , in touch with buyers, who are having consent issues.
	Seed pod at front of school to encourage swapping of seeds and seedling.	By end of Term 3	\$60, this costing was then covered by a third party donation direct to Seed pod people.	Visual map of Enviro journey from 2023- cut out ,ready for painting and installation. Photos to be added later.
	Sell bottom field	When possible	Ministry	Application has been put in to the Ministry, there are challenges to this happening. Board to consider forward

				measures. Surrounding community surveyed about retention of the Bike track, all respondents keen for it to remain. Will have to cost out maintenance and hope to safely open up to the community.
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<u>Community input for 2025 (what caregivers would like to see more of)</u> Articulating what they need to learn Appreciation of social,cultural,historical context of here, Aotearoa histories Sense of the wider world- other people,places and how NZ relates to it. Environment Science/technology History Sports Poetry Marae visit <u>Values</u> Respect Well being Collaboration, cooperation, confidence Teamwork Growth mindset NZ Histories Te Reo Included in oral language programme looking at Matariki and the Calendar

Maori culture
Kapa haka
Communicate ideas confidently
Physical education
Schooling with children outside this school group.

Evaluation of student progress and achievement.

We have been very pleased with results in student achievement which show that We have 2 students who are below the expected level, each of these are below in 1 area of the curriculum. The students are also showing a change in attitude toward their learning and are seeing themselves in a more positive light as learners.

How we have given effect to Te Tiriti o Waitangi.

We have been working to develop the student and teacher skill in Te Reo by reciting our karakia every morning, using te reo instructions, following protocols in and out of the school environs. Talking with whanau of Maori students to make sure their voice is included in all strategic planning. We have been building back a school community that is in partnership with the school.

Statement of compliance with employment policy

Equal opportunities/ Good Employer Statement 2024

The Ravensbourne School Board affirms our commitment to prioritise equal opportunity employment practices to ensure a fair and equitable environment in the workplace for all current and future employees. This includes reference to fair treatment of employees regardless of gender and sexuality, ethnicity and culture, disability, and efforts to understand, recognise, and support the needs of individuals based on their social backgrounds and positionality, as this applies to the school as a workplace and community. The board will endeavour to create safe and confidential opportunities for staff to express their needs and preferences in these areas, and to follow-up in all reasonable and practical ways, to support and enable these to be met.

To fulfill this we intend to include, as part of the annual professional growth cycle process, to invite staff to answer an additional question (in the existing preset questions) pertaining to their positionality, in relation to the above stated diversity categories, expressing any needs or preferences

(including for accommodations, around accessibility or otherwise) or current concerns, as well as nominating professional development pathways they feel may relate to and support this. This will be supplied to the Board Chair, and can be provided anonymously if desired. The board will then read and address anything raised at the subsequent meetings. Any new staff will be given the same opportunity upon or prior to commencing their role, as part of an induction package. Outgoing staff will similarly be given the opportunity to provide a statement summarising their experiences in this area, for benefit of the Board's reflection, learning, and development of future policy and practice.

In the process of reviewing staff's professional growth cycle plan, the Board intends to incorporate reflections on how individual staff are being equipped to meet their personal and cultural needs, alongside the needs of the school, and have appropriate accommodations made to ensure school spaces, events, and activities are accessible to them. Reflecting on this as part of staff's individual professional development will apply to staff who are identified as, or self-nominate as, members of specific minority groups or identities. However it will also apply to *all* staff, in that the Board will take responsibility for ensuring all staff are presented opportunities for professional development which focus specifically on knowledge, awareness, and skills relating to these groups and their needs, so as to ensure they can also contribute to creating a fair and equitable workplace where their own and their colleagues needs are met.

The Board commits to applying principles of equal opportunities to all hiring related to school staff positions. This applies to after-school care, administration, property management, as well as teaching positions, and includes short-term and casual as well as permanent positions. The Board will follow the NZSTA appointments policy regarding equitable hiring practice.

The school holds an existing partnership with the Puketeraki marae, as a key centre for our local (Kai Tahu) iwi, and a way for the school to honour and uphold our Te Tiriti commitments through partnership. We will draw on members of this marae community as external advisors as needed, in relation to advice on hiring processes, on cultural protocols within the school, and on meeting cultural needs of any Māori staff members.

Kiwisport funding

Our Kiwisport funding has been used as a contribution towards a Kelly sport facilitator coming out to school every second week to take the whole school for sport skills and games.