



Annual Report Template

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## Presiding member's/Principal's report

In 2023 we achieved the following successes:

- Establishing Gyan Deep Hindi Bilingual
- Expanding Nafanua to add a third teacher
- Establishing the Poutama awards and celebrations
- Developing and implementing quality practice procedures for staff transitions
- Continuing our partnership with Te Kawerau a Maki, engaging in co-planning and shared aspirations
- Increased attendance rates
- Increased achievement and rates of progress in core learning areas
- Improved the school property- toilet upgrades, lighting upgrades, roofing upgrades, drainage upgrades, perimeter fencing
- Aotearoa Histories Curriculum
- BSLA Structured Literacy across Year ½
- Employed a SENCO and increased tracking of interventions and support
- Developed our school gardens
- Introduced recycling and reduced general rubbish

In 2024 we have the opportunity to continue to work in partnership with Te Kawerau a Maki, further implement the Aotearoa Histories Curriculum, participate in Ngā Reo o te Moana PLD for bilingual classes, expand our Structured Literacy practice, introduce Numicon numeracy support and continue with our Lunches in Schools programme.

List of all school board members

| Board member names | Date that the board member's term finishes |
|--------------------|--|
| Phil Dwyer         |  |
| Flo Murray         |  |
| Jess Shirley       |  |
| Phil Murray        |  |
| Jess Fitzgerald    |  |
| Hannah Lee         |  |

*Note: Phil and Flo are not related.*

## Statement of variance: progress against targets

| Strategic goal 1: CONNECT All learners will experience success and belonging.                     |  |   |   |   |
|---|--|---|---|---|
| Actions   | What did we achieve?   | Evidence  | Reasons for any variances between target and outcomes | Planning for next year- where to next?                          |
| Develop indicators for quality practice and pedagogy with a focus on key transition points        | Co-constructed teacher handbook<br><br>Year 6 transition shared with attendance service<br><br>Year 6 survey | Co-constructed quality practice indicators<br><br>Year 6 survey   | Targets achieved                                      |   |
| Develop indicators for quality practice in transitions with whānau                                |  | 90-100% engagement in whānau hui and induction hui  |   |   |
| Language progressions for bilingual units developed/reviewed                                      | Reported on to parents and whānau  | Progressions and philosophy<br><br>Hui and Fono feedback  |   | Develop assessment tasks with support from MoE<br>Reo Moana PLD |
| Strategic goal 2: LEARN All learners will make at least one year's progress every year            |  |   |   |   |
| Actions   | What did we achieve?   | Evidence  | Reasons for any variances between target and outcomes | Planning for next year- where to next?                          |
| Years 1-2 engaging in BSLA training and implementing structured literacy practices in classrooms. | 6 teachers trained Tier 1<br>RTL B Tier 2  | Facilitator observations and feedback<br><br>90% of students achieving 2-4 sub-levels of progress each year | 80% of students achieving 1 years' progress           | 5 teachers trained DP trained in Tier 2                         |
| Develop teacher survey re assessment effectiveness  | Staff handbook   | Teacher survey  |   | Develop teacher survey  |
| Strategic goal 3: CREATE To create environments which reflect and enhance quality practice.       |  |   |   |   |

| Actions  | What did we achieve?               | Evidence                         | Reasons for any variances between target and outcomes   | Planning for next year- where to next?         |
|--|------------------------------------|----------------------------------|---|--|
| Sensory garden designed  | Not yet                            | Designs                          | Quotes have been obtained, yet to be actioned   | Employed new staff member- gardens and grounds |
| Kai garden developed   | Achieved                           | Garden group weekly              | Gardens developed, we have inconsistent practice. In 2024 we will develop consistency through Enviro leadership position. | Garden group weekly                            |
| Playground upgrade   | In progress                        | Playground design and upgrade    | Design completed and works planned  | Playground design and upgrade                  |
| Recycling center and worm farm   | Achieved                           | Bronze Enviro Award              | Recycling centers in place, need to spend more time in classes practising this  | Bronze Enviro Award                            |
| Develop and review quality practice indicators for classroom environments, with a focus on environmental sustainability. | Environment walkthrough score of 4 | Walkthrough score of 4 or higher | Deliberate acts of leadership around environment expectations<br><br>Staff PLD sessions                                   | Walkthrough score of 5                         |

Strategic goal 4: SHARE All learners will experience teaching and learning that connects with community, home and culture.

| Actions   | What did we achieve?                                 | Evidence  | Reasons for any variances between target and outcomes | Planning for next year- where to next?               |
|---|--|---|---|--|
| Develop professional knowledge, pedagogy and practice, in order to implement the Aotearoa Histories Curriculum. | Co-constructed integrated learning pathways for 2023 | Curriculum statements, planning and quality practice indicators | Mana Kura programme<br><br>PLD sessions               | Co-constructed integrated learning pathways for 2024 |
| To co-construct school pepeha, tauparapara, waiata and  | Underway- currently working on haka                  | Karakia, waiata, tauparapara and pepeha are shared and          | Mana Kura programme                                   | Waiata will be developed in 2024                     |

|          |  |   |  |  |
|----------|--|---|--|--|
| karakia. |  | embedded throughout school practice and pedagogy. |  |  |
|----------|--|---|--|--|

# Evaluation and analysis of the school's student's progress and achievement

2022

Reading

| Below | Within | Above |
|-------|--------|-------|
| 57%   | 33%    | 10%   |

Writing

| Below | Within | Above |
|-------|--------|-------|
| 40%   | 49%    | 11%   |

Maths

| Below | Within | Above |
|-------|--------|-------|
| 47%   | 39%    | 14%   |

Comparison data

2023

Reading

| Below | Within | Above |
|-------|--------|-------|
| 36%   | 37%    | 27%   |

Writing

| Below | Within | Above |
|-------|--------|-------|
| 34%   | 49%    | 17%   |

Maths

| Below | Within | Above |
|-------|--------|-------|
| 39%   | 45%    | 15%   |



2023 Data:

Writing: 66% at or above compared with 60% in 2022

Reading: 64% at or above compared with 43% in 2022

Maths: 60% at or above compared with 53% in 2022

Progress data: Students that made at least one years' progress (2 sublevels) in 2023

**Years 5-6**

90% writing

83% reading

60% maths- focus for 2024

**Years 3-4**

53% writing- focus for 2024

91% maths

73% reading

**Years 0-2**

50% maths- focus for 2024

51% reading- focus for 2024

46% writing- focus for 2024

## How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

We are in partnership with mana whenua Te Kawerau a Maki. We meet regularly to co-plan learning foci and experiences for our ākonga and our kaiako.

We are working towards Level 4 Te Reo Māori Immersion across the school. All teachers are engaged in Te Reo Māori PLD each term. Our Ngā Kākano class operates at Level 2 immersion. Through our Aotearoa Histories Curriculum development we co-plan with our mana whenua Education Advisors.

Three times per year we engage with whānau, listen to and respond to aspirations and feedback.

## Statement of compliance with employment policy

In order to meet the requirements, under s597 of the Education and Training Act 2020, our Board has completed the following questions, which address key aspects of compliance with a good employer policy.

### Reporting on the principles of being a good employer

|   |   |
|---|---|
| <p>How have you met your obligations to provide good and safe working conditions?</p>                         | <p>We treat current and prospective staff fairly.<br/>We take the time to get to know people.<br/>We respond when people are in need or have a concern.</p>   |
| <p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p> | <p>Our EEO programme includes:</p> <ul style="list-style-type: none"> <li>● Appointing an EEO representative</li> <li>● Consulting with staff to hear any concerns</li> <li>● Creating an employee database (with consent)</li> <li>● Encouraging staff to participate in training and career development</li> <li>● Programme monitoring through staff and board reports</li> <li>● Reviewing employment and personnel policies and processes</li> </ul>   |
| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p>                 | <p>A recruitment and appointments procedures is followed. We advertise positions in good faith and according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position. The appointments committee (often SLT) decide upon the criteria for the position and candidates are short-listed and interviewed accordingly. Reference checks are always carried out prior to a decision being made on the most suitable candidate.</p> |
| <p>How are you recognising:<br/>The aims and aspirations of Māori</p>   | <p>Term 1 Whanau hui<br/>Term 2 Ngā Kākano Whānau Hui</p>   |

|   |   |
|---|---|
| <p>The employment requirements of Māori, and Greater involvement of Māori in the Education Service?</p> | <p>Term 3 Student Led Conferences<br/> Rongohia Te Hau Whānau Survey<br/> Partnership agreement with Te Kawerau a Maki<br/> Induction hui- ongoing throughout the year<br/> Ngā Kākano Bilingual class- growing and developing this class<br/> Employment of Te Reo Māori expert</p>  |
| <p>How have you enhanced the abilities of individual employees?</p>                                     | <p>Partnership with mana whenua- which has led to professional development opportunities,<br/> Staff meetings and team meetings which focus on development of specific areas,<br/> Opportunities for leadership, coaching and mentorship,<br/> Reciprocal visits, observations and feedback,<br/> Weekly support staff meetings,<br/> Staff Te Reo Māori session.,<br/> Acknowledgement of staff achievements,<br/> Salary units and classroom release time where applicable.</p> |
| <p>How are you recognising the employment requirements of women?</p>                                    | <p>Selecting the most suitable applicant- not because they are a particular gender.<br/> Equity settlements- NZEI and MoE<br/> Work to eliminate bias and discrimination</p>  |
| <p>How are you recognising the employment requirements of persons with disabilities?</p>                | <p>Promoting equal opportunities for staff in all aspects of their employment, including recruitment and selection, training, professional development and promotion.<br/> Work to eliminate bias and discrimination</p>  |

|   | Yes                                 | No |
|---|-------------------------------------|----|
| <p>Do you operate an EEO programme/policy?</p>  | <input checked="" type="checkbox"/> |    |
| <p>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</p> | <input checked="" type="checkbox"/> |    |
| <p>Has your EEO programme/policy appointed someone to co-ordinate compliance with its requirements?</p>   | <input checked="" type="checkbox"/> |    |

|  |   |  |
|--|---|--|
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | ✓ |  |
| Does your EEO programme set priorities and objectives?   | ✓ |  |