



Kōrakonui School

Statement of Variance

2023

Strategic Goals

Strategic Goal 1

- Nurture authentic partnerships with the community

To achieve this we will;

- A) Develop community relationships that provide benefit for all
- B) Strengthen our connection with the local iwi
- C) Infuse our local curriculum with community narratives
- D) Provide learning opportunities that reflect our community

Strategic Goal 2

- Ākonga experiencing high levels of life satisfaction

To achieve this we will;

- A) Deliver a broad curriculum that is underpinned by choice and opportunity
- B) Provide quality physical, academic, and cultural experiences
- C) Be culturally responsive
- D) Deliver a programme that grows well-rounded, thriving individuals

Strategic Goal 3

- Foster a love of learning and excellence

To achieve this we will;

- A) Strive for excellence in literacy and numeracy
- B) Deliver a local curriculum that is equitable and allows all to experience success
- C) Draw on a variety of assessment practices
- D) Provide learning environments that are inviting and inclusive

Analysis of Variance

Annual Plan Priorities 2023

The work to achieve our three priorities for 2023 is intertwined, the work to develop a common approach to learning design and delivering authentic learning experiences that are centred around local contexts, naturally lead to many opportunities to amplifying partnerships for example.

Priority 1

To amplify partnerships with whānau and the wider community

To support all three priorities of our 2023 Annual Plan, we began the year with the staff engaged in two successful days of professional development (PD). The first day involved all staff and was led by facilitators from the Te Awamutu Museum. We visited Rangiaowhia and Orakau for PD, listening to and learning about the history for the area and the events that occurred during the landwars. The second day included sessions with Carolyn Stuart (our facilitator for local curriculum) and our student leaders, to unpack the learning from the previous day and create learning resources.

Priority 2

To develop a common approach to learning design

Throughout the 2023 school year, progress was made in connecting with the local iwi, particularly with representatives from the Whakamarama Marae. Whakarongotai Hohepa played a crucial role as a liaison between the marae and the school, attending meetings and committing to ongoing support. Plans were discussed for future collaboration, including a combined Matariki event and learning more about the local maunga, Puketoki. A reciprocal relationship between the marae and the school emerged, with mutual sharing of resources and involvement in professional development. Despite the challenges of losing key staff, the school continued to utilise the Te Ao Māori Bottom Lines document for staff induction and development. A key component of this being an ongoing focus on increasing te reo Māori use in classrooms and and stronger Te Ao Māori perspective via tikanga approaches such as daily use of pepeha, karakia and waiata. The involvement in the MAC (Māori Achievement Collaborative) has been beneficial, with support from Anaru Morgan facilitating staff stocktakes and developing resources to support teachers to incorporate more te reo Māori and tikanga into classrooms. His support has also been highly valued in working with our student leaders to follow a tikanga based approach to leading school events such assemblies and authentically incorporating more te reo Māori into these events.

Priority 3

To deliver authentic learning experiences centred around local contexts

Analysis of Variance - continued

Priority 1

To amplify partnerships with whānau and the wider community

Throughout the year, the school prioritised strengthening partnerships with whānau and the wider community. Efforts were made to engage with whānau, listen to their aspirations, and gather feedback. Communication was enhanced through changes in the school newsletter platform and active use of the school's Facebook page, resulting in increased readership and engagement. Authentic opportunities for whānau involvement were created, leading to high attendance at various school events and positive feedback from the wider community. This focus on relationships and community involvement has fostered a positive school culture and reputation, leading to rapid growth in school enrollment and improved attendance. Former students remained engaged with the school, contributing to various events and activities throughout the year.

Priority 2

To develop a common approach to learning design

The school focused on bringing consistency to learning approaches and curriculum implementation. This included creating "poutama" for four out of five learning signposts to guide teaching and reporting. Efforts were made to document bottom lines for writing, although this proved to be a larger project than anticipated. The school maintained a focus on achieving excellence in literacy and numeracy through various support programmes, including successful writing workshops and moderation. The curriculum was broadened with the addition of ukulele lessons and expanded EOTC (Education Outside the Classroom) opportunities, including partnerships with organisations like Riding for the Disabled and Sailability Waikato. Additionally, the school implemented various programmes such as Athletics and Word Chain across the school to enhance consistency.

Priority 3

To deliver authentic learning experiences centred around local contexts

Evidence

Priority 1

To amplify partnerships with whānau and the wider community

The success of Kōrakonui School's Annual Plan for 2023 is evident in various documentation highlighting positive trends in student achievement and attendance. The school's culture has notably improved, garnering overwhelming positive feedback from both whānau and the wider community. This positive change has resulted in a steady increase in school enrollment, with returning families and new entrants choosing Kōrakonui School.

Priority 2

To develop a common approach to learning design

High levels of engagement from whānau in school events and activities reflect the positive atmosphere. The progress in the creation of resources such as the poutama for learning signposts and the Writing Bottom Lines documents further supports ongoing growth and development. Notable achievements in 2023 include significant improvements in student achievement in mathematics and reading, as well as more equitable levels of achievement across gender and ethnicity. Additionally, a high percentage of at-risk students showed significant progress with many making accelerated improvements.

Priority 3

To deliver authentic learning experiences centred around local contexts

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

Priority 1

To amplify partnerships with whānau and the wider community

The variance between our targets and outcomes can be attributed to several factors. Firstly, the planned professional learning and development (PLD) engaging with local iwi regarding the Puketoki maunga, a significant local area, did not occur due to a lack of availability for key stakeholders. Additionally, the illness of key staff, the resignation of our Te Ao Māori lead teacher, and staffing shortages in terms 3 and 4 hindered progress and implementation of changes, making it difficult to gain and maintain momentum. Furthermore, the failure to create poutama for all five learning signposts, along with the need to review existing poutama due to new staff, contributed to the variance.

Priority 2

To develop a common approach to learning design

The prioritisation of the curriculum refresh over other plans and uncertainty in future planning also affected momentum. Overall, the lack of staffing and momentum posed challenges to building capacity and consistency, leading to less successful outcomes than anticipated in some areas of our 2023 Annual Plan priorities. Aside from these challenges, 2023 was a successful year, where a lot of progress was made on working towards the school's strategic goals and the school is well placed to successfully progress further with these in 2024.

Priority 3

To deliver authentic learning experiences centred around local contexts

Planning for next year - where to next?

Priority 1

To amplify partnerships with whānau and the wider community

In our school planning for 2024, we aim to prioritise strengthening partnerships with our local iwi, particularly through increased engagement with the Whakamarama Marae. Building an authentic connection with the marae is crucial for developing our local curriculum and ensuring our cultural narrative is woven throughout school and community activities. We plan to provide resources, support, and access to facilities to facilitate learning experiences at the marae, with the ultimate goal of jointly running events that deepen our cultural identity and enrich our curriculum.

Priority 2

To develop a common approach to learning design

Our overarching goals for 2024 include cultivating a positive behavior and learning culture (supported by the implementation of the PB4L programme) and enhancing teaching and learning practices. To achieve these goals, we will foster authentic relationships between whānau and teachers, promote community involvement in all aspects of school life, and integrate local contexts, te reo, and tikanga into our curriculum delivery.

Priority 3

To deliver authentic learning experiences centred around local contexts

Our tactics for achieving these goals involve utilising existing relationships with the marae and wider community, strengthen partnerships, and re-establishing Kapa Haka in the school. Additionally, we will leverage new expertise brought by Matua Fraser and continue to utilise successful strategies such as attendance monitoring and the at-risk register.

Through collaborative efforts with Ministry of Education facilitators, strengthened relationships with whānau and the wider community, and a focus on reviewing and enhancing our curriculum, we aim to create a positive, inclusive, and high-achieving learning environment at Kōrakonui School in 2024.

How we have given effect to Te Tiriti o Waitangi?

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Kōrakonui School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Kōrakonui School is actively working to honor and give effect to te Tiriti o Waitangi, the Treaty of Waitangi, in several ways:

- Reflecting Māori Culture in Curriculum and Policies: The school ensures that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. This is achieved through initiatives such as whānau hui (family meetings), collaboration with the local Māori community, and visits to culturally significant sites.
- Providing Instruction in Te Reo Māori and Tikanga Māori: Kōrakonui School takes steps to make instruction available in te reo Māori and tikanga Māori, including professional development opportunities for teachers and hiring staff with the necessary skills.
- Equity for Māori Students: The school aims to achieve equitable outcomes for Māori students, as evidenced by references in curriculum reports.
- Cultural Awareness and Appreciation: Opportunities are provided for all learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori. This includes studying Waitangi Day and implementing Te Reo Māori, waiata (songs), learning and using pepeha, and karakia (prayers) into daily practices.
- The school operates based on the principles of partnership, protection, and participation, aligning with the three articles of te Tiriti o Waitangi. This involves working to actively involve the local Māori community in decision-making processes and seeking their guidance to support the educational success of Māori students.

Through these efforts, Kōrakonui School demonstrates its commitment to honoring te Tiriti o Waitangi and supporting the cultural identity and educational success of its students.