

Waikari School

Charter 2023

Strategic Plan Reporting and Planning Targets
2022 - 2024



*Ko te manu e kai ana i te miro nōnā te ngahere
Ko te manu e kai ana i te mātauranga nōnā te ao*

Confident, Respectful, Curious Kids

Mission Statement

To provide an education where all children are able to develop into, well-rounded and resilient young people who are capable of dealing with an ever changing world to prepare our children for the future.



Community and School

General Description of the School

Waikari School with a current roll of 36 students, caters for students in Years 1-8 and has a warm and positive character. It presently has two small multi-level classes (years 1-4 and years 5-8) with a teaching principal, and two classroom teachers. In 2022 Year 4's are taught literacy in a separate classroom from Years 1-3. Each class has a teacher aide (Learning Assistant)

The students enjoy a positive learning environment that acknowledges their success, effort and achievement. The teachers have created an environment for students that focuses on promoting their achievement and learning. Teaching staff use positive approaches for managing student behaviour and promote a culture of respect within the classrooms through the use of our unique values

(P R I D E).

Needs-based learning programmes accommodate the diverse learning needs of all students. Students learn in contexts that are relevant to their everyday lives. Teachers share learning outcomes with students, and routines within the classrooms are well established and focussed on learning and achieving.

Description of School Community

The school derives its pupils from the Waikari village urban area as well as the surrounding rural farming sector. There is a wide socio-economic range in the community - ranging from families with young children to retired persons who have lived in the district all of their lives.

Parents are very supportive in school: class programmes, sports programmes, grounds maintenance, transporting children, camps, class trips and fundraising.

Facilities available to residents in Waikari include the school pool, school playground, a community centre, medical centre, shops and a playground in the village. Close activities include swimming, fishing, horse trekking and many other popular outdoor activities.

Amberley the closest town, offers a medical centre, district library, covered swimming pool, bowling green, supermarket and other shops, hotels, restaurants and cafes. The school is close to the Waipara wine growing district. The Hanmer Springs Thermal resort and ski fields are about 1 - 1.5 hours' driving distance from the school. Waikari is renowned for its Maori cave artwork and the Waikari Walkway provides access to the Maori rock drawings in the Weka Pass Reserve and of course enhances the views of the local mountain ranges as well as passing through an area rich in natural beauty and history.

The school contributes to Hurunui College some 8 kms away.

Recognising New Zealand's Cultural Diversity

In recognising the unique position of the Maori culture, Waikari School provides instruction in tikanga (Maori culture) and Te Reo Maori (Maori language) for all students.

Aspects of te reo Maori are taught on a weekly basis as well as informally throughout the class programme. Integration into topic / inquiry units is made when relevant. Continued professional development occurs when available and in staff meetings. Teaching includes daily whole school whakatauki, thanks for kai, whole school waiatas and mihi. Whole school phrases are taught, used and displayed in the school environment. Mihi begin simply with visual pictures, progressing to a simple written mihi and then a more complex mihi. Maori language displays (posters, sayings) are throughout the school and displayed in a place where they can be seen by the children.

The school runs a kapahaka programme and the children have presented at the North Canterbury Kapahaka Festival, and at local events.

The school liaises with Ngai Tahu Iwi personnel, and teachers have had professional development in tikanga Maori and te reo. The school is very respectful of the history of the Kaiapoi Pa.

TIPU MĀIA – COMMUNITY OF LEARNING

Since 2016 Waikari School has been a member of Tipu Māia – a community of 13 schools made up of six area schools and seven smaller contributing primary schools on the periphery of the Christchurch region. The region extends towards Oxford and Hanmer Springs in the west, Cheviot to the north and Akaroa in the east. At the heart of the cluster are the shared values of education from Y1-13 and, for most, the challenges faced with being geographically isolated.

Our vision for this community is:

“Brave, capable confident learners working together to enable high quality schools with excellent teaching to create the best future for each and every learner”

The community has appointed a new Lead Principal in 2021 Mr Mike Hart.

Principles, Values and Key Competencies

The Principles, Values and Key Competencies of the New Zealand Curriculum will be embedded throughout the Waikari School Programmes of Work.

The Waikari School Community has adopted through the New Zealand Curriculum, a set of Values that they believe are important to their School Community.

VALUES/ CORE BELIEFS

We, at Waikari School believe.....

that “**Confident, Respectful, Curious Kids**” develop when the whole school community demonstrates:

P.R.I.D.E

- *Perseverance*- Keep trying even when it gets tough (Resilient)
- *Respect*- Look after ourselves, others and the environment
- *Integrity*- Do the right thing even when no one is looking
- *Difference*- Make a difference – a change that will inspire
- *Excellence*- Always do and be your best

PB4L

At Waikari School we want our children to:

- Be happy and engaged in learning
- Be respectful of themselves, others and the environment
- Feel safe and secure
- Be compassionate communicators
- Seek help as well as support others
- Reflect our school “PRIDE” values

Waikari School promotes “Positive Behaviour for Learning”

Student Organisation

In 2022 the school is made up of two classes Weka (Year 0-4) and Kea (Year 5-8). Our four birds (Weka, Kea, Karearea and Pouakai) represent four learning levels with the fantail representative of our pre-schoolers.

The children are organised into vertical house groupings for further activities/ challenges. They are Kauri, Totara, Rimu and Matai.



Waikari School Strategic Plan 2022 – 2024

VISION

Vision Statement
“Confident, Respectful, Curious Kids”

Mission Statement

To prepare our children for the future, by providing an education where all children are able to develop into, well rounded and resilient young people who are capable of dealing with an ever changing world.

P.R.I.D.E Values

- ✿ **Perseverance** – Keep trying even when it gets tough (resilient)
- ✿ **Respect** – Look after ourselves, others and the environment
- ✿ **Integrity** – Do the right thing even when no one is looking
- ✿ **Difference** – Make a difference – a change that will inspire
- ✿ **Excellence** – always do and be your best

Aspirations

Waikari School children will:

- ✿ Be kind, fair and humble
- ✿ Be patient, courteous and have empathy
- ✿ Be confident, respectful and curious
- ✿ Be able to make friends and socialise with all ages
- ✿ Be able to make good choices and co-operate with others
- ✿ Be resilient, take risks and able to problem solve – unafraid to ask questions and challenge ideas
- ✿ Be able to self-manage and be the best they can be
- ✿ Be proficient in reading, writing and maths (including spelling)
- ✿ To know how to research, inquire developing theoretical skills as well as practical skills
- ✿ Be able to compete in a range of sports and activities to achieve a level to the best they can be
- ✿ Be happy, able to have fun and enjoy themselves learning along the way
- ✿ Reflect our school ‘**PRIDE**’ values.



Confident, Respectful, Curious Kids

Waikari School Strategic Aims 2022 – 2024

Strategic Aim One:

Quality Teaching and Learning

Waikari School will empower teachers and students to perform to the best of their ability. (Personal Best)

Strategic Aim Two:

Student Wellbeing

Waikari School will strengthen and promote the wellbeing of students providing balance in learning and growing, so that they feel good in the knowledge of what it is to be themselves.

Strategic Aim Three:

Strengthening Meaningful Partnerships

Waikari School will actively seek and build on meaningful partnerships within the School Community.

Strategic Aim Four:

The Learning Environment

Waikari School will upgrade and maintain the physical environment including grounds and buildings to enhance teaching, learning and well being

Waikari School Strategic Aims 2022 – 2024



<p>Strategic Aims</p>	<p>Strategic Aim One: Quality Teaching and Learning Waikari School will empower teachers and students to perform to the best of their ability. (Personal Best) (NELP 1,2,3,4)</p>	<p>Strategic Aim Two: Student Wellbeing and School Culture Waikari School will strengthen and promote the wellbeing of students providing balance in learning and growing, so that they feel good in the knowledge of what it is to be themselves. (NELP 1,2,3,4)</p>	<p>Strategic Aim Three: Strengthening Meaningful Partnerships Waikari School will actively seek and build on meaningful partnerships within the School Community. (NELP 1,2,4)</p>	<p>Strategic Aim Four: The Learning Environment Waikari School will upgrade and maintain the physical environment including grounds and buildings to enhance teaching, learning and well being</p>
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Waikari School Annual Aims 2022 - 2024



<p>2022</p>	<p>1.1 Teachers to access quality PLD based around our aims and targets 1.2 Literacy and numeracy to be at the core of our curriculum 1.3 Raising student achievement for all children including gifted and talented, Tiers 1-3, Maori and Pacifica 1.4 School wide curriculum review and refresh in align with the NZ curriculum refresh 1.5 Resources are current and exciting 1.6 Teachers working together in a collaborative learning culture</p>	<p>2.1 PRIDE values to be further embedded into our school culture 2.2 Include the aspirations for our school children in teaching/ learning and daily school life 2.3 Provide a safe welcoming environment to learn in 2.4 Maintain positive teacher/student relationships 2.5 Review behaviour management PBL / Restorative Practise 2.6 Embrace Ka Hikatia – Māori enjoying and achieving education as Māori 2.7 Recognising and building leadership opportunities for our Year 7/8 children</p>	<p>3.1 Strengthen partnerships with parents and caregivers through communication 3.2 Strengthen relationships between the preschools and school 3.3 Keep the community involved and invested in our school 3.4 Strengthen collaborative partnerships with local schools 3.5 Develop a connection with Tuahiwi Marae - Ngāi Tūāhuriri 3.6 Be actively involved with our Community of Learning (COL) Tipu Maia</p>	<p>4.1 To maintain and modernise the exterior of the school buildings 4.2 To maintain and modernise the interior of the school buildings 4.3 To maintain and modernise the school grounds</p>
<p>2024</p>				

Strategic Aim One

Annual Aims: Our Focus Areas in 2023

Quality Teaching and Learning
Waikari School will empower teachers and students to perform to the best of their ability.(Personal Best)

1.1 Teachers to access quality PLD - particularly based around our aims and targets	2023 PLD - Structured Literacy, Digital Technology NZ Histories and NZ Curriculum Refresh. Numeracy workshops.
1.2 Literacy and Numeracy to be at the core of our curriculum	WSL appointment - continued focus on Structured Literacy and The Code and Numeracy Workshops
1.3 Raising student achievement for all children Including gifted and talented, Tiers 1 - 3, Maori and Pacifica	
1.4 School wide curriculum review and refresh to align with the NZ curriculum refresh	2023 Curriculum Focus - Maths Structured Literacy Development continued Reporting reviewed (T3 & T4) Maths reviewed across the school
1.5 Resources are current and exciting	New NZ Histories resources Maths Resources eg. Numicon - continue to build resources Structured Literacy - continue to build resources
1.6 Teachers working together in a collaborative learning environment	Induction of new Principal School working as whole from time to time

Strategic Aim Two

School Wellbeing and School Culture

Waikari School will strengthen and promote the wellbeing of students, providing balance in learning and growing, so that they feel good in the knowledge of what it is to be themselves.

Annual Aims: Our Focus in 2023

2.1 Pride Values to be further embedded in our school culture	Highlighted in weekly student gatherings - reinforced through Students of the Week - published in newsletters PB4L - continued development Behaviour Management continually reviewed
2.2 Include the aspirations for our children in the teaching/learning and daily school life	Share aspirations with school community - in newsletters, in classrooms and in planning
2.3 Provide a safe welcoming environment to learn in	5YP includes new rooves, LSC space for parents/caregivers to meet with LSC Storage space for new resources Top room refreshed - Yr 4 literacy environment
2.4 Review Behaviour Management Plan, Restorative Practices and maintain positive relationships	Review Behaviour Management Plan annually Refresh PB4L and restorative practices Review Physical Restraints Policy and PD for teaching staff
2.5 Embrace Ka Hikatia - Maori enjoying and achieving in education as Maori	Engaging with Tuahiwi Marae Developing Kapa haka More signage in Te Reo Teachers developing competence in Te reo
2.6 Recognising and building leadership opportunities for our senior students	Specific leadership roles for Yrs 7 and 8 students Agrikids Year 7 and 8 challenges GRIP Leadership Conference for Yr 8 students

Strategic Aim Three

Annual Aims: Our Focus Areas in 2023

Strengthening Meaningful Partnerships

Waikari School will actively seek and build on meaningful partnerships within the School community

<p>3.1 Strengthen partnerships with parents and caregivers through communication</p>	<p>Continue to use Skool loop Continue to share learning in Junior room using seesaw Clear communications around events and dates through skool loop and Newsletters Provide adequate notice of camps and events to enable parents to plan effectively</p>
<p>3.2 Strengthen relationships between the school and local preschools/playgroups</p>	<p>Distribute newsletters to all preschools and playgroups Visit preschools with Junior class teacher Review transition process and produce package for preschools and playgroups Invite preschools to NE meetings around structured literacy</p>
<p>3.3 Keep the community involved and vested in our school</p>	<p>Use local resources/environments/people in teaching programmes (eg NZ Histories) Kea - Predator programme Continue to take part in local events and celebrations eg singing at Hospital at Xmas Survey all students leaving Waikari School - feedback on strengths/weaknesses/suggestions</p>
<p>3.4 Strengthen collaborative partnerships with local schools</p>	<p>Maintain sports with Greta Valley/Hurunui College Maintain combined days with Greta Valley and Waipara Continue to increase connections with Hurunui College Developing transition to secondary school strategies</p>
<p>3.5 Develop connections with Tuahiwi Marae - Ngai Tuahuriri</p>	<p>Continue to liaise with Tuahiwi.</p>
<p>3.6 Active involvement with COL (Community of Learning) Tipu Maia</p>	<p>Principal to attend Leadership meetings WSL to attend meetings Continue liaising with ASL keeping informed of curriculum developments, networking Being active part of Achievement Challenges set by Tipu Maia</p>

Strategic Aim Four:

Strategic Aim Four: The Learning Environment

Waikari School will upgrade and maintain the physical environment including the grounds and buildings to enhance teaching, learning and wellbeing

Annual Aims: Our Focus Areas in 2023

4.1 To maintain and modernise the exterior of the school buildings	New roofing as per 5YA Increase Te Reo signage
4.2 To maintain and modernise the interior of the school buildings	Dental clinic modernised as an LSC space to meet with parents and work with students. Toilets in Rm 1 changed to unisex toilet and room made for resource storage
4.3 To maintain and modernise the school grounds	Trees and grounds to be maintained

Waikari School Annual Student Achievement Targets 2023 (Literacy Numeracy Targets)

Strategic Aim One:

Waikari School will empower teachers and students to perform to the best of their ability (Personal Best)

Annual Aims: Targets

- 3 students identified from end of year testing in 2022
 - Year 4 student in Maths and Writing
 - Year 6 student in Literacy
 - Year 7 student in Literacy and Maths

Also identified 3 Flagged students - their progress to be monitored throughout the year and strategies implemented if necessary

Targets set -

- Year 4 student to make accelerated learning progress in both writing and Maths to be at the expected achievement level in each by the end of year 4
- Year 6 students to make accelerated learning progress in literacy to be at the expected achievement level by the end of Year 7
- Year 7 student to make accelerated learning progress in both literacy and numeracy to be at the expected achievement level in each area by the end of Year 8

Waikari School will also be part of the **Tipu Maia (Kahui Ako) Literacy Achievement Challenge** which has 2 Goals -

Goal 1 - To increase the number of Year 6 and Year 10 target students achieving at or above the expected curriculum level in reading and writing at the end of a 3 year cycle. To achieve this our target students will need to show accelerated progress in one, two or three years. Specific percentage increase goals will be set annually based on data collected from identified target students across the 13 schools.

Goal 2 - To inquire into the impact of phonological and phonemic awareness on a students literacy acquisition.

As part of the inquiry we hope to build on teacher capacity which will in turn increase the number of students working within curriculum Level 2 by the end of Year 3 across the Kahui Ako.

Base Historical Information

The school's journey in Structured Literacy continued successfully in 2022. The Junior Room teacher built on her expertise by completing a microcredential in BSOLA and was supported by our WSL in developing structured literacy school wide. Teacher Aides in both rooms are proving invaluable in supporting developed plans. Individual plans have been used to support children needing extra support. Resources have been purchased and continued PD has been undertaken by staff. Changes in reporting to parents/caregivers has enabled better understanding by the community.

Our Kahui Ako (tipu Maia) has set an Achievement Challenge around Literacy in Year 3 - data has been collected across the 13 schools and we have opted in to this 3 year challenge. Our challenge this year includes focusing on structured writing.

What the school will do to meet the targets	Timeframe	Led by	Resources/Budget
Teachers to continue with PD centered around structured literacy and Maths workshops	Throughout the year	Deputy Principal, Principal	PD budget Resource Teacher of Literacy LRC
Continue to use outside agencies to advise and assist students eg RTLit, LRC, RTLB	Throughout the year Throughout the year	WSL Principal, teachers	Time Time
WSL liaises with Tipu Maia re Kahui Ako Challenge	Throughout the year	WSL	Time
Continue to catch students up in their year levels for the Code	Mid year	Teachers	Time,
Liaising with pre schools re Literacy programme	Throughout the year	Principal. Weka teacher	FAST, BOT funding
Continue to employ TA's in both rooms			

<p>June data will identify children at risk of not meeting targets and further planning will be put in place</p> <p>Liaise with parents</p> <p>Focus on structured writing- the writing revolution, science of writing etc</p>	<p>Throughout the year</p> <p>End of term 2,2023</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Principal, Board</p> <p>Principal, Teachers</p> <p>, Teachers</p> <p>Principal, teachers</p>	<p>Time</p> <p>PD budget</p> <p>RtLit</p> <p>Resources identified</p> <p>Christchurch School of Writing</p>
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Internal Review Schedule

2023 Review	Area of Review	Term One	Term Two	Term Three	Term Four
		Week 4	Week 4	Week 4	Week 4
		Week 9	Week 9	Week 9	Week 9
Strategic Review	Charter	Final 2023 Charter Analysis of Variance Strategic Aim Review - Update AA's			
	Update Charter				
	Strategic Aims	Student Achievement Targets		Mid Year Data review	End of Year Data review
		Strategic Aims Review - update goals	Strategic Aims - 2 - 4	Strategic Aims - 2 - 4	Strategic Aims - 2 - 4
		Strategic Aims - update Other Goals	Strategic Aims - 2 - 4	Strategic Aims - 2 - 4	Strategic Aims - 2 - 4
Regular Reviews	Policy Review School Docs	Legislation and Administration	EOTC Restraint - new policy	Inclusive Education Maori Education Success Learning support	Curriculum and Student Achievement Religious Instruction Health Education
		Privacy Official Information requests Enrolment			

2023 Review	Area of Review	Term One	Term Two	Term Three	Term Four
		Week 4	Week 4	Week 4	Week 4
	Student Achievement	Special Education	Maori and Pacifica	Achievement Data (WSL)	Special Education
	HR	Performance agreements signed	Appraisals approved	Induction of new Principal	Appraisals concluded
	Curriculum		Structured Literacy	Maths	
	Budget	Approved	Monitor	Monitor	2024 draft
Emergent Review	New Govt initiatives			Curriculum Refresh	
	New Local initiatives		Tipu Maia update	Tipu Maia update	Tipu Maia update
Board process		Presiding person appointed Gov Manual updated	Accounts to Auditor. Annual report to MOE	July 1st roll return	Succession Planning

PROCEDURAL SECTION

Timelines and Processes for Community Consultation

Strategic Planning / Charter

Community consultation on Charter Direction	2015 / 2018 / 2021 / 2024
BOT Survey of Parents	Oct 2015 / 2018 / 2021 / 2024
Student Achievement Targets set	February / March
Charter Review	December / January

Curriculum

Health
Te Reo
Inquiry
Technology
Social Studies / NZ Histories
Science
Mathematics
Literacy
Digital Technology
Arts

Health and Safety

Health Programme Consultation

2018 / 2020 / 2022 / 2024

Maori Community

Parent Interviews

Maori parents/caregivers invited to discuss

Maori student achievement, programme of
Work etc with Principal

Report to BOT on achievement of Maori students

Maori student achievement data to Iwi (Ngai Tahu)

March / July / December

April

May

June

Student Achievement Interviews

Parent Interviews

Student Achievement Targets in school newsletter

Interim report to BOT

Final Data presented to BOT

Student Achievement Results in school newsletter

Written student reports

March / July / Dec

March

July

Dec

March

End of terms 2 and 4

Charter and AOV to MOE

March

Annual report lodged with MOE

May 31st

Statement of Variance Reporting



School Name:	Waikari School	School Number:	3569
Strategic Aim: Analysis repor	Waikari School will empower teachers and students to perform to the best of their ability (Personal Best)		
Annual Aim:	Waikari School aims to lift the achievement across the school in reading by implementing structured literacy across the school with particular emphasis on the Year 1-3 children.		
Target:	<ul style="list-style-type: none"> (i) Year 3 students will be working at Level 2B/2P (Reading at Gold) in literacy by the end of Year 3 (Tipu Maia aim) Year 3 students will be spelling at List 25 of the code by the end of the year. (ii) Year 2 students will be at Level 1A /2B (Reading at turquoise, and completed sets 4-7 sunshine phonics) by the end of Year 2. Year 2 students will be at spelling list 14 of the code by the end of the year. (iii) Year 1 students will be at set 4 (sunshine phonics.) in structured literacy (beginning to read at green) by the end of Year 1. Year 1 students will be spelling at List 5 of the code by the end of the year. 		
Baseline Data:	In 2021 Waikari School began its journey into structured literacy. Historically some Year 1 and 2 children have struggled to meet the curriculum expectations in reading by the end of Year 1 and Year 2. For some children this has continued throughout their primary schooling.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We appointed a junior room teacher who was knowledgeable in structured literacy.</p> <p>The new teacher completed a microcredential in BSLA. (Better Start Literacy approach)</p> <p>We appointed the senior teacher as a WSL (Within School Lead) to support structured literacy.</p> <p>We maintained regular contact with the RTLit and LSC who supported our journey into structured literacy.</p> <p>We continued to employ teacher aides in both classrooms.</p> <p>We held a parent evening to share our structured literacy journey and explain/ show what it was.</p> <p>The June data was analysed and plans put in place for any children requiring extra support.</p> <p>The teachers visited Kaiapoi North School to observe structured literacy in action. (senior and junior)</p> <p>We purchased resources: sunshine phonics readers Sets 1-7, The code and Heggerty books.</p> <p>Reports reflect the new sunshine stages.</p>	<p>i) Year 3 - 3 students All 3 students were reading at 2B or above by the end of 2022. 1 student is reading above chronological age.</p> <p>2/ 3 Year 3 students were spelling at List 25, 1/3 students were spelling below list 25.</p> <p>One student has made significant progress over the year coming from L5 (5 yrs) to level 21 (8 years) This student is also ESOL (English as a second language)</p> <p>ii) Year 2 - 5 students 3/ 5 students were reading at 1A/2B by the end of 2022. 2 students were reading at 1P which still makes them Tier 1. 2 students are reading above their chronological ages.</p> <p>3/ 5 Year 2 students were spelling at list 14 , 2/ 5 were spelling below List 14.</p> <p>iii) Year 1 - 2 students Both students are reading at Set 6 and can spell words at List 5. Both achieving this target.</p>	<p>All students were assessed and taken back to the level in which gaps in phonemes and graphemes occurred regardless of their year level, in reading and spelling. This means that Year 3 children may have had to revise early sounds as well as spelling rules from the code. (A catch up)</p> <p>Two students who have progressed, but not as much as the rest of the class have had low attendance.</p> <p>The Year 2 target should have been 1P/1A</p> <p>The Year 1 students are lucky enough to be starting from the beginning at the beginning of their schooling.</p> <p>The new junior teacher has made a real positive impact in the junior room. She is an experienced junior teacher</p> <p>The principal can see the children progressing. She has observed the children sounding out the words across the curriculum.</p> <p>Sunshine books have proved to be a good resource.</p>	<p>The principal is happy with the progress being made in structured literacy across the school.</p> <p>The students who start with structured literacy should have the tools to progress through to the senior room.</p> <p>This year has been a catch up year and new implementation of structured literacy in reading and spelling.</p> <p><i>Where to next?</i> Continue with catching the students up in their year levels for the code. Continue starting new entrants with structured literacy.</p> <p>Now that reading is on task, look at structured writing that matches the code.</p> <p>Make writing a focus in 2023 looking into structured writing. e.g writing revolution, The science of writing.</p>

Planning for next year: Board of Trustees to include a budget for PLD and resources in Structured Writing



MINISTRY OF EDUCATION

Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga



Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including clarity about the targets in next year's planning document to address the variance.