



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	6978
Principal:	Julie Cowan
School Address:	Scotsmoor Drive, Wattle Downs, Auckland 2103
School Postal Address:	PO Box 75210, Manukau, Auckland 2243
School Phone:	09 269 0069
School Email:	office@reremoana.school.nz
Accountant / Service Provider:	Canterbury Education Services (CES)

Reremoana School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Adam Manukau	Presiding Member	Elected Sept 2022	June 2025
Julie Cowan	Principal	Ex officio	
Merv Giam	Parent Representative	Re-elected Sept 2022	June 2025
Olivia Marks	Parent Representative	Elected Sept 2022	June 2025
Renee Maxwell	Parent Representative	Elected Sept 2022	June 2025
Janine Baker	Parent Representative	Co-Opted Oct 2023	June 2025
Sarah Hutchison	Staff Representative	Elected Oct 2023	June 2025
Raymond Koole	Parent Representative	Elected Sept 2022	Resigned July 2023
Janine Baker	Staff Representative	Elected Sept 2022	Resigned Oct 2023

REREMOANA SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Reremoana School

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Adam Manukau

Full Name of Presiding Member

DocuSigned by:
Adam Manukau
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Signature of Presiding Member

10 June 2024

Date:

Julie Cowan

Full Name of Principal

DocuSigned by:
Julie Cowan
78B2DA62F9A94BB...

Signature of Principal

05 June 2024

Date:

Reremoana School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	4,241,390	4,028,468	3,987,792
Locally Raised Funds	3	280,142	243,040	244,835
Interest		28,416	12,000	8,583
Total Revenue		4,549,948	4,283,508	4,241,210
Expense				
Locally Raised Funds	3	161,757	134,140	143,984
Learning Resources	4	2,675,616	2,738,824	2,561,417
Administration	5	283,077	259,324	274,591
Interest		3,554	3,600	4,872
Property	6	1,425,022	1,145,993	1,286,576
Other Expense	7	-	-	555
Loss on Disposal of Property, Plant and Equipment		494	-	-
Total Expense		4,549,520	4,281,881	4,271,995
Net Surplus / (Deficit) for the year		428	1,627	(30,785)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		428	1,627	(30,785)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Reremoana School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		861,994	861,994	873,279
Total comprehensive revenue and expense for the year		428	1,627	(30,785)
Contribution - Furniture and Equipment Grant		31,448	-	19,500
Equity at 31 December		893,870	863,621	861,994
Accumulated comprehensive revenue and expense		893,870	863,621	861,994
Equity at 31 December		893,870	863,621	861,994

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Reremoana School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,738	218,203	74,161
Accounts Receivable	9	202,029	188,030	199,334
GST Receivable		24,055	30,418	30,418
Prepayments		17,636	13,119	13,119
Investments	10	571,190	470,006	470,006
Funds Receivable for Capital Works Projects	17	-	-	3,570
		816,648	919,776	790,608
Current Liabilities				
Accounts Payable	13	245,084	312,828	312,827
Revenue Received in Advance	14	12,699	38	38
Provision for Cyclical Maintenance	15	8,853	8,556	-
Finance Lease Liability	16	18,124	21,037	20,578
		284,760	342,459	333,443
Working Capital Surplus/(Deficit)		531,888	577,317	457,165
Non-current Assets				
Property, Plant and Equipment	11	539,809	458,065	498,306
Work in Progress		-	-	49,203
		539,809	458,065	547,509
Non-current Liabilities				
Provision for Cyclical Maintenance	15	160,048	135,493	115,375
Finance Lease Liability	16	17,779	36,268	27,305
		177,827	171,761	142,680
Net Assets		893,870	863,621	861,994
Equity		893,870	863,621	861,994

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Reremoana School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		899,239	883,997	887,776
Locally Raised Funds		266,308	256,362	247,765
Goods and Services Tax (net)		6,363	(12,244)	(12,244)
Payments to Employees		(513,137)	(482,516)	(543,841)
Payments to Suppliers		(581,473)	(392,329)	(418,262)
Interest Paid		(3,554)	(3,600)	(4,872)
Interest Received		24,200	10,230	8,583
Net cash from/(to) Operating Activities		97,946	259,900	164,905
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(494)	-	
Purchase of Property Plant & Equipment (and Intangibles)		(84,685)	(21,254)	(121,629)
Purchase of Investments		(101,184)	(300,000)	(400,000)
Net cash from/(to) Investing Activities		(186,363)	(321,254)	(521,629)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,448	-	19,500
Finance Lease Payments		(19,024)	9,299	(20,428)
Funds Administered on Behalf of Other Parties		3,570	-	(81,811)
Net cash from/(to) Financing Activities		15,994	9,299	(82,739)
Net increase/(decrease) in cash and cash equivalents		(72,423)	(52,055)	(439,463)
Cash and cash equivalents at the beginning of the year	8	74,161	270,258	513,624
Cash and cash equivalents at the end of the year	8	1,738	218,203	74,161

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Reremoana School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Reremoana School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition**Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

h) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

j) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

Revenue received in advance relates to grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

n) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

r) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	890,750	821,011	887,776
Teachers' Salaries Grants	2,225,539	2,269,542	2,028,721
Use of Land and Buildings Grants	1,125,101	937,915	1,071,295
	<u>4,241,390</u>	<u>4,028,468</u>	<u>3,987,792</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	49,032	47,000	39,297
Fees for Extra Curricular Activities	116,794	131,740	122,948
Trading	22,650	24,000	26,172
Fundraising & Community Grants	91,666	40,300	56,418
	<u>280,142</u>	<u>243,040</u>	<u>244,835</u>
Expense			
Extra Curricular Activities Costs	104,478	113,740	115,013
Trading	10,115	8,000	13,380
Fundraising and Community Grant Costs	47,164	12,400	15,591
	<u>161,757</u>	<u>134,140</u>	<u>143,984</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>118,385</u>	<u>108,900</u>	<u>100,851</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	31,741	35,550	35,501
Equipment Repairs	-	700	271
Information and Communication Technology	23,092	21,600	18,919
Library Resources	2,026	2,500	2,811
Employee Benefits - Salaries	2,492,916	2,527,532	2,359,978
Staff Development	26,412	39,700	46,013
Depreciation	99,429	111,242	97,924
	<u>2,675,616</u>	<u>2,738,824</u>	<u>2,561,417</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	8,750	8,750	8,490
Board Fees	2,855	2,820	3,055
Board Expenses	5,341	5,800	9,098
Communication	7,400	6,050	6,126
Consumables	14,973	14,500	12,891
Other	33,473	25,330	27,618
Employee Benefits - Salaries	194,029	178,804	190,996
Insurance	6,776	7,790	7,627
Service Providers, Contractors and Consultancy	9,480	9,480	8,690
	283,077	259,324	274,591

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	17,145	16,200	19,790
Consultancy and Contract Services	53,646	50,000	52,489
Cyclical Maintenance	73,526	28,674	13,920
Grounds	12,790	13,000	20,649
Heat, Light and Water	41,379	32,000	28,732
Repairs and Maintenance	41,335	14,107	19,070
Use of Land and Buildings	1,125,101	937,915	1,071,295
Security	8,694	7,500	9,473
Employee Benefits - Salaries	51,406	46,597	51,158
	1,425,022	1,145,993	1,286,576

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Other Expense

	2023	2023	2022
	Actual	Budget	Actual
		(Unaudited)	
Amortisation of Intangible Assets	-	-	555
	-	-	555

8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,738	218,203	74,161
Cash and cash equivalents for Statement of Cash Flows	1,738	218,203	74,161

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	16,702	917	2,686
Interest Receivable	4,216	1,770	-
Banking Staffing Underuse	15,295	-	11,305
Teacher Salaries Grant Receivable	165,816	185,343	185,343
	202,029	188,030	199,334
Receivables from Exchange Transactions	20,918	2,687	2,686
Receivables from Non-Exchange Transactions	181,111	185,343	196,648
	202,029	188,030	199,334

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	571,190	470,006	470,006
Total Investments	571,190	470,006	470,006

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	213,005	88,269	(494)	-	(17,905)	282,875
Furniture and Equipment	136,202	28,844	-	-	(28,113)	136,933
Information and Communication Technology	88,693	9,658	-	-	(29,333)	69,018
Leased Assets	46,143	9,979	-	-	(21,710)	34,412
Library Resources	14,263	4,680	(4)	-	(2,368)	16,571
Balance at 31 December 2023	498,306	141,430	(498)	-	(99,429)	539,809

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of information & communication technology equipment held under a finance lease is \$34,412 (2022: \$46,143)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	436,198	(152,829)	283,369	347,929	(134,924)	213,005
Furniture and Equipment	606,258	(469,819)	136,439	602,456	(466,254)	136,202
Information and Communication Technology	373,485	(304,467)	69,018	410,721	(322,028)	88,693
Leased Assets	89,147	(54,735)	34,412	82,103	(35,960)	46,143
Library Resources	60,437	(43,866)	16,571	55,774	(41,511)	14,263
Balance at 31 December 2023	1,565,525	(1,025,716)	539,809	1,498,983	(1,000,677)	498,306

12. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2022	3,997	-	3,997
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022/ 1 January 2023	3,997	-	3,997
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2023	3,997	-	3,997
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	3,997	-	3,997
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	3,997	-	3,997
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2023	3,997	-	3,997
Carrying amounts			
At 1 January 2022	-	-	-
At 31 December 2022 / 1 January 2023	-	-	-
At 31 December 2023	-	-	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	67,857	124,499	116,008
Accruals	8,750	-	8,490
Employee Entitlements - Salaries	165,816	185,343	185,343
Employee Entitlements - Leave Accrual	2,661	2,986	2,986
	245,084	312,828	312,827
Payables for Exchange Transactions	245,084	312,828	312,827
	245,084	312,828	312,827

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	12,479	-	-
Other revenue in Advance	220	38	38
	<u>12,699</u>	<u>38</u>	<u>38</u>

15. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	115,375	114,599	101,455
Increase to the Provision During the Year	53,526	28,674	13,920
Provision at the End of the Year	<u>168,901</u>	<u>143,273</u>	<u>115,375</u>
Cyclical Maintenance - Current	8,853	8,556	-
Cyclical Maintenance - Non current	160,048	135,493	115,375
	<u>168,901</u>	<u>144,049</u>	<u>115,375</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	20,294	21,037	23,756
Later than One Year and no Later than Five Years	18,895	36,268	29,535
Future Finance Charges	(3,286)		(5,409)
	<u>35,903</u>	<u>57,305</u>	<u>47,882</u>
Represented by			
Finance lease liability - Current	18,124	21,037	20,578
Finance lease liability - Non current	17,779	36,268	27,304
	<u>35,903</u>	<u>57,305</u>	<u>47,882</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Property - LSC Office		(3,570)	3,570			-
Totals		(3,570)	3,570	-	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

	2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Property - LSC Office		73,800	-	(77,370)	-	(3,570)
MOE Property - 5YA Carpet		4,441	-	(4,441)	-	-
MOE Property - Fence (Project # 239260)		-	12,481	(61,684)	49,203	-
Totals		78,241	12,481	(143,495)	49,203	(3,570)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(3,570)

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,855	3,055
<i>Leadership Team</i>		
Remuneration	511,767	440,455
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>514,622</u>	<u>443,510</u>

There are seven members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	1 - 5	1 - 5

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	3.00	2.00
110 - 120	3.00	1.00
	<u>6.00</u>	<u>3.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,738	218,203	74,161
Receivables	202,029	188,030	199,334
Investments - Term Deposits	571,190	470,006	470,006
Total financial assets measured at amortised cost	<u>774,957</u>	<u>876,239</u>	<u>743,501</u>

Financial liabilities measured at amortised cost

Payables	245,084	312,828	312,827
Finance Leases	35,903	57,305	47,883
Total financial liabilities measured at amortised cost	<u>280,987</u>	<u>370,133</u>	<u>360,710</u>

23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Independent Auditor's Report

To the readers of Reremoana Primary School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Reremoana Primary School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 11 June 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, kiwisport report, good employer compliance statement, and Te Tiriti o Waitangi report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Reremoana Primary School.

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand





Charter 2023 -2025

Presiding Member of Board: Adam Manukau

Principal: Julie Cowan

Signed off by BoT:

Vision & Mission statement

Learn, Grow, Succeed

E ako, E tipu, E tū!

At Reremoana School we:

- Learn to learn and learn together*
- Nurture wellbeing and growth*
- Aspire to succeed and make a difference*

Language of Learning

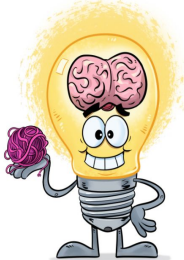
The Language of Learning forms the heart of our local curriculum and our values are woven through it. Each element is broken into the skills to teach and learn and the attitudes and values to encourage



Open-mindedness Curiosity Flexibility Courage Open-mindedness Curiosity Flexibility Courage Open-mindedness Curiosity Flexibility

Curiosity Curiosity Open-mindedness Curiosity Flexibility Courage Open-mindedness Curiosity Flexibility

Open-mindedness Curiosity Flexibility Courage Open-mindedness Curiosity Flexibility Courage Open-mindedness Curiosity Flexibility



Be Creative

Wonder and ask questions

Generate innovative ideas

Imagine possibilities

Solve Problems


Synthesise ideas and information to create something new

"Curious Exploration"

Determination Patience Persistence Self-Belief Determination Patience Persistence Self-Belief Determination Patience Persistence

Self-Belief Determination Patience Persistence Self-Belief Determination Patience Persistence Self-Belief Determination Patience Persistence

Determination Patience Persistence Self-Belief Determination Patience Persistence Self-Belief Determination Patience Persistence



Be Resilient

Take responsibility for managing myself

Set goals and make plans

Use my initiative and motivation to get things done

Accept and learn from mistakes

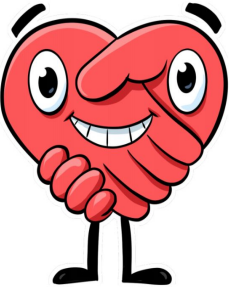
Have a 'Can Do' attitude to challenge and change

"Bounce Back"

Kindness Courtesy Honesty Responsibility Kindness Courtesy Honesty Responsibility Kindness Courtesy Honesty Responsibility Kindness

Courtesy Honesty Responsibility Kindness Courtesy Honesty Responsibility Kindness Courtesy Honesty Responsibility Kindness

Kindness Courtesy Honesty Responsibility Kindness Courtesy Honesty Responsibility Kindness Courtesy Honesty Responsibility Kindness



Be Respectful

Care for myself

Care for others

Care for the environment

"Consider my Choices"

Passion Kailikilanga Commitment Generosity Passion Kailikilanga Commitment Generosity Passion Kailikilanga Commitment

Passion Kailikilanga Commitment Generosity Passion Kailikilanga Commitment Generosity Passion Kailikilanga Commitment

Passion Kailikilanga Commitment Generosity Passion Kailikilanga Commitment Generosity Passion Kailikilanga Commitment



Be a Contributor

Find ways to contribute and take action

Participate positively


Understand the rights and responsibilities of cyberspace

"Do Good Because Good is Good to Do"

Awareness Confidence Discernment Initiative Awareness Confidence Discernment Initiative Awareness Confidence Discernment

Awareness Confidence Discernment Initiative Awareness Confidence Discernment Initiative Awareness Confidence Discernment

Awareness Confidence Discernment Initiative Awareness Confidence Discernment Initiative Awareness Confidence Discernment



Be a Thinker

Make Connections

Investigate and Analyse

Decide, Argue and Form Opinions

Reflect

Think about my thinking

"Thoughtfully Critical"

Tolerance Ako Assertiveness Inclusiveness Tolerance Ako Assertiveness Inclusiveness Tolerance Ako Assertiveness Inclusiveness

Ako Assertiveness Inclusiveness Tolerance Ako Assertiveness Inclusiveness Tolerance Ako Assertiveness Inclusiveness

Tolerance Ako Assertiveness Inclusiveness Tolerance Ako Assertiveness Inclusiveness Tolerance Ako Assertiveness Inclusiveness



Be Collaborative

Take an active role in a team

Accept diversity and difference

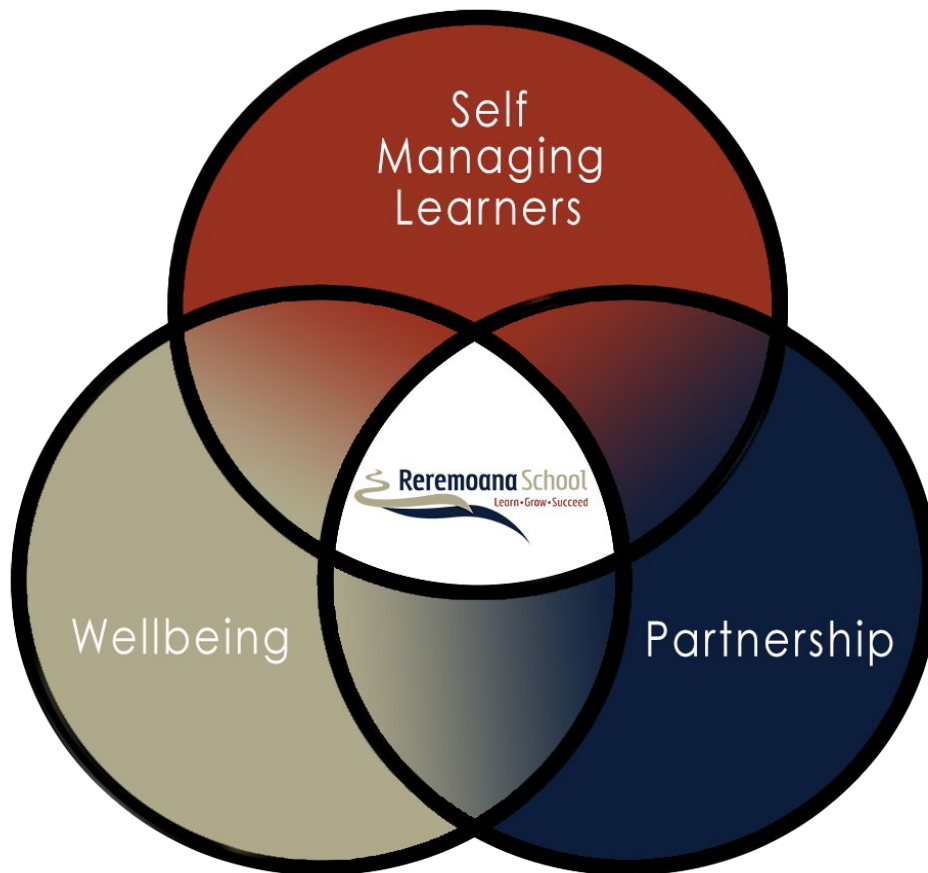
Show leadership

Negotiate and compromise when needed

Deal with conflict situations appropriately

"Team Work makes the Dream Work"

Themes for direction 2021-2025



Self managing learners

Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners

- *Akonga* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway*
- *Learning environments support students to take risks in their learning and to feel both challenged and supported*
- *Students are specifically taught how to learn and supported to become more self-directed in their learning*

NELP priorities: 2, 3, 4, 6

Developing self-regulation has a positive impact on student achievement: self-regulating students enjoy higher “academic achievement than non-self-regulating students, even when students are disadvantaged” (de Corte, 2010, p.51).’

Supports all aspects of Language of Learning

*Akonga (**noun**) student, pupil, learner

2023 Annual goals:

- Enact sustainability model for developing akonga agency (including AFL strategies)
- Respond to and explore Curriculum Refresh documents and support materials (draft and finalised)
- Teams will set targets to improve engagement and achievement in literacy or maths
- Maintenance and extension of school wide reading engagement
- Leading by Learning PLD for all leaders in 2023

Wellbeing/Hauora

Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

- *Te Whare Tapa Wha* used as a foundation for a wellbeing/hauora plan for Reremoana School*
- *Focused teaching of wellbeing and resilience strategies and skills*
- *Akonga develop self awareness and regulation, a strong sense of identity and belonging.*

NELP Priorities: 1, 2, 3, 5, 6

Language of Learning links: Be respectful and Be resilient

(* Mason Durie's model of wellbeing/hauora)

2023 annual goals

- Refine our school haura response model to include progressional understanding of skills and concepts of resilience within wellbeing (based on developmental stages and shows teaching focus, aligned with new curriculum stages and Be Respectful and Resilient progressions and showing tools for teaching Be Resilient explicitly)
- Increasing consistency and progression within and across teams of the Te Whare Tapa Wha model
- Review and refresh of PB4L systems including tailoring the teaching to the needs of students by accessing a range of resources eg FRIENDS, Mitey, Sparklers etc

Partnership

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

- *Be active participants within our community contributing to and making use of wider community resources*
- *Celebrate that we are a multicultural society within a bicultural nation - Hold Te Ao Māori as fundamental, while celebrating and reflecting our cultural diversity within our local curriculum*
- *Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology*

NELP priorities: 2, 3, 5, 6, 7

Language of Learning links: Be collaborative

2023 annual goals

- School wide engagement in Niho Taniwha PLD
- Extend cultural groups within school and cultural groups - the tikanga of our cultural celebrations
- Extending whanau and iwi engagement and consultation
- Launch Hero - community app and planning for/trialling real time reporting

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

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

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

WHAT GOOD LOOKS LIKE:

Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ākonga, teachers/kaiaiko and staff

Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations

All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA+¹ are welcomed, supported, valued and listened to

WHAT GOOD LOOKS LIKE:

Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities

High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated

Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment

Education and training pathways are available for and deliver equitably for all learners/ākonga

Māori enjoy and achieve educational success as Māori, whānau, iwi, Pacific families, and education supports Māori rangatiratanga

WHAT GOOD LOOKS LIKE:

The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities

Learners/ākonga face no unnecessary physical, access, support or financial barriers to education

Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education

Learners/ākonga are supported to successfully transition between education and employment

Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed

Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences

WHAT GOOD LOOKS LIKE:

Learners/ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development

All learners/ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills

Learners/ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support

Where appropriate, learners/ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with

WHAT GOOD LOOKS LIKE:

Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori

Leaders, teachers/kaiaiko and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies

Learners/ākonga have opportunities to learn, and learn in, te reo Māori

A commitment to Te Tiriti | the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing

Māori identity, language and culture are incorporated into teaching, learning and pastoral care

WHAT GOOD LOOKS LIKE:

Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning

Teachers/kaiaiko and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career

Teachers/kaiaiko and educators are confident and competent in educating diverse learners/ākonga

Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled

WHAT GOOD LOOKS LIKE:

Teaching and learning focuses and responds more closely to workplace needs

Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices

A more active careers service supports clearer learning and employment pathways

People can upskill and retrain throughout their lives and gain skills that are relevant for employment

Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers

¹ Includes people who identify as lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, or other sex, gender, or sexuality diverse identities.

OBJECTIVE 4

FUTURE OF LEARNING AND WORK

**Learning that is relevant to the lives
of New Zealanders today and
throughout their lives**

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/akonga to succeed in education

2 Bring your own device.

Alfriston Kahui Ako



2021 aspirations and draft plan



What will make a positive difference
for our learners?

2023 Annual Planning & Analysis of Variance



Targets 2023

Pīwakawaka: That 80% of Year 1 & 2 Students will make 3 taumata steps of progression by the end of 30 weeks of Better Start Literacy Approach teaching

Pūkeko: To make accelerated progress in writing for 60% of learners who are working well below and below.

Tūi: To accelerate progress in literacy (Reading and/or Writing) outcomes for 2/3 of students who sit in the below/well below space

Kererū: To accelerate progress in writing so that 55% of Year 8s will be working within Level 4 or above

NB - accelerate means progress greater than expected in 1 year

Attendance target: Reduce the number of students marked as T (truant) to less than 7% by increasing parents communicating reasons for absence.

Target Rationale

Pīwakawaka: BSLA new to the team - all team doing it. We want to know that the programme shows progression and is a good fit for all of our learners. Ideal is 1 step of progression every 10 weeks. Progress target [\(see diagram of steps\)](#).

Pūkeko: 61% were below/well below in writing at end of 2022. So target is to move 60% of those. Lots of those were ELL. Oral language needs. Quite a number cuspy.

Tūi: Improve writing by improving reading. Target students are below in both (only 5 aren't below across the board). 13 are ELL, Māori and Pasifika make up the rest of the group. So need to strengthen learning in ākonga Māori space, see patterns around attendance, MoE/RTLb additional support.

Kererū: Level 4 is expectation for end of Year 8. 19% of this cohort (as Year 7) were at expectation at end of 2022. Reading and writing strategies to support.

Attendance target: Our overall attendance target is well above MoE targets. Our attendance rates average from high 80% to low 90% with illness being the main reason children are absent. We do have a percentage of children for whom we don't know the reason for their absence - and therefore they are marked as truant. In term 4 2022 this was 14% of our absences. This was higher for our Māori and Pasifika absences (21.6% Māori & 24.2% Pacific). We are aiming to cut our 'T' percentage of absences in half. This is unlikely to impact our overall attendance rate but it means we have greater engagement and more accurate attendance data as we will know why our students are away.

Attendance Target Analysis of Variance

Target	Result/End of Year data	Variance	Analysis of Variance and next steps
Attendance target: Reduce the number of students marked as T (truant) to less than 7% by to increasing parents communicating reasons for absence.	Term 3 - T was 7.1% Term 4 - T was 8.9	Target was met in Term 3 but didn't maintain in Term 4 being missed by 2% (still worthwhile reduction from 14%)	In Term 3 and 4 ? had to manually adjusted to T if an reason was not able to be found. We need to continue to actively contact parents to find out why their child is not at school as this number of T needs to be decreased further.

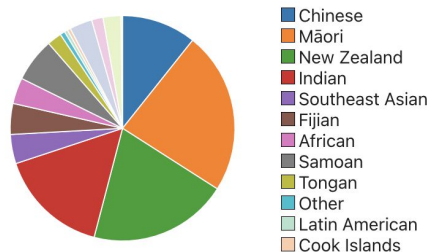
Achievement data EOY23

Analysis of achievement/progress and variance

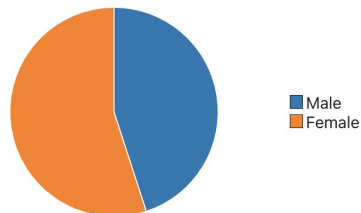
The year that was 2023

Back to normality... apart from a flood, and cyclone or two. It was a year of us busy getting back to normal which is a celebration in and of itself. Our school looks like:

MoE Ethnicity Groups*



Gender



School wide Expectations

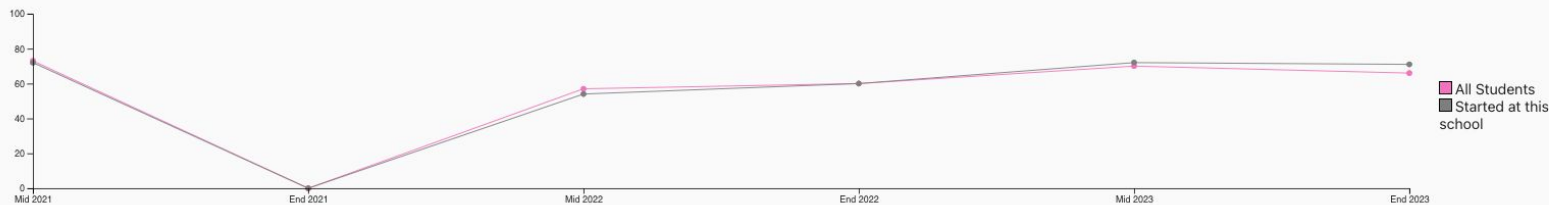
Across the school in reading in 2023 we have
66% of students reading at or above expected level



Year 1	Year 2	Year 3	Year 4
See BSLA data	See BSLA data Some of these students have OTJs	60%	63%
Year 5	Year 6	Year 7	Year 8
74%	65%	68%	67%

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well above	0	0	0	0	0	0
Exceeding	17	0	19	35	23	45
Meeting	66	0	47	45	77	55
Yet to meet	31	0	34	25	23	21
Yet to meet - More support required	1	0	22	28	15	20
Total Meeting or above	83 out of 115	0 out of 0	66 out of 122	80 out of 133	100 out of 138	100 out of 141
Percentage Meeting or above	72%		54%	60%	72%	71%

Percentage of students Meeting or above



71% of students in years 3-8 who started their schooling with us are at and above. There are 35 students in Year 2 who have OTJ data - these are all 100% meeting expectation or above as they have "graduated" out of BSLA

School wide Expectations

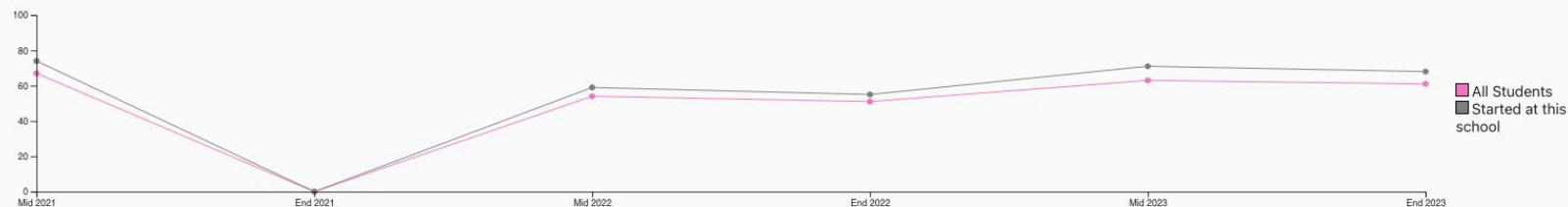
Across the school in writing in 2023 we have
61% of students working at or above expected level



Year 1	Year 2	Year 3	Year 4
96%	57%	63%	42%
Year 5	Year 6	Year 7	Year 8
60%	48%	59%	48%

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well above	0	0	0	0	0	0
Exceeding	8	0	17	13	29	31
Meeting	84	0	86	85	134	138
Yet to meet	25	0	44	49	44	53
Yet to meet - More support required	8	0	28	32	21	25
Total Meeting or above	92 out of 125	0 out of 0	103 out of 175	98 out of 179	163 out of 228	169 out of 247
Percentage Meeting or above	74%		59%	55%	71%	68%

Percentage of students Meeting or above



Year groups of particular concern are Year 6 and Year 4. The Year 6 cohort has actually improved from 32% the year before and the Year 4 group has improved from 22%.

School wide Expectations

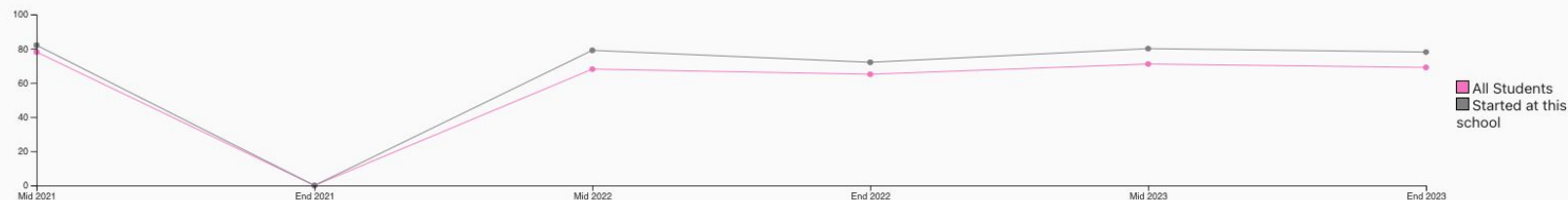
Across the school in Mathematics in 2023 we have
70% of students working at or above expected level



Year 1	Year 2	Year 3	Year 4
100%	73%	80%	60%
Year 5	Year 6	Year 7	Year 8
61%	48%	71%	51%

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well above	0	0	0	0	0	0
Exceeding	27	0	58	36	51	63
Meeting	76	0	81	94	131	131
Yet to meet	19	0	24	32	34	33
Yet to meet - More support required	3	0	13	19	12	23
Total Meeting or above	103 out of 125	0 out of 0	139 out of 176	130 out of 181	182 out of 228	194 out of 250
Percentage Meeting or above	82%		79%	72%	80%	78%

Percentage of students Meeting or above



Year group of concern in the Mathematics space is those students in Year 6 - Having just employed a Maths specialist teacher for the Te Moana team for 2024 - We will be watching this group carefully to see what we can do to make a difference here.

School wide Expectations

Maori Students Achievement across the school

We have around 100 students who identify as Maori in our school.
(Some students identify as both Maori and Pasifika so there is some crossover in this space)

- 58% of these students are working at or above expectation in Reading. In 2022 this number was 41%. Increase of 17% (This includes OTJ data from Y2)
- 44% of these students are working at or above expectation in Writing. In 2022 this number was 29%. Increase of 15%
- 54% of these students are working at or above expectation in Mathematics. In 2022 this number was 42%. Increase of 12%



School wide Expectations

Pacific Peoples Achievement across the school

We have around 57 students who identify as Pacific Peoples in our school.
(Some students identify as both Maori and Pasifika so there is some crossover in this space)

- 62% of these students are working at or above expectation in Reading. In 2022 this number was 54%. Increase of 12% (This includes OTJ data from Y2)
- 60% of these students are working at or above expectation in Writing. In 2022 this number was 37%. Increase of 23%
- 61% of these students are working at or above expectation in Mathematics. In 2022 this number was 47%. Increase of 14%.



For Maori students who have started their schooling with us
 Reading achievement jumps from 58% to 71%
 Writing achievement jumps from 44% to 57%
 Mathematics achievement jumps from 54% to 70%
 Attendance rate - 87%

For Pacific People student who have started their schooling with us
 Reading achievement jumps from 62% to 73%
 Writing achievement jumps from 60% to 74%
 Mathematics achievement jumps from 61% to 71%
 Attendance rate - 84%

Some questions I have are:

- How to we support whānau that join us during their schooling journey to ensure their students are able to access the levels of achievement that our “long term” students have gained? (Some initial data gathering and a goal setting meeting with whānau through the year - early access to group support - would early connection with the school help to ensure engagement)
- How do we know which bits of what we are doing better are helping ? - (More student voice surveys and closer examination of data - link with more real time reporting goals)
- How to we best celebrate this success to encourage more success?
- What other ways can we support whānau to connect with school around learning and support learning in the home - struggle of the AFL parent education intervention

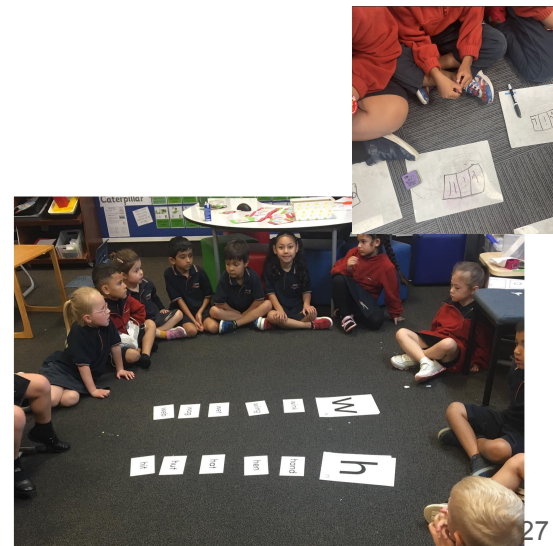
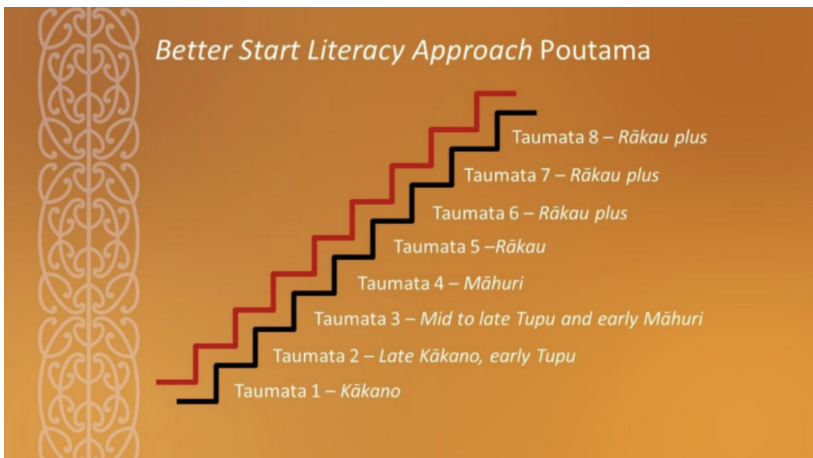
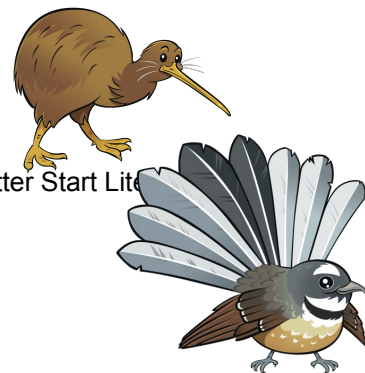
We as a school have to acknowledge the affect and effect that the Niho Taniwha PLD has had on this group of students. As well as the Self managing learner focus on AFL and embedding this practise. We are continuing in our BSLA structured literacy journey through 2024 as well. We know that these are very important culturally located pedagogical approaches that we have been working on for multiple years across the school.

What would you like me to dig deeper into to help you as a BOT have an understanding of how we are going as a school?

Kiwi/Piwakawaka

2023 Target: 80% of Year 1 & 2 Students will make 3 taumata steps of progression by the end of 30 weeks of Better Start Literacy teaching

As a team we have tracked progress of students using the BSLA 10 Week Cycle of Assessment. Progress is measured in 'Taumata Steps'. This is made up of a variety of assessment tools including letter and sound knowledge, non-word reading, ability to blend sounds together and reading/comprehension of a text.



88.6% of Year 1 and 2 tamariki have made 3 steps of progress (expected progress in 30 weeks) or more.

We have identified 13 students who have not made the expected amount of progress. These learners are receiving additional support including Tier 2 support for ALL learners. Others are receiving support such as Speech and Language Therapist, RTLB, pediatric referrals or have on-going attendance issues that we are working collaboratively to solve.

40 out of 57 Year 2 students have completed the BSLA sequence and are reading on the colour wheel (70%).

27 out of these 40 Year 2 students are reading at PURPLE or above (completed the BSLA sequence and reading on the colour wheel)



Pukeko

This year has been a very transient year with regards to children leaving and joining to the Pūkeko team.



Since the end of 2022 data, 18 students left the year Year 3 and 4 team.

	Year 3	Year 4
Overseas	1	2
Relocated	5	9
New School	0	1

We have had 7 new students over the course of the year. When I talk about the data and our team Inquiry I have not included any data of the students who have left or who have joined.



Overall - Maths

	End 2022	End 2023
Well above	0	0
Exceeding	20	27
Meeting	31	34
Yet to meet	30	12
Yet to meet - More support required	3	11
Total Meeting or above	51 out of 84	62 out of 84
Percentage Meeting or above	61%	73%

12%
increase



Overall - Maths

Maori ākonga	End 2022	End 2023	Pasifika	End 2022	End 2023
Well above	0	0	Well above	0	0
Exceeding	4	3	Exceeding	0	0
Meeting	8	9	Meeting	3	4
Yet to meet	9	7	Yet to meet	5	2
Yet to meet - More support required	1	3	Yet to meet - More support required	0	2
Total Meeting or above	12 out of 22	12 out of 22	Total Meeting or above	3 out of 8	4 out of 8
Percentage Meeting or above	55%	55%	Percentage Meeting or above	38%	50%
Maintained			12% increase		



Overall - Reading

	End 2022	End 2023
Well above	0	0
Exceeding	23	27
Meeting	23	26
Yet to meet	15	15
Yet to meet - More support required	23	16
Total Meeting or above	46 out of 84	53 out of 84
Percentage Meeting or above	55%	63%

8%
increase



Overall - Reading

Maori ākonga	End 2022	End 2023	Pasifika	End 2022	End 2023
Well above	0	0	Well above	0	0
Exceeding	4	5	Exceeding	2	3
Meeting	6	5	Meeting	1	2
Yet to meet	2	4	Yet to meet	2	1
Yet to meet - More support required	10	8	Yet to meet - More support required	3	2
Total Meeting or above	10 out of 22	10 out of 22	Total Meeting or above	3 out of 8	5 out of 8
Percentage Meeting or above	45%	45%	Percentage Meeting or above	38%	63%
	Maintained			25% increase	



Overall - Writing

	End 2022	End 2023	
Well above	0	0	
Exceeding	23	37	
Meeting	23	24	
Yet to meet	15	15	
Yet to meet - More support required	23	16	18% increase
Total Meeting or above	46 out of 84	61 out of 84	
Percentage Meeting or above	55%	73%	



Overall - Writing

Maori ākonga

	End 2022	End 2023
Well above	0	0
Exceeding	0	1
Meeting	4	8
Yet to meet	8	5
Yet to meet - More support required	10	8
Total Meeting or above	4 out of 22	9 out of 22
Percentage Meeting or above	18%	41%

23% increase

Pasfika

	End 2022	End 2023
Well above	0	0
Exceeding	1	0
Meeting	0	3
Yet to meet	6	3
Yet to meet - More support required	1	2
Total Meeting or above	1 out of 8	3 out of 8
Percentage Meeting or above	13%	38%

25% increase



Writing Target

To make accelerated progress in writing for 60% of learners who are working well below and below.

- We identified children who needed a 'double dose' of writing.
- This happened during Hub time 9-9:30am. A teacher from each hub took a group of 5-6 students for 4 mornings and worked on the fundamentals of writing. Then the group was changed
- Moderation showed an improvement in the essentials of writing to complete level 1 and move into the level 2 bands.

We do have 2 ākonga in the target group who have attendance below 70% and are working well below, and 2 with attendance below 80% working below.



Writing Target

	End 2022	Mid 2023	End 2023
Well above	0	0	0
Exceeding	0	0	1
Meeting	0	14	14
Yet to meet	34	28	24
Yet to meet - More support required	20	12	15
Total Meeting or above	0 out of 54	14 out of 54	15 out of 54
Percentage Meeting or above	0%	26% 26% increase	28% 28% increase



Writing Target

Maori ākonga	End 2022	End 2023	Pasifika	End 2022	End 2023
Well above	0	0	Well above	0	0
Exceeding	0	1	Exceeding	0	0
Meeting	0	3	Meeting	0	2
Yet to meet	7	5	Yet to meet	6	3
Yet to meet - More support required	10	8	Yet to meet - More support required	1	2
Total Meeting or above	0 out of 17	4 out of 17	Total Meeting or above	0 out of 7	2 out of 7
Percentage Meeting or above	0%	24%	Percentage Meeting or above	0%	29%
	24% increase			29% increase	



Tūi - overall team reading

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023
Well above	0	0	0	0
Exceeding	5	22	19	40
Meeting	57	37	63	41
Yet to meet	19	22	20	20
Yet to meet - More support required	17	17	13	15
Total Meeting or above	62 out of 98	59 out of 98	82 out of 115	81 out of 116
Percentage Meeting or above	63%	60%	71%	70%

86% of the team made progress from mid 2023 to end 2023 in reading. 10% more of the team is meeting expectation compared to this time last year. A huge number of the children (34%) are exceeding expectation.

Tūi - overall team writing



Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023
Well above	0	0	0	0
Exceeding	3	10	8	21
Meeting	47	37	51	42
Yet to meet	23	24	32	29
Yet to meet - More support required	25	27	24	24
Total Meeting or above	50 out of 98	47 out of 98	59 out of 115	63 out of 116
Percentage Meeting or above	51%	48%	51%	54%

93% of the team made progress from mid 2023 to end 2023 in writing. 6% more of the team is meeting expectation compared to this time last year. We have seen a big increase in the number of students working at “exceeding expectations” which shows as that some of the children are making accelerated progress - these are not the target children, unfortunately.



Tūi - reading target students

Counts ↑	End 2022	End 2023
Well above	0	0
Exceeding	0	0
Meeting	0	16
Yet to meet	22	12
Yet to meet - More support required	17	11
Total Meeting or above	0 out of 39	16 out of 39
Percentage Meeting or above	0%	41%

This shows the EOY results for those who were sitting below and well below in our team. This only includes students who were here for both reporting periods. We can see that 16 of these tamariki have moved from being below to meeting expectation - this amounts to 41% of the children.

ALL 39 of these children made progress from last year to this, although this was not enough progress to move them all to meeting expectations. We met our goal in terms of progress, though still need to get more to achieving "at" expected level.

Tūi - writing target students



Counts ↑	End 2022	End 2023
Well above	0	0
Exceeding	0	0
Meeting	0	13
Yet to meet	23	23
Yet to meet - More support required	27	15
Total Meeting or above	0 out of 50	13 out of 51
Percentage Meeting or above	0%	25%

This shows the EOY results for those who were sitting below and well below in our team. This only includes students who were here for both reporting periods. We can see that 13 of these tamariki have moved from being below to meeting expectation and 12 made progress from needing support to being just below expectation. 48 of these children made progress from last year to this, although this was not enough progress to move them all to meeting expectations.

Kererū

Our goal was for 55% of Year 8s to be working within Level 4 of the curriculum in Writing.

We worked on this by pushing Reading as Sharp groups, responding to texts, reading exemplars, guided lessons, teaching how to plan (as many didn't know where to start), sentence structure and purpose. Students learned we have many reasons to write and the way we write will differ across these.

Our writing practise continued across the curriculum, in our integrated curriculum contexts of Hauora, Innovation and Engineering and Community (Leadership).



Kererū - Progress Made 2022-2023



Students who didn't progress:

Reading Y7 - both were already 'at'.

Writing Y7 - he's dyslexic, Y8- both joined us from Fiji this year.

Maths - Y7 - 1 above, 1 truant, 2 keeping an eye on. Y8 - 1 made huge progress the year before (stagnant), 1 new from Fiji.

Year 7s movement up sublevels						Year 8s movement up sublevels					
	0	1	2	3	4 +		0	1	2	3	4 +
Reading	2	18	19	2		Reading		16	19	2	4
Writing	1	16	22	2		Writing	2	13	17	6	3
Maths	4	9	21	7		Maths	2	15	16	7	1

Kererū - Overall data

We met our goal of 55% of Year 8s working within Level 4 of the curriculum, (65.5%). This is our overall data.



Year 7s			Year 8s		
	Below	At/Above		Below	At/Above
Reading	13	28	Reading	13	28
Writing	17	24	Writing	21*	20
Maths	12	29	Maths	20	21

*7 of these students are 4B - one step away from 'at'.

Self-managing Learners

Strategic Goal	<p>Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners</p> <ul style="list-style-type: none">• Akonga* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway• Learning environments support students to take risks in their learning and to feel both challenged and supported• Students are specifically taught how to learn and supported to become more self-directed in their learning
Annual Goals 2023	<ul style="list-style-type: none">• Enact sustainability model for developing akonga agency (including AFL strategies) - PLG• Respond to and explore Curriculum Refresh documents and support materials (draft and finalised) - Lead by Ruru team• Teams will set targets to improve engagement and achievement in literacy or maths - Teams/Team Leaders• Maintenance and extension of school wide reading engagement - PLG• Leading by Learning PLD for all leaders in 2023

Teaching as Inquiry- Reremoana Self Managing Learners PLG Inquiry

How can we increase Whanau involvement for our ākonga Maori to increase/support Writing achievement?

Whai

*To close in
'the spark'
exploration,
curiosity*

*'To follow, chase,
pursue, look for,
search fo, court,
woo, aim at'*

Scanning

What is going on for our learners? What is the data telling us? What are the students saying? What tools we could use to gather student and whanau voice?

Focusing

How are we going to improve outcomes for our learners?

What is our shared direction for team learning and action? (developing a direction for our Inquiry)

Developing a hunch

What are we noticing? Triangulation- Scan across all the sources of data you have gathered (student voice, whanau voice, achievement data, research, NZC documents)

- **The starting point for us was our end 2022 data.** The key information that jumped out at us was in the area of 'Writing'. Only 44% were achieving at or above expectation. Then it sharply decreased to only 29% for our Māori Akonga and 37% for our Pasifika learners.

- We **formed a focus group of Māori Akonga** to get student voice around engagement, clarity and reflection. Akonga Voice shared showed they enjoyed writing but didn't write about their culture; they couldn't identify why we write (the big picture) and didn't know if they had done well in their writing

- At Hui and Fono meetings **whānau voice** was gathered- High expectations; support via prompts; more hui; more opportunities for sharing culture at school and more communication of what was being learnt.

- Then we used the **AFL Teacher matrix** and it showed- self reflection was an area for further development for teachers

So from this triangulation (and many reworkings of the question) the Self Managing Learners Group came up with the inquiry question-

How can we increase Whānau involvement for our ākonga Māori to support writing achievement?

Ako

*'To learn, study,
instruct, teach,
advise'*

Learning

How and where can we learn more about what to do?

We had school wide professional development using the Text 'Niho Taniwha' facilitated by an external provider, which guided the Partnership PLG group in crafting our **'Arotake Whaiaro'** (a personal evaluation document) to show how we honour Te Tiriti o Waitangi - **This was a starting point for us.** We focused on 2 aspirations of:

- Ākonga Māori see themselves as capable learners, they are active partners in classroom and kura settings where learning is co-constructed.
- Assessment for Learning practices are well embedded and require ākonga to be partners in the learning. Both kaiako and ākonga have clarity about what is to be learnt and how.

This then guided our search for Readings which we then delegated across the team and shared back using a jigsaw method.

Teaching as Inquiry- [Reremoana Self Managing Learners PLG Inquiry](#)

<p>Mau 'To lay hold of, grasp, wield (as in mau rākau)'</p>	<p>Taking Action What can we do differently to make enough of a difference?</p>	<p>While we had a lens on Māori Akonga and ways to support their learning, we then widened our focus group to include all learners below expectation in Writing- we</p> <ul style="list-style-type: none"> Planned face to face interactions with whānau- kanohi ki te kanohi Created resources for whānau to support writing at home; Ongoing sharing of writing via HERO with coaching questions for discussion Increased opportunities for cultural writing prompts Ran PD on AFL- using the matrix to target teacher needs Created an AFL '1 stop shop' for information, resources and common language for teachers
<p>Tipu 'The outcome/growth' 'To grow, increase, spring, issue, begin, develop, sprout, prosper'</p>	<p>Checking The whole purpose of the spiral of inquiry is to make a difference to the learning environments for learners and to valued outcomes for them. The checking question asks, 'Have we made enough of a difference?'</p>	<ul style="list-style-type: none"> Using Hero we could track interaction with the posts- for our first sample we had around 50% leave a comment or interaction in Jr class; 10% in Middle school. Most had been viewed. (HERO is still new to our families) What we couldn't see was if they had shared and discussed the writing sample with their child at home, which was a question we asked in the Whānau voice survey and it seemed that most were (5/6 had shared or responded to the work example in some way). We used parent interviews as our first face-to-face interaction which we had a great turn out for- with a real focus on writing and gave out the first writing partnership information booklets. We had identified 35 target students. Our first writing partnership group Hui had 5 families attending, our second had 6 - both were really positive; there was lots of bouncing of ideas. It was great to see the families interacting and sharing ideas with each other too. Overall we had 9 families engage in person during these hui. We tracked data from our target group- mid and end of year OTJs. We found that the 9 children whose families had been the most engaged made the most progress. Repeating Ākonga Voice we found they were more positive about writing, felt more comfortable being able to write about their culture, they felt they were improving and were more specific about what they were learning to do in writing. Our Whānau Voice survey found they felt supported, they liked being given tasks and practical ideas for home, they found the prompts useful when discussing work with their child and they found it reassuring to talk to other parents at the hui.

End of Year summary

Our Writing Partnership Initiative could be replicated across the curriculum with any target learners group- the face to face hui, sharing ideas, resources for home, and sharing of work samples helped increase achievement for all of our learners that had whānau engagement. We will adjust the initiative slightly to respond to whānau feedback - some ideas we have are forming smaller target groups for set times: if we have a group of ākonga with a shared need who we work with for a 10 week block, we can target the support those whānau receive, the resources they can use and help create direct links between what we are doing at school and what they can do at home (these are all things that were indicated as preferences by whānau in the survey).

We believe that as our families become more familiar with Hero, communication and sharing of work via this channel will become easier for them as well. We hope to see an increase in engagement over the work shared at home.

ACTION PLAN

WHO

OUTCOMES (what have we achieved)

Analysis & Evaluation

(how well did it work? did it make enough difference?)

Next Steps

Observations and PAC
Continued from last year - record lessons, follow up with discussions

Claire / Amy

Tried a different way of approaching - as walkthroughs rather than pre-recorded lessons

Narrowed down who needs support and in what area (common theme area of clarity). This helped so we can now focus on supporting these kaiako with more specific observations and conversations

Continue to offer support to those who want / need it

Slides: Create a "one stop" resource for all things AFL. This includes extra resources, pictures of what we have done, ideas for support

Claire to create, team to add as needed

Slides have been developed, shared with team for feedback and will be added to throughout the year. Will share with all staff

As yet there has been little / almost no engagement from kaiako on these slides. Could still be a valuable resource, will need to try introduce it. Go through it at staff meeting?

Share and explain in staff meeting, update

Vocabulary: agreed terms that we use across the school

PLG team, staff

Created and shared in week 5 - need to reshare and reiterate

Has taken hold in some hubs

Reshare regularly; getting teacher stamps to use across the school with desired vocabulary

Sharing progress: Sharing what each team is doing, celebrate success

teachers

Week 5: sharing learning conversation displays

Learning displays were done well and the language of being a good learner has been heard in student voice

Continue to revisit this throughout the year to keep it on top

Self assessment (capabilities matrix): All teachers completed self-assessment on the matrix in term 1. This is used to check where we are at, choose next steps. Used for pre and post.

Teachers

Filled in first, Claire analysing [Summaries](#)

These were used as a guide to focus on for walkthroughs. Subjective in nature. Need to come back to it, revisit and see where progress has been made (self reflection)

Use revisited self-reflections in conversations

ACTION PLAN

WHO

OUTCOMES (what have we achieved)

Analysis & Evaluation
(how well did it work? did it make enough difference?)

Next Steps

Sharing in team meetings: reflecting what was discussed at PLG back in team meetings

PLG team

Ongoing

Messages were carried through some teams (Kererū did not have an AFL rep for most of the year)

Develop team-wide self reflection, self assessment, peer assessment tools

PLG team with their teams

Brought out school-wide reflection questions.

Needs to be discussed from earlier in the year,

Continue to practice and remind teachers until it becomes more embedded

Writing programme with whānau - developed a help guide and will provide information hui

PLG kaiako, whānau

Some students showed an increase in writing OTJ. A few parents were engaged.

We did not see high levels of parent engagement being maintained throughout - lots were keen initially but did not keep up. Only 6 parents responded to our survey

Try to expand the partnership into other areas, smaller target groups over a shorter time (discussed in more detail [here](#))

Schedule observations - using student voice and previous observations, have conversations and then observe specific kaiako on their needs

Claire, identified kaiako

All planned observations took place

Engagement was positive - kaiako were open to feedback and eager to learn. Next steps have already been put in place to some extent.

Hub buddies who are strong in AFL to model; team leaders to observe and discuss AFL in termly observations

Develop clarity workshop - supporting anyone who wants help (staff meeting)

Claire

Went really well. Split the staff into 2 groups - clarity group was mainly new staff / staff who were struggling. They were open and receptive. Observations

This showed that we are all on the same page (or expected to be on the same page) as a staff. It reiterated a shared sense of responsibility for following the process.

Offer optional support throughout the year

Self-managing Learners - Extending engagement

Strategic Goal	<p data-bbox="479 183 1748 259">Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners</p> <ul data-bbox="517 278 1819 354" style="list-style-type: none"><li data-bbox="517 278 1819 300">• Akonga* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway<li data-bbox="517 303 1819 325">• Learning environments support students to take risks in their learning and to feel both challenged and supported<li data-bbox="517 328 1819 354">• Students are specifically taught how to learn and supported to become more self-directed in their learning
Annual Goals 2023	<ul data-bbox="517 405 1725 576" style="list-style-type: none"><li data-bbox="517 405 1725 467">• Respond to and explore Curriculum Refresh documents and support materials (draft and finalised) - Lead by Ruru team<li data-bbox="517 470 1725 543">• Teams will set targets to improve engagement and achievement in literacy or maths - Teams/Team Leaders<li data-bbox="517 547 1725 576">• Maintenance and extension of school wide reading engagement - PLG

Teaching as Inquiry- Extending Engagement TAI

<p>Whai <i>To close in 'the spark' exploration, curiosity</i></p> <p><i>'To follow, chase, pursue, look for, search for, court, woo, aim at'</i></p>	<p>Scanning What is going on for our learners? What is the data telling us? What are the students saying? What tools we could use to gather student and whanau voice?</p> <p>Focusing How are we going to improve outcomes for our learners? What is our shared direction for team learning and action? (developing a direction for our Inquiry)</p> <p>Developing a hunch What are we noticing? Triangulation- Scan across all the sources of data you have gathered (student voice, whanau voice, achievement data, research, NZC documents)</p>	<p>As a PLG group our initial thoughts were to use our school library as the reading focal point - a community hub where reading could be inside or outside school hours; with peers or whanau. A place where cultures were valued and catered for. We asked teams to reflect on what had worked well for them in 2022 and what they were hoping to maintain. Suggestions of resuming Buddy reading within the school and the early learning centre next door were also explored.</p> <p>A survey was conducted to discover how teachers were using the library and what was on their wish list re using this space.</p> <p>A survey was also conducted amongst our students to gauge their interest in reading. The junior engagement was high but the levels fell dramatically the further up the school we went.</p> <p>E-asstle attitude results were also recorded.</p> <p>What practices or initiatives can we introduce to support an increase in reading engagement?</p>
<p>Ako <i>'To learn, study, instruct, teach, advise'</i></p>	<p>Learning How and where can we learn more about what to do?</p>	<p>Readings were shared throughout the year with the PLG team - any new ideas shared back to our teams.</p> <p>Following the student survey, we shared ideas as a staff. we thought could be utilised to help encourage reading uptake within our teams</p> <p>Student focus groups were formed to help identify specific areas they felt needed addressing.</p> <p>Students were resurveyed at the end of the time period.</p>

Teaching as Inquiry - Extending Engagement TAI

<p>Mau <i>'To lay hold of, grasp, wield (as in mau rākau)'</i></p>	<p>Taking Action What can we do differently to make enough of a difference?</p>	<p>The ideas gathered by the teachers following the student survey were used to tweak reading programs. The library was opened during morning tea and lunch time with daily activities based around cultural events, authors and other specific topics. Staff were given the opportunity to read to the students during lunchtime. Inquiries were made into the possibility of providing more space for students work to be displayed within the library. Increasing our supply of culturally diverse books was made a priority when ordering new books for the library. Following the student focus groups, teams again made adjustments to their reading programs to help accommodate the student requests. Buddy reading was re introduced within the school Buddy reading with the Early learning centre was re-introduced and the kindy made visits to the school to borrow books. A library folder for teachers to add activities to was created for sharing 5- 10 min lessons with their class. Whanau were invited to come in and read in their home language to the students during Bookweek.</p>
<p>Tipu <i>'The outcome/growth'</i> <i>'To grow, increase, spring, issue, begin, develop, sprout, prosper'</i></p>	<p>Checking The whole purpose of the spiral of inquiry is to make a difference to the learning environments for learners and to valued outcomes for them. The checking question asks, 'Have we made enough of a difference?'</p>	<p>The students were <u>re surveyed</u> to see if any of our tweaks to our programs had made a difference. After approx 20 weeks of running "tweaked" programs, there have been incremental but positive improvements in how the Seniors perceive themselves to be as readers with 10% more believing reading to be important. The Junior school had more of a rollercoaster ride with their new results but on the whole their attitude toward tackling reading improved. An extra 10% now found it easier to pay attention to what they were reading. Both junior and senior school saw a small increase in the number of students who believed they were good readers. The library is a popular place during break times, especially with the junior and middle school students. Lunchtime crafting activities are popular but students are also using it for quiet reading and for working on personal projects eg writing their own books. The Kindy has made frequent visits to our library - both for buddy reading with the seniors and for book borrowing. Buddy reading within the school has evolved into Wā Tuakeina Teina</p>

Teams have made tweaks to their reading programs to reflect the student voice. For a variety of reasons, not all of the tweaks have been implemented but there is still scope for re-introducing these at the beginning of the new year. Following the re-surveying of the students, there were not major shifts in their thinking but it was pleasing to see that a small growth had been made in the area of readers' self belief. The [E-asstle test](#) showed us that the attitude of our readers who least enjoyed reading had changed slightly, with fewer readers registering at 0 or 1.

The library has evolved over the year. Our library is now open during morning tea for quiet time and at lunchtime for book based crafts and activities (often based around significant cultural events.). The craft activities are especially popular. The library is now the meeting place for our kindy and our senior buddy readers and the kindy are borrowing books. The Kindy is keen to continue with the program next year. Collections of books celebrating more of our cultural diversity have been purchased.

Buddy reading within the school has evolved to Wā Tuakana Teina where we now share not only books, but also personal writings and the teaching of Te Reo. It is a popular activity amongst our Senior students.

Next Steps:

Teams will have the opportunity to reflect on what worked well for them and what they will be willing to include again in next years program. Be more pro-active in adding activities to our library folder.

We would like to see the Library continue to evolve as a community hub:

The continuation of lunchtime activities based around a book or significant cultural events.

Actioning students suggestions eg setting up a writing/publishing centre

Creating a board games centre, possibly with school competitions eg Chess/Draughts

Although there was not much uptake to caregivers coming in to read to students in their home language during bookweek, this is an avenue that could still be explored through the opening of the library after school.

Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Library to become more of a focal point within the school, a community centre.....	Del Lynn, All team members	Discuss vision with Marama and with team, develop own vision Survey staff, students and whanau about use of library The library is a place	Our survey indicated a all teachers used the library regularly and were keen to share ideas - folder for resources was set up	Survey the students
Reading engagement - reflect and evaluate 2022 outcomes and set team directions for 2023 in this space	Team representatives (Del, Krysten, Bernie, Manreet)	Kiwi/Piwakawaka Pukeko Tui Kereru	Question established: What practices or initiatives could we introduce to support an increase in reading engagement.	
Students surveyed - what did they think about reading; how did they perceive themselves as readers?	Del - whole school survey; buddy readers to survey each other.	All students were surveyed and the results shared at a staff meeting. Each team brainstormed ideas of how to respond to the student voice	Each team chose 3 ideas they could include in their program .	Buddy reading to be re-introduced across the school.
Library opened during morning tea and lunchtimes.	PLG team	Activities shared based around cultural themes, significant events or books being showcased.	Library was always busy, especially when crafts were on offer. We discovered we were short on Cultural material	Continue this into 2024, possibly look at opening before or after school. Buying cultural books a priority in this years budget.
Focus groups formed	Del -a representative group of 3 from eachteam	Results of focus groups shared with teachers and their reading programs for term 4 tweaked to accommodate student voice.	E-assTle attitude results show an increase in enjoyment of reading across all teams. 10% more of the seniors believed themselves to be better readers and 10% of the Junior school felt they were able to focus more on their reading tasks.	Continue to implement the tweaks that worked.

Hauora

Strategic Goal	<p>Strategic goal: <i>To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga</i></p> <ul style="list-style-type: none">• <i>Te Whare Tapa Wha* used as a foundation for a wellbeing/hauora plan for Reremoana School</i>• <i>Focused teaching of wellbeing and resilience strategies and skills</i>• <i>Akonga develop self awareness and regulation, a strong sense of identity and belonging.</i>
Annual Goals 2023	<ul style="list-style-type: none">• Refine model to include progressional understanding of skills and concepts of resilience within wellbeing (developmental stages - teaching - align with new curriculum stages and Be Respectful and Resilient progressions. - tools for teaching Be Resilient explicitly)• Increasing consistency and progression within and across teams of the Te Whare Tapa Wha model• Review and refresh of PB4L systems including tailoring the teaching to the needs of students by accessing a range of resources eg FRIENDS, Mitey, Sparklers etc)

Teaching as Inquiry- [Hauora TAI](#)

Whai

To close in
'the spark'
exploration,
curiosity

'To follow,
chase, pursue,
look for, search
fo, court, woo,
aim at'

Scanning

What is going on for our learners?
What is the data telling us? What
are the students saying?
What tools we could use to gather
student and whanau voice?

Focusing

How are we going to improve
outcomes for our learners?
What is our shared direction for
team learning and action?
(developing a direction for our
Inquiry)

Developing a hunch

What are we noticing?
Triangulation- Scan across all the
sources of data you have gathered
(student voice, whanau voice,
achievement data, research, NZC
documents)

Scanning

How will you collect baseline data for your target group?

- Class survey - can repeat once a term
- Teacher survey - can repeat once a term
- Look at HERO behaviour data

[Hui whānau voice](#), [Hui Whānau voice 2](#), [Fono Whānau voice](#), [Teacher voice](#), [Student voice](#)

Student survey :

- Using Zones to see how their break time went - ask questions to gather further info if they were not in the Green Zone
- [Survey PLG group classes](#) - (whole class discussion or similar - could be bus stop activity or Scoodle for older classes)
what do you do if you have a problem? How would you like to solve your problem? Do you feel like there are enough things out to do at break times? What else would you like to do during break times? What are the disagreements about? Are you hungry? Does this impact on your behaviour? Wanting questions that cover break play (eg enough to do) and solving problems

Teacher voice survey- In team meeting time each person in the team is to answer the following questions via [Google Forms](#)

Focusing

Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

How will we narrow this down? **Think about - what are the problems? Where are the gaps? What does our data triangulation tell us?**

Is there 1 particular knowledge or skill to develop? What stands out?

- Resilience?
- Restorative conversations?
- More activities and ideas for break play?

Questions Ideas- What is the data telling us for a direction?

How can we best support our children to work through problems that occur in the playground?

How can we best support our our students to have positive break time experiences?

Developing a hunch

What is the data telling us for a direction?

Looking at all the data that was gathered we had Karen, PB4L leader from MOE to support us in critically analysing it and supporting us in moving forward. Ultimately it was very clear that some processes and

Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Develop a Whole School Site with new refreshed PB4L procedures and documents	Sarah/Karien	Taken team feedback into consideration Develop the matrix into a document that includes our language of learning Developing clarification between minor and major incidents in the programme Developing a flow diagram to clarify how and when teachers need support	Teachers were pleased to access the documents now and feel more confident in following correct processes when needing support.	An overview and teaching lessons will be developed which is what students will be rewarded for.
Refresh current procedures around PB4L and data entering and ensuring that staff were collaborating in developing these.	Team	We have refreshed the following procedures following on from data gathering, staff meetings in preparation and work that the team has completed: -Whole school matrix -Flow diagram for behaviour support -Refining minor and major behaviour -Looking at correct ways to enter data and the importance of data gathering for teachers and LA's	Staff took more ownership as they were part of this process and we developed the refreshed systems in collaboration LA's feel more valid knowing their information are important and they are able to make entries onto hero	Looking at teaching of behaviour as part of our social curriculum incorporated with learning through play. Looking into Mitey as a possible support system in teaching Mental health
Develop and implement a whole school Break time reward system. Looking into ways to specifically reward behaviour based on weekly goals.	Team	Doing student surveys about possible activities during break times Doing staff surveys about possible duty experience and how we can improve Adding reminder cards in staff duty bags Ensuring systems of support are clear during duty Ensuring staff can enter incidents onto hero Doing team surveys about current	Will consult with staff again at the end of the year to see how we can improve on this.	Collect teacher voice, via a google form, for feedback and adaptations if needed. Developing a schoolwide consistent reward system

2024 and beyond

- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
 - Ensure explicit teaching of behaviour and culture building
 - Implement PB4L initiatives such as the Newcomers Club
 - Ensure consistent application of PB4L processes (including school reward systems)
 - Develop school own tools for monitoring and assessment of hauora and school culture
 - Engage in Mitey PLD (for 2025 roll out)
- Conduct biannual health community consultation and review our health curriculum
 - Robust community consultation around health curriculum
 - Review what is currently working well in explicit hauora teaching
 - Produce reviewed health curriculum statement based on Te Whare Tapa Wha

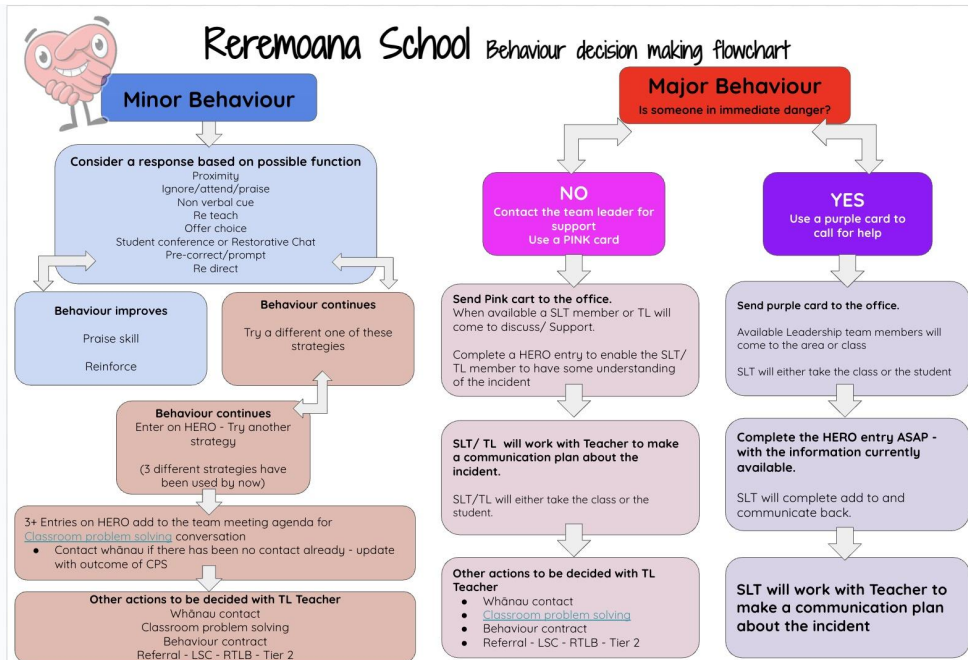
End of Year summary

1. Developed a site where all new systems are recorded : [Positive behaviour for learning](#)
2. We have developed a [schoolwide matrix](#)
3. We have addressed the [Minor and Majors](#) misconceptions
4. [Flowchart](#) for incidents adapted and talked through with staff
5. Staff had training and issued with restorative chat cards
6. Feedback on reward systems to discuss more and develop as a whole school and hub approach
7. Look at the whare tapa wha model and how we can integrate this more into our practice, social curriculum and with our Language of Learning next year



Schoolwide matrix

Language of Learning Behaviour	
Individual Hub 1-1s	
Enter and leave the hall quietly	
Pay attention to the speaker	
Leave the hall as found	
Appreciate appropriately	
Use appropriate manners	
Wait to be served	
Use manners, e.g. please and thank you	
Wait a turn	
Wait to be noticed	



Partnership

Strategic Goal

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

- Be active participants within our community contributing to and making use of wider community resources
- Celebrate that we are a multicultural society within a bicultural nation - Hold Te Ao Māori as fundamental, while celebrating and reflecting our cultural diversity within our local curriculum
- Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology

Annual Goals 2023

- School wide engagement in Niho Taniwha PLD - all as Niho Taniwha will go through all PLGs)
- Extend cultural groups within school and cultural groups - the tikanga of our cultural celebrations (PLG)
- Whanau engagement - extending (see the ERO matrix) (PLG, Board, Ruru)
- Hero - community app and planning for/trialing real time reporting (Ruru)

Teaching as Inquiry- Partnership

How does the design and implementation of Arotake Whaiaro support teachers to enhance their cultural capability in Te Ao Maori?

Whai

To close in
'the spark'
exploration,
curiosity

'To follow,
chase, pursue,
look for, search
fo, court, woo,
aim at'

Scanning

What is going on for our learners?
What is the data telling us? What
are the students saying?
What tools we could use to gather
student and whanau voice?

Focusing

How are we going to improve
outcomes for our learners?
What is our shared direction for
team learning and action?
(developing a direction for our
Inquiry)

Developing a hunch

What are we noticing?
Triangulation- Scan across all the
sources of data you have gathered
(student voice, whanau voice,
achievement data, research, NZC
documents)

How will you collect baseline data for your target group?

Use Arotake Whaiaro continuum (and related student related student voice, whānau voice data) to generate our baseline data. Student Voice, Whānau Voice

What is the data telling us?

The data is telling us- ākonga Māori want more Te Reo me nga Tikanga Maori. Whānau are appreciative of the change but want our tamariki to have more experiences that are reflective of te ao Māori.

What tools are you using?

We are using the Original Arotake Whaiaro as our fundamental document to guide teachers to enhance the cultural capability in Te Ao Māori.

What tools we could use to gather student voice?

Through Arotake Whaiaro Alisha and Nikki have gathered student voice in each classroom/hub setting. This was asked to all ākonga. On reflection moving forward we would like to only gather student voice for this reflective of ākonga Māori.

We have collected and will be looking at a variety of voice represented from; whānau, fono, student voice collected through Arotake Whaiaro, Student voice collected through each PLG member.
Hui whānau voice, Hui Whānau voice 2, Fono Whānau voice

Teaching as Inquiry- [Partnership](#)

Ako

To learn, study, instruct, teach, advise

Learning

How and where can we learn more about what to do?

Gathering student voice

We have decided to target our questions moving forward to: ākongā Māori from Alisha, Nikki and Sophie's Hub. We will collect student voice via video.

Video student voice Questions-

What does karakia time mean to you? Do you think it's important?, What do you want to learn about?, What could your teacher do differently?, What might your parents say about your class?, What might your parents say about your kura?, How often does your teacher use te reo Māori in the classroom?

[Link to written summary of Video student voice](#)

[Link to drive with videos of student voice](#)

Reflecting on Arotake Whaiaro data collected

Ako-Focusing

What is our shared direction for team learning and action? (developing a direction for our Inquiry) Is it a real need or just ticking a box?

How are we going to improve outcomes for our learners? Where will focussing our energies make the most difference?

Summary of akonga voice:

- Karakia is positive for ākongā Māori- Starting the day with Karakia makes ākongā Māori feel comfortable (feels like home, they like seeing Māori). Students say that is weird when we do not have this part of the day -shows they have an understanding of the need to keep the language alive.
- Ākongā Māori want more language, exposure, sentence structures.
- The Student voice suggests a positive connotation/connection to being Māori
- They want to give back and be Kaitiaki to the little kids, excited about tuakana-teina
- Want to learn about History, Māori chiefs
- Whanaungatanga/ connection is important ... between each other, their whakapapa, their whānau
- What do you think parents like about our kura: It is good, we learn, keeps us happy, they make it fun for us, this school has stepped up our learning a lot

What is our shared direction for team learning and action?

1. **Language, Te reo Māori** - strong voice that students want more language and structure We have language in progressions, teachers will feel that this is measurable for them. Extending kaiako to share context of language.
2. **Strengthen Karakia time-** Arotake Whaiaro- [Link to data](#) "Kei te Ao Marama: Te Reo Māori used outside of designated lesson time" movement from in designated time/authentic teaching in Karakia time - being translated into our daily routine). Mana Enhancing. Visiting Karakia time in kaiako high in Arotake Whaiaro.
3. **Wā Tuakana Teina-** Looking at a time we already have.... Piggy backing onto buddy reading. Last 5 minutes to Kōrero Māori (prompts- recent in karakia time)Kererū and Pūkeko- Janine slides. Piwakawaka/Kiwi and Tūi- Sharing, kupu, mihi (greetings)
4. **Reflection of Arotake Whaiaro**

Teaching as Inquiry- Partnership

Mau

*'To lay hold of,
grasp, wield
(as in mau
rākau)'*

Taking Action

What can we do differently to make enough of a difference?

1. **Language, Te reo Māori** - Responded to student voice = more Te Reo Māori, scaffolding a structure for the rest of the staff, presenting opportunities for real life context practice.
2. **Strengthen Karakia time**- Visiting Karakia time in kaiako classrooms who are high in Arotake Whaiaro/Confident. Observations within and across teams of Karakia time. Sharing resources, Karakia slides.
3. **Wā Tuakana Teina**-Fine tuning the Wā Tuakana Teina. Kōrero Māori- last 5-10 minutes- Moving into Term 4 planning around this/organising. This will be more supportive with guidelines, a collaboration.
4. **Reflection of Arotake Whaiaro**
Ongoing reflection and adaption of Arotake Whaiaro (based off staff and PLG feedback)

Ongoing: Collection and Analysis of student voice to guide next steps

How will we know we are making a difference?

What will we want to see? / How will we measure progress?

Driven by student voice - More student voice telling us that we have made a shift/that they feel like they are seeing/hearing more Te Reo Māori

People making shift on the Arotake Whaiaro

Seeing authentic teaching in Karakia time, authentic use of Reo with tamariki and kaiako throughout the day

Staff to be comfortable to start or say Karakia / Karakia mo te kai/ Closing Karakia

Wā Tuakana Teina- Student voice reflects the added time. Using Tuakana Teina is culturally responsive and enacting te ao Māori practices

Teaching as Inquiry- [Partnership](#)

Tipu
'The
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'To grow,
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Checking
The whole purpose
of the spiral of
inquiry is to make a
difference to the
learning
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for them. The
checking question
asks, 'Have we
made enough of a
difference?'

What are we seeing/ Have we made a difference? - improvement/ engagement/ progress?
Arotake Whaiaro has had a huge change in staff and students.

Students are holding us accounting as kaiako. It is feeling more authentic, part of who we are as a school. Ākonga Māori are feeling more proud, standing up to lead waiata at teach kupu.

- 1. **Language, Te reo Māori** - As per Arotake Whaiaro, students are much more confidently able to articulate and distinguish te reo Māori and when they use it. Tamariki are proud to share what they know.
- 2. **Strengthen Karakia time**- The Kaiako who came to visit, requested observations and took feedback saw growth in creating a more authentic Karakia time. *How do we encourage all Kaiako to do the same?*
- 3. **Wā Tuakana Teina**-Having the collaboration document supported possible learning for te reo Māori in the classrooms. Kaiako had a focus and children had an authentic real life kōrero to work towards.
- 4. **Reflection of Arotake Whaiaro**- We have seen huge growth in Arotake Whaiaro with our kaiako, therefor with our ākonga. It is evident through collection of Student voice, the further along the continuum the more authentic and positive the student voice.

***Data from all Kaiako over this year**

Arotake Whaiaro					
We are giving effect to Te Tiriti o Waitangi at Reremoana School by:					
Visits/Kōrero	Te Kore The void (nothing is something, diminishing)	Te Pō-tē-kitea Only a little bit of light can be seen	Ki te Whai-ao A glimmer	Ki te Ao-marama The bright light of the day (this is the norm, what we do)	Tihei, mauri ora! Our aspirations, what we want to be doing
<i>*Whai T2: Data from 13 Kaiako. Mau T2: Data from 15 Kaiako. Whai T3: Data from 15 Kaiako. Mau T4: Data from 13 Kaiako</i>					
T2 Whai Visit:	7.69% Kaiako Placed	30.77% Kaiako Placed	46.15% Kaiako Placed	15.38% Kaiako Placed	-
T2 Mau Visit:	6.66 Kaiako Placed	13.33% Kaiako Placed	53.33% Kaiako Placed	26.67% Kaiako Placed	-
T3 Whai Visit:	-	13.33 Kaiako Placed	40% of Kaiako Placed	46.67% of Kaiako Placed	-
T4 Mau Visit:	-	-	30.77 of Kaiako Placed	53.85 of Kaiako Placed	15.38 of Kaiako Placed
1. What do you like about school?2. How would your teacher describe you? 3. Do you often hear te reo Māori spoken in your hub? Tell me more?					

1. **Ākonga:** "I don't know"
1. **Ākonga:** "No"
2. **Ākonga:** "I don't know. I don't know any of it"
1. **Ākonga:** "I don't know"
2. **Ākonga:** "Not much"
3. **Ākonga:** "Sometimes other greetings"
3. **Ākonga:** "My teacher doesn't know any Māori"
3. **Ākonga:** "No she doesn't"

1. **Ākonga:** "I like seeing my friends at school, I like sport"
2. **Ākonga:** "My teacher would say I am helpful and outgoing"
3. **Ākonga:** "It is cool we see more people speaking te reo. When we sing Waiata it's pretty quiet. It feels awkward. Maybe if the teachers sung along too it would help"
3. **Ākonga:** "Our teacher makes us feel like it's a show thing. I feel like they just want us to know Māori to look good in front of our parents"

1. **Ākonga:** How you learn lots. How teachers help you learn
1. **Ākonga:** How we learn and make friends, I like the cultures we learn about
2. **Ākonga:** Kind, focused
3. **Ākonga:** At the beginning of the day you hear it, karakia time.
3. **Ākonga:** A little bit, I feel happy because my parents don't speak it at home.
3. **Ākonga:** Yes for sure. Karakia. More than the start of the year. Learning it makes me feel spoiled.
3. **Ākonga:** Yes for sure. Karakia. More than the start of the year. Learning it makes me feel spoiled.

1. **Ākonga:** Writing, we write comics
1. **Ākonga:** Kapa Haka, singing songs, doing the haka
2. **Ākonga:** Amazing, I usually get things right
3. **Ākonga:** At the time, in the morning we only speak te reo Māori
3. **Ākonga:** Everyday by our teacher, it makes me feel good that I'm at a school with the same culture as me
3. **Ākonga:** Yes for sure. Karakia. More than the start of the year. Learning it makes me feel spoiled.
3. **Ākonga:** Yes for sure. Karakia. More than the start of the year. Learning it makes me feel spoiled.

1. **Ākonga:** Sports, maths and I kinda like writing. I like learning new dances. I love learning new Māori phrases. I can teach my parents and siblings.
2. **Ākonga:** I know how to speak good Māori
2. **Ākonga:** I can say lots of phrases in Māori, I'm talented, kapa for songs. Good teacher, I've been in lots of leadership roles
3. **Ākonga:** We find new karakia and new waiata, to learn more and more. So we can teach the little kids and big kids.
3. **Ākonga:** I am proud because now because I taught my family and waiata and we using it for my nanna's birthday at the marae

***Data from 11 consistent Kaiako that were present every Whai/Mau visit**

Arotake Whaiaro					
We are giving effect to Te Tiriti o Waitangi at Reremoana School by:					
Visits/Kōrero	Te Kore The void (nothing is something, diminishing)	Te Pō-tē-kitea Only a little bit of light can be seen	Ki te Whai-ao A glimmer	Ki te Ao-marama The bright light of the day (this is the norm, what we do)	Tihei, mauri ora! Our aspirations, what we want to be doing
<i>*To keep the data consistent this information is based on the 11 Kaiako present at all T2, T3, T4 visits *</i>					
T2 Whai Visit:	-	36.31%	36.31%	27.38%	-
T3 Whai Visit:	-	-	36.36%	63.64%	-
T4 Mau Visit:	-	-	36.36%	45.45%	18.18%

Snapshot of Ākonga Māori voice

Time 1: May-Ākonga are just starting to feel confident as Māori, want more waiata

Time 2: Oct- Ākonga feel more confident, sharing their knowledge outside of the classroom and are making connections with whānau with kaupapa Māori

MAY 2023. ĀKONGA
MĀORI VOICE
QUESTION: WHAT DOES KARAKIA
TIME MEAN TO YOU?

Teaching as Inquiry- Partnership

Tipu

'The outcome /growth'
'To grow, increase, spring, issue, begin, develop, sprout, prosper'

Checking

The whole purpose of the spiral of inquiry is to make a difference to the learning environments for learners and to valued outcomes for them. The checking question asks, 'Have we made enough of a difference?'

5. **Student Voice-** Ideo student voice Questions-What does karakia time mean to you? Do you think it's important? What do you want to learn about? What could your teacher do differently? What might your parents say about your class? What might your parents say about your kura? How often does your teacher use te reo Māori in the classroom?

Student Voice: Time 1 May 23

Summary of ākongā voice:

Theme was students want more

- Starting the day with Karakia makes akonga Māori feel comfortable (feels like home, they like seeing Māori)
- Students say that is weird when we do not have this part of the day (they want to get their language back)
- They want to give back and be Kaitiaki to the little kids, excited about tuakana-teina
- Want to learn about Māori chiefs, whanaungatanga
- What do you think parents like about our kura: It is good, we learn, keeps us happy, they make it fun for us, this school has stepped up our learning a lot

Student Voice: Time 2 Nov 23

Summary of ākongā voice:

Student Voice was lot more positive overall

- Wanted more consistency between hubs/teams
- Feel really good, feel comfortable/happy
- Like learning more waiata/want to learn new
- Positive voice coming back re what would your parents say about your hub/kura
- Talked lots about the phrases they now knew
- Tamariki, know they are to be respectful during karakia. They have a strong idea of the why.
- Positive towards karakia time.
- Junior students want more kupu, more Tuakana Teina
- Tamariki are confident to take their learning to their whānau and sharing karakia/waiata. Eg- at their marae, Kaupapa Māori

End of Year summary

How does the design and implementation of Arotake Whaiaro support teachers to enhance their cultural capability in Te Ao Maori?

1. **Language, Te reo Māori** - As per Arotake Whaiaro, students are much more confidently able to articulate and distinguish te reo Māori and when they use it. Tamariki are proud to share what they know.
2. **Strengthen Karakia time**- The Kaiako who came to visit, requested observations and took feedback saw growth in creating a more authentic Karakia time. *How do we encourage all Kaiako to do the same?*
3. **Wā Tuakana Teina**-Having the collaboration document supported possible learning for te reo Māori in the classrooms. Kaiako had a focus and children had an authentic real life kōrero to work towards.
4. **Reflection of Arotake Whaiaro**- We have seen huge growth in Arotake Whaiaro with our kaiako, therefor with our ākonga. It is evident through collection of Student voice, the further along the continuum the more authentic and positive the student voice.
5. **Student Voice**- The Student voice gathered had a huge difference between Time One (May) and Time Two (November). The overall summary is Time Two students felt more satisfied with the overall amount of te reo Māori learning happening in schools. They were proud of what they knew and were able to take this home and to their Marae. Students did comment that they want more consistency across the

Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Karakia time- After roll in the mornings 15-20 minutes. Communicated to our school community. Taught in classrooms. The school norm.	Nikki- emailed Team- checking in through manu teams.	Implemented week 1. Communication and reference slides emailed to staff. Improving karakia time has been an ongoing goal for the Partnership team. It has improved for teachers willing to put the time into and plan for the 30 minutes each morning.	The feedback has been good. Staff are feeling more confident in the classroom and saying karakia at staff meetings.	Karakia consistent during staff meetings- at the start and end. Karakia whakamutunga introduced to staff. Walk through's- starting with Alisha and Nikki
Hui Whānau and Pasifika Fono	Nikki leading, Hui- Alisha, Julie Fono- Sophie, Julie	Positive relationships built, plans for the future, whānau voice to act upon.	Both were very positive. Our Hui Whānau was the largest group our school has had together. We had great feedback for both, whānau enjoyed and found it easier having children being invited.	Send out follow up of hui notes, respond to feedback and take action on plans.
Niho Taniwha	Nikki, Julie, Partnership team, with Renee/Laura, Ruth	Ongoing - Creation of Arotake Whaiaro, Mau, Whai visits. Progress has been significant. Kaiako that worked towards their set goals and put time and mahi into it had successful outcomes. Ākonga feedback was more positive for these students.	The feedback has been great so far. Our Kaiako are showing progress in their practice and are frequently reflecting on their goals and learning.	Refining Arotake Whaiaro and the process. How to make it more manageable for Kaiako, how to make it sustainable?
Pōwhiri	Nikki, Whānau, Alisha	Upholding and honouring tikanga Māori, working with our community. Allowing our Kapa Haka to lead our Pōwhiri. Welcoming new students and staff into our whānau.	Good feedback from our community that came. Whānau enjoy seeing our ākonga Māori leading kaikaranga and kaikorero in this space.	Work with our wider to community through the process, refine the adjusted Reremoana pōwhiri process. Gather feedback from Whānau Māori.
Cultural Groups	Nikki, Alisha, Janine, Sophie, Kaiako	Students have the opportunity to have their culture valued. All students are participating and celebrating other cultures. Kapa haka and Pasifika students stay with their rūpu the entire year and enjoy building strong whānau relationships with the staff.	2023 Cultural groups are designed and planned for responding the the feedback of our staff and students from 2022. We are constantly requesting feedback to	Continue to refine, invite whānau in to lead, share with our groups and find opportunities for our Cultural groups to showcase and lead celebrations.

Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Pātaka Kai	Partnership team, Julie, Whānau, Staff, Manurewa Marae, tamariki	Our Pātaka Kai encourages us to work together with our school, local community and engages whānau Māori. It develops manaakitanga, understanding kotahitanga and kaitiakitanga. Students involved how a feeling of kaitiakitanga, where they feel they have a duty to care of look out for the Pātaka. It has become part of many whānau's weekly routine to drop kai into the Pātaka.	The Pātaka Kai has been successful in numerous ways. It has given our ākonga a sense of kaitiakitanga, it has encouraged us to share kai from our māra, it has allowed ELCM to engage, it provided a pathway into developing relationships with our local iwi, and Marae. It provided an authentic Māori experience for our students and ākonga Māori who are more disconnected to their Māoritanga who might not get these experiences elsewhere.	Signage, contact Josh for doors and how to sustain the māra/ cans to Pātaka in the future. Do we have a team rotation each term to be the main Kaitiaki?
Cultural Celebration Day	Staff, community, tamariki	Students from all Cultures and Countries came together to celebrate diversity and feel valued for who they are. Students celebrated the weeks leading up to it by learning and sharing about their culture. On the day students wore their cultural attire, had a day of learning and sharing, some completed a "All about my Culture Artwork competition", performed at the cultural Celebration Assembly.	We had positive uptake from our students, many were dressed in culture attire and came to school proud of it. Students and friends learnt how to embrace diversity and see this as a strength. Whānau feedback- Feedback from whānau is they feel very positive and grateful that their school provides opportunities like this to showcase cultural performances, learning and celebrations.	Consider what this might look like next year. Is this something we might look at changing. How to engage more ākonga and involve whānau?
Cultural Language Weeks	Staff, Whānau, tamariki	Celebrating language weeks provides an opportunity for students to be the lead and teacher, to share their expertise and feel proud and confident in who they are. Students at our school now know how we celebrate language weeks and often hold teachers accountable and share ideas and suggestions	Language weeks are an ongoing need to improve. Usually Mainly covered by Pasifika, this is sometimes hard to do each language week justice and when school gets busy it can fall off.	How to sustain and mana enhance language weeks? How can we guarantee each language week is celebrated to it's fullest potential?

ACTION Plan	WHO	OUTCOMES (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Conifer Grove	Shannon, Nikki, Julie, Marama, Bree, Senior Kapa Haka	Kapa Haka and Kaiako/Julie building relationships with a local Kura connected through Iwi tūpuna. We were able to hold a Mihi Whakatau for Conifer Grove Kura, allowing more authentic Tikanga and Kawa for our tamariki to experience. We left that day with strong relationships with the kura and feeling inspired after seeing their performances.	This was a very successful day, it made a difference and inspired out tamariki. Our Kapa Haka were able to see mana when performing and our tama were able have a sense of being proud through watching Conifer Grove Boys move with confidence and being proud.	Look at our 2024 Timetable. Where are we going with these meetings?
Matariki planning Hui with Whānau	Nikki, Julie, Nathana, Krysten, whānau, kapa haka	Hui with whānau to plan out Matariki 2023 celebrations. We came out of the hui with a collaborative plan with whānau leading elements of the day.	Overall a success, however it had it's pros and cons. Our staff were not present which made it hard to plan around dates etc. Some whānau were hesitant to talk/contribute as much for many reasons.	Consider barriers for Māori who are more disconnected with their Māoritanga? How to engage?
Matariki	Partnership team, SLT, Staff, Kapa Haka, whānau, Reremoana community	Our Matariki celebrations this year were widely celebrated throughout the school and within classrooms. Giving the mana to a Māori significant time of the year, gives mana to our ākonga Māori. Celebrating and learning about Matariki has normalised te reo Māori and given ākonga Māori another reason to feel proud of who they are.	Upon reflection we were so excited so potentially overplanned. We had Within team activities/Challenges, School Wide celebrations (on the weekend). Next year I would like to try to find a way to integrate more of these activities so teachers aren't so overwhelmed. We were successful in bringing out community together for Matariki, our whānau Māori were involved in the planning and shared the leading of this.	Next steps would be to consider what next year would look like. Feedback was a school night would work better and in the evening so we can try to see Matariki.
Te Wiki o te reo Māori	Partnership team, SLT, Staff, Kapa Haka, whānau, Reremoana community	Te Wiki o te reo Māori was a successful week at Reremoana School. We had daily celebrations with sharing of Karakia time, In team challenges and rotations with learning, End of week school wide celebration. Māori students felt a sense of pride, belonging and were able to share their lived experiences and knowledge.	We had a successful week with a lot of learning across the school. Students were very engaged and becoming more confident to share their knowledge and experience.	Consider how to ensure all classes get a similar level of learning, how to keep it authentic. Set clear expectations?

Ruru Team Action Plan

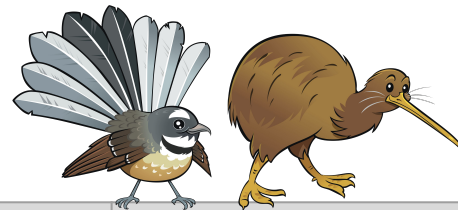
Strategic Goal	Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Self Managing Learners: Leading by Learning PLD for all leaders in 2023	Resource the PLD through time and release Mentor PLG leaders and TLs (and include goals for PGC around LBL) Allocate time in leadership meetings for reflection and practice Measure impact through staff feedback, self reflection, PLD providers		All leadership team had 2 days of PLD, 1 session of coaching and a follow up PLD meeting in Term 1 Goals set within PGC Reflection within leadership meeting Term 2 & 3 individual coaching sessions and whole leadership PLD meetings held. Leaders placed on rubric and set goals Gathered feedback and reflection - showing positive impact Staff meeting around relational trust	Facilitator feedback identifying that leadership team on board, open to learning and making progress Identify significant impact at middle leadership level Feedback from staff meeting (from facilitator) was that high levels of relational trust were evident	New leaders in 2024 to get PLD Work with facilitator to make a succession plan
Self Managing Learners: Respond to and explore Curriculum Refresh documents and support materials (draft and finalised)	-Attend MoE PLD & consultation sessions -Lead curriculum ToDs using MoE materials -Better Start for Year 1&2 -Maths PLD using NZMaths resources -Positively present the opportunities curriculum refresh offers through dialogue with staff and community -Review our school curriculum and structure to align with Curriculum Refresh		Using MoE resources - had several over term 3 Restructuring school for 2024 around the phases of learning	Kaupapa feels well aligned with our school and supports the messages we have been promoting. The detail in the CPM and learning areas still to be unpacked and get understanding - this will be a big piece of work and on hold due to revision with government change	See what changes come out with change of government.

Strategic Goal	Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Partnership: Hero - community app and planning for/trialing real time reporting	Publicise launch of app as community one stop shop PLD for Staff using HERO		HERO initial information going out in the newsletter Term 1 Week 2 - Will see initial uptake and make adjustments based on Friday meeting PLD Team Leaders were following up around parents that hadn't accessed reports Staff feedback around ease of use - still room for consistency of systems for what gets recorded	Uptake from parents is good but not 100% yet	Procedures for Hero - what gets recorded and where (eg OT notifications, reports from specialists) Getting all parents onboard and actively using.
Partnership - Attendance target Reduce the number of students marked as T (truant) to less than 7% by increasing parents communicating reasons for absence.	Direct contact with whanau who frequently are recorded at Truant - letter and then follow up with either face to face or phone conversation Support whanau to use HERO app to notify of absences Gather whanau voice to problem solve around reasons and solutions		Term 2 data -12.7% of absences were marked as truant Māori - 19.3% of absences were marked as truant Pacific - 21.2% of absences were marked as truant	See target AoV	
Partnership: Increase Whanau engagement - extending (see the ERO matrix)Board, Ruru	Facilitate cultural parent support group meetings Develop relationships with local iwi (through Kahui Ako and other means) Develop strategies for community collaboration to enrich student learning opportunities		Matariki - co-constructed Indian parents meeting	Didn't manage to get staff to Kahui Ako iwi workshops Parents grateful for parent meetings - and partnership created with Maori whanau around Matariki and Indian around Diwali as events and learning was planned in meetings with parents.	Nikki's role will include attending KA manu taiko meetings and workshops
Partnership - School wide engagement in Niho Taniwha PLD	Engage with facilitators to strategically implement Niho Taniwha Resource Niho Taniwha PLD Model learning ourselves and model the commitment to Te Tiriti o Waitangi Encourage and model		Julie & Karien doing Te Reo course alongside other staff members SLT working alongside Nikki and facilitators Julie worked with Nikki to craft Arotake Whaiaro	See partnership work to unpack Niho Taniwha success and progress. Staff were well supported to do Te Ahu o Te Reo through the use of the funding to give release.	Continue to encourage and support Te Reo learning. Reapply for further PLD hours for Niho Taniwha

KIWI/PIWAKAWAKA Team Action Plan

2023 Target: 80% of Year 1 & 2 Students will make 3 taumata steps of progression by the end of 30 weeks of Better Start Literacy Approach teaching

[Link to Taumata Progressions](#)

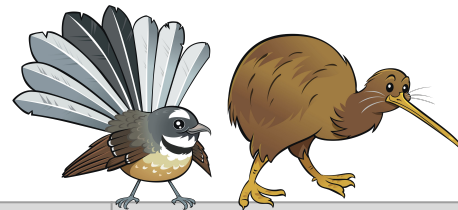


Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Gather Baseline Assessment on all students Year 0-2 in Term 1 2023	Whole Team	Recognised gaps in our learners phoneme identity, oral language, decoding, segmenting and blending abilities	Useful information used to create Reading groups with similar knowledge and next steps, target groups to receive LA support and track ongoing progress	Continue to gather assessment in 10 week cycles to progress and monitor
Upskill teaching and LA staff through BSLA programme	Sophie, Olivia, Thevinia (2023) Amy, Manreet, Christina, Laura, Jorien (2022)	All staff now use BSLA as a method of teaching and have a deeper understanding of the research and learning behind it, therefore more effectively teach the approach	We now have 5 trained BSLA staff and the whole team (with the exception of our newest Kiwis) have a consistent approach, learning Literacy through BSLA	
Attend BSLA Zooms to support identifying an achievable but challenging target through Taumata progressions	All	Set a target which we hope will accelerate progress for our students . Target set, working towards completion		
Term 2: 10 Week Assessment	All	Identified target learners who have not made progress after 10 weeks. Families contacted. Students receiving additional support. Majority of students have made progress	Noticeable progress made for a majority of our students. Target students identified.	20 Week Assessment (Mid Term 3)

KIWI/PIWAKAWAKA Team Action Plan

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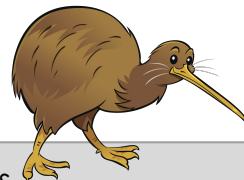


Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Identified and running groups with specific focus on letters and sounds, vocabulary and phoneme identity for ELL students (most of whom identified as target students in BSLA)	Across team, led by Mrs R (Learning Assistant)			
Learning Assistant support groups ongoing e.g Patch Play, Colourful Semantics, 6 Bricks	Across team	We have been fluid with groupings and these have changed frequently as a result of student need (e.g some students completing program and made significant progress so other students can have the place, or some students not made progress so trialling a different program).	Yes, continue to group fluidly and meet student need	
Ongoing reflection and shifting our programme to best suit the needs of BSLA and a changing curriculum	Across team	Fluid grouping of students Change of timetable to suit LA availability and student engagement/attention span	All hubs have reached a point where they are feeling engaged tamariki and ready for a term packed with learning!	On-going reflection and make changes as needed

KIWI/PIWAKAWAKA Team Action Plan

2023 Target: 80% of Year 1 & 2 Students will make 3 taumata steps of progression by the end of 30 weeks of Better Start Literacy Approach teaching

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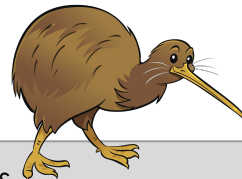


Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Observations	Karien on BSLA trainees 2023 (Sophie, Thevinia, Olivia) Sophie (TL) for team Team observing each other	Successes and next steps identified and celebrated Growth occurred through learning from each other	Frequent and ongoing change and improvement in classroom programmes is always an important part to success. We believe this process helps us to learn and grow as Kaiako.	Continue to observe across team (and wider team, or other schools doing BSLA)
BSLA Mid-Year Report	All	Whānau received an in-depth report on their child's progress, strengths and next steps	To be discussed at 3-Way Conferences	Term 4 BSLA progress report
Whānau evening	All	Approx 40 whānau attended in person or online to learn about the BSLA programme and get tips on how to best support their children at home	Reading at home making direct links to in class teaching, whānau more positive and on board with the programme, seeing the shift in their tamariki	
Ongoing monitoring and assessment between 10 week points	All	HFW Check, Sound Check, Connected Texts Reading On-going Assessment Tracking Document to monitor progress,	Allows for fluid grouping of students to meet the needs and next steps of tamariki on-going	Continue to do ongoing monitoring and assessment

KIWI/PIWAKAWAKA Team Action Plan

2023 Target: 80% of Year 1 & 2 Students will make 3 taumata steps of progression by the end of 30 weeks of Better Start Literacy Approach teaching

[Link to Taumata Progressions](#)



Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Analyse Mid-Year Data	Whole Team	Identified Tier 2 BSLA students Identified students to work in target groups, receive additional LA support, make contact with whānau and possible LSC referrals	Allowed us to identify what areas we need to improve on and which tamariki need an additional boost for us to meet our end of year target	Implement additional support for identified Tier 2/target students to increase our number of tamariki making 3 Taumata steps of progression
Buddy Reading with the Tui Team	Whole Team	Provided additional opportunities for students to practice their reading skills and see reading and the 'love of reading' modelled to them by older tamariki (tuakana-teina)	Students enjoy this time weekly and benefit from the additional Reading practice to a peer	Considering how we can make better use of this time weekly e.g children sharing from their writing books, Korero Māori

Pukeko Team Action Plan

2023 Target: To make accelerated progress in writing for 60% of learners who are working well below and below.



Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Collate the OTJ data from 2022. Identify areas of need moving into 2023.	Sarah	Writing was identified as area of concern. Document with names of individuals by Kaitiaki, well below or below.	Writing was a clear area of concern.	
Analyse data, identify ESOL/ ELLP Learners, Māori Learners, and Pasifika Learners	Team	Ongoing, analysis of data, review of ELLPs for ESOL.		
Analyse Mid Year data	Sarah / Whole Team	Target groups for term 3 , discussion at team meeting T3 W2, what are our next steps, Identify children who need support, Moderate Week 6 (T3)		
Identified and running groups with specific focus for ELL students	Sarah and Karien, guiding Mrs R (Learning Assistant)			
Writing Moderation	Team with Piwakawaka to cross moderate	Discussions around the moderated pieces was very productive, highlighted areas where people need to look at and think about more		

Tūi Team Action Plan

2023 Target: To accelerate progress in literacy (Reading and/or Writing) outcomes for 2/3 of students who sit in the below/well below space.



Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Step
Gather the OTJ data from 2022. Identify areas of need moving into 2023.	Marama	Created a spreadsheet of students who were below in 2022. Identified main areas of concern for 2023	The spreadsheet provided a point of reference to look back on when creating target groups and to check progress	This can be used again next year
Deeper analysis of the Target group of students OTJ data for 2022, looking for commonalities.	Marama	Target group identified, and own spreadsheet created. Additional information added and 3 common groups formed		
Identify some ideas for why students or groups of students maybe sitting below and what we could do to address this.	Team	SWOT analysis on 2022 literacy programmes - Tūi team minutes T1W2		
Reading Engagement	Krysten	Buddy Reading Lunchtime Whare Pukapuka Activities Identifying ways to engage readers <ul style="list-style-type: none"> - Student voice collection - Teacher voice collection 	Reading mileage and increase of confidence of reading texts to buddy in some of our reluctant readers. Students felt like they were heard when voice taken, but many unsure what happened with that information.	Make the actions taken more obvious to tama so they know it was taken from the feedback they were given. Continue with Buddy Reading in 2024.

ACTION PLAN	WHO	OUTCOMES (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Chapter Chat	Nikki, Bonnie,	We worked to our strengths and specialised in teaching. Nikki/Bonnie in Reading this year. This year we achieved Book reviews, ability groups/ group work, target groups, Responding to student voice- Chapter chat, CC comprehension questions, reciprocal Reading program, Students working of progressions, identifying next steps, tuakana teina- our higher students able to teacher and support our lower students. Our higher students reading to our lower students.	The students responded really well to Chapter Chat and felt they had autonomy over their learning. Students worked well in ability reading groups and the high groups successfully navigated the Reciprocal Reading programme. There is room for improvement with our lower students as the needs hugely vary and grouping them often came with struggles. Our overall Reading achievement data was successful with most students making progress.	Our next steps would be to work on building student agency and encouraging students to refer to progressions and identify next steps without teacher instruction. We would also like to work towards more workshops where students are able to select independently. Another next step is to increase reading mileage in the classroom/Library, look to include this as part of the Reading lesson/programme.
Literacy skills	Teachers	We started off with a pre assessment and created workshop slides targeting the needs identified in the assessment. Throughout the year we changed it up to keep engagement higher - quick fire skills to practise in pairs for a short time, independent sheets to complete, whole group workshops	We did not see the transfer of skills into writing that we had hoped to see. They could talk about the learning within the workshops and complete the sheets but did not use the learning in their writing.	More focus with LA for lower learners; more practise with transference of skills and knowledge / using these in context.
Target groups	Bree	Identified groups needing reading comprehension support. Created 2 groups to focus primarily on understanding what they are reading and answering questions - locating information	Confidence in their ability grew, they were far more willing to give things a go and participate (such as reading aloud). They started to enjoy the reading more. Bree was very successful in engaging the children	
AWS	Jo	The children who worked with Jo were able to improve their ability to spell out new words or words they can hear.	Lily- From 25%-93% for her decoding reading score. And 43%-61% for her spelling score. Sage- Decoding-from 67%- 96% Spelling-from 53%- 76%. Confidence in	Continue to use AWS with those children and offer to other children.



Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
AFL - clear and explicit modelling in writing	teachers	Breaking down each writing task (different types of writing) into distinct parts was helpful. The teachers modeled each step in the writing process very clearly and co-constructed SC which helped the children to really understand the learning.	Engagement toward the end of the year was higher and application was better. Some of the children were far more confident in their ability to talk about their learning and give their next steps / peer feedback	Continue to use AFL process in a very clear and deliberate way
Sharing of writing	Teachers	Sharing writing with buddies, parents (on Facebook) to celebrate achievement	Some children really enjoyed being able to share their writing and ere proud.	Continue to celebrate and encourage sharing; share with the wider school



End of Year summary

The Tūi team was very collaborative in planning and presenting shared reading and writing to the tamariki. This consistency in planning and teaching approach was so valuable for both teachers (in terms of time and self growth) as well as for the children. No matter who they worked with, they were able to follow the set routines and expectations.

Our end of year data shows that the things we put in place were successful. We were very responsive to the needs and interests of the students, changing our lessons whenever necessary to keep the children engaged. We got student voice to find out what they wanted and acted on it, which helped maintain more engagement.

We found that having two teachers focus on reading made a big difference - planning time was cut down for the teachers as it was then shared carefully and balanced. The children benefited from having subject specialists with the passion and expertise in that learning area to give them a more enriched and valuable learning experience. The teachers could dedicate themselves more fully to one learning area and to analysing the data and need as they went - this allowed for even more responsive and specific planning and teaching.

Some rather reluctant writers started to engage more over the course of the year, particularly in the last term. This could be related to confidence in their abilities or the different types of writing - more student voice would be needed to know for sure.

Overall, we as a team are pleased with our tamariki's progress and believe that we can take what we have learned this year to continue growing on this success next year. Most of us will continue working with the same team and therefore we already know a lot of the needs and interests of the children - we can start with our deeper, quality learning sooner.

2023 Target: To accelerate progress in writing so that 55% of Year 8s will be working within Level 4 or above



Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Analyse OTJ data from 2022 to identify areas of need	Nathana	Identified that we need to focus on the 27 Year 8s who are working in Level 3 in Writing to move them to Level 4.	It made very clear what our next step is; plan for meeting these students' needs.	Group these students to plan for their needs
Mixed-ability literacy groups; based on needs in Writing	Team	Using our Mid-Year data we can see that 48% of our Year 8s are working within Level 4 or above,	This is significant progress, which we need to keep building on to reach our 55% goal.	In these groups, continue the teaching of Writing through Reading.
Sharp interventions with identified students	Nathana	As at mid-year we have completed put 11 students through the Sharp 10 week intervention. 2/11 haven't moved levels. 5/11 made 6 months progress. 3/11 made 1 year progress. 1/11 made 1 year, 6 months progress.	As most students made accelerated progress, it did make a difference.	Begin a new rotation with 5 identified students in Week 3 of Term 3.
Focus on Reading each morning	Team	Terms 1 and 2 students read for 20 minutes to start their day.	Student reading improvement, and we think exposure to different texts has helped their writing.	Moving silent reading time to our novel reading time in Term 3/4.
Sharing our Writing, and Writing about our reading	Team	Term 3 we completed novel studies in which students wrote about their reading daily. Some of these were shared/supported novel studies. In Term 4 we read more novels and responded to these. Some students read short stories instead to meet their needs.	Only one student did not complete their reading project - everyone else had something to share. The students who completed supported novel studies were proud of their achievement.	Students who are at/above will do more independent novel work throughout the year. Students who need support will complete supported novel studies as well.

Kereru Team Action Plan

2023 Target: *To accelerate progress in writing so that 55% of Year 8s will be working within Level 4 or above*



Action Plan	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Buddy reading with the Pūkekos	Team	Weekly our students are reading to the Pūkekos or hearing them read. Our students are choosing books they think will interest their buddies and are showing more of an understanding of reading for enjoyment.	Students are engaging well in this programme.	Pūkekos will begin reading to our students with support from them. Our students will share their writing with the Pūkekos.
Buddy reading with the Kindy	Del & selected students	Selected students read with the kindy students fortnightly for a little over a term. These students demonstrated care and concern for their buddies and for reading.	Our selected students engaged well, but we could choose a time that enables more students to attend	To restart this next year.

End of Year summary

65.5% of Year 8 students who started and ended the year with us (41) are working within Level 4 of the curriculum in Writing, achieving our goal.

In addition, 58% of our Year 7 students who started and ended the year with us (41) are also working within Level 4 of the curriculum in Writing - Meaning that we can either focus on a new curriculum area, or set a higher goal, or focus on our Y6s coming through.



Reremoana School
Health and Physical Education 2023

Reremoana School Physical Education/Physical Activity (PE/PA) Philosophy

To provide students at Reremoana School with:

- *Quality teaching and learning resources outlining co-curricula and cross-curricula physical activity and physical education opportunities for kids throughout the school day*
- *Supporting teachers to plan effective physical education skills and opportunities for their programme*
- *Identifying strengths and opportunities, as well as areas that may require attention, providing guidance and setting priorities for action*
- *Supporting collaborative school and community-wide physical activity and physical education planning*
- *Providing links to a variety of different physical activity opportunities available in the community, locals sports clubs, recreation centres and other activity groups*
- *Provision of a gifted and talented sports programme - talent identification and opportunity for students to participate provision in Manurewa Primary Schools Sports Association (MPSSA - Year 5 - 8 students) and Central Counties (Year 7 - 8).*

Our aim is to have a positive, sustainable physical activity culture, where all children have the opportunity to choose and enjoy physical activity. Covid has impacted on this.



Aims of Kiwi Sport

To increase the number of school-aged children participating in organised sport
Increase the availability and accessibility of sport opportunities for all school-aged children.
Support children in developing skills that will enable them to participate effectively in sport.

Expenditure for 2023 Physical Education and Physical Activity

Physical Education Expenses Transactions

Reremoana Primary School
For the period 1 January 2023 to 31 December 2023

DATE	SOURCE	DESCRIPTION	REFERENCE	DEBIT	CREDIT	RUNNING BALANCE	GROSS	GST
Physical Education Expenses								
2 Feb 2023	Payable Invoice	Hart Sport - PE equipment	199250	224.70	-	224.70	258.40	33.70
16 Feb 2023	Payable Invoice	Hart Sport - Sports equipment	199250A	433.91	-	658.61	499.00	65.09
23 Feb 2023	Payable Invoice	Courtney White - MPSSA and CCSA Swimming Trials	Reimbursement 22.2.23	31.91	-	690.52	36.70	4.79
5 Mar 2023	Spend Money	Countdown Waiata Shores - Voucher for Volunteer		86.96	-	777.48	100.00	13.04
15 Mar 2023	Payable Invoice	Janine Baker - Sports	Reimbursement 17.3.23	76.52	-	854.00	88.00	11.48
1 Apr 2023	Spend Money	Banner Buzz - Banner for Sports teams		177.65	-	1,031.65	204.30	26.65
24 May 2023	Spend Money	Players Sports NZ Ltd Auckland - Cricket gear		190.80	-	1,222.45	219.42	28.62
25 May 2023	Payable Invoice	Hart Sport - school netballs	201752A	92.78	-	1,315.23	106.70	13.92
7 Jun 2023	Payable Invoice	Qizzle - Sports - cross country labels	982693	32.61	-	1,347.84	37.50	4.89
19 Jun 2023	Payable Invoice	Hart Sport - Air horn refill and netballs	203634	73.91	-	1,421.75	85.00	11.09
22 Jun 2023	Payable Invoice	Bunnings - Tape for Cross Country markings	948301186202	78.32	-	1,500.07	90.07	11.75
18 Aug 2023	Payable Invoice	Mitre 10 Mega Takanini - barrier tape for cross country	A-995994	28.67	-	1,528.74	32.97	4.30
21 Aug 2023	Payable Invoice	Bunnings - caution tape for cross country	948301306716	34.05	-	1,562.79	39.16	5.11
30 Aug 2023	Spend Money	Edsports School Shop - Basketball bibs		113.00	-	1,675.79	129.95	16.95
31 Aug 2023	Payable Invoice	Karien Fourie - Printing of numbers on bibs	Reimbursement 31.8.23	48.70	-	1,724.49	56.00	7.30
10 Oct 2023	Payable Invoice	K Pasgaard & Co Limited - AT270 - Athletics Storage Cart	WEB-80494	250.40	-	1,974.89	287.96	37.56
10 Oct 2023	Payable Invoice	K Pasgaard & Co Limited - AT209 - Primary Soft Shotput 500gm	WEB-80494	57.42	-	2,032.31	66.03	8.61
10 Oct 2023	Payable Invoice	K Pasgaard & Co Limited - AT259 - Vintex Measuring Tape Open Reel 50m	WEB-80494	32.83	-	2,065.14	37.75	4.92
10 Oct 2023	Payable Invoice	K Pasgaard & Co Limited - AT127 - PVC Discus 200gm	WEB-80494	32.76	-	2,097.90	37.67	4.91

Physical Education Expenses Transactions

DATE	SOURCE	DESCRIPTION	REFERENCE	DEBIT	CREDIT	RUNNING BALANCE	GROSS	GST
10 Oct 2023	Payable Invoice	K Pasgaard & Co Limited - CL-PG2057B - PVC Chicken	WEB-80494	56.10	-	2,154.00	64.52	8.42
10 Oct 2023	Payable Invoice	K Pasgaard & Co Limited - FR01 - Freight	WEB-80494	24.35	-	2,178.35	28.00	3.65
Total Physical Education Expenses				2,178.35	-	2,178.35	2,505.10	326.75
Total				2,178.35	-	2,178.35	2,505.10	326.75

We are entitled to \$6504.00 through our operations grant.

We also use the Kiwisport grant to provide release for teachers to take children to participate in sport events such as cluster days, approximately 14 days 20 2023. We financially contribute to the Central Counties Sports Association and Manurewa Primary Schools Sports Association.

Participation in organised sports as a percentage of the school roll

2018 – 99% of the school roll

2019 -99% of the school roll

2020 - 99% of the school roll

2021- 99% of the school roll

2022- 99% of the school roll

2023- 99% of the school roll

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Having a health and safety team and encouraging the reporting of hazards or safety concerns</p> <p>Through the development of a staff culture that is positive and child-centred</p> <p>Provision of PLD</p> <p>Encouraging and supporting union membership</p> <p>Through induction of new staff</p> <p>Provision of PPE when required</p> <p>Health and safety section in our weekly admin meeting</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Through Schooldocs we have an EEO policy that shows our commitment to fairness and equal opportunities – we do our best to ensure diversity in recruitment while also selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination. Clear and transparent processes</p> <p>All employees have equal opportunities for advancement and there are systems (guided by policy) for reporting concerns/complaints.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We start with a clear job description. We interview and reference check using the same questions. We use a panel to make appointments.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications. This makes it challenging for the diversity in our workforce to reflect our student population.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into</p>

	<p>our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p> <p>All our staff are engaged in PLD that includes Te Tiriti o Waitangi and supporting ākonga Māori</p>
How have you enhanced the abilities of individual employees?	<p><i>Through PLD in a number of areas (both internal and external), through appraisal/professional growth cycles.</i></p> <p>Our staff work and teach collaboratively – which provides opportunities for support, reflection and learning from each other.</p> <p>Those new to the profession receive a mentor teacher as provided by MoE</p>
How are you recognising the employment requirements of women?	<p>Our leadership team and teaching staff are entirely women. Most of our support staff are also women (our caretaker is the only male currently on staff).</p> <p>This means that we are very aware of the employment requirements of women and have a strong family friendly focus.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>On an individual basis we discuss what the requirements are to allow them to feel included as well as fulfil their role effectively.</p> <p>Schools are required to be inclusive of students with all needs so this transfers to being inclusive and proactive to support staff with disabilities or additional needs</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	

Does your EEO programme/policy set priorities and objectives?		No
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Reremoana School

Next review: Term 1 2027

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. Reremoana School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Reremoana School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.


Reremoana School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Reremoana School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Reremoana School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Reremoana School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

This policy aligns with **NELP** Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.




Related topics

- **Māori Educational Achievement**
- **School Planning and Reporting**
- **Equal Employment Opportunities**
- **Learning Support**
- **Inclusive Education**

Legislation

- Education and Training Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **The Education and Training Act 2020: Te Tiriti o Waitangi** 
- TKI | Te Kete Ipurangi: **Treaty of Waitangi principle** 
- Victoria University of Wellington | Te Herenga Waka: **Te Tiriti o Waitangi Guide** 

Release history: **Term 4 2022**, **Term 4 2020**, **Term 2 2017**

Last review	Term 4 2022
Topic type	Core