



MANUREWA INTERMEDIATE SCHOOL

'Adventurous Risk Takers: Persistent, Focussed Achievement!'

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	1353
Principal:	Iain Taylor
School Address:	76 Russell Road, Manurewa, Auckland
School Postal Address:	76 Russell Road, Manurewa, Auckland
School Phone:	(09) 266-8268
School email:	office@manurewaint.school.nz

Accountant | Service Provider:
M & M Accounting and Business Consultants Limited



Winner: Supreme Award - Takiri Ko Te Ata
Winner: Excellence in Engaging - Atahāpara Award

P 09 266 8268
E office@manurewaint.school.nz
76 Russell Road, Manurewa, Manukau 2102
www.manurewaint.school.nz

MANUREWA INTERMEDIATE SCHOOL

ANNUAL REPORT TABLE OF CONTENTS

For the year ended 31 December 2023

<u>Item:</u>	<u>Page:</u>
1. List of all school board members	1
2. Statement of Variance: progress against targets	2
3. Evaluation of the school's students' progress and achievement	61
4. How we have given effect to Te Tiriti o Waitangi	250
5. Statement of compliance with employment policy	266
6. Financial statements	273 - 295
- Statement of Responsibility	
- Statement of Comprehensive Revenue and Expense	
- Statement of Changes in Net Assets/Equity	
- Statement of Financial Position	
- Statement of Cash Flows	
- Notes to the Financial Statements	
- Independent Auditor's Report	
7. Report on Other Special and Contestable Funding	296
8. Kiwisport Funding	305 - 306

1. List of all School Board Members

Board member names	Position	How Position Gained	Term Expired/ Expires
Mr Gary Rogers	Presiding Member	Re-elected	Aug-22 2025
Ms Val Taruia-Pora	Parent Representative	Re-elected	Aug-22 2025
Ms Lua Afakasi	Parent Representative	Re-elected	Aug-22 2025
Mr John Afakasi	Parent Representative	Re-elected	Aug-22 2025
Mr Iain Taylor	Principal	Appointed	
Ms Terri Martin	Parent Representative	Elected	Aug-22 2025
Mr Daniel Cope	Staff Trustee	Elected	Aug-22 2025
Mr Emil Huch	Parent Representative	Co-Opted	Aug-22 2025

2. Statement of Variance: progress against targets

2023 OPERATIONAL PLAN

2023 STRATEGIC GOAL: Develop Academically Powerful Students

BUDGET: \$200,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
<p>1 Learners at the Centre 'Learners with their whānau are at the centre of education'</p>	<p>1.1 Empower students as leaders of their own and others learning through the promotion of student agency and leadership.</p>	<ul style="list-style-type: none"> Through Assessment for Learning - Students identify their own learning needs, develop self and peer assessment skills and use them to evaluate their own and others work against clear criteria. Continue to develop staff understanding of effective formative assessment through Assessment for Learning in house Students provide feedback to teachers and each other about the quality and effectiveness of teaching and learning. Students co-construct an environment that supports risk taking and mistake making without judgment in conjunction with the pastoral care team and the Graduate Profile. Teachers begin developing techniques to increase students' understanding of themselves as learners. Ensure student outcomes drive the effective practice review and any recommendations that arise as a result. 	<p>AP: Learning and Teaching DP: Pastoral Care Leadership Team All teachers Students Pastoral Care team</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> RCG focus is now including A4L principles such as clarity of learning This is done through 2x a year Form Teacher surveys where teachers identify areas for themselves to develop This is done when teachers provide a safe environment where risk-taking is encouraged and valued. I would reword this for 2024 including teachers in this Celeste has introduced Student Librarians who have a leadership role in the library. Awards in assembly - positive play cards to recognise adults and students. Plenary, learning reflections - identifying if kids have been successful in their learning. Tracking systems in class to track academic goals. Graduate Profile boards - recognising when kids are achieving success in various G.P aspects. SIC's - student-led - celebrate and share their successes and progress in their learning.

<p>1.2 Utilise the Graduate Profile as a vehicle to promote and enact Manurewa Intermediate's definition of success for students.</p>	<ul style="list-style-type: none"> Continue to refine the gathering of pre and post data to measure student perception of goal attainment and success as well as to identify key Graduate Profile areas for development. 	<p>All Leadership</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Students are asked to assess themselves against the eight aspects of the Graduate Profile throughout the year but more specifically at reporting times ie. Beginning, Middle and End of Year. Through teacher support, students come up with Graduate Profile Goals and Action Plans in order to achieve their goals. Graduate Profile boards - recognise when kids are achieving success in various G.P aspects.
<p>1.3 Clearly report student progress to parents (including progress against curriculum levels).</p>	<ul style="list-style-type: none"> Gather, analyse and interpret student data to report to parents Term 1, 3 & 4 Student Involved Conferences Parent Information on Curriculum Levels (Newsletters, teacher/parent conversations) 	<p>Principal AP: Learning and Teaching</p>	<p>✓</p>			<p>✓</p>	<ul style="list-style-type: none"> There are three Achievement Reports completed throughout the year ie. Beginning, Middle and End of Year. Student Involved Conferences are done three times a year as well, Term One, Three and Four. SIC attendance was very high in Term One BUT we deduced that a large percentage of this was due to phone calls. We want students whānau onsite for these so AP: L+T changed the wording in the Term 3 SIC letter to say that. A work on here is how can we support parents to understand more about curriculum levels etc so they understand better what their child can/can't do and then see how they may be able to support them. Sharing goals and progress with whānau and kids in report writing and having Student Involved Conferences. Use of PACT as an assessment tool: PACT will not be used in 2024. The value of information recorded does not justify the amount of time spent entering data. Furthermore,

									<p>it is questionable how well PaCT actually aligns with curriculum levels.</p>
<p>1.4 Provide succinct, clear analysis of progress towards targets, informed through analysis of student data.</p>	<ul style="list-style-type: none"> Develop achievement targets based on the evaluation of student data. Analyse achievement data in relation to, annual aims, and targets 	<p>Associate Principal: Learning and Teaching</p>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Achievement Targets for 2023 were shared with relevant parties, specifically Te Ao Tangata (Humanities) and Pangarau (Math) Passion Pods. The Beginning of the Year Achievement Report was shared with Te Ao and Panagaru Passion Pods so these teachers understand the need to support these targets through their teaching programme. 	
<p>1.5 Build on innovative pedagogies using site-based inquiry, building on areas of need and direction.</p>	<ul style="list-style-type: none"> Continue to execute recommendations from the 'Mathematics Review 2020', the results outlined for Math in the 2022 Mid Year Achievement Report and recent articles about the decline in students Math results relating to staff development and upskilling, and refinement of the Math programme. Refine Math programme using ideas from recent findings of Math decline in NZ e.g Tan Continue to build capacity with the Structured Literacy programme in all Humanities classes Introduce specific must haves in Humanities and Math programmes to support students learning gaps 	<p>AP: Learning and Teaching DP: Guidance and Support DP: Professional Learning Leader Learning Support Coordinator Pangarau and Te Ao Tangata Passion Pod Leaders</p>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> The Math Passion Pod Leader, Practice Leader and one of the teachers who has Leadership Release in his timetable and has expert curriculum knowledge have been meeting regularly about aspects of the current programme and planning to see how and where value can be added. All Math classes have identified students who do Spring into Math at the beginning of each Math period. Having the Math Practice Leader released to be available for in class Math teaching support and collaboration has been very effective this year. Refining the Math Programme has been a part discussions in Passion Pod meetings. This needs to be more of a priority in 2024. AWS is also being used for identified students who need extra support with understanding how to decode words. This will continue to be a focus next year, with more follow up around how effectively it 	

<p>2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'</p>	<p>2.1 Continue to develop strategies to identify and cater for learners at all levels.</p>	<ul style="list-style-type: none"> • Revisit a whole school's understanding of differentiation, progress and the need for a wider and deeper understanding of catering for diverse needs. • Analyse achievement information at individual and class level • Implement revised changes to assessment protocols in Math and Humanities to provide a deeper understanding of student needs and how to teach them effectively. • Investment in lower than funded student:teacher ratio • Use teacher inquiry cycle to plan for and meet the needs of 	<p>AP: Learning and Teaching DP: Guidance and Support Learning Support Coordinator DP: PLL</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>is being utilised in the classroom daily.</p> <ul style="list-style-type: none"> • Achievement Reports in 2023 identified that teachers were underreporting OTJ data. The creation of lists of target students as well as building teacher capacity to interpret assessment data will alleviate this issue. • The Math team has created a Math progression document that allows students to see their current learning progress and next learning steps. This has become the basis for non-negotiables for Math. • Next year the Humanities team will create a Reading and Writing progression document like that which Math has created. Although teachers are including a lot into their Humanities Programmes, by implementing specific must haves we can make sure we are doing everything to support students learning gaps.
				<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • DP: GnS and AP:L+T ran a staff meeting going through the basics of differentiation. This is an aspect that MUST be driven throughout the school regardless of curriculum area. • Differentiation workshops and adaptive planning PD by DP:GaS. • AP:L+T completes three achievement reports throughout the year and is aware of achievement information. However, others must become cognisant of this information as well. Teachers should be sharing achievement data with students so the students know what they are able to do well

		<p>students who require additional support</p> <ul style="list-style-type: none"> • Promote, access and make use of Learning Support Coordinators through DP Guidance and Support to support all learners. • Term by term review of priority/special needs learners and access to special programmes • Implement interventions to accelerate progress for at risk learners. • Investment in Students with Higher Abilities register to recognise and cater for those in each class who require extending. • Start a Gifted and Talented contract/One Day Programme using PLD from Mind Plus • Schoolwide focus on Gifted and Talented using PLD from Mind Plus to support the upskilling of all teachers in this area 			<p>and then identify what they need to be better at.</p> <ul style="list-style-type: none"> • Classes in 2023 are the largest they have been for quite a long time. Between 28-30 students per class. • New LSC started at the beginning of Term 2 and has been an asset regarding supporting Learning Support needs throughout the school. • DP: GaS oversees and facilitates IEP's for students with ICS where whānau, the student, LSC and DP:GaS discuss progress and future action plan. This is done twice a year. • ESOL, High-fliers, Numicon, in class support - LA's and Charlotte (specifically focussed around literacy needs). • DP: GnS ensures that there are three Learning Support Reports done throughout the year ie. Beginning, Middle and End of Year. • Mindplus were unable to meet our requirements to have this programme implemented onsite for the students and the staff. DP:GnS was able to get RTLB to come and support the original teacher in Rm 25 to be able to do the GnT Breakout Buzz in Terms One and Two. • DP:GaS along with support from the LSC and other people eg. RTLB and LAs review their programmes. Three times a year Learning Support Report - Beginning, Middle and End of Year • Students were selected to take part in a Gifted and Talented Breakout Buzz in Term One and Term Two. The original teacher who took this
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								<p>programme left at the end of Term Three.</p> <ul style="list-style-type: none"> Schoolwide focus on PLD from Mind Plus as Gifted and Talented as the focus did not happen due Mind Plus not being able to find a suitable teacher to support our in school G and T Breakout Buzz and the intended school wide G and T focus. E-asttle, Probe, and self-evaluative assessment - used as assessment tools.
<p>2.2 Raise capacity of all teachers in delivering a differentiated programme to promote accelerated progress for all learners.</p>	<ul style="list-style-type: none"> Develop a clear and concise set of review indicators to identify effective teacher practice across all areas of the curriculum. Ensure there is differentiation and the use of multiple teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning incorporating Universal Design for Learning and Assessment for Learning principles. Continue the refinement of Raising Capacity Groups (RCG's) to inquire into the implementation of differentiation and providing support and implementing innovative practice to accelerate achievement based on Assessment for Learning principles. Practice Leader Math supports teachers in meeting the needs of students by being a model of best practice. Whānau Leaders support teachers in providing deliberate feedback around differentiation in form time programmes - H/MM/Life Skills/FF 	<p>Principal</p> <p>AP: Learning and Teaching</p> <p>DP: Professional Learning Leader</p> <p>DP: Guidance and Support</p> <p>Learning Support Coordinator</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> This needs to be done in conjunction with all leadership especially the DP:PLL's who should have a snapshot of teacher ability across the school DP G+S and AP L+T ran a staff meeting about differentiation. Passion Pod Leaders are looking at weekly planning to see if teachers are able to identify students who need a differentiated programme. RCGs have at times worked well during the year but there needs to be some real thought into what these look like going forward. What should the focus be? How are the DP:PLL's supporting the focus to support teachers be better at their practice? RCG focus for 2024 should be: 1) collaborative inquiry: what is it? 2) Target learners: who are they and what do you need to do? 3) PAT & e-asTTle: how they can help you make an OTJ? 4) Common Practice Model: what is it and can how it can help us Practice Leader in Math does a great job supporting all teachers within the Math Passion Pod. She is always available. Goes into all 	

	<ul style="list-style-type: none"> In line with the Digital Integration Plan, provide opportunities for co-teaching, peer observations and modeling for all teachers based on Passion Pod Digital Integration goals. Continue with the implementation of 'Speed Dating' meetings each term to provide insight into the line of teachers' understanding of students in classes and plan collaboratively to meet these needs. Develop future goals and innovations through the implementation of the Triple Operating System: Pedagogy 						<p>classes and works with the teachers and students. There needs to be thought put into supporting her to fill her kete eg. go to other schools and observe Math, attend PLD etc.</p> <ul style="list-style-type: none"> Speed Dating happened throughout the year. There has been a focus on the needs of the students during this time due to a higher need to understand some of the complexities around some students, there has definitely been an increase in students exhibiting anxiety, behaviour, psychological complexities that teachers need to know about. It is important that these meetings continue to be about the learners and are do not become a planning session to coordinate content between Passion Pods. Hopefully Triple Operating Teams Meetings can restart in 2024 with needed worthwhile discussions around curriculum taking place.
<p>2.3 Allocate funds to reflect and support the school's strategic plan.</p>	<ul style="list-style-type: none"> Continue the strategic investment in technological assets to support student learning outcomes Investment in teaching staff to allow for smaller class sizes Budget allocation to strategic priorities and learning experiences for students Maintain the Digital Integration Plan that outlines the financial implications of a 1:1 policy on school infrastructure and community 	<p>Principal Deputy Principal: Operations Associate Principal: Learning and Teaching</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> One to one devices still happen across the school. There has really been minimal spending needed to maintain the upkeep of devices. Continued roll growth sees most class sizes be between 27 and 30 students. Module Motivators happened this year. The one to promote Adventurous to Wero Whitewater Park was a highlight for students. The Digital Integration plan continues to be implemented. Use of Agility With Sound (AWS) Word Chain to help improve student literacy in Humanities lessons for identified learners.

	2.4 Review allocation of funding.	<ul style="list-style-type: none"> Develop measurable outcomes resulting from investment Self review practices analyse the outcomes resulting from investment 	Principal All Leadership	✓	✓	✓	✓	<ul style="list-style-type: none"> Allocation of funding is always looked at very stringently and outcomes are looked at before the funding is given. What purpose will it serve? Generally if it is good for the kids then the funding allocation will happen. Reviews of Curriculum Objectives, Strategic Goals, Review Areas etc analyse the outcomes resulting from any money output.
	2.5 Ensure great educational opportunities and outcomes are within reach for every learner.	<ul style="list-style-type: none"> Take account of learners' needs, identities, languages and cultures in their practice. 	Principal Leadership Team All teachers All staff Passion Pod Leaders Whanau BOT	✓	✓	✓	✓	<ul style="list-style-type: none"> Form Teacher survey results in Term Two suggests that some teachers do not take into account their learners languages and cultures Include Te Reo and other language vocabulary in our daily classroom routines (Humanities and Math as well). Kura Reo (ESOL) is used as an opportunity to focus on the needs of second language English speakers. Cultural Enrichment takes place every Wednesday as an opportunity for kids to embrace either their culture or one of our other cultures we celebrate at our school.
3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners	3.1 Refine targeted teacher inquiry process to accelerate progress.	<ul style="list-style-type: none"> Continue with the use of baseline data to inform progress, or lack, of throughout inquiry and possible next steps. Shared professional reading on targeted learning areas Recording of formal passion pod or group focussed inquiries Capturing of evidence of teacher practice within classrooms Professional dialogue within groups to discuss evidence of teacher practice 	AP: Learning and Teaching DP: Professional Learning Leader Leadership team	✓	✓	✓	✓	<ul style="list-style-type: none"> RCGs continue to happen. Teachers are encouraged to reflect and feedback on their RCG focus. Readings are shared at Leadership Meetings and other meetings including Passion Pods and Whānau. Evidence of teacher practice is captured through formal observations and informal walkthroughs. Teachers also update their OAF with evidence of different

and their whānau'		<ul style="list-style-type: none"> In Passion Pods analysis, review and moderate achievement information alongside Curriculum Levels, the Learning Progression Frameworks and PaCT. This will support OTJs - must be done twice a year Provide professional development aligned through the above run by relevant senior staff members 					<p>things they are implementing into their practice.</p> <ul style="list-style-type: none"> Discussion happens between teachers at RCGs, Whānau, Passion Pod and Speed Dating Meetings. This is done through teacher observations , both formal and informal. Ongoing teacher reflections done as a part of OAF as well as RCG - especially focussing on the effective use of DATs in the classroom. For 2024: it is important that we establish clearer links between learners, the use of DATs to raise their achievement, appraisal processes and information that is relayed back to Passion Pod leaders about particular learners. A more directed approach for collaborative inquiry will allow teachers to see clear links between the appraisal process (which is designed to refine their pedagogical approaches) and the tracking of target students
3.2 Continue using the revised Graduate Profile conceptual module overview and the layering of concept and topic/context.	<ul style="list-style-type: none"> Teachers plan collaboratively using the Broadening Horizons Model 2.0 as a framework. Passion Pods meet to discuss opportunities to integrate between subjects regularly. Passion Pods use module overviews to guide a deliberate approach to planning programmes to ensure curriculum depth and coverage is considered. Maintain a more rigorous, simplified inquiry learning approach targeting areas of need, particularly knowledge building and 'using'. 	AP: Learning and Teaching Passion Pod Leaders All teachers Students	✓	✓	✓	✓	<ul style="list-style-type: none"> Introduction of termly meetings for Science, Math and Humanities to support idea generation for the following terms module focus. Looking at how each Passion Pod could support the other through a more connected curriculum. Teachers are becoming more confident at using the Broadening Horizons Model with their students. In 2024 the Humanities team is going to move to more collaborative planning. Promoting higher order thinking is done through: <ul style="list-style-type: none"> Choosing topics that have real-world relevance and

		<ul style="list-style-type: none"> Promote higher-order thinking in all subjects by planning engaging topics that cause students to synthesise and build perception and understanding as well as knowledge. Promote students as empowered leaders in their inquiry and share opportunities to use skills from various subject areas with teachers. 						<p>connections to students' lives helps them see the practical applications of what they are learning.</p> <ul style="list-style-type: none"> Encourage students to ask their own questions and explore solutions collaboratively. Including open-ended questions when questioning. Encourage creative expression through art, music, or writing. Incorporate regular reflection activities where students analyze their own thinking processes and learning experiences. Recognize and accommodate different learning styles and paces. Provide opportunities for both independent and collaborative thinking.
<p>3.3 Execute whole school PLD to increase rigour of learning and teaching and student outcomes.</p>		<ul style="list-style-type: none"> Promote staff involvement and ownership by including all Passion Pods and staff in PLD sessions. Ensure evidence is collected by teachers proving PLD is being embedded and practiced in classrooms. In literacy - ensure Te Ao gain an understanding of early literacy development and use this knowledge to enhance programmes. Develop assessment practices in Te Ao to promote needs-based and aspirational teaching in reading and writing. Develop a whole school oral language approach through ensuring it is part of ALL teachers 	<p>AP: Learning and Teaching DP: Guidance and Support DP: Professional Learning Leader Learning Support Coordinators Passion Pod Whanau Leaders</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> All staff are expected to participate in all PLD sessions. For the sharing of languages knowledge other staff members take these meetings eg. Samoan - Laura Ongoing evidence is added throughout the year Sharing done through RCG, Whānau, Passion Pod and PCT meetings. The Humanities team uses ongoing formative and summative assessments in Reading and Writing to gather data on student progress and adjust teaching strategies as the need arises. Integrating explicit oral language instruction into the curriculum of all our subjects.

		<ul style="list-style-type: none"> planning and learning programmes Maintain teachers digital technologies integration in their learning programmes Review researched assessment and data collection models and innovations identified 						<ul style="list-style-type: none"> Integrating various technology resources into teaching and learning.
3.4	Implement school-wide review of effective teacher practice.	<ul style="list-style-type: none"> Develop review indicators that align with school vision and values, underpinned by research to review effective teacher practice Involve identified leaders of practice in each core curriculum area to contribute to the review. Involve Within School Leaders in relevant areas to carry out implementation of school wide review of effective teacher practice in relation to A4L frameworks. Implement observation protocols to gather review data to inform practice and pedagogy in relation to A4L frameworks. 	Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau Leaders Board	✓	✓	✓	✓	<ul style="list-style-type: none"> Ongoing teacher observations by Passion Pod leaders, Whānau leaders and DP:PLL. Incorporating principles of A4L and UDL to make sure we are catering to the needs of all of our kids. Weekly meetings - RCG, Passion Pod, Whānau and PCT.
3.5	Implement the Triple Operating System with a view to fostering innovation and creativity.	<ul style="list-style-type: none"> Pedagogy: Foster innovation and creativity in developing pedagogy. Future Focus: Foster innovation and creativity with a focus on the future Operational: Foster innovation and creativity with a focus on school systems and operations. 	Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau Board	✓	✓	✓	✓	<ul style="list-style-type: none"> Through weekly Leadership Meetings this happens especially with readings, discussion etc. Ongoing through areas of review. Triple Operating System specific meetings did not happen in 2023. Not sure as to the time of doing this review if they are planned for 2024.
3.6	Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.	<ul style="list-style-type: none"> Passion Pods critique their programmes for improved student outcomes Review, and where necessary, improve relevant documentation, particularly those areas of review for 2023 i.e 	AP: Learning and Teaching DP: Student Programmes	✓	✓	✓	✓	<ul style="list-style-type: none"> Weekly planning meetings available with Math Practice Leader and Humanities Passion Pod Leader. Weekly planning checks - feedback given from Whānau leaders and Passion Pod leaders.

		<p>Guidance and Support, Technology (ICT/Digi Comp/Cooking/X-PLO)</p> <ul style="list-style-type: none"> This will include the continuation of module overviews as a tool to guide teachers forethought regarding their programmes including programme mapping. Seek student voice and guidance through the student Curriculum Council 						<ul style="list-style-type: none"> Buddy check for planning - share feedback on others planning. Planning done with achievement objectives, learning competencies, reading and writing progressions in mind. Collaborative planning is encouraged to share ideas and support available for those who need it. Each week the Curriculum Council asks students from each class questions about their learning and what they have taken away from their learning each week.
<p>3.7 Continue to implement where appropriate aspects of the New Zealand Curriculum Refresh.</p>		<ul style="list-style-type: none"> Upskill teachers in understanding the three key concepts of the curriculum refresh Understand/Know/Do where appropriate Where appropriate and relevant share any updates about the curriculum refresh AP: L+T to introduce the Curriculum Refresh at Staff Only Week 	<p>Associate Principal: Learning and Teaching Passion Pod Leaders</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> AP:L+T introduced the Curriculum Refresh during the beginning of the year Staff Only Week. The Team have been given the updated English and Math + Statistics Curriculums. The Passion Pod Leaders need to go through these and see where small steps can be implemented by teachers. The various components of the curriculum refresh will be covered within both RCGs and also within Passion Pods where necessary: of particular focus will be CPM as this will 'ready to use' in 2024
<p>3.8 Review documentation to ensure coherence.</p>		<ul style="list-style-type: none"> Self review of curriculum areas - for 2023 i.e Guidance and Support, Technology (ICT/Digi Comp/Cooking/X-PLO) Programme of learning review annually. Learning and teaching review of curriculum areas. 	<p>Principal Associate Principal: Learning and Teaching Passion Pod Leaders</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> End of year review processes have shown that there needs to be greater coordination between the collection of assessment data, teaching as inquiry and teacher appraisal

<p>3.9 Clearly report to the Board baseline and endpoint achievement data.</p>	<ul style="list-style-type: none"> Gather, analyse and interpret student data at class and school level Report to the Board in all learning areas 	<p>Associate Principal: Learning and Teaching</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> Achievement Report done and shared with the BOT three times during the year. Data has been shared specifically at Humanities and Math Passion Pod Meetings so teachers can see what it means for their practice moving forward. Learning Support Report done Mid and End of Year and shared with BOT.
<p>4 Future of Learning and Work 'Learning that is relevant to the lives of New Zealanders today and through their lives'</p>	<p>4.1 Maintain the implementation of a 1:1 device ratio in Humanities, Math and Science classes.</p>	<p>DP: Operations AP: Learning and Teaching Passion Pod Leaders Whānau Leaders</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> Word chain is used as a support programme for identified kids to enhance their decoding and reading skills. Prototec is used in Math as resource for student to work on and improve their basic facts. Use Hapara to monitor student engagement and share digital resources with students. Learning Assistants have been trained on how to use the AWS programme to support students in Humanities lessons. Students have 1:1 access to devices in Humanities, Math and Science classes.
<p>4.2 Implement Te Kaahui Ako o Manurewa achievement challenges.</p>	<ul style="list-style-type: none"> Develop personal and Passion Pod goals relating to 1:1 learning implementation set within whānau and teacher inquiries Students use digital devices and ICT resources in ways that promote learning and digital and technological literacy. Professional learning in using technology to support student outcomes Use current staff strengths and skills to develop and promote innovative practice with the use of devices in all Humanities and Math classrooms. Maintain Hapara as a classroom management system for teachers. Induct new staff in effective teacher practice amplified by the use of technology in classrooms. The effective use of devices in classes to be reviewed as part of the self review for 2023 Adhere to achievement challenge operational plans. Involve ASCoL and appropriate WSCoL in PLD opportunities throughout the year. 	<p>Principal ASCoL WSCoL's</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> It was great to have the ASCoL Leader for AC3 and their WSCoL Team to support teachers during the STEAM Fair off timetable module. It was a great way to add value and to see how they were valued from other staff members because of their expertise.

								<ul style="list-style-type: none"> • Collaborative inquiries supporting science planning: use of NZCER science assessment could potential support more detailed reporting of achievement in science
<p>4.4 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life.</p>	<ul style="list-style-type: none"> • DP:PLL's working alongside PCT's and other teachers to support their teacher practice • Regular walkthroughs and observations to be done on teachers in order to identify teachers of best practice and teachers who need support • Ensure all teachers are part of regular Professional Learning Meetings which support them being 'better' teachers eg. RCG's, relevant PD at Staff Meetings. 	<p>Principal Leadership Team All teachers All staff Passion Pod Leaders</p>	√	√	√	√	<ul style="list-style-type: none"> • There has been a real push to ensure that admin is not a part of the meetings and that there is more of a focus on developing teachers practice. • DP:PLL's consistently working with PCT's to support their practice. Done through PCT cohort meetings, observations, meetings etc. • Regular walkthroughs of teachers classes done by all members of the Leadership Team. The Leadership Team share with each other what they have seen whilst in classes. Both positive and negative aspects are shared. 	

STRATEGIC GOAL: Develop an effective school culture - Living our vision and values

BUDGET: \$150,000

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T 2	T3	T4	
<p>1 Learners at the centre</p>	<p>1.1 To investigate and implement further initiatives that will reignite and service the development of</p> <p>I. Passion for and use of Keys To Success</p> <p>II. Anti-bullying initiatives that involve ALL stakeholders in recognising and combating bullying</p> <p>III. Combatting the evergrowing issues surrounding cyber-bullying and cyber protection</p>	<ul style="list-style-type: none"> MI MONEY book will be formatted and printed for each term, only so that it can be reviewed further if necessary and adapted to suit the goals of engagement and success in learning, in our Keys To Success and in our Term values and SMART targets. Continue to involve staff in designing initiatives that will engage all stakeholders in combating any form of bullying and ensure that ALL staff are similarly responsive. PC Council to be supported 'in the field' by Community Council in toilet duties, MI MATES training etc. Promote student agency to improve student happiness and hauora adhering to our K2S and student values. Make sure the PC Council & M.I. Mates understand how to execute their job in a safe and non threatening manner to students. Introduce and implement student cyber safety programme through Media Studies. 	<p>DP: PC, Pastoral Care team, All leadership team and all staff</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Out of class passes continue to show its effectiveness with much less graffiti around the school, especially in toilet areas. Staff also really like the passes as they are able to track student movement and follow up any students who have patterns of leaving class. PC Council continue toilet roster to look after our main toilets by the gym. The MI MONEYBOOK continues to be a key driver of positive learning in all classes. Staff are reminded to fill out the MONEYBOOK in conjunction with their classes before the end of each period of learning. MONEYBOOK guidelines and use of have been written for staff to refer to for 2023 and this has helped clear up confusion with its use how to reward points. The staff and children believe that, overall, there is a culture of anti-bullying throughout the school. If/when bullying takes place, it is very quickly brought to the surface and dealt with consistently across the school by staff and students. This is due to K2S being simple and effective. The Pastoral Care Council meets together on Thursdays at Lunchplay time to catch up with students that may need help. DP:PC deals to social media bullies, reporting any cyberbullying to the leadership team. Leadership also know about this and have agreed it is a worthy cause to fight and Mr Taylor reinforces at school assemblies with Mr Filipo as we know most pastoral issues now start from social media, especially for female students. Students and staff are reminded often about what to do when they see online bullying, to report the page and notify DP:PC. MI MATES - Each class has a turn during the year to contribute to our school culture and living our keys to success

									<ul style="list-style-type: none"> PC Council completes uniform checks on all classes around the school on a Monday P5. DP PC also does random class uniform blitz to ensure everyone is compliant with our school uniform. Our keeping a safe online unit is really good for addressing cyber bullying. A few assembly items have been linked to anti bullying/ safe usage of social media.
1.2	Remind staff of child protection policies and guidelines	<ul style="list-style-type: none"> Continue to ensure all new staff read, understand and sign our Child Protection Policy upon employment. Address all concerns regarding Child Protection according to these guidelines and in a timely manner. Review policies each year by the end of T1. Let teachers know how child protection incidents can affect attendance. Induct new staff in Child Protection policies and guidelines Continue to remind staff of the sensitivity surrounding disclosures and appropriateness surrounding all tamariki 	Principal All Staff, DP: PC, Guidance Counselor	✓	✓	✓	✓	<ul style="list-style-type: none"> Staff are all to complete new physical restraint guidelines. All have signed new documentation and slowly but surely are completing online 30min tool to ensure they are up to date with regulations around this. Staff are regularly reminded of how to deal with disclosures, distance with kids and appropriateness surrounding all tamariki. Staff need regular reminders that if a child makes a disclosure, after referring them on, they should immediately write a record of what was said. This is so that if there is police involvement or follow up, for example, that there is a clear and honest record of what was said. Staff must take caution when following up on attendance and instances of behaviour when things may be going on at home. Understanding that the support coming from home may be affecting the child at school. School Counsellor to speak at castaways about disclosure steps and touch on it each term as staff often forget because they are a rare occurrence. NB When policy changes: All old staff to sign again. All new staff to sign as well. Staff are regularly reminded of how to deal with disclosures, distance with kids and appropriateness surrounding all tamariki. Staff meeting held for all to complete the physical restraint training 	
1.3	Promote and maintain effective enrolment and induction for all students including students with high needs	<ul style="list-style-type: none"> Continue to use the Enrichment ALU to induct new students and further develop these systems in a conducive environment 	DP: PC DP:Gns	✓	✓	✓	✓	<ul style="list-style-type: none"> Transition meetings occur with all our contributing schools and special transition visits for any students who have high needs. Students are placed into the best possible class based on their profile, school data, personality fit with teacher etc. The new classrooms are wheelchair friendly. 	
1.4			DP: PC	✓	✓	✓	✓	<ul style="list-style-type: none"> This continues to be a success and can be seen weekly during intervals and lunch times. Classes on 	

<p>Provide peer to peer support for student well-being through MI MATES</p>	<ul style="list-style-type: none"> • Each class will continue to be trained (on the Monday in form time) to be MI MATES for the whole week by DP: PC • Each class member will get a MI MATES jacket to wear throughout the day for each day of the week • The Pastoral Council will provide daily leadership and supervision of this activity through a duty roster • Ensure that this system is used, promoted and developed throughout the year. • In 2023 Pastoral Council/MI MATES will provide a small report on Friday on MITV about their MI MATES work for the week. 				<p>MI MATES enjoy talking to other students they wouldn't normally interact with. A silver card has been given out to a student who has been exemplary in this role and has shown to both students and staff what it means to live and breathe our K2S.</p> <ul style="list-style-type: none"> • Classes who are exceptional during this service are highlighted at assembly. • PC Council/MI Mates reports on MI TV - this is something that needs to be done more consistently
<p>1.5 Continue to promote a safe and caring learning environment</p>	<ul style="list-style-type: none"> • Be safe and inclusive and free from racism, discrimination, and bullying. 	<p>DP: PC</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Students are reminded at each assembly and shown how to model our K2S. • Orange Cards are filled out by staff and if needed escalated to the Whānau Leader and DP PC to support when necessary. • Students and staff are always reminded that the door is always open for them if they need support and this is definitely taken advantage of. • Reminders in assembly during DP PC talk about the K2S
<p>1.6 Establish ongoing programmes to promote cyber-safety and digital citizenship</p>	<ul style="list-style-type: none"> • Design and implement modules for cyber-safety within the school Google drive • Explore the use of online resources (NetSafe) within core learning areas • Promote and host parent/caregiver information evenings in relation to online safety • Regular communication via the school newsletter about online safety and responsibility 	<p>DP: PC DP: Learning and Teaching</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • We have had outside organisations come in such as MITEY etc to offer new systems but after careful investigation we have found that we are doing the same thing in our localised way. • We continue to adapt and change our MI curriculum to better meet the needs of students as they are exposed to the ever changing digital world. This can be seen in form time, Humanities, Math, Digi-comp, Languages and in small doses in subjects such as X-PLO and Cooking. • Keeping ourselves safe online unit has been very good! Kids have engaged well.
<p>1.7 To continue to provide authentic forums for student voice through MI Community Council, MI Eco Council, MI Curriculum Council and the MI Pastoral Care Council.</p>	<ul style="list-style-type: none"> • MI Community Council to continue to lead service across the school as well as gather student ideas through fortnightly meetings. They will also supervise and support MI MATES. • Service efforts across the school and across the year will be recognised and reinforced through Silver Card awards. This will happen in conjunction with the DP: Student Programmes. 	<p>DP: PC and DP: Learning and Teaching, SWIS, School Counsellor</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Pastoral Care Council meet weekly and discussed ways to reduce vaping and other anti-social behaviour. New implementation of PC uniform check for quality control was implemented and extremely successful. • MI Curriculum Council meet weekly with DP: Learning and Teaching and discuss the curriculum focus for the week, council members interview students across the school, testing them weekly on the curriculum focus.

<p>3 Quality Teaching and Leadership</p>	<p>3.1 Provision and maintenance of small class sizes will afford optimum conditions for teaching and learning, for achieving all vision and values in our charter.</p>	<ul style="list-style-type: none"> • The budget for this strategic goal (\$150,000.00) will be spent on personnel. • The provision of small class sizes will service the goals identified in strategic plans across the school. 	<p>All staff, all Leadership team, All stakeholders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • All Council groups meet with their lead DP to go over points of action for their group in the week. • MI KAI and MI CHAT allows students a chance to voice any opinions they have on the school through a meeting with Iain. • Eco Council and nature club - plant a tree at the park, rat trapping. • Senators take visitors around the school and engage in discussions about our school.
	<p>1.8 Review Service and how our children and community engage in this.</p>	<ul style="list-style-type: none"> • MI Curriculum Council to be further developed and lead decisions about learning. This will happen in consultation with the DP: Learning and Teaching and weekly through their leadership in the MI Learning Competition • MI Eco Council is to lead the school in reducing waste and guide our school on how to best sustain our school. • Pastoral Care Council to continue to support children with abuse or mental health issues and connect them with appropriate adults for help. Pastoral Care Council to set up an Anti-Bullying Panel early in Term 1. This includes cyber-bullying related issues. • The Senate has two students from each council in it and will develop their school profile through: <ul style="list-style-type: none"> a) Supporting school events including sports events, being ambassadors and collecting info for website and/or newsletters b) Provide student agency by expressing their view of the school to our visitors etc. They will embody the values of our school. • DP: Student Programmes needs to promote the use of MI ONA when speaking about Service. • Get staff and student voice around this Service Programme. • Get community voice around this Service Programme. 	<p>DP: Student Programmes</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • The within school Service Programme has run relatively smoothly, each class has their own service that students in the class are responsible for. Some services require more effort and time than others so to distribute this more fairly would be a goal. • The outside of school service whereby two classes head down to Southmall on a Monday has been relatively successful. Due to the unprecedented weather this year many trips had to be canceled, which led to more classes having to go down on another date. • In 2023 we welcomed a new Counsellor as well as a SWIS from Family Works. We also created a new position for the purpose of engaging with our more difficult whānau named Poutoko Hapori. They have helped immensely in looking after our students well-being and further strengthening the PC team. We hired a new Student Administrator and Receptionist

<p>3.2 Continue to ensure a safe learning environment by maintaining strong pastoral care systems already established</p>	<ul style="list-style-type: none"> • Maintain weekly PC meetings • Maintain accurate attendance records and effective tracking of absence • Analyse wellbeing systems such as the use of Skodel. • Keep on top of Cyber-Bullying • Think of ways to help teachers to follow the right systems with Pastoral Issues. Remind staff and whanau of links on our website to helping students and family. 	<p>DP: PC, Pastoral Care Team</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Pastoral Care meetings have continued to take place every week. Our school nurse and Jess have been an amazing support system for our students through ManaClinic. • DP:PC stays at the forefront of all bullying issues. This has seen a place on our website dedicated to helping parents and students get through such adversity. A Whānau Board outside the school gym also has a dedicated area to Pastoral Care. • Attendance records and systems continue to be followed up by teachers, whānau leaders and DP:PC. Without a Student Administrator we have remained diligent in tracking absence, referring to attendance officers and our Poutoko Hapori and following up so children are at school and engaged. • We have continued with Skodel this year and are updated fortnightly around student wellbeing and check ins. This report is then shared with the Leadership team. • Our new school counselor has had an excellent start to MI and continues to impress in his role. • Our new Family Works SWis Bella has been an amazing addition to the team as well and is working closely with her clients and families to better support their wellbeing. • The addition of the Poutoko Hapori has been a success so far as Louis continues to form amazing relationships with our families. • Our Boys and Girls Redemption Crew Period 6 continues to run to support our most at risk learners. • Teachers reading Skodel check ins and making comments on kids Skodel check ins. • Keeping ourselves safe online module. • New out of class passes created to limit the amount of students wandering out of class without valid reason.
<p>3.3 To further develop understanding of Te Ao Maori - the language and the culture - for all stakeholders (teachers, children and our community).</p>	<ul style="list-style-type: none"> • Continue to teach Te Reo through a context, tikanga based approach in 2023. • Encourage more students, in particular boys to join Te Manu Karewa still needs more students represented across the school and across whanau. 	<p>Specialist teacher, Te Ao Maori, All stakeholders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Te Manu Karewa still needs more students represented across the school and across whanau. • The specialist teacher for this subject has continued to work hard to develop a targeted programme this year that not only teaches children valuable concepts and skills about Te Ao Maori but more so learning that is beginning to permeate and be valued in real-time in real situations across the school and across the year. • Marae Nohos take place for all classes and students and staff are taken through this special tikanga. • Karakia and whakamoemiti

<p>4 Future of learning and work</p>	<p>3.4 Continue to significantly improve all teachers capacity to cater for Maori and Pasifika children and in doing so embed culturally responsive processes in all areas of learning and teaching.</p>	<ul style="list-style-type: none"> Practice Leaders for MAP and PAP will continue to develop a targeted action plan that will serve this goal. This will be shared with all staff at SOW each year. Continue with a practice leader for MAP and for PAP who will oversee and support the embedding of culturally responsive teaching. Practice Leaders for MAP and PAP will be aware that having access to more professional development in this area may be useful for some teachers. Align our work in this area with the COL Achievement Challenge relating to culture. 	<p>DP: PC Practice Leader MAP and Practice Leader PAP</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Te Reo Maori continues to grow from strength to strength. Practice Leader for MAP and Ms Tamaki continue to adapt and improve this curriculum area for our tamariki. Kapa Haka continues to be a strong focal point of our student body. This is on full display during Marae stays and when visitors come to MI through Powhiri etc. Staff meetings on Tuesdays starting with a cultural PD element.
	<p>3.5 Maintain and review the ability in cultural intelligence and it's valued implementation for all stakeholders</p>	<ul style="list-style-type: none"> Gather whanau voice around values imbedded at home. Liaise with MAP and PAP when fonos and hui are held to gather data from whanau. Use the data to better inform and enhance Maori and Pacific initiatives within the school. <p><i>"Cultural intelligence is the ability to engage in a set of behaviours that uses skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts."</i></p>	<p>Practice Leader MAP and Practice Leader PAP</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Our involvement in the Tautai Moana continues as we continue to upskill our cultural intelligence. Cultural Focus group meets termly to go over CRP at MI and planning for our upcoming fono with family. Fono/hui held in Term 2 and 4- not a very good turnout by whanau. Set up of whānau feedback stall at Term 4 night market was a new way of gathering whānau voice.
	<p>3.6 Continue to develop, grow and embed a shared understanding of cultural intelligence and its importance.</p>	<ul style="list-style-type: none"> MAP and PAP to deliver cultural tapasa to staff at staff meetings. Maori tikanga to be taught to all staff. Continue to emphasise fale values to all students and staff. Cultural Council to lead school cultural initiatives. 	<p>Practice Leader MAP and Practice Leader PAP</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Practice Leader MAP and PAP deliver cultural PD on Tuesdays especially around Language weeks. Staff partake in Language Week dance performances and share CRP practice through planning, whānau meeting etc.
	<p>4.1 Continue to ensure our school environment reflects our positive school culture</p>	<ul style="list-style-type: none"> Continue to embed the use of 'I am grateful for...?' blackboards begun in 2019 by timetabling classes who will use these. Align this duty to MI Mates so classes do not forget. Purchase a class set of chalks for each class and give these out on the Monday to the class on duty 	<p>Principal, DP: PC DP: Operations</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Existing features like 'MI Grateful Board' need constant supervision to use as intended - some classes do this extremely well while others do not. Staff are reminded when they forget. The PC council checks on this everyday to make sure it has been filled in appropriately. The Principal has been proactive in encouraging maintenance and replacement of things like child portraits around

		<ul style="list-style-type: none"> • The Eco Council keeps the DP: Student Programmes aware of any areas that need to be kept up to standard. 				<p>the school, construction of new facilities like the signage, car park, swimming pool and additions to rooms 22-24 are all examples of this.</p> <ul style="list-style-type: none"> • Encouraging and promoting our Keys To Success so that our kids become tidy kiwis. • Ground area monitors. • Rubbish assemblies as and when necessary - a consequence for our kids not looking after our environment.
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STRATEGIC GOAL: Develop Potential

BUDGET: \$200,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre 'Learners with their whānau are at the centre of education'	1.1 To maintain small class sizes that cater for optimal teaching and learning conditions which will help achieve the vision and values of our charter.	<ul style="list-style-type: none"> Continue to employ a sufficient number of capable form teachers to achieve low student to teacher ratio 	Principal Leadership team DP: G & S DP: Pastoral Care	✓			✓	<ul style="list-style-type: none"> Further action needs to be implemented to adhere to this target. Smaller class sizes however may be unattainable with the school's current enrolment numbers. Continue to hire teachers who have local experience (teachers in Aotearoa) so that our students can develop positive and effective relationships throughout the school year. The first three weeks at the beginning of Term One allowed the teachers to develop relationships with our Year Seven students and establish expectations and a positive class culture following the summer holidays.
	1.2 Gain support from outside agencies to strengthen academies/councils, eg. Counties Netball, CMSport, Auckland Council.	<ul style="list-style-type: none"> Staff members in charge of academies and councils to build relationships with appropriate external agencies. Improve relationships with Clubs and encourage us to support our school. 	DP: Student Programmes DP: PLLj Leadership Team	✓	✓	✓	✓	<ul style="list-style-type: none"> Councils connected with external agencies as appropriate though for some this was much easier to implement than others. For example, the Eco Council connected with multiple agencies to empower students to upskill their sustainability understanding. The Senate was highly effective at engaging with visitors to the school, which is one of their primary roles. Have school teams that represent our school for clubs. Mangere Netball (3 netball teams) and Manurewa Rugby (2 girls league teams). Will be cool to have more programmes from outside of school to help

<p>introduce our school to new sports so when they go to sports camp/AIMS they will be more confident! - SJ</p> <p>CM Sport comes in Period 6s to take zone teams</p> <ul style="list-style-type: none"> - Social media was widely utilised to promote both internal and external sports, academic success and other celebrations. Of particular success was the Rewa Sisters who were widely supported by staff and promoted. - External sports were widely supported as well as music lessons for students who showed a passion for them. Additionally, there was a significant amount of support for cultural groups by parents. 						<p>introduce our school to new sports so when they go to sports camp/AIMS they will be more confident! - SJ</p> <p>CM Sport comes in Period 6s to take zone teams</p> <ul style="list-style-type: none"> - Social media was widely utilised to promote both internal and external sports, academic success and other celebrations. Of particular success was the Rewa Sisters who were widely supported by staff and promoted. - External sports were widely supported as well as music lessons for students who showed a passion for them. Additionally, there was a significant amount of support for cultural groups by parents.
<ul style="list-style-type: none"> • Continue to use social media to improve the bond with clubs and kahui ako schools. • Use external agencies to benefit our existing programmes. 						<ul style="list-style-type: none"> • Both formative and summative assessments are done in class, and data on students are gathered every term so teachers have a good understanding of students' abilities. • Additionally, there is a robust transition process that informs placement, despite the varying quality of data provided by transition schools. • Teachers have the opportunity to comment and provide feedback for complex student placement in the following year. • Time is provided at the beginning of the year as part of the off-time table weeks for teachers to be given the opportunity to get to know their students. • There are multiple periods on Monday for students to be with their Form Teacher during Form time subjects. This is to re-establish expectations and start the week positively.
<p>1.3 Each child's potential is realised through careful class placement.</p>	<ul style="list-style-type: none"> • Leadership team members complete effective class placement, seeking advice from other staff where required • Teachers spend time to get to know their students well 	<p>Leadership team DP: G & S</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Both formative and summative assessments are done in class, and data on students are gathered every term so teachers have a good understanding of students' abilities.</p> <p>Additionally, there is a robust transition process that informs placement, despite the varying quality of data provided by transition schools.</p> <p>Teachers have the opportunity to comment and provide feedback for complex student placement in the following year.</p> <p>Time is provided at the beginning of the year as part of the off-time table weeks for teachers to be given the opportunity to get to know their students.</p> <p>There are multiple periods on Monday for students to be with their Form Teacher during Form time subjects. This is to re-establish expectations and start the week positively.</p>

	<ul style="list-style-type: none"> Teachers of all classes to be responsive to the needs of all of their students Provide adapted learning units for students who are identified as priority learners (Learning Support Class, Sports Enrichment classes, E4S, Enrichment Class, G+T Programmes) 			<ul style="list-style-type: none"> Lesson plans are reviewed every week to adjust to students' needs and provide ongoing professional feedback. Stringent testing requirements are implemented in Math and Literacy to ensure there is standardised data to draw on as appropriate. There is an expectation that this data is used to inform future planning. Latest research is utilised to ensure that students are being supported and mixed ability grouping is a part of each year's professional development in core curricular areas. We have two sports focus classes and an enrichment learning class that caters for our higher learners. MI Break Out Buzz is a G & T Programme designed to support 'spiky' kids who may display giftedness in a small subset of areas. This was unfortunately discontinued after the lead teacher left. However, is being rigorously explored for 2024 with a new approach going to take place involving Leadership.
1.4 Gain input on what whānau value as potential.	<ul style="list-style-type: none"> Survey whanau during community events such as Fono/Hui BNO, GNI, SICs etc. Use this information to help develop what MI sees as "potential". 	Leadership team DP: Student Programmes DP: PLLj	✓	<ul style="list-style-type: none"> We run a survey in each SIC and Spring Social asking about what whanau are expecting from their child and school. Questions are discussed and agreed upon by the Cultural Focus committee beforehand. Results are rigorously analysed and reported back to leadership and the committee who determine if any potential positive changes can be made. These are actioned very quickly. There has been an idea of sharing the results of the survey in the newsletter to reinforce the lines of communication. This will be implemented next year.

	<p>1.5 Ensure that learners with their whānau are at the centre of education</p>	<ul style="list-style-type: none"> • Ensure MAP and PAP is catering for our students • Have relevant ECAs that are engaging for our students 	<p>Leadership team DP: Student Programmes DP: PLLj</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> - The MAP and PAP are discussed at whānau meetings and the leadership meeting regularly. - Professional development by the principal enrolling in the Pacifica programme for principals Tautai o le Moana. - Pasifika PD for language focus each term that offers resources and information for Staff members to implement in the classroom. - Attendance at Period 6 is very high and most are very engaging. Of particular note is the Nature Club whose attendance is almost beyond their capacity to cater for. The school is vibrant with learning Mon-Thurs during all Period 6 activities.
<p>2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'</p>	<p>2.1 Maintain participation and promotion of staff and students in extracurricular activities. This could include cultural, councils, academies and sport.</p>	<ul style="list-style-type: none"> • Provide a high number of high interest, engaging extra curricular activities • Promote and advertise all extracurricular activities • Promote a culture of “giving it a go” in regards to new endeavours, including “Badges of Honour” displays in classes • Ensure zone sports teams are organised and coaches have the capacity 	<p>Leadership Team DP: Student Programmes</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> - All staff take some ECA/P6 either by coaching, leading or managing. - ECA/P6's are advertised regularly on MITV and through acknowledgements during assembly. - Graduate profile badges are displayed in all classes to show students new endeavours or things they have achieved. - Sport zones teams are selected at least 4 weeks prior to the day. They are then run for training. They have the option to train for longer. Coaches are normally specialists in that area.
<p>2.2 Employ stringent stocktakes of programmes that develop and identify potential.</p>	<ul style="list-style-type: none"> • Create lists of all Discovery Programmes (Sports and ECA groups for example) and gather data to see which programmes our kids are getting involved in. 	<p>DP: Student Programmes Leadership Team</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> - Discovery programme as collated each term to ensure there is a wide spread of activities, this is done by the DP: Programmes. - Collated list is shared with leadership, staff and the front office to ensure good communication amongst the staff. 	

<p>3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners and their whānau'</p>	<p>3.1 Raise the capacity of the teaching staff by promoting and enabling the teaching as an inquiry process</p>	<ul style="list-style-type: none"> • Offer high-quality professional development in the area of teaching as inquiry so teachers are able to continually develop their own practice 	<p>Leadership team DP: PLLj</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Regular discussions at leadership meetings and leadership retreat to discuss the scope of the Discovery programmes and ensure their continued success. - Professional Development is incorporated in the agenda of Passion Pod meetings. - Pangarau and Te Ao have weekly optional meetings on Wednesdays to mutually support and plan together. - E-ako Math as Period 6 every term to promote the use of technology. - Devices in every classroom are available for students to use for their work. - External agencies are brought in to run a variety of programmes for students. This included the virtual reality team showing places not reachable physically. - Internal self-review is happening this year to look at the use of digital devices across the school and how effectively they are being run. - New revitalised DP: e-Learning and Infrastructure is being developed to ensure that technology is current and used effectively.
<p>2.3 Use technology as a tool for students to reach their potential and maximise their learning experiences at school and also at home which will, in turn, increase their own digital fluency.</p>	<ul style="list-style-type: none"> • Identify gaps and make plans to revitalise those areas if appropriate. • Offer professional development for our staff to make authentic connections to their programme of learning. • Make sure teachers are using devices as a learning tool through planning, observation and video analysis but not for everything, all the time. • Promote the use of technology in extracurricular ways to capture our students and community. • Review the influence of how technology and the digital technologies curriculum have affected student and teacher confidence and capability to reach their potential goals. 	<p>Leadership Team DP: Operations</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Regular discussions at leadership meetings and leadership retreat to discuss the scope of the Discovery programmes and ensure their continued success. - Professional Development is incorporated in the agenda of Passion Pod meetings. - Pangarau and Te Ao have weekly optional meetings on Wednesdays to mutually support and plan together. - E-ako Math as Period 6 every term to promote the use of technology. - Devices in every classroom are available for students to use for their work. - External agencies are brought in to run a variety of programmes for students. This included the virtual reality team showing places not reachable physically. - Internal self-review is happening this year to look at the use of digital devices across the school and how effectively they are being run. - New revitalised DP: e-Learning and Infrastructure is being developed to ensure that technology is current and used effectively. 	
<p>3.1 Raise the capacity of the teaching staff by promoting and enabling the teaching as an inquiry process</p>	<ul style="list-style-type: none"> • Offer high-quality professional development in the area of teaching as inquiry so teachers are able to continually develop their own practice 	<p>Leadership team DP: PLLj</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - RCG groups enabling teachers to improve their practice - Dr Emma Woodward invited to lecture on the workings of the adolescent brain. - PCTs having one-on-one meetings with Whānau Leaders or Passion Pod Leaders to assist with various aspects of teaching and professional development. - Weekly PCT meetings allow them the opportunity to reflect on teaching practice, share good practices and 	

							<p>ensure PCT's are consistently pushing to evolve their practice.</p> <ul style="list-style-type: none"> - Well informed staff meetings raise awareness of teaching from the curriculum to new concepts UDL but also the support given from the leadership team is evident LHS
<p>3.2 Employ staff (when appropriate) with skills required by the school</p>	<ul style="list-style-type: none"> • Complete a thorough and wide-arching recruitment process to ensure high-quality teachers apply to work at MI • Continue to employ staff with desired skills and knowledge along with a passion and zest for educating. • Ensure we induct new staff 	<p>Leadership team</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Staff are incredibly diverse and it is noticeable how it raises the capacity of the team. - Male to female ratio is almost 50:50. Great for our boys and kids overall. This also feeds into the strong staff culture. - Staff have established skills and lived experiences that our students will be able to relate to when in the classroom. - Educators within our community who have a genuine passion for the children of Manurewa who will love, support, nurture, and guide our kids EVEN on their 'bad days'. - Perhaps it might be beneficial to hold a catch-up for new staff members in Term Two? Debrief on how things have gone so far throughout the year. - New staff are inducted formally at the beginning of the year during induction week by the leadership team. - Staff starting through the year are given their own induction and are supported heavily in the first few weeks. - Staff are given a buddy to support them with any questions. - Whānau Leaders check in regularly with new staff to ensure that they are supported and achieving success in their roles.

<p>3.3 All teachers are empowered to meet the needs of Māori, Pasifika and Gifted and Talented students</p>	<ul style="list-style-type: none"> Practice Leaders to oversee and support the embedding of effective practice Provide high-quality professional development in these areas Share and promote examples of effective practice Ensure our Cultural Focus Group are well resourced to lead staff in Pacific and Māori endeavours 	<p>Leadership team DP: PLLj</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Math and Literacy Practice Leaders are released and scheduled to do observations, feedback and modelling in the class. This has been extremely successful this year. With staff changing subjects it is a necessity for this to be done well to ensure a robust programme. This is still an area for development in terms of the more established staff members and much of the PD is focussed on staff newer to the subject. Modelling is an expectation of all Practice Leaders and Passion Pod Leaders. Observations are available to all staff as and when required. Cultural unit meetings are planned for cultural language weeks, parent fono/hui that runs during the students' social night Experts in the school that are willing to step up and demonstrate their abilities - this should be looked at and evaluated as some skills are not being utilised effectively Cultural performances that staff take part in to display cultural and effective team participation Staff PD's for cultural weeks often run in advance Te Reo language encouraged in meetings and everyday use in classrooms
<p>3.4 Ensure all learners and whānau are provided with quality teaching and leadership</p>	<ul style="list-style-type: none"> Support staff with the implementation of the MAP and PAP 	<p>Leadership team DP: PLLj</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Sharing of resources and lessons during language weeks to support the promotion of each language week. Pasifika Wayfinders Programme, a collective Pasifika forum with representations from all Manurewa schools, offering PDs and resources on addressing Pasifika education.

<p>4 Future of Learning and Work ‘Learning that is relevant to the lives of New Zealanders today and through their lives’</p>	<p>4.1 Provide relevant learning that caters to the circumstantial needs and lives of our local community</p>	<ul style="list-style-type: none"> ● Provide PD for staff around connecting with and engaging Māori and Pacific students ● Have a fono/hui to get whānau voice ● Have programmes running that cater for the strengths and needs of our students ● Gain community voice through feedback and social media, on how we can develop potential further by working together. 	<p>Leadership team DP: Student Programmes DP: PLLJ</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Teachers are taught cultural dances that they perform during the national celebrations of those languages. - Professional development is done at whole staff meetings on tikanga, reo and Pasifika language which they are encouraged to use in class. - We have a fono/hui during our students' social though there are by far fewer numbers than we would like. This is a constant area for development. - Whānau are surveyed during SICs on specific areas to enlist an alternative avenue for information gathering. - In Term Two, students wrote speeches around kaitakitanga in Humanities. This gave students the opportunity to explore and talk about their whanau. - There is a GnT focus group that is catered to addressing the needs of the higher achieving students in school regardless of the discipline. - Active social media presence monitored by specialist leadership. - This has not been developed further and should be explored in 2024
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STRATEGIC GOAL: Develop Students who are socially aware and socially active

BUDGET: \$100,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
<p>1 Learners at the Centre 'Learn'ers with their whānau are at the centre of education'</p>	<p>1.1 Continue to provide meaningful learning experiences outside of the classroom. (Various trips and visits that enable students to develop social skills in a range of settings)</p>	<ul style="list-style-type: none"> • Create and maintain new community links and initiatives • Explore the impact of community involvement initiatives • Maintain effective and engaging EOTC experiences (including Survival Camp) • Provide meaningful service opportunities that allow students to be good citizens • Establish and maintain effective and engaging Education for Sustainability initiatives. 	<p>All Leadership DP: Ops DP: SP DP: ERC</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> • South Mall trip of 2 classes at a time per week • Tiritiri Matangi Island led by an environmental education teacher has given numerous students interested in sustainability and nature the opportunity to pursue their passion (Trips) • Puhinui Reserve (Adopt a Park) • Manurewa Community Recycling Centre (Eco Council trained up) • Beautification Trust Pest Rodent Workshop which has upskilled some of our staff and students to manage rodents in school • Botanic Gardens Harakeke Weaving. This year we have worked alongside the botanic gardens to provide a variety of trips for numerous students • East Tamaki Primary School visit - Moth Plant Comp (winners) • Vector Wero (Trips) organised with the funding raised at our first night markets in term 1, providing the majority of our students with an opportunity to participate in an outdoor adventure activity that is a new experience for most. • While camp was not successful due to weather conditions, a trip Other EOTC opportunities came via Sports Camp, AIMMS Games, Rewa Sisters and participation in the Auckland Mathex. • Blake Experience Camp where 48 students had the opportunity to learn about marine life and the environment <p>Future Focus</p> <ul style="list-style-type: none"> • Dallas's new initiative to bring to school • Our sustainable enterprise and environmental education teachers continue to offer new and exciting opportunities in and outside of school • Utilise the use of the swimming pool • Elite Sports Camp in June and August

<p>1.2 To build on staff Future Focus capabilities and implementation programmes within their respective programmes</p>	<ul style="list-style-type: none"> Continue to develop an awareness of sustainability in the community Develop and maintain an awareness of sustainability in a personal wellbeing, Whānau and cultural context. Promote key ideas during whole school assemblies Make links during Sustainable Enterprise lessons Make links during the Eco break-out lessons. Upskill staff with specific skills that will support new programs and initiatives Develop and implement a robust Environmental Education Enrichment Programme 	<p>All Leadership DP: SP Teacher of Environment Education</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> New Bee house has been built to allow students to get up close and personal and this can have links to a variety of subjects i.e. Science, Sustainable Enterprise etc... Future project i.e. outdoor classroom to provide a real immersive experience when learning about the outdoors New bee house garden to get underway next year Greenhouse successful application for South Science funding \$20,000. Rongoa Garden (started Term 3) Pigs new enclosure (Orchid) Pigs arrive Monday 27th November Goat habitat renovations i.e. new hill New chicken flock (kids raised from eggs) <p>Future Focus</p> <ul style="list-style-type: none"> Compost bins emptied, re-assembled, locations changed, correct protocols in place to avoid future contamination and produce rich soil Staff PD on waste management (Ongoing) Greenhouse to be built and then utilise its use Water Stations Installation New Bin System for within the classroom Pond in Eco Warrior Garden (TBC) Chicken aviary renovations - extension over old pig enclosure
<p>1.3 Provide specific lessons to students relating to the importance of cyber safety and an awareness of the potential risks and hazards when socialising online</p>	<ul style="list-style-type: none"> Develop awareness of cyber safety Develop student awareness of the necessary steps to follow if they are engaging in online interactions Ensure students are taught to be digitally responsible citizens and explicitly teach the skills to do so in a social media context Continue to develop and maintain the Digital Intergration Plan implemented in 2020 	<p>Principal All Leadership AP: LnT DP: Ops</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> Keeping Ourselves Safe form Time Learning - about safety in general is taught every other year. We also cover cyber safety as part of our Sexuality Road Programme which alternates each year with Keeping Ourselves Safe Ongoing feedback and messaging in Digi Comp Skodel check ins <p>Future Focus</p> <ul style="list-style-type: none"> To continue encouraging safety online Work alongside Community organisations (Ken) around Health & Wellbeing Online safety has still been an issue for many of our students, with more and more online safety concerns popping up each year, we should continue to grow and develop this via communication with Whānau etc...
<p>1.4 Review systems and structures that promote safe practices while using digital devices</p>	<ul style="list-style-type: none"> Maintain a log of all incidences involving devices and the follow up Maintain robust systems for logging damage to devices and review these regularly Upskill staff on how to effectively and safely use devices Ensure online protocols are followed 	<p>Principal DP: PC DP: Ops ICT Manager</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> Online help desk MI Device stock is taken regularly throughout the year PD with log-ins and handling Log-ins and handling are to be discussed with classes before they are used We have still had issues around devices getting damaged through poor treatment by students <p>Future Focus</p>

	<p>1.5 To empower all Council groups to ensure student voice and decision making is student inclusive.</p>	<ul style="list-style-type: none"> • DPs in charge of councils to meet with their councils regularly • DPs in charge of councils to report back during leadership meetings on discussions during meetings • Councils to develop a local vision statement and achievement goals as part of their opening agenda • Council student voice to be captured and shared with staff (either during assemblies or as part of BOT presentations) • Ensure that the Senate receives specialist upskilling and development throughout the year. 	Principal All Leadership	✓	✓	✓	<ul style="list-style-type: none"> • The expectations around devices needs to be enforced at the beginning of each year and has to be re visited throughout the year • Eco Council: Trained to do bin checks daily and support bin emptiers, feed animals, discuss nominations and present at assembly weekly. The Display Board is open to their suggestions for what we should be sharing with the whole school. Students have been empowered by the work they have done in the local environment and the specialised trips that they have been on • Our councils have an active role within our school working alongside a specific DP and consistently strategies and explore initiatives that can improve our school within their specific fields • Each council presents in assembly and recognise certain individuals who have demonstrated amazing work that links to that particular councils focus
<p>1.6 Develop and empower a Community Council to promote all aspects of healthy eating and lifestyles by instilling cultural intelligence community-wide.</p>	<ul style="list-style-type: none"> • Empower Community Council to lead initiatives that will affect change in the student community (E.g. Bike to school days etc...) • Empower the Community Council to promote all aspects of healthy eating and healthy lifestyles • Encourage and develop the use of the Pataka community pantry by actively contributing to it using produce developed on our property. • Engage with outside agencies to support healthy lifestyle initiatives • Ensure Kori Tinana continues to have a strong, effective structure, making clear links to a healthy lifestyle and overall Hauora 	All Leadership DP: Ops DP: SP	✓	✓	✓	<ul style="list-style-type: none"> • This has been done at a basic level when discussing school lunches • We currently work alongside Libelle who provide our school lunches but have had some issues around waste and quality • Lois has taken leftover lunches to local Patakas • Introduced at the Term 2 Hui/Fono • Huge focus (regularly) about the benefits of fitness, to learning Nutrition in Hauora) • Regular trips to Southmall to support classes and their service • Kori Tinana is necessary for our community as obesity or being overweight is an obvious and visible issue with many of our students, however, we have noticed a drop off with fitness level from previous years this could be due to the long term impacts and effects of covid <p>Future Focus</p> <ul style="list-style-type: none"> • Work alongside the cooking teacher to help support the Cafeteria • Continue to develop relationships with our community • Explore different options for our school lunches to reduce waste and improve student satisfaction • For Kori Tinana next year a focus on improving fitness levels and increasing levels of activity will be a focus, testing levels of fitness via a beep test at the beginning of the year and through will be implemented 	

<p>1.7 Continue to actively ensure the wellbeing of all students</p>	<ul style="list-style-type: none"> Be safe and inclusive and free from racism, discrimination, and bullying 	<p>The Board Principal All Leadership All teachers All staff</p>	✓	✓	✓	<ul style="list-style-type: none"> Anti-bullying week, all students wear pink shirt and show support against bullying Providing opportunities to connect with and learn more about nature We provide students with a variety of different opportunities i.e. Cultural/Sports/Art/Other <p>Future Focus</p> <ul style="list-style-type: none"> Many students have not been exposed to many experiences and different types of people other than their own community, this can lead to a closed mind and perspective to people who may be different to them so providing them with opportunities to meet and build relationships with different types of people is of value Continue to celebrate different cultures via language weeks, performances etc...
<p>1.8 Continue to create and maintain positive relationships with the local community, exploring the impact of the school's involvement.</p>	<ul style="list-style-type: none"> Explore opportunities to engage with the local community Maintain already established connections within the community Report back to the Leadership Team and Board about the effectiveness of these implementations 	<p>All Leadership DP: SP DP: ERC</p>	✓	✓	✓	<ul style="list-style-type: none"> Whānau fono night Cultural performances (Assembly and cultural performance night) Classes hosting assemblies which encourages whānau to attend and support Certificate winners and family being invited Moth Plant Comp Sporting opportunities i.e. Friday Night Netball encourages numerous parents to come out and support Night Markets in both term 1 & 2 has seen many whanau in our community to come along and contribute to the event <p>Future Focus</p> <ul style="list-style-type: none"> Seems to be a common theme that if it involves food or culture our community will step up and actively be involved with the supporting of the school, however, anything else i.e. sports involvement, supporting with period 6's, attending assembly, Whānau fono nights our parents show little if any interest
<p>1.9 Empower students to lead new initiatives relating to sporting experiences for all learners.</p>	<ul style="list-style-type: none"> Utilise the Sports Enrichment Classes to run sports development courses on a Tuesday after school Students from the Sports Enrichment collectively develop the Rec rotations and effectively run them 	<p>Principal DP: SP</p>	✓	✓	✓	<ul style="list-style-type: none"> Running Rec with the support of a staff member in terms 1 and 4 Interclass Sport games run by the Sports Enrichment class The Sports Enrichment students commitment to trainings made it difficult for them to get involved with the Sports Development Period 6's, this was run by the DP of Student Programmes Lunchtime Sports officiating <p>Future Focus</p>

<p>2 Barrier Free Access Great education opportunities and outcomes are within reach for every learner</p>	<p>2.1 Create opportunities where Whānau/aiga/family members can run workshops relevant to their culture</p>	<ul style="list-style-type: none"> Through the Cultural Council and scheduled culture months and meet and greets Whānau/aiga/family will be invited to be involved in the planning and execution of school events. To engage Whānau/family as cultural group helpers, implementing their skills and attributes to extend the level of these performance groups Invite Whānau in to help maintain our plants for Sustainable Enterprise Use the fono and hui as an opportunity to develop with whānau initiatives that support tamariki using whānau as leaders Use suggestions from whānau to develop a timeline of initiatives and work with leaders from home to make them happen Use the newsletter and school website to advertise for experts to come into school and work with students in areas of need 	<p>All Leadership DP: SP</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Next year the Sports Enrichment Class will run the whole of REC as teachers have their release We host numerous whanau hui for parents to engage Fono and Hui: Whanau engagement looking at learning how family can use an everyday activity like cooking to teach their kids Tongan group now has a parent supporting on a Monday P6 As highlighted in (1.8) Whānau involvement has been an ongoing struggle unless it involves food or cultural performance night <p>Future Focus</p> <ul style="list-style-type: none"> Work alongside Community organisations (Ken) around Health & Wellbeing Continue to explore other methods to increase Whānau involvement
<p>2.2 Continue to provide students with ongoing and meaningful opportunities to develop communication and collaboration skills in a variety of settings.</p>	<ul style="list-style-type: none"> Provide meaningful contexts within lessons Develop and enhance oral language lessons across the curriculum Model expectations on a regular basis Provide opportunities for students to share their learning in a formal setting Maintain effective and robust online practices 	<p>All Leadership AP: L&T DP: Ops</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Communication literacy during form time Nature Club various projects i.e. greenhouse Term 2 module Com Lit is taught across the school within form time Graduate Profile form time module where we cover all aspects of the Graduate Profile including Communication Regular Library use for independent and paired reading MI Speech Competition The inquiry programme that runs across the school provides students with significant autonomy when it comes to their learning. Students will explore what interests them provided they find the embark engaging. The context provided should be relevant to them to tap into that engagement. This is done effectively across the school for the most part but particularly in Humanities who have explored a variety of interesting topics across the year Through our Mid/End year cycles leadership and teachers work closely to improve teaching practice Regularly meeting in Passion Pods allows teachers to share best practice and cover areas for improvement Students attend DIGI-COMP (Digital Computation) as a set subject. They also learn in their form class and other subjects 	

							<p>how to use and communicate using Google Meets, Classroom and other software packages. This is monitored by the IT Manager and incidents of misconduct are followed up quickly and effectively.</p> <p>Future Focus</p> <ul style="list-style-type: none"> • Potential room for a Leadership Academy that will focus on public speaking, workshops and collaborating with their teachers and peers • Next year the leadership team will be supporting in either Humanities or Math • Continue to enhance different forms of communication i.e. digital, verbal, non-verbal ensuring a healthy balance between device and book work
<p>2.3 To provide students with opportunities to lead established programmes such as lunchtime and after school groups that cater to a range of students' abilities</p>		<ul style="list-style-type: none"> • Provide opportunities for students to run lunchtime sports • Provide students with opportunities to coach and mentor other students • Ensure that we are catering to the needs of all abilities with sports coaching • Showcase examples of exemplary behaviour in order to promote desired outcomes 	<p>All Leadership DP: SP</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Future Focus: Because of their routine commitment they are quickly upskilled and become more confident leaders for Nature Club and environmental projects.</p> <ul style="list-style-type: none"> • Students to be able to use the XPLO Tech Room afterschool in Term 4 Period 6 - Maker Space • As a school we offer a variety of different after school activities. Due to our staff skill set and expertise our students are given the opportunity to take advantage of top quality after school coaching and experiences
<p>2.4 Utilise funding to support ongoing initiatives that have been planned to develop student social skills, such as Vibe and Nature Club.</p>		<ul style="list-style-type: none"> • Communicate with DP: ERC to explore funding opportunities to support initiatives. • Ensure funds are used in a way that will maximise potential within the programmes • Make links to the CHILD AND YOUTH WELLBEING STRATEGY when possible. 	<p>Principal DP: ERC DP: SP DP: PC</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Future Focus</p> <ul style="list-style-type: none"> • Potential room for a Leadership Academy that will focus on public speaking, workshops and collaborating with their teachers and peers. • Sports Academy to run next year • Matamata Sports Camp for two teams of 38 students to attend • Continue to offer a variety of sporting opportunities within school to all students interested. • Vibe each Monday • Nature Club that has grown this year • Boys Club run by DP Pastoral Care • Girls Group run by Bella PC team • Self defence classes for girls • Boxing Term 4 runs every Monday and Thursday • Greenhouse successful application for South Science funding \$20,000.

								<ul style="list-style-type: none"> • Work alongside Community organisations (Ken) around Health & Wellbeing • Continue to explore funding opportunities to enhance student experiences • STEAM funding application to be submitted in February 2024
<p>3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners and their whānau'</p>	<p>2.5 Ensure aspects of the CHILD AND YOUTH WELLBEING STRATEGY are being implemented in our school. Strategy framework</p>	<ul style="list-style-type: none"> • Reinforce the CHILD AND YOUTH WELLBEING STRATEGY through the Pastoral Council. • Provide students with a voice in relation to the strategy and act on student feedback. 	<p>All Leadership DP: PC</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> • Skodel every Monday and Friday to check wellbeing • Student voice in transition forms (Year 8s) • MI Mates + Grateful Board • Kids have support from their teacher, DP: Pastoral Care, Whānau leader and principal • The Pastoral Care Council provides a positive influence across the school, monitoring other students and role modelling high standards. • The counselling service this year has continued to grow and improve throughout the year • The hiring of our attendance officer has supported our attempt to improve Whānau and student engagement with school <p>Future Focus</p> <ul style="list-style-type: none"> • Work alongside Community organisations (Ken) around Health & Wellbeing • Survey students on things we could do better pastorally
<p>3.1 Continue to maintain and develop positive partnerships with local iwi to support Māori ākonga in authentic contexts.</p>	<ul style="list-style-type: none"> • Invite Māori Leaders to MI to support with ensuring local tikanga are observed. 	<p>Principal DP: Ops</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> • Partnerships with schools for powhiris and performances • This has not really been achieved this year and has a lot more room to develop and grow <p>Future Focus</p> <ul style="list-style-type: none"> • Get involved with more community events 	
<p>3.2 Provide professional development for staff to explicitly teach leadership and social skills</p>	<ul style="list-style-type: none"> • Utilise the PCT meetings to discuss opportunities for students to develop leadership within the classroom • Provide and upskill staff on the skills of Executive Function and how they can teach and role model it for students • Review the Communication Literacy module and determine its effectiveness at supporting student socialisation 	<p>All Leadership DP: PLLj DP: PLLc DP: GaS DP: LnT</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> • All beginning teachers have a specialised PCT programme every week to meet with the cohort and their mentors • All beginning teachers will be allocated release time every week to prepare for their planning and resources • All staff have access to cultural/pedagogical PD every term • MI Self & MI Peers explores building relationships and enhancing social skills with yourself and peers • Roles and responsibilities of students within the classroom to provide leadership opportunities <p>Future Focus</p> <ul style="list-style-type: none"> • Make links with the skills they are learning in the classroom to potential leadership opportunities • Give a variety of opportunities for different students to lead their own small groups in the classroom • Use PCT meeting/Passion Pod to explore this further 	

<p>4 Future of Learning and Work 'Learning that is relevant to the lives of New Zealanders today and through their lives'</p>	<p>3.3 Provide professional development for staff in the complex needs of neurodiverse learners and how they can be explicitly supported to develop and function as effectively in society as they are capable.</p> <p>4.1 Create links with local political and environmental groups so students can have a voice in the wider community</p>	<ul style="list-style-type: none"> • Provide ongoing short workshops on the specific diagnoses that are present across the school, and how they can be supported to develop socially • Maintain consistent lines of communication with staff on the latest research with regard to student's specific needs as they change • Establish and maintain contact with local MP's. • Invite MPs into our school to work with our Senate. • Explore opportunities to travel to Wellington with our Senate • Explore opportunities for local visits to enrich our students in relation to local politics. • Establish and maintain contact with local Environmental groups, including Enviroschools. • Develop a plan of ongoing in school development with support and consultation with environmental groups. 	<p>All Leadership DP: GaS</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • RCG Focus meetings • Staff meeting notices for key students who require support from multiple staff members • Speed Dating meetings to share strategies about specific learners • Focussed readings, alongside discussions • Shared documentation with staff on overall school achievement
<p>5 World Class Inclusive Public Education 'New Zealand education is trusted and sustainable'</p>	<p>5.1 Continue to provide opportunities for other schools to use our school as a model</p>	<ul style="list-style-type: none"> • Be receptive to professional visits by other schools. • Provide bespoke and collegial discussion with others schools to support their development. 	<p>Principal All Leadership DP: ERC</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Visits by Jan Tinetti and Christopher Luxon • Beautification Trust supports our school by facilitating field trips to their Community Recycling Centre, joining us for our Adopt a Park programme and come into school to run workshops • Auckland Council: Adopt a Park programme - Puhinui Reserve • Donation of our Tawa and Rimu trees • With the introduction of our Environmental Education teacher we have seen an acceleration with our Environmental projects and student involvement this year with such things as our outdoor classroom, new and improved animal enclosure, new planting protocol and new exciting initiatives to improve our school Sustainable programme
<p>Future Focus</p>	<ul style="list-style-type: none"> • To continue to allow and provide opportunities for outside organisations and schools to visit Manurewa Intermediate 	<ul style="list-style-type: none"> • Chess competition that has been ongoing all year • Col Kaahui Ako O Manurewa • Visiting schools such as Morningside etc... • Numerous hosting of sports events i.e. Sylvia Park Netball team etc... • Numerous visits from the leadership teams of other schools to gain an insight to the things we do at Manurewa Intermediate • Ed Sheeren visit and performance • Christopher Luxon Visit 	<p>Future Focus</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Chess competition that has been ongoing all year • Col Kaahui Ako O Manurewa • Visiting schools such as Morningside etc... • Numerous hosting of sports events i.e. Sylvia Park Netball team etc... • Numerous visits from the leadership teams of other schools to gain an insight to the things we do at Manurewa Intermediate • Ed Sheeren visit and performance • Christopher Luxon Visit

STRATEGIC GOAL: Develop Community

BUDGET: \$50,000.00

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1. LEARNERS AT THE CENTRE	1.1 Establish opportunities that are relevant and engaging with local Primary Schools, ECEs and High Schools.	<ul style="list-style-type: none"> Cultural Groups to perform/mentor local Primary Schools Ensure working relationships with local Early childhood centres are established and maintained. Strong relationships and connections are evident and actioned on with visits and liaison. COL - Community of Learning Schools to promote opportunities across the schools in Te Kahui Ako O Manurewa 	All teachers All Staff Students Local Primary Schools Local ECEs Local High Schools COL	✓	✓	✓	✓	<ul style="list-style-type: none"> The Kapa Haka group participated in a performance at Totara Hospice, which provided entertainment and cultural enrichment for the residents. The fact that they have been asked to return means their performance was well-received, which brought joy and cultural connection to the hospice community. The Community of Learning organised professional development sessions that focussed on individual inquiries in science. An example provided is the use of the NZCER science test. This illustrates our commitment to enhancing teaching practices and student learning outcomes in the field of science through collaborative professional development. Across School Links with the ECE's. ECE Hui's Staff within the school and across multiple schools are working collaboratively on inquiry projects. This has involved joint efforts to explore and address educational challenges, implement innovative teaching methods, and improve overall student outcomes. The collaborative nature of these projects allows for a broader perspective and a more comprehensive approach to problem-solving. The Manurewa Wayfinders Pacific Project is a collective group of Pasifika teachers in Manurewa. The group meets once a term for professional development focussed on Pasifika education. This initiative, run by Fetu o le Moana, reflects a commitment to enhancing the educational experience and outcomes for Pasifika students through collaborative efforts and ongoing professional development for educators.
	1.2 Ensure there are opportunities for students to engage with the	<ul style="list-style-type: none"> Staff to use their initiative and find opportunities for students to perform 	All teachers All Staff Students COL	✓	✓	✓	✓	<ul style="list-style-type: none"> Select few of Samoan group students performed at a Pre school opening of their new fale facilities during Samoan Language Week.

<p>community through Performances outside of Manurewa Intermediate eg. competitions</p>	<ul style="list-style-type: none"> • Initiate contact with community organisations that students can engage with through performance etc • Cultural Groups to find opportunities to perform in the community and in other schools • Look into competitions in the community to enter • Purposeful relationships that empower our whanau (across all cultures) 			<ul style="list-style-type: none"> • Rewa sisters performing for our families during their fundraising dinner. • Cook Island Dance + Speech Comp: This celebrates cultural diversity within the community. Students can participate by showcasing their talents in Cook Island dance and delivering speeches that reflect the richness of their culture. This event not only provides an avenue for cultural expression but also promotes inclusivity and appreciation for diverse traditions. • Cultural Enrichment Performance Night is a vibrant celebration of diversity, creating a sense of unity among students and community members making strong and clear links to their culture • Women In Engineering (Auckland of University) coming in as role models for students in Nature Club and in turn have a selection of girls to and spend the day at UoA • AIMs games: 728 built on their teamwork, which provides an avenue for students to represent their schools in dance, not just sports. This event fosters a sense of community pride and school spirit. • AIMs - boys/girls basketball and 7s saw students compete at national level. They not only engaged in healthy competition but also developed leadership skills, discipline, and resilience through their participation in these sports. • South Mall visits saw students interact with the public in a positive and caring manner, creating a bridge between the school community and the broader public. Students can engage in community service activities here and do this most Monday mornings • Express Yourself Dance Festival and Manurewa in the Park provides a platform for 728 students to express themselves through dance. This event celebrates creativity, self-expression, and teamwork. • Erin Park Performances: Having our students performing for older adults fosters a unique inter-generational connection. It bridges the generation gap, allowing young students and elderly individuals to share experiences, stories, and emotions through the universal language of music, dance, or other performances.
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						<ul style="list-style-type: none"> • A shame we missed opportunity with the lack of Diversity and APPA Festivals, also disappointing to know this will not continue anymore
<p>1.3 Ensure there are ongoing effective Transition processes and systems for Yr 6 to Yr 7 and Yr 8 to Yr 9</p>	<ul style="list-style-type: none"> • Transition Meetings with contributing schools • Streamline the transition process from Year 8 → 9 • Transition Meetings with High Schools • Transferring of relevant and important information to assist with the effective transition of students • Continually seek information from primary schools and high schools as to how the transition can be improved- from our end AND their end • Make improvements to the Manurewa Intermediate transition process to High School • ASCOL person who focuses on transition and engagement to continue to support the review process • Ensure ALL parties involved in the transition process are on the same page and that communication is transparent and clear 	<p>All teachers All Staff Local Primary Schools Local High Schools COL</p>	✓	✓	<ul style="list-style-type: none"> • Year 6 Open Day: Year 6's from different schools came in for orientation day. The purpose is to familiarise them with the new environment, teachers, and possibly to introduce them to the academic and extracurricular aspects of the upcoming year • Visits to the contributing schools by Principals, AP + DP Pastoral and Guidance and Support. and past staff to talk to the Y6 students. This being to ensure the transition process is accurate re: learning abilities and best class placement. Also to promote and answer any questions, and offer support to Year 6 students as they prepare for the transition • Online transition forms to be completed by all staff for all Year 8's so that information can be passed on to the High Schools • Keeping track of high school enrolment forms that go out and return for our year 8's. • Working with Within School Team for AC2 around the transition visits and information that would be more useful to receive from the primary schools. There is far too much follow up from MIS Leadership team in this department and it is a shame this isn't reciprocated • We have kept clear communications, which has helped students understand the expectations, changes, and opportunities associated with their transition. This has reduced anxiety and made the process more manageable for Year 6's coming in • Ensuring all parties are on the same page has seen efficient coordination in planning and executing transition activities. This includes leadership, teachers, administrators, and support staff working collaboratively to provide a cohesive and supportive transition environment for students. 	<ul style="list-style-type: none"> • The surveys we had to complete during our student involved conferences • This feedback has provided valuable perspectives that have contributed to more informed decision-making. Understanding the preferences, concerns, and expectations of whānau helps the school leadership
<p>1.4 Capture Whānau voice regarding the vision and future thoughts regarding digital technologies at Manurewa Intermediate</p>	<ul style="list-style-type: none"> • Continue to get Whānau voice at SIC's- What do Whānau want/need? • Add to Self Review questions in 2023 	<p>Principal All teachers All staff Leadership Team Whānau Community</p>	✓	✓		

BOT

make decisions that align with the needs of the community.

- The use of SIC guest book for parents to offer feedback on student progress. This level of whānau voice fosters a sense of engagement and partnership between the school and parents. Parents who feel their opinions are valued are more likely to actively participate in school activities and support their child's education.
- Focussing on self-review, the whānau input across all levels has contributed to a more holistic understanding of students' needs. This understanding has been crucial for designing comprehensive strategies that support students in both their academic and digital literacy development.
- We gathered Whānau voice at our recent Fono/Hui as well as Night Markets. The main ideas that came from both of these events were:
 - Whether whānau engage with MI on a digital level. Their primary source has been our Facebook page and TikTok page, before heading to our school website.
 - Parents who have had children move on to High School, still follow our Social Media platforms
 - Digital Technology is very important for their children to learn as it the future and in reality, many things are becoming digitilised or computerised
- These ideas/themes will be covered in more depth in the ICT Self Review.

<p>1.5 Continue to develop and put 'in action' other opportunities where MI can be a central part in the Community</p>	<ul style="list-style-type: none"> • Get Whānau voice regarding this- what might this look like? • How could this work? Capture staff voice as well • Investigate ways the community can become more active in the school eg. Volleyball League • Continue to promote events that celebrate the students • If there is a surplus and there is a community need ie. Pandemic provides an opportunity for Whānau to come in and get food 	<p>Principal All teachers All staff Leadership Team Whānau Community BOT</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Rewa Sisters have close connections with the Manurewa Marlins Club. • Boys Night Out and Girls Night In are effective and informal ways to connect with parents through games, fun, and interactions. These events have consistently proven to be strong pillars of our community activities over the years, forming a central part of what we do to engage and bond with our community members. This is testament to whānau finding activities that align with their strengths and interests, where we see them being actively involved and motivated to participate. • UN Show hosted at night time allowing whānau in to celebrate their child and class learning. This allows us to cater to diverse learning platforms and sharing, ensuring that educational activities and opportunities resonate with a broader range of whānau. • Fono and Hui for parents during School socials, promoting how learning can occur at home using regular tasks. This emphasises multiple approaches to learning in the community and encourages a culture of lifelong learning. Our whānau are more likely to explore and develop new skills when they recognise and appreciate their diverse learning styles, fostering a community that values continuous learning and growth. • Delivery of Food to the local Pateka to help our community in need. • Sports Zone tournaments present a challenge as we often experience limited competition in certain sports due to schools withdrawing. It is noteworthy that a majority of schools tend to register only a single team, and unfortunately, withdrawals frequently occur at the last minute. • Feedback from our Fono and Hui and Night Market surveys identified opportunities where MI could be more involved in the wider Manurewa Community. Some of the Community Groups who were keen to get involved or support our school were: <ul style="list-style-type: none"> ○ Manurewa Marae ○ AGGS Kapa Haka ○ Local Board ○ Manurewa Marlins ○ Mangere Hawks
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<p>1.6 Maintain effective communication with Whānau</p>	<ul style="list-style-type: none"> Communicate with Whānau students successes and achievement (Praise Cards/Certificates) Whānau receives Manurewa Monthly school newsletters, Class letters etc. Invite Whānau to school assemblies/performance School Nights to encourage Whānau to see children's learning eg. Meet and Greet, Exhibition of Learning in 2023 Parent Surveys done throughout the year to capture Whānau voice Regular phone conversations with Whānau (both positive and negative) Tracking Whānau positive and negative interactions with teachers Celebrate success through the Social Media platforms of the School Website and Facebook Each form teacher sets up a system to support getting parents/Whānau on board for events eg. Night Markets, support in class, Camp etc. Maintain effective AND regular contact with Whānau in times of high need ie. Pandemic 	<p>Principal All teachers All staff Passion Pod Leaders Leadership Team Whānau BOT</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> The use of attendance follow-up systems demonstrated a proactive approach to communication. Regularly tracking and addressing attendance issues allowed the teachers and leadership to intervene early, showing whānau that their child's attendance was a priority! Calls to whānau provided a direct and individualised form of communication. This approach allowed for a more personal connection between the school and whānau, fostering a sense of partnership in our tamariki's learning. This has also led to a greater response with community/whānau Events (Night Markets, Boys, and Girls Nights Out etc). These also created informal settings for communication. These events served as platforms for building positive relationships between school staff and families, fostering open lines of communication. SIC days provided structured opportunities for parents to engage with their child's learning journey. These conferences offered a platform for in-depth discussions about academic progress, goals, and areas for improvement, promoting a collaborative approach to education. Providing regular and comprehensive reports on student progress was a fundamental aspect of effective communication. This ensured that parents were well-informed about their child's academic achievements and areas for growth. Sending Praise Postcards directly to a student's home was a positive reinforcement strategy. It allowed parents to celebrate and acknowledge their child's successes, contributing to a supportive and encouraging home environment... in some aspects! Regularly updating social media feeds with school activities and achievements was a contemporary and accessible way to connect and share with our whānau. The number of followers could be indicative of community engagement, serving as evidence of effective outreach. Surveys conducted during SICs were a structured method for gathering feedback from parents. Gathering input from parents helped the school understand their
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	<ul style="list-style-type: none"> • Cultural focus group to seek whānau/parent support throughout the year as well 					<ul style="list-style-type: none"> • Perspectives, concerns, and suggestions, enabling continuous improvement in communication strategies. • Involving parents as helpers at events like the food fest enhanced whānau engagement. It provided an opportunity for casual conversations, strengthening the relationship between parents and the school. • The amount of whānau that are attending the assemblies and celebrating their kids learning and achievements is indicative of their interest in their child's school life. • Hosting exhibitions of learning, such as the STEAM exhibition of learning, provided parents with a firsthand look at their child's educational experiences. These events encouraged parental involvement in academic pursuits and fostered a deeper understanding of the school's educational initiatives and what is happening in the classroom.
<p>1.7 Review Home/School Partnership opportunities- what do Whānau want/need?</p>	<ul style="list-style-type: none"> • Gather voice from Whānau and the community around SIC's • Get community voice on inquiry and assessment • Look at what the needs are for Whānau if there was another pandemic and students were not allowed/able to come to school so learning can continue 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • The SIC Guest Book served as a platform for parents to provide valuable feedback on their child's progress. This not only encouraged open communication but also established a collaborative relationship between parents and teachers. Parents could share insights, concerns, and observations, fostering a partnership focused on the student's academic and personal development. • Surveys conducted during SICs were a structured method for gathering feedback from parents. Analysing survey responses helped the school identify areas of strength and improvement, facilitating a continuous dialogue between parents and educators. • Lois engaged in mahi with whānau, emphasising a collaborative effort to ensure regular school attendance. This partnership recognised that maintaining strong attendance was a shared responsibility between the school and whānau, reinforcing a sense of community and mutual support. • The distribution of food hampers, left over lunches and Life boxes, particularly by Sharlene Hudson, extended beyond traditional educational support. This initiative acknowledged the broader needs of families, providing essential resources during challenging times such as a pandemic or a family passing. Sharlene and Lois' role

<p>3</p> <p>QUALITY TEACHING AND LEADERSHIP</p>	<p>3.1</p> <p>IT developments are effective and in use for relevant and authentic opportunities to provide information on student's learning</p>	<ul style="list-style-type: none"> Review the implementation and use of ICT in the curriculum Review the engagement with the community on a digital level with regards to website, Facebook etc Continue to build on the connection that ICT plays with students → Whānau Continue to build on SAMR model in the teaching programme 	<p>All teachers All Staff All students DP: Ops</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>highlighted the importance of holistic support, demonstrating that the school was attuned to the well-being of its community members beyond academic concerns. It strengthened the home/school partnership by addressing practical and emotional needs within the whānau and community.</p> <ul style="list-style-type: none"> We gathered Whānau voice at our recent Fono/Hui as well as Night Markets. The main ideas that came from both of these events were: <ul style="list-style-type: none"> Whether whānau engage with MI on a digital level. Their primary source has been our Facebook page and TikTok page, before heading to our school website. Parents who have had children move on to High School, still follow our Social Media platforms Digital Technology is very important for their children to learn as it the future and in reality, many things are becoming digitilised or computerised Students enjoy being able to use devices to support their learning because: <ul style="list-style-type: none"> It is easier and faster to access information Typing much easier than writing They are able to collaborate with other students It helps them correct their spelling mistakes quickly The SAMR model is definitely something we will have a focus on next year as very few of our staff are able to do this, let alone know what it is. These ideas/themes will be covered in more depth in the ICT Self Review.
	<p>3.2</p> <p>Ensure if there is a disruption to face-to-face learning ie. Pandemic Lockdown systems are in place for effective online learning</p>	<ul style="list-style-type: none"> Having a bank of online learning resources available for all staff to use Staff are up to date/knowledgeable on how to use IT infrastructure for online learning eg. Google 	<p>All teachers All Staff All students DP: Ops</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> The school established a comprehensive bank of online learning resources, making them readily available for all learners. We have had some parents enquire about homework and we have directed them to this resource. Leadership have continued to prioritise professional development/know-how to ensure that staff remained up to date and knowledgeable about utilising IT infrastructures in the classroom, to enhance lessons as well as for online learning.

	<ul style="list-style-type: none"> MI has provided resources, guidance, and assistance to ensure that both students and their families were equipped to navigate and succeed in the online learning environment, albeit somewhat limited within some whānau. This was case-by-case, class-by-class. Continue to actively ensure that IT developments were effective and up to date, specifically tailored for our tamariki and teachers in all classes. More chromebooks across the school have been used effectively, which is an improvement that previous years. This proactive approach aimed to guarantee a seamless and efficient technological infrastructure across MI. This point 3.2 can be reviewed/rewritten for the 2024 Develop Community Strategic Goal 									
	<ul style="list-style-type: none"> All staff to contribute to a Home Learning Pack Ensure the learning can be accessed by the students Provide an opportunity for Whānau to come and collect this 									
3.3	Ensure there is a Home Learning pack available for all students in times of not being able to have students at school	<ul style="list-style-type: none"> All staff to contribute to a Home Learning Pack Ensure the learning can be accessed by the students Provide an opportunity for Whānau to come and collect this 	✓	✓	✓	✓	All teachers All Staff All students AP: L+T			
3.4	Review the effectiveness and use of MI PLH	<ul style="list-style-type: none"> Promote the MI PLH to see what the interest is like post-Covid Does it still serve its original purpose Seek new opportunities re this eg. PCT visitors, after hours, in holidays etc 	✓	✓	✓	✓	DP: ERC All Leadership Staff			
3.5	To ensure the correct policies and guidelines are	<ul style="list-style-type: none"> Correct documentation is available and used All stakeholders are familiar with and 	✓	✓	✓	✓	Principal All teachers All staff Passion Pod Leaders			
										<ul style="list-style-type: none"> Speed Dating and sharing of data became a routine and a welcomed aspect of communication among staff at MI. Regular meetings and collaborative sessions are dedicated to discussing student data, academic

<p>in place and can be easily accessed as necessary</p>	<p>understand the school guidelines and procedures</p> <ul style="list-style-type: none"> Supporting students through the Dance Card and the connection to Whānau it has 	<p>Leadership Team Whānau BOT</p>			<p>progress, and overall wellbeing. This approach allowed teachers/learning assistants to collectively analyse information, identify trends, and develop targeted ideas to support student success. This also allows staff to know each learner as well as ILPs across their respective classes.</p> <ul style="list-style-type: none"> Dance Cards are no longer required and no longer take place. Edge notes are consistently and effectively updated to guarantee that the correct support and follow-up actions were implemented for each student. These involved a continuous process of recording relevant information, such as academic achievements, behavioural observations, and support procedures. Form teachers led this with each student in their class, which was strongly overseen by Whānau leaders. The detailed and updated edge notes facilitated a personalised approach to each student's needs, ensuring that the school could respond promptly and effectively to any challenges they faced. This allows us to be a step ahead of the new initiatives implemented in 2024 surrounding student follow up. We have developed a new Vaping policy this year to counteract any behaviours involving these. After being implemented and adhered to for the last two terms, incidents involving students bringing vapes to school have significantly dropped.
<p>3.6 Main areas of review in 2023 - Guidance and Support, Technology (ICT, Digi-Comp, X-PLO Tech and Cooking)</p>	<ul style="list-style-type: none"> Staff and Whānau to answer self-review questions and provide evidence to support answers Self-review questions to be answered in Whānau, Passion Pod and whole staff forums Use Community Events such as Meet and Greet and Whānau Day to capture Whānau voice. 	<p>Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau Students BOT</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Both staff and Whānau actively engaged in the self-review process by answering pertinent questions on ICT, Guidance and Support, Digi Comp, X-PLO Tech and Cooking, providing supporting evidence. This collaborative effort ensured a comprehensive and well-informed evaluation of the school's practices and performance and what we could do better. The above self-review questions were addressed in various forums, including Whānau discussions, Passion Pod sessions, whole staff forums as well as Whānau events such as Fono/Hui and Night Markets. This inclusive approach allowed for a diversity of perspectives and expertise to contribute to the reflective process.

	<ul style="list-style-type: none"> Health and Well-Being survey done for students, Whānau and staff Bi Annual Health and Physical Wellbeing survey completed 				<ul style="list-style-type: none"> Community events, including Fono/Hui sessions and Night Markets, served as valuable opportunities to capture the voice of Whānau. Engaging with the community in these settings provided rich insights into their perspectives, desires, and expectations for the school. We have acted on various feedback captured in these and have implemented these changes for 2024. The school conducted a bi-annual Health and Physical Wellbeing survey, ensuring a regular and systematic assessment of the health and well-being aspects of the school environment.
<p>3.7 Strategic Goals are updated every year in the School Whakaruruhau (charter)</p>	<ul style="list-style-type: none"> All Strategic Goals are reviewed throughout the year All staff take part in the review of Strategic Goals through Whānau and Passion Pods Student's voice is captured (Curriculum Council, student surveys, MI Chat, review areas etc). Meet and Greet, SIC's to get Whānau voice specifically around what part the Whānau play - How do we get ALL students whanau to these? What do whanau want out of SIC's? Recommendations are made for the following year Strategic Goals are updated yearly 	<p>Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau BOT</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Reviews are a commonality here at MI and are done throughout the year. From Form Teachers, Leadership Team and Whānau forums. All Staff Participated in the Review of Strategic Goals through Whānau and Passion Pods. This collaborative approach ensured that a diverse range of perspectives and expertise contributed to the strategic planning process. The voices of students were systematically captured through various channels, including the Curriculum Council, student surveys, MI Chat, and review areas. This inclusive approach recognised the importance of incorporating student perspectives into decision-making processes. Fono/Hui, along with Student-Involved Conferences (SICs), were instrumental in capturing the voice of Whānau, focusing on their role in the educational journey. The school proactively sought ways to ensure the participation of all students' Whānau, considering their perspectives and desires during SICs. Based on the feedback gathered from various sources, including staff, students, and Whānau, recommendations have been considered and formulated for implementation during 2023 for this year or going forward for 2024. This iterative process aimed to continually improve and enhance all the experiences at Manurewa Intermediate School. Overall, the school's Strategic Goals continues to undergo a thorough update on an annual basis. This cyclical process ensures that the goals remained responsive to the evolving needs of the our Whānau

<p>4</p> <p>FUTURE OF LEARNING AND WORK</p>	<p>4.1</p> <p>Continue to engage the community on a digital level</p> <ul style="list-style-type: none"> ● School Website is regularly updated with information parents need ● Promote the MI Facebook Page (reminders, links to website and monthly newsletter etc...) ● Continue to develop the connection of Whānau to the digital learning of the students 	<p>All teachers</p> <p>All staff</p> <p>Whānau</p> <p>Students</p> <p>DP: ERC</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>and community, incorporating insights from staff, students, and Whānau to guide the school's direction.</p> <ul style="list-style-type: none"> ● TikTok was utilised as a dynamic and engaging platform to share glimpses of school life, events, and activities. Short videos provided a lively and visual representation of the school community, allowing students, parents, and friends to stay informed and connected. We also used this as a platform to help students keep their uniform dry and clean! ● We leveraged Facebook as a central hub for communication. Regular updates, event notifications, and highlights are shared on the platform. Evidence of support this came from our Term 4 Fono/Hui, where 19 of the 21 parents who attended, prefer to engage with our online platforms for information, rather than reading the school newsletter each month. In saying this, this was only a VERY small population of parents which were represented. ● All social platforms play a pivotal role in keeping the community, family, and friends updated on school activities. Whether through Facebook, TikTok, or other channels, the consistent sharing of information created a digital narrative that reflected the vibrancy and inclusivity of the school community. ● The use of QR codes for Fono/Hui was an innovative approach to streamline communication. The first-time implementation was notably more successful than previous methods, indicating that the community found QR codes to be a user-friendly and efficient way to access information related to meetings or events. ● Surveys conducted at Student-Involved Conferences provided a valuable avenue for engaging with the community (as stated previously).
	<p>4.2</p> <p>Collaborate more with Whānau, iwi, hapu, iwi, employers, industry and communities</p>	<p>Principal</p> <p>Leadership Team</p> <p>All teachers</p> <p>All staff</p> <p>Passion Pod Leaders</p> <p>Whānau</p> <p>BOT</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Our South Sci project serves as an exemplary illustration. Chris Dirks, an industry partner in electrical engineering, plays a crucial role in the initiative. The funding for South Sci is ultimately derived from the Ministry of Business, Innovation, and Employment, establishing valuable connections to industry. Additionally, we have formed a partnership with Auckland Think Water, our irrigation supplies provider. Once the shelves are finalized and assembled, students</p>

local knowledge and cultural identity.

- will have the opportunity to construct an irrigation system, designed with the assistance of Think Water, further emphasizing our commitment to industry collaboration.
- The Science Passion Pod has recently undergone enhancements to incorporate a greater focus on real-world learning. This adjustment ensures that the concepts students engage with in the classroom are directly connected to real-world issues and practical applications.
 - Furthermore, during language weeks, we have initiated the inclusion of a Samoan or Māori focus in our Science curriculum. Recognising the cultural diversity within our community, this practice aims to make science education more inclusive and relevant.
 - To expand this approach, there is an acknowledgment of the need to extend the incorporation of real-world connections and cultural focusses into other subject areas. This endeavour aligns with our commitment to fostering a well-rounded and globally aware educational experience for our students.
 - However, some real-world connections across all curriculum areas has been made where learning is more meaningful and engaging for students. When they see the practical implications of their learning, it can enhance their motivation, participation, and overall enthusiasm for this.
 - Linking classroom learning with students' local knowledge and cultural identity adds depth to this real-world learning. This also incorporates students' local knowledge and cultural identity, which ensures that the curriculum is relevant and meaningful to their local experiences.

2023 OPERATIONAL PLAN

STRATEGIC GOAL: Education for Sustainability

BUDGET: \$70,000.00

Actions are separated based on timeframe within their respective objectives.

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 LEARNERS AT THE CENTRE	1.1 To incorporate and maintain sustainability as a concept in classroom planning and practice	<ul style="list-style-type: none"> Eco Council & Director of E4S to meet regularly to update sustainability programme Review the Sustainability Programme and its implementation each Eco Council meeting 	DP: Student Programmes Director of E4S	✓	✓	✓	✓	Regular meetings were undertaken, many informal conversations and trials to see what works (for example waste systems) also very close links developed between E4S and Sustainable Enterprise Programme reviewed at Eco Council meetings (also forward focus, where are we going and what projects do we want to take on). This also happens to a certain extent at Nature Club as most of the Eco Council are thrice weekly Nature Club attendees. Eco Apprentices (pool of 30 kids) to choose from who are rostered weekly each fitness time. (promising candidates show strong commitment, passion/interest, communicate effectively/respectively, show leadership potential. Working closely alongside Eco Council (Tuakana Teina model)). Night Market support from the Eco council. Eco Council now runs bin checks independently (Wed-Fri). Data collected will inform classes to target for waste sorting workshops run by the council.
		<ul style="list-style-type: none"> Eco Warriors chosen mid Term One to work alongside Eco Council (largely Year Sevens) Eco Council to maintain Eco Council vision and to develop and run activities around the school alongside Eco Warriors 		✓	✓	✓	✓	

	<ul style="list-style-type: none"> Establish a student Eco Council with a mandate to improve the sustainable culture across the school The Eco Council continue their Tuakana Teina model with the Eco Warriors 		✓			✓	<p>A strong Eco Council is now in place. Two students leading school Enviro mission each day - i.e. supporting Eco Apprentices, rubbish checks, animal/garden care, available for teaching other students as needed and with increasing expertise.</p> <p>The Eco Council will also take over fruit distribution next year.</p>
<p>1.2 Establish and maintain Environmental Education as a stand-alone programme for all students</p>	<ul style="list-style-type: none"> Implement an effective learning programme which utilises the environment as its context. This will see the delivery of the five components of environmental learning: <ul style="list-style-type: none"> Awareness and sensitivity to the environment and environmental challenges Knowledge and understanding of the environment and environmental challenges Attitudes of concern for the environment and motivation to improve or maintain environmental quality Skills to identify and help resolve environmental challenges Participation in activities that lead to the resolution of environmental challenges 	<p>AP: Learning and Teaching</p> <p>DP: Student Programmes Director of E4S</p> <p>Teacher of Environmental Education</p>	✓	✓	✓	✓	<p>Collaboration between Sustainable enterprise, Environmental education and X-plo and also cooking (gardens, food recycling (repurpose, recycle, reduce etc), waste, holistic health perspectives.</p> <p>Students attending Sustainable Enterprise work in groups on various aspects/projects of environmental work around the school. This more targeted/responsive approach solidifies learning quickly, results in more authentic outcomes/learning and boosts attitudes to learning.</p> <p>Students bring learning from E4S work into Sustainable Enterprise and vice versa. This is more and more apparent as the year progresses</p> <p>Outcomes from Sustainable Enterprise projects clearly show the impact E4S and close collaboration is having on student knowledge, interest, retention and the environment as a whole</p>
<p>1.3 Develop, promote and maintain effective Period 6 programmes to ignite</p>	<ul style="list-style-type: none"> Engaging Period 6 activities take place during the week promoting sustainable activities 	<p>DP: Student Programmes Director of E4S</p>	✓	✓	✓	✓	<p>Large number of students in Nature Club, running x 3 per week. Lots of activity including sustaining gardens, organic waste systems and animals as well as new projects such as the greenhouse hydro system, pig</p>

students' interests in sustainability as a concept			Teacher of Environmental Education Teachers			orchard, flight aviary and goat habitat landscaping.
	<ul style="list-style-type: none"> Review our previous active Period 6 activities to see how effective they have been at promoting sustainability as a concept and also to find staff to run Period 6 activities 	<ul style="list-style-type: none"> Develop a successful and engaging subject area which has sustainability at its core Develop a programme which is delivered using a STEAM model, addressing real world problems with a mandate to genuinely solve them 	DP: Student Programmes Director of E4S Teachers	✓ ✓ ✓	✓ ✓ ✓	Nature Club which a variety of staff support and numerous students attend. Occasional Sust Ent Period 6 to support Nature Club.
1.4 Teach the concepts of Sustainable Enterprise to support sustainability in business and financial literacy			AP: Learning and Teaching DP: Student Programmes Director of E4S	✓ ✓ ✓	✓ ✓ ✓	Very successful links with Sustainable Enterprise this year. The students have retained new concepts more readily and are developing the ability to apply new knowledge to different contexts. The fact that there are two people reinforcing the same ideas, modeling ways of thinking and ways to make connections between ideas has been incredibly successful and has ensured the students are able to progress with confidence. The level of creative problem solving has risen and students overall feel more empowered in raising awareness of and solving real life issues. Students are familiar with the design process used in STEAM and are able to use it in their own projects effectively.
1.5 Establish and maintain our reflective Enviroschools programme	<ul style="list-style-type: none"> Regularly meet with Enviroschools liaison Act on relevant suggestions provided by Enviroschools liaison Attend relevant professional development provided by the Enviroschools group 		DP: Student Programmes Director of E4S	✓ ✓ ✓	✓ ✓ ✓	Our Environmental Education and Sustainable Enterprise teachers are both proactive in meeting with our Enviroschools liaison Ross and our Sustainable Schools leader Frazer. These two have visited our school several times this year and are currently writing an article on our ever growing E4S initiatives.
1.6 Provide succinct, clear analysis of progress towards	<ul style="list-style-type: none"> Analyse achievement data in relation to strategic aims, annual aims, and targets 		AP: Learning and Teaching Director of E4S	✓ ✓	✓ ✓	Developed a sustainability rubric which we have trialed this year. Has allowed us to be more accurate in OTJs and also allowed the students to successfully self assess. Looking

2 BARRIER FREE ACCESS	targets, informed through analysis of student data	<ul style="list-style-type: none"> Develop achievement targets based on evaluation of student data 	<p>DP: Student Programmes</p> <p>Director of E4S</p>	✓	✓	✓	✓	<p>at a reward of Edge goals for students in 2024 along with the module subject rewrite and developing (doing this at the moment) more robust forms of assessment that all teachers could understand and use.</p> <p>We (E4S teacher, Sust Ent teacher and Enviro schools facilitator) meet regularly informally and formally and share PD opportunities.</p> <p>Enviro schools Green Gold reflection postponed until next year.</p> <p>Director of E4S and E4S teacher will complete the reflection towards the end of the year when the reflection is open for completion (usually November/December).</p>
2.1 Provide opportunities for professional development around sustainability	<ul style="list-style-type: none"> Director of E4S and Enviro school liaison to meet and act on PD opportunities regularly Director of E4S to share findings of external PD with all staff 	<p>DP: Student Programmes</p> <p>Director of E4S</p>	✓	✓	✓	✓	<p>Good planning, set up and discussion.</p> <p>Utilise our Environmental Education teachers expertise and trusting his judgement.</p> <p>Eco Council working independently more and more and taking greater responsibility for our environment (in school and wider community)</p> <p>Eco Council and Nature Club able to have a wide range of experiences outside school and are having an impact in our local community</p> <p>Students are regularly taken from Sustainable Enterprise to work in the school environment. This has worked very effectively this year.</p>	
2.2 Develop and implement programmes which provide learning opportunities from our gardens and livestock	<ul style="list-style-type: none"> Support the teacher of Environmental Education in running their class programme Provide structure and opportunities for the teacher of Environmental Education to withdraw groups of students for small tailored workshops Eco Council to support the running of some of these programmes when and where appropriate 	<p>DP: Student Programmes</p> <p>Director of E4S</p> <p>Teachers</p>	✓	✓	✓	✓	<p>Good planning, set up and discussion.</p> <p>Utilise our Environmental Education teachers expertise and trusting his judgement.</p> <p>Eco Council working independently more and more and taking greater responsibility for our environment (in school and wider community)</p> <p>Eco Council and Nature Club able to have a wide range of experiences outside school and are having an impact in our local community</p> <p>Students are regularly taken from Sustainable Enterprise to work in the school environment. This has worked very effectively this year.</p>	

<p>3 QUALITY TEACHING AND LEADERSHIP</p>	<p>3.1 Clearly report to the BOT baseline and endpoint achievement data</p>	<ul style="list-style-type: none"> Review and reflect on the E4S programme and its impact on students Report to the BOT on the progress and success of the programme Develop useful assessment tools to accurately measure success within E4S (Sustainable Enterprise) programme as well as Environmental Education. 	<p>DP: Student Programmes Director of E4S Teacher of Environmental Education</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Developed a sustainability rubric as well as a design process rubric and a prototype rubric this year. In the process of developing a STEAM rubric with the students and using student voice/video/photos to promote and share the process followed. This has been great to ensure consistency of marking and that we can show where the kids are, improvements and learning where we can go next. It will be interesting to see if we can collect some data around retention, understanding of sustainability 101 (what is sustainability) and engagement next year.</p> <p>This needs to be adjusted depending on the acceptability of the new module overview for 2024.</p>
<p>3.2 Develop and support the new position Environmental Education Teacher</p>	<ul style="list-style-type: none"> Work in conjunction with the Director of E4S to develop effective ongoing sustainable lessons across the five aspect of Environmental Education Provide professional development for the Environmental Education Teacher where required Ensure the Environmental Education Teacher is an active part of the Eco Council, notably meetings and the decision making process 	<p>DP: Student Programmes Director of E4S</p>	<p>Principal DP: Student Programmes Director of E4S</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Environmental Educator attending BLAKE workshop at the end of September.</p> <p>Director of E4S and our E4S teacher have regular conversations to ensure effective lessons, both planned meetings and on the fly conversations.</p> <p>The Environmental Educator runs Eco Council meetings each Friday morning before Assembly covering week.</p> <p>Highlights/nominations, writing script, practising speech.</p>

<p>3.3 Develop, support and maintain an effective relationship with property staff</p>	<ul style="list-style-type: none"> Meet once a month with property staff to discuss the sustainable areas around the school and how they are being maintained Coordinate with Property staff any property projects that may come about as a result of discussions with the Eco Council and the EnviroSchools liaison 	<p>Principal DP: Student Programmes Director of E4S Teacher of Environmental Education</p>	✓	✓	✓	✓	<p>Working efficiently with property staff with regular coms, proactive approach to supporting each others' goals. I.e. clearing vegetation is utilised in producing compost, sharing of tools and keeping grounds clean. Ordered new bins to separate Property waste and compost.</p>
<p>3.4 Allocate funds to reflect and support the school's strategic plan</p>	<ul style="list-style-type: none"> Strategic investment in sustainable enterprises and programmes Budget allocation to strategic priorities and learning experiences for students Purchasing resources for upcycling projects Allocation and furnishing of a workshop space (potential container as researched in 2022) 	<p>Principal DP: Student Programmes</p>	✓	✓	✓	✓	<p>The same issues as previously exist with storage. We would be able to save money if we were able to store free and cheap resources that we source across the year.</p> <p>We continue to use other waste resourcing such as recycling etc... within the classroom for projects.</p> <p>Workshop (we have still not spent a grant that we got in 2019 for this purpose) not developed.</p> <p>Indoor Sust Ent class space is great, though still not quite fit for purpose, however, the class layout has been altered as much as it can be without refurbishment to make it as safe as possible.</p> <p>This year the types of projects on offer have also been altered so that there is less of a range of potentially dangerous tools required. Would love to see something more like a Maker Space for this subject, we could offer so much more including a range of construction methods, individualised projects, workshops for students, period 6 maker space projects and stuff for school we would normally outsource (t-shirts, shelving, signage etc).</p>

					<p>The outdoor classroom being built for E4S is fantastic as is the provision we have for our school animals now</p>
<p>3.5 Review allocation of funding</p>	<ul style="list-style-type: none"> Develop measurable outcomes resulting from investment Self review practices analyse the outcomes resulting from investment 	<p>Principal DP: Student Programmes</p>		<p>✓</p>	<p>Amount of interest in nature club 90+ (popularity) of Period 6 Nature Club, potentially more resources required i.e. fire pit, bamboo sticks for raft/shelter building. . . Outdoor classroom is being established, this should also have a favourable impact on budget, esp in terms of space.</p> <p>More availability of spaces to accommodate hands on learning i.e. pig enclosure/orchard, outdoor classroom, optimised greenhouse, extended flight aviary.</p> <p>Self review ongoing and termly and programme change offered which should impact budget favourably. As prices are rising, we can purchase less. If we had a decent storage option we would be able to get a heap more free stuff as and when it arises for students to use in their projects.</p>
<p>3.6 Develop and maintain safe practices when students and staff are interacting with school livestock</p>	<ul style="list-style-type: none"> Review the safety plan for each of the school livestock (pigs, chickens, bees) Liaison chart created for the Bees with links to external providers and requirements. Develop safety signage at our livestock housing (beehives, pigs, chickens, etc...) 	<p>Principal DP: Student Programmes Director of E4S Teacher of Environmental Education DP: Student Programmes Director of E4S</p>	<p>✓</p>		<p>Environmental Education Overview for Animals includes updated safety protocols around kunekune pigs (as advised by a kunekune farmer and considered by the Environmental Educator).</p> <p>Animal enclosure designed considering safety of people entering enclosure and interacting with animals i.e. pig paddock separation poles.</p> <p>In discussion re the plaques for trees (Tawa, Rimu, Kauri and Kowhai), new pigs, aviary and bee signs. Both safety and care of.</p>

			Teacher of Environmental Education								
	<p>3.7 Ensure health and safety procedures are followed and maintained in Sustainable Enterprise lessons</p>	<ul style="list-style-type: none"> Encourage and maintain an effective and fair rotation of the animals, by staff in the holidays and weekends Ensure the teacher for Sustainable Enterprise has sufficient support to maintain a safe working environment within the workshop Ensure the Eco Shed is set up in an effective manner to ensure students can work alongside the teacher in a safe an engaging manner 	<p>DP: Student Programmes</p> <p>Director of E4S</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>Animal Care Crew (Rob, Ross, Junz, Taiawa, David, Ella, Jo, Rangi and Michael).</p>	<p>Environmental Educator works closely alongside Sustainable Enterprise teacher and regular coms insures students, tools are considered before usage to improve risk management.</p>	
<p>4 FUTURE OF LEARNING AND WORK</p>	<p>4.1 Ensure clear and real future focussed pathways are included in the direction and vision of E4S</p>	<ul style="list-style-type: none"> Collaborate more with whanau, hapu, iwi, employers, industry and communities. 	<p>Principal</p> <p>All Leadership</p> <p>All teachers</p> <p>All staff</p> <p>Passion Pod Leaders</p> <p>Whanau</p> <p>BOT</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Lots more collaboration this year for both E4S lessons and Sustainable Enterprise, notably Auckland Council, Beautification Trust, Sustainable Coastlines, Upcycling and Remake groups, Auckland University, Science groups. Would love to include more whanau next year, began this in Term 4 in Sustainable Enterprise.</p>		

3. Evaluation and analysis of students' progress and achievement

End of Year Achievement Report: 2023



MANUREWA INTERMEDIATE SCHOOL

Manurewa Intermediate End of Year Achievement Report 2023

Manurewa Intermediate (MI) has a national reputation for providing engaging learning, establishing strong relationships with the community it serves and sustaining very high attendance figures in an area where transience and truancy are ever present challenges.

It also has a reputation for accelerating the learning of many students, particularly those that come into our school well below curriculum expectations for their respective ages. This reputation for accelerating learning is hard earned, well deserved and certainly based in reality. There is plenty of evidence in this particular report to prove this and support the statements recently made by our newly elected Prime Minister during his visit in early December of this year. But, by exactly how much does the school move an average student forward? Where exactly are they starting from and where are they moving to?

This report attempts to offer a detailed answer to those questions by looking at both the Overall Teacher Judgements (OTJs) made by teachers at Manurewa Intermediate and by also analysing the results of standardised assessment data collected over the course of the year.

It is important to note the standardised assessment data reported on is data taken from the results of the Progressive Achievement Tests (PAT) sat at the beginning and end of each year. These tests produce a Scale Score that corresponds to a curriculum level. For example, a Scale Score of 55.0 in PAT Mathematics, is the average score you would expect a Year 8 Student to achieve in Term 1 of a calendar year. A result near the number 55.0 would place a student roughly in the middle of Level 4, and would mean they are 'At Expectation' for their age if they were a Year 8 student. The tables included after the introduction to this report will give greater clarity how these different ways of reporting achievement align. The PAT data offers both a 'raw' total, which represents all students presently enrolled in Term 4 2023 and a 'clean' total, which represents students that sat a PAT and have been at MI from Term 1 2023 (if they are a year 7) or Term 1 2022 (if they are a Year 8). The 'clean' PAT data still includes ORRs students, or ESOL students, but removes all transient students from the totals.

Many schools in New Zealand also use the language of 'beginning', 'proficient' and 'advanced' to report curriculum levels. This is a framework taken from the E-asTTle assessment system, which Manurewa Intermediate also uses. For example, a student with the Scale Score of 55.0 in PAT Mathematics would likely align with the achievement level of 4P (Level 4: Proficient), if reporting using the E-asTTle framework.

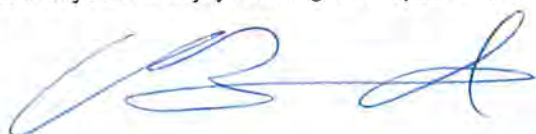
The understanding of curriculum levels and how the two assessment tools described above align with one another is a *localised* method of reporting student achievement. The reason why this method of reporting has been employed is that it is an attempt to summarise and condense the complexity of achievement data into a format that accurately describes the progress made by students at Manurewa Intermediate. It is also important to note that I have sought consultation from NZCER on the validity of reporting achievement in this way. The feedback I received from that meeting was highly positive and very informative.

As an aside, I feel the paragraphs above are a small insight into the complexity of compiling and accurately analysing achievement data within the New Zealand education system.

There are many stories of success to be found in MI's achievement data. I hope that the detail provided in this report gives you greater insight into exactly what all the energy and '*oomph*' our teachers bring means for student achievement.

The incredible work that all the staff do at MI goes a long way to addressing the inequities our students face outside our gates. Though many students in the national reference data may have a head start on the students in Manurewa by the time they reach Year 7: attending MI '*all the time, every time*' ensures they are given a fighting chance of catching up.

I trust that you will enjoy reading this report and I look forward to answering any questions you may have.



Callum Baird
Deputy Principal of Teaching & Learning
Manurewa Intermediate

Localised Scale Score and Curriculum Level Alignment Tables

The tables shown below are a summarised version of the Assessment Resource Maps available on TKI.

Scale scores are for Term 1: so represent the beginning of that curriculum level. I.e: 28.8 for PAT COMP = 2p

ASTTLE Scores: year end								
AGE	7	8	9	10	11	12	13	14
YEAR	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
CURRIC LEVEL	2b - 2p	2p - 2a	3b - 3p	3p - 3a	4b - 4p	4p - 4a	5b - 5p	5p - 5a
E-ASTTLE (Reading)	n/a	1333	1390	1426	1453	1494	1519	1567
PAT COMP	n/a	28.8	35.8	45	53.2	60.4	67	76.5
PAT VOCAB	n/a	32.4	40.9	48.7	55	60.1	65.7	70.5

PAT Scale scores are for Term 1: so represent the beginning of that curriculum level. I.e: 28.8 for PAT COMP = 2p

ASTTLE Scores: year end								
AGE	7	8	9	10	11	12	13	14
YEAR	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
CURRIC LEVEL	2b - 2p	2p - 2a	3b - 3p	3p - 3a	4b - 4p	4p - 4a	5b - 5p	5p - 5a
E-ASTTLE (Maths)	n/a	1389	1430	1466	1500	1535	1567	1601
PAT Maths	n/a	30.6	38.9	45.1	49.6	55.0	60.6	65.4

READING

YEAR 7 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Total	Needs Support		Working Towards		At Expectation		Above	
Maori	F	68	19	28%	19	27%	24	37%	6	8%
	M	73	33	45%	25	34%	8	10%	7	10%
Total		141								
NZ European	F	9	1	11%	2	22%	2	22%	4	44%
	M	8	3	38%			1	13%	4	50%
Total		17								
Cook Islands Maori	F	35	10	29%	12	34%	9	25%	4	11%
	M	35	15	43%	17	49%	2	6%	1	2%
Total		70								
Samoan	F	47	6	13%	14	30%	19	40	8	17%
	M	43	13	30%	19	44%	8	19%	3	7%
Total		90								
Tongan	F	19	4	21%	10	53%	3	16%	2	10%
	M	22	9	40%	7	32%	4	18%	2	9%
Total		41								
Indian	F	6	2	33%	1	16%	1	16%	2	33%
	M	10			4	40%	3	30%	3	30%
Total		16								
Cambodian	F	1			1	100%				
	M	4			2	50%	2	50%		
Chinese	F	1					1	100%		
	M									
Fijian	F	8	1	13%	4	50%	2	25%	1	13%
	M	12	1	8%	6	50%	4	33%	1	8%
Filipino	F	2					2	100%		
	M	5	2	40%	2	40%			1	20%
Middle Eastern	F									
	M									
Niuean	F	4			2	50%			2	50%
	M	2			2	100%				
Not Stated	F	1			1	100%				
	M									
Other Asian	F	2	2	100%						
	M	1			1	100%				
Other ethnicity	F	5	1	20%	1	20%	3	60%		
	M	11	4	36%	3	27%	2	18%	2	18%
Other Pacific Peoples	F	2					1	50%	1	50%
	M	1	1	100%						
Tokelauan	F									
	M									
Vietnamese	F									
	M	2	1	50%			1	50%		
Female Totals		210	46	22%	67	32%	67	32%	30	14%
Male Totals		229	82	36%	88	38%	35	15%	24	10%
Grand Total		439	128	29%	155	35%	102	23%	54	12%

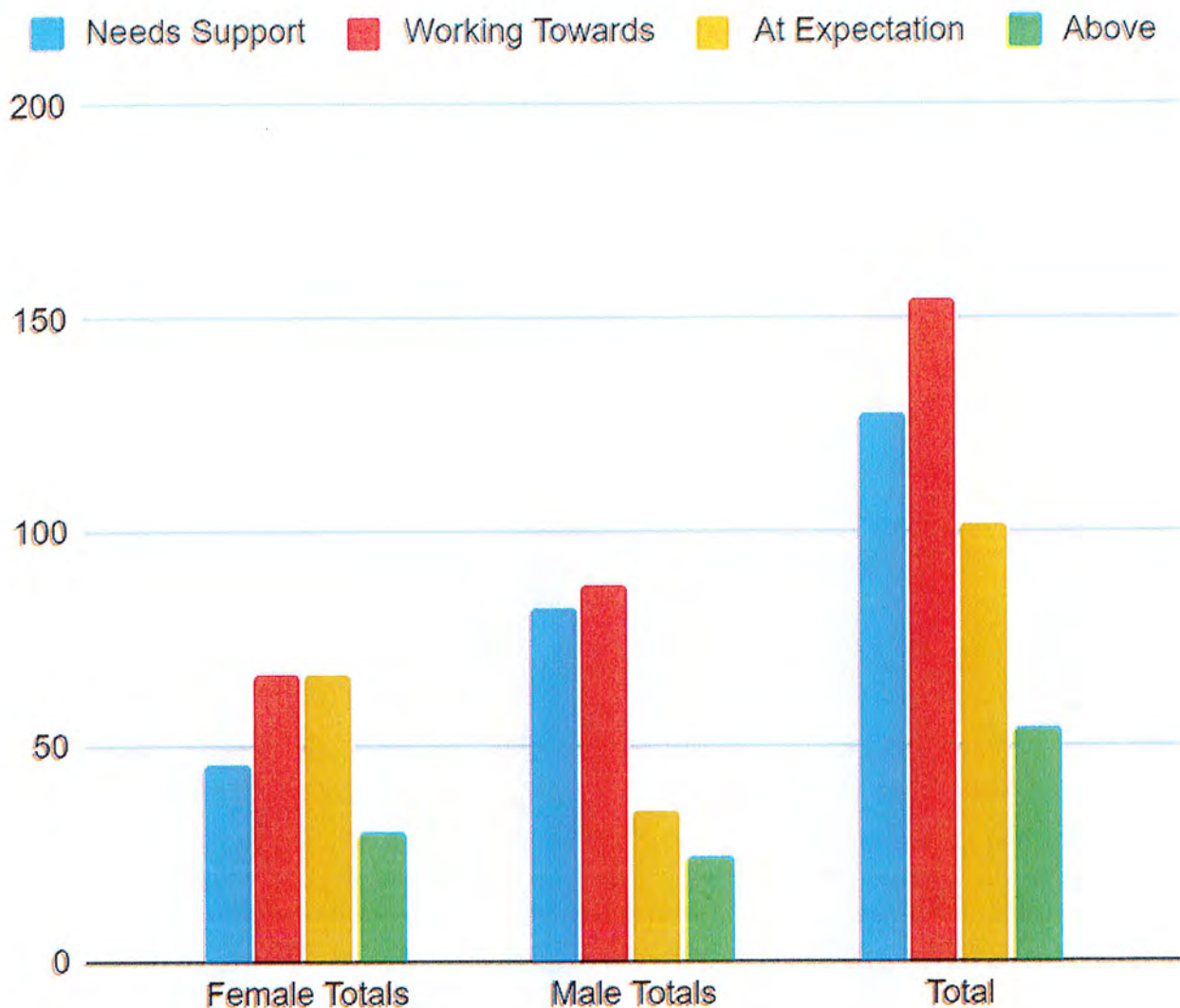
YEAR 8 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender		Needs Support		Working Towards		At Expectation		Above	
Maori	F	73	8	10%	32	43%	21	28%	12	16%
	M	76	23	30%	27	36%	17	22%	9	12%
Total		149								
NZ European	F	8	3	38%	3	38%	1	13%	1	13%
	M	8	1		3		2		2	
Total		16								
Cook Islands Maori	F	23	4	17%	11	47%	5	21%	3	13%
	M	26	14	54%	9	35%	2	7%	1	3%
Total		49								
Samoan	F	51	8	16%	15	29%	25	49%	3	5%
	M	47	10	21%	16	34%	16	34%	5	10%
Total		98								
Tongan	F	26	5	19%	12	46%	6	23%	3	11%
	M	21	4	19%	5	24%	6	29%	6	29%
Total		47								
Indian	F	13	6	46%	4	30%	2	15%	1	7%
	M	14			4	29%	8	57%	2	14%
Total		27								
Cambodian	F	1							1	100%
	M									
Chinese	F	1							1	100%
	M	1							1	100%
Fijian	F	13	3	23%	4	31%	5	38%	1	8%
	M	15	3		5		5		2	
Filipino	F	3			2	66%			1	33%
	M	9	2	22%	3	33%	4	44%		
Middle Eastern	F									
	M	1			1	100%				
Niuean	F	5			2	40%	3	60%		
	M	3	1	33%	2	66%				
Not Stated	F	1			1	100%				
	M	1			1	100%				
Other Asian	F	1			1	100%				
	M	3	3	100%						
Other ethnicity	F	11	3	27%	2	18%	5	45%	1	9%
	M	11	1	9%	2	18%	6	54%	2	18%
Other Pacific Peoples	F	2					1	50%	1	50%
	M	1	1	100%						
Tokelauan	F									
	M									
Vietnamese	F	5	1	20%	1	20%	2	40%	1	20%
	M	2					2	100%		
Female Totals		237	41	17%	90	38%	76	32%	30	13%
Male Totals		239	63	26%	78	32%	68	28%	30	13%
Grand Total		476	104	21%	168	35%	144	30%	60	13%

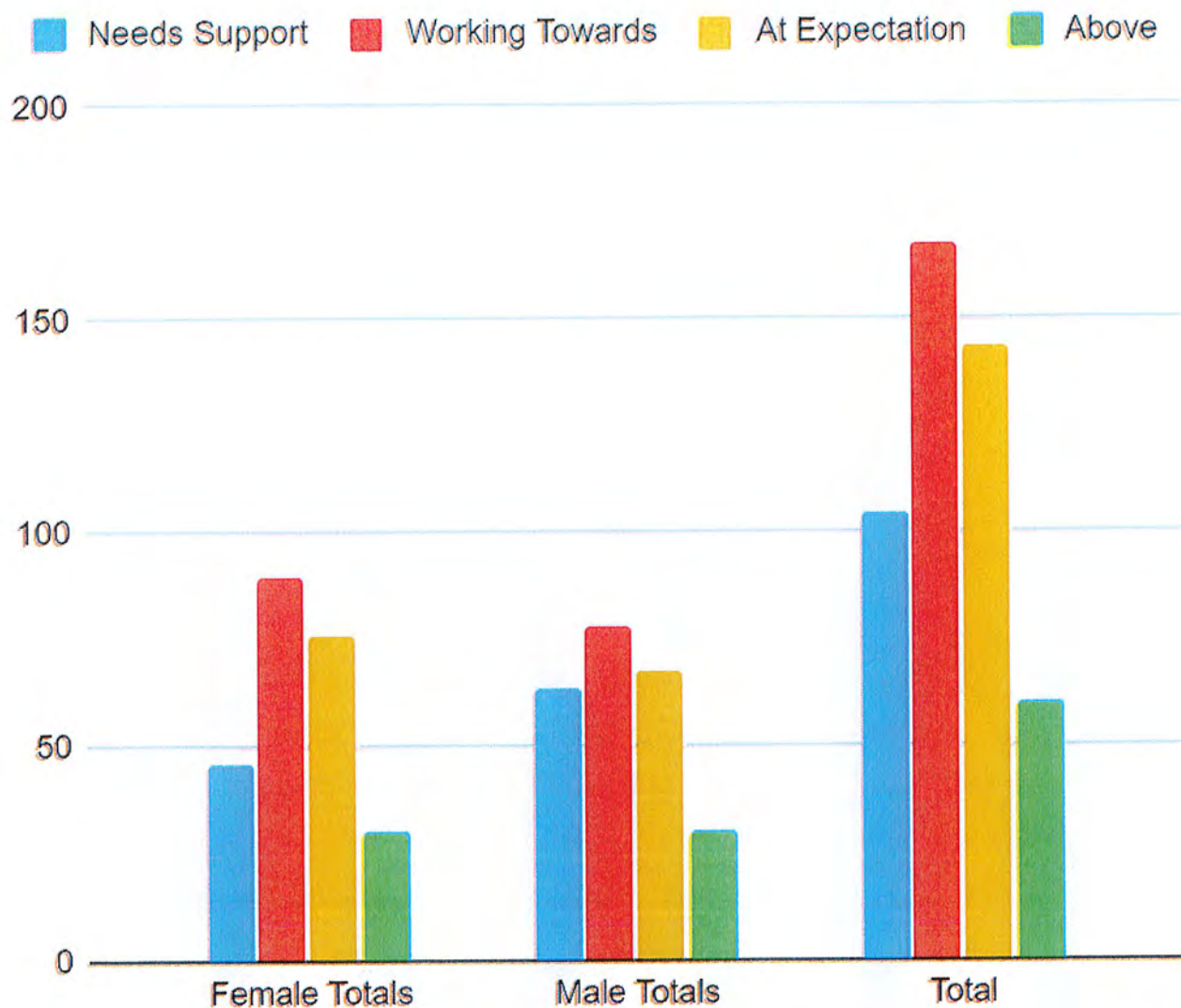
WHOLE SCHOOL 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Needs Support			Working Towards		At Expectation		Above	
		Count	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Maori	F	141	27	19%	51	36%	45	31%	18	12%
	M	149	56	38%	52	35%	25	16%	16	10%
Total		290								
NZ European	F	17	4	23%	5	29%	3	17%	5	29%
	M	16	4	25%	3	18%	3	18%	6	38%
Total		33								
Cook Islands Maori	F	58	14	24%	23	40%	14	24%	7	12%
	M	61	29	48%	26	42%	4	7%	2	3%
Total		119								
Samoan	F	98	14	14%	29	30%	44	44%	11	11%
	M	90	23	25%	35	38%	24	26%	8	8%
Total		188								
Tongan	F	45	9	20%	22	49%	9	20%	5	11%
	M	43	13	30%	12	27%	10	23%	8	18%
Total		88								
Indian	F	19	8	42%	5	26%	3	16%	3	16%
	M	24			8	33%	11	46%	5	20%
Total		43								
Cambodian	F	2			1	50%			1	50%
	M	4			2	50%	2	50%		
Chinese	F	2					1	50%	1	50%
	M	1							1	100%
Fijian	F	21	4	19%	8	38%	7	33%	2	9%
	M	27	4	15%	11	40%	9	33%	3	11%
Filipino	F	5	2	40%			2	40%	1	20%
	M	14	4	28%	5	35%	4	28%	1	7%
Middle Eastern	F									
	M	1			1	100%				
Niuean	F	9	4	44%			3	33%	2	22%
	M	5	1	20%	4	80%				
Not Stated	F	2	2	100%						
	M	1			1	100%				
Other Asian	F	3			3	100%				
	M	4	3		1	100%				
Other ethnicity	F	16	4	25%	3	19%	8	50%	1	6%
	M	22	5	22%	5	22%	8	36%	4	18%
Other Pacific Peoples	F	4					2	50%	2	50%
	M	2	2	100%						
Tokelauan	F									
	M									
Vietnamese	F	5	1	20%	1	20%	2	40%	1	20%
	M	4	1	100%			3			
Female Totals		447	87	19%	157	35%	143	32%	60	13%
Male Totals		468	145	31%	166	35%	103	22%	54	12%
Grand Total		915	232	25%	323	35%	246	27%	114	12%

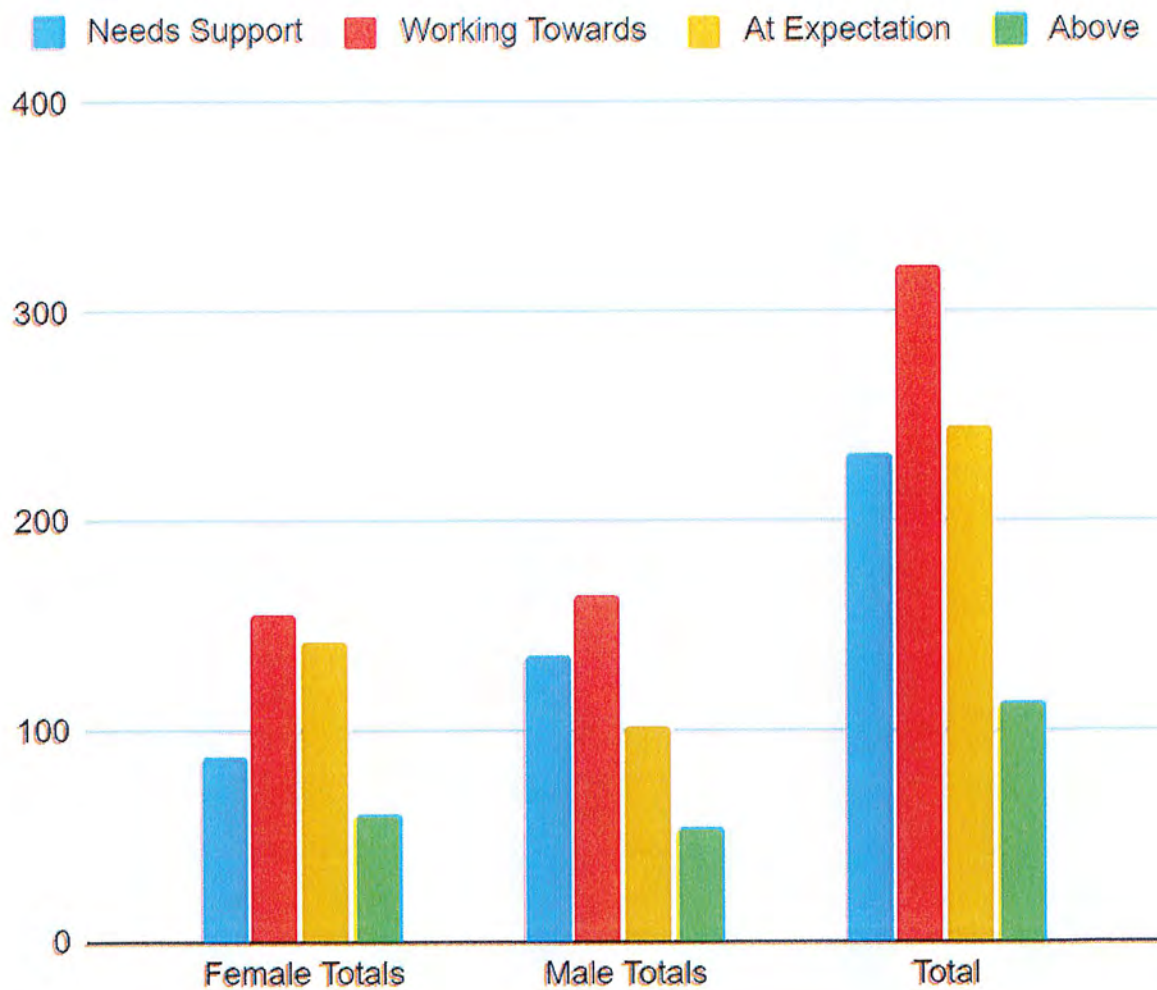
YEAR 7 READING OTJS



YEAR 8 READING OTJS

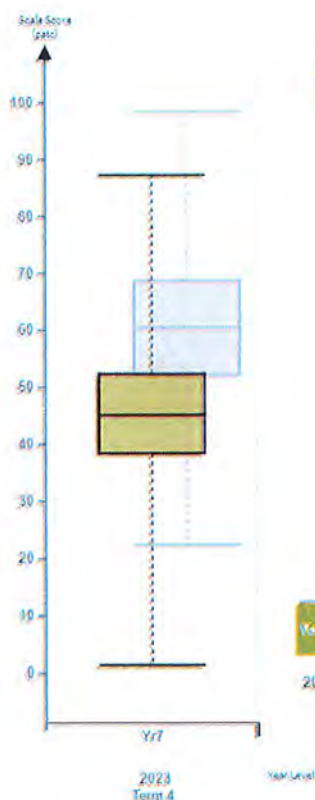


WHOLE SCHOOL READING OTJS



PAT Reading Comp and Reading Vocab Analysis:

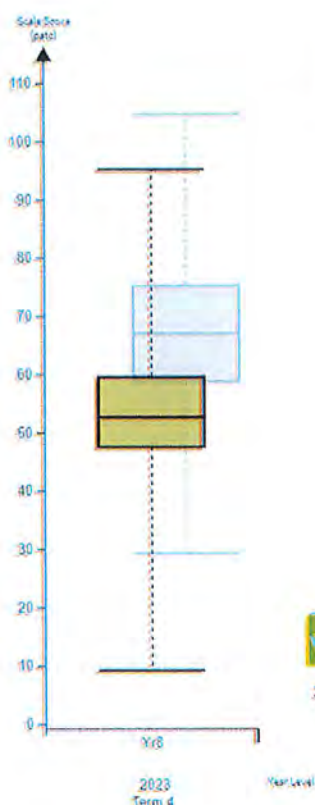
Totals for students are taken from Raw OTJ data. For example, for Year 7 Reading Comp I have stated that 396/439 completed the test to keep totals of students consistent throughout. All PAT results (with the exception of 'cleaned' graphs and tables) are raw data. The raw data gives more context to gauge the accuracy of teacher OTJs: whereas 'cleaned' data gives a true picture of progress.



Uncleaned Year 7 Term 4 PAT Reading Comprehension:

- 396/ 439 or 90% of Year 7 student population sat PAT tests
- Mean scale score in Term 1 2023: 43.7 (3B Year 5 Level)
- Mean scale score in Term 4 2023: 45.7 (3P Year 6 Level)
- 50% of Year 7 student population is within 38.5 and 52.4 (3P to 4B range)
- 25% are between 1.4 and 38.5 (<2B to 3P)
- 25% are between 38.5 and 45.2 (3P to 3A)
- 25% are between 45.2 and 52.4 (3A to 4P)
- 25% are between 52.4 and 87.3 (4P to 5A<)
- 50% of national population sits roughly between 4B to 5P

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	7	396/422	45.7 (60.4)	11.7 (12.3)	87.3 (98.4)	52.4(68.7)	45.2 (60.4)	38.5(52.1)	1.4 (22.4)



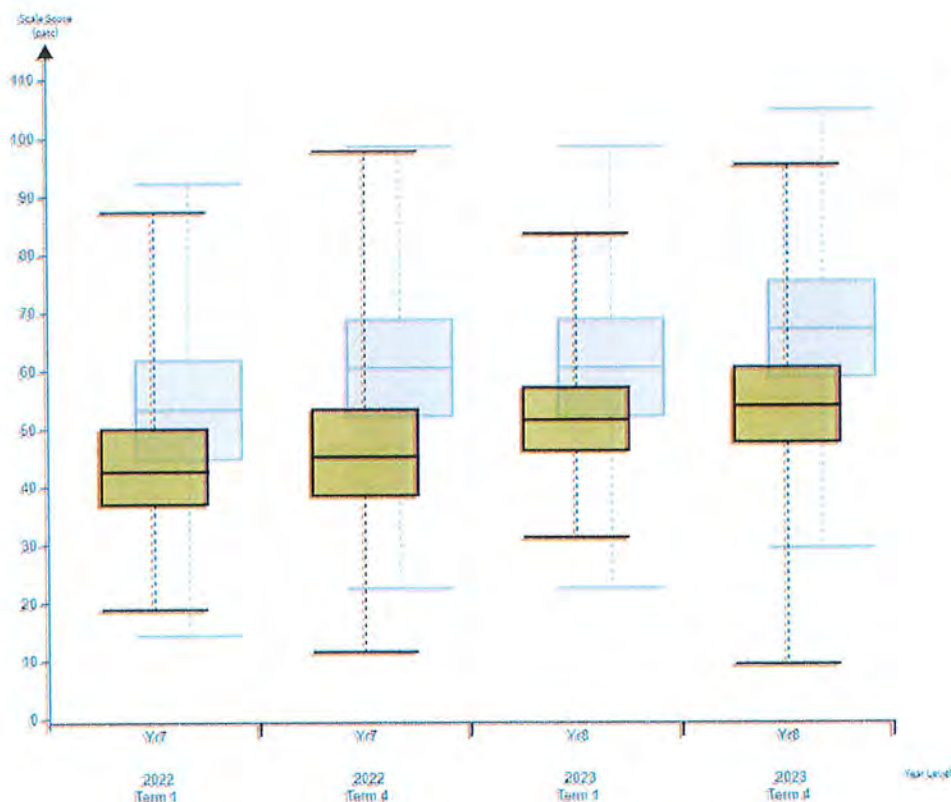
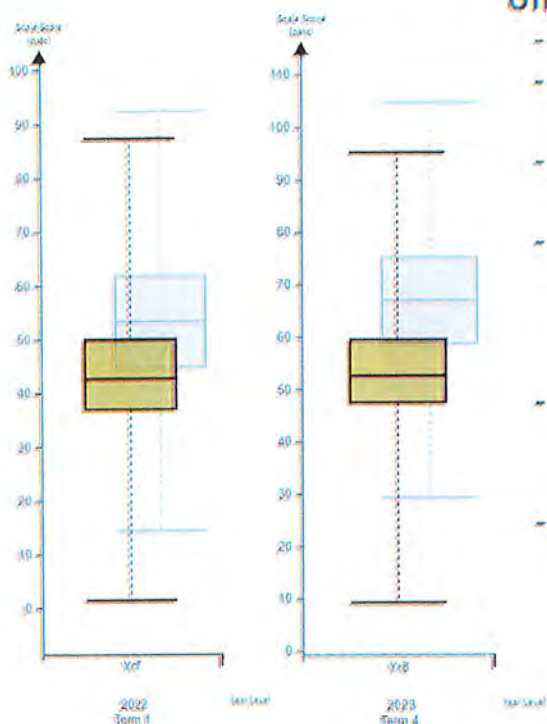
Uncleaned Year 8 Term 4 PAT Reading Comprehension:

- 433/476 or 90% of Year 8 student population sat PAT tests
- Term 4 2022 mean scale score: 46.2 (3A Year 6 level)
- Term 1 2023 mean scale score: 51.4 (4B Year 8 level)
- Term 4 2023 mean scale score: 53.2 (4P level)
- 50% of Year 8 student population are within 47.6 and 59.6 (4B to 4P range)
- 25% are between 9.3 to 47.6 (<2B to 3P)
- 25% are between 47.6 and 52.7 (3P to 4B)
- 25% are between 52.7 and 59.6 (4B to 4P)
- 25% are between 59.6 and 95.3 (4P to 5A<)
- 50% of national population sits roughly between 4P to 5A

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	8	433/458	53.2 (67.0)	9.4 (12.2)	95.3 (104.7)	59.6(75.2)	52.7 (67.0)	47.6(58.8)	9.3 (29.3)

Uncleaned Year 8 Term 4 PAT Reading Comprehension cont:

- This is an example of how you can show progress with PAT
- Term 1 2022 : 50% of Year 7 population between 37.0 and 50.0 (3P to 3A)
- Term 4 2023: 50% of Year 8 student population are within 47.6 and 59.6 (4B to 4P range)
- This graph also shows how stanines are not useful for recording progress as national population has accelerated away from 2023 Year 8s, even though they have made progress relative to curriculum (which is fixed)
- Basically, 50% of our Year 8s have gone from been Working Towards Expectation (at beginning of 2022) to At Expectation or just below.
- It only becomes difficult to work out how many students are within a curriculum level when part of a population cross over a curriculum level boundary. Better alignment and analysis of individual teacher tracking could potentially resolve this issue. However, I think even this level of analysis validates both teacher OTJs and that our students are making (in a number of cases) significant progress.



'Clean' Reading Comprehension Achievement data for current Year 8 students

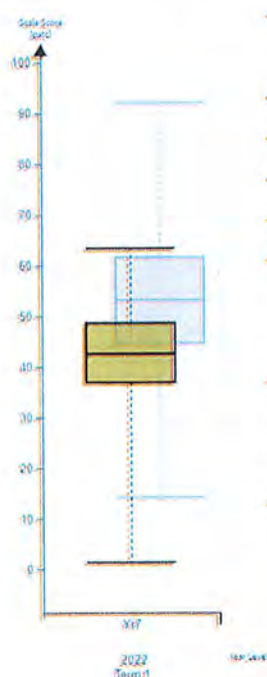
- These graphs show show 'clean' data for Year 8 students over two years of study at MI.
- Data is considered 'clean' when it compares the same students from one test to another. All transient students have been removed.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	300/310	44.3 (53.2)	9.7 (12.6)	87.3 (92.1)	50.0(61.7)	42.7 (53.2)	37.0(44.7)	18.8 (14.3)
2022	Term 4	7	297/310	46.9 (60.4)	10.5 (12.3)	97.7 (98.4)	53.3(68.7)	45.2 (60.4)	38.5(52.1)	11.5 (22.4)
2023	Term 1	8	307/310	52.2 (60.4)	8.1 (12.3)	83.5 (98.4)	57.0(68.7)	51.5 (60.4)	46.2(52.1)	31.2 (22.4)
2023	Term 4	8	300/310	54.3 (67.0)	9.4 (12.2)	95.3 (104.7)	60.5(75.2)	53.9 (67.0)	47.6(58.8)	9.3 (29.3)

- Cleaning data shows that 50% of our Year 8 students that have been at MI for two years sit between 47.6 and 60.5 (4B - 4A).
- These students have moved from 37.0 to 50.0 (3B - 4B) range.
- This data shows clear movement for our students.
- This data also highlights the issues transience pose when reporting on achievement. In the Term 4 2023 raw OTJ data there are 476 students. The 310 students shown in the table comprise approximately 65% of this total. However, I believe that this is a more meaningful way of reporting achievement than previous data cleaning approaches. It is progress relative to the curriculum and it is using a standardised measure (unlike OTJ framework).

Uncleaned Year 7 Māori PAT Reading Comprehension: Term 1 2022

Term 1 2022:



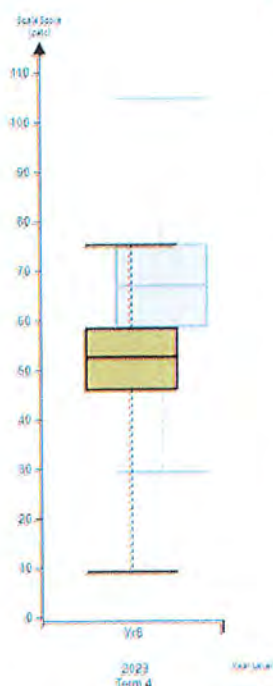
- 50% of Māori Year 7s in between 37.0 and 48.8 (3B - 3P). Very narrow band of achievement.
- 25% in between 1.4 and 37.0 (<2B - 3B)
- 25% in between 37.0 and 42.7 (3B - 3P)
- 25% in between 42.7 and 48.8 (3P)
- 25% in between 48.8 and 63.5 (3P - 5B)
- Very compressed population (unusual compared to others): what is compressing this population's results so much? Is this compression unique to Manurewa?
- I think it would be interesting to compare this data to achievement data for rural Māori. Or Māori that have strong connections with their iwi. Is the compression a result of urbanisation and loss of connection?
- I also think of Ka Hikitia when I compare 2022 results for Māori with 2023. Is this what 'Māori enjoying success as Māori' looks like in data terms?

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	146/154	43.0 (53.2)	9.4 (12.6)	63.5 (92.1)	48.8(61.7)	42.7 (53.2)	37.0(44.7)	1.4 (14.3)

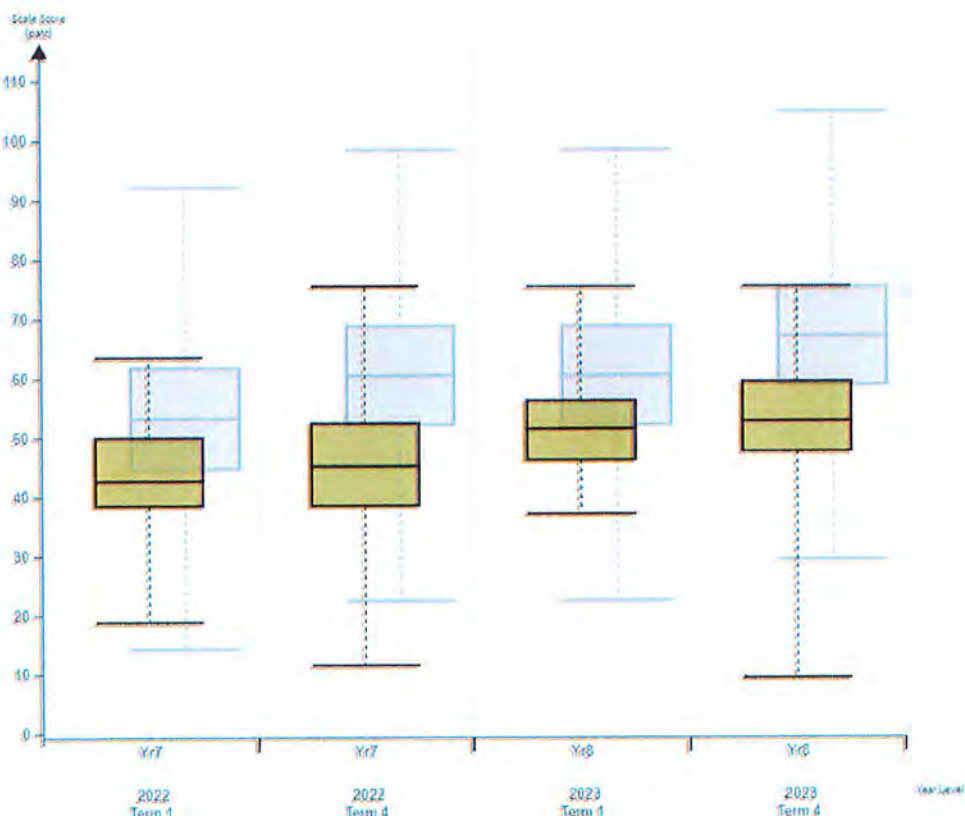
Uncleaned Year 8 Māori PAT Reading Comprehension: Term 4 2023

Term 4 2023:

- 50% of Māori Year 8s in between 46.2 and 58.5 (3P - 4P).
- 25% in between 9.3 and 46.2 (<2B and 3P)
- 25% in between 46.2 and 52.7 (3P - 4P)
- 25% in between 52.7 and 58.5 (4P - 4A)
- 25% in between 58.5 and 75.4 (4A - 5A<)
- Progress relative to target: *at least 50%* At or Above Level 4. You possibly have more, but need to break down individuals within second quartile to exact amount.
- Still underperforming relative to national population. But relative to the curriculum: there is significant progress.
- Also: this data shows we are meeting our achievement targets without any cleaning.
- Much wider band of achievement: students who can reach expectation have been given opportunity to do so. I think the greater range of achievement shown here is the best aspect of this data over simply looking at raw curriculum levels.



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	8	150/160	52.4 (67.0)	10.0 (12.2)	75.4 (104.7)	58.5(75.2)	52.7 (67.0)	46.2(58.8)	9.3 (29.3)



'Clean' Reading Comp Achievement data for current Māori Year 8 students

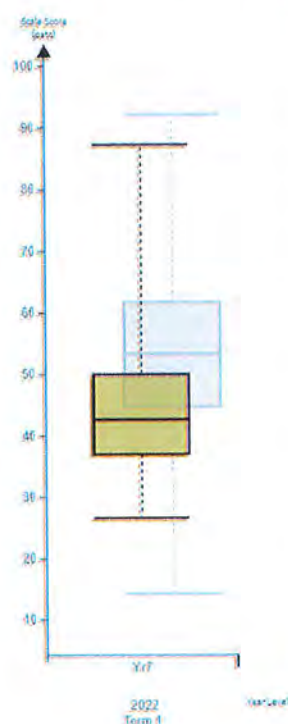
- These graphs show show 'clean' data for Year 8 students over two years of study at MI.
- Data is considered 'clean' when it compares the same students from one test to another. All transient students have been removed.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	107/110	44.0 (53.2)	9.2 (12.6)	63.5 (92.1)	50.0(61.7)	42.7 (53.2)	38.5(44.7)	18.8 (14.3)
2022	Term 4	7	106/110	46.0 (60.4)	10.4 (12.3)	75.5 (98.4)	52.4(68.7)	45.2 (60.4)	38.5(52.1)	11.5 (22.4)
2023	Term 1	8	108/110	52.1 (60.4)	7.9 (12.3)	75.4 (98.4)	56.2(68.7)	51.5 (60.4)	46.2(52.1)	37.1 (22.4)
2023	Term 4	8	105/110	53.3 (67.0)	9.3 (12.2)	75.4 (104.7)	59.3(75.2)	52.7 (67.0)	47.6(58.8)	9.3 (29.3)

- Cleaning data shows that 50% of our Māori Year 8 students that have been at MI for two years sit between 47.6 and 59.3 (3A - 4P).
- These students have moved from 38.5 to 50.0 (3B - 4B) range.
- Clean data also highlights the transience for our Māori learners experience. Only 108 Year 8 Māori students have managed to sit a PAT at the start and end of each year. This is 72% of the current Māori Year 8 population. This is why cleaning transience out of the data is so important.

Uncleaned Year 7 Pasifika PAT Reading Comprehension: Term 1 2022

Term 1 2022:

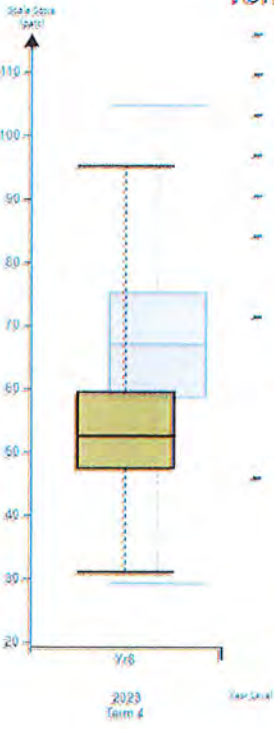


- 50% of Pasifika in between 37.0 and 50.0 (3B - 4B). Wider band of achievement than Māori.
- 25% in between 26.6 and 37.0 (2B - 3B)
- 25% in between 37.0 and 42.7 (3B - 3P)
- 25% in between 42.7 and 50.0 (3P - 4B)
- 25% in between 50.0 and 87.3 (4B - 5A<)
- More of population in Pasifika group came into our school 'At' expectation than Māori.
- Interesting that lowest quartile does not extend as low as national population.
- Also interesting that the achievement of Pasifika students is not as compressed as Māori population. Does this link to the question about community connection raised in Māori achievement analysis?
- I also wonder about our attendance follow up: how much of this progress is simply due to the fact we get students to school regularly?

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	217/222	44.4 (53.2)	9.6 (12.6)	87.3 (92.1)	50.0(61.7)	42.7 (53.2)	37.0(44.7)	26.6 (14.3)

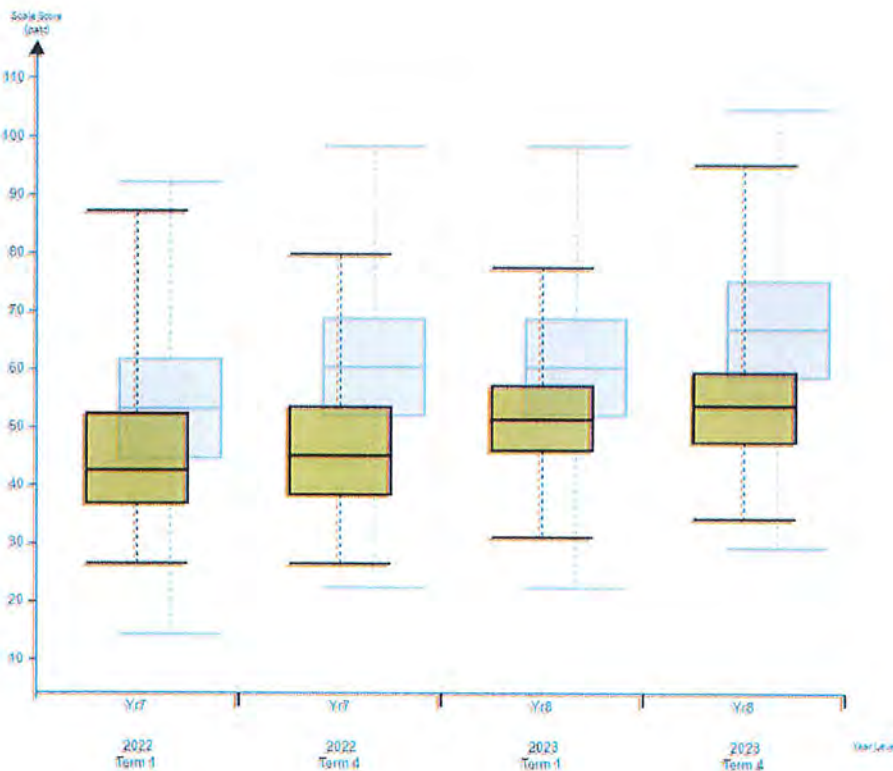
Uncleaned Year 8 Pasifika PAT Reading Comprehension: Term 4 2023

Term 4 2023:



- 50% of Pasifika in between 47.6 and 59.6 (3A - 4P)
- 25% in between 31.2 and 47.6 (2P - 3P)
- 25% in between 47.6 and 52.7 (3P - 4B)
- 25% in between 52.7 and 59.6 (4B - 4P)
- 25% in between 59.6 and 95.3 (4P - 5A<)
- Again, you have *at least* 50% at or above Level 4. But only an analysis of individuals within second quartile would find the exact amount.
- Important to also remember that a student can be in Level 4 as a Year 8, but still considered 'Working Towards'. This is why I think you need to compare OTJ data to standardised data to build a more detailed picture of achievement and progress within the school.
- These tables show that achievement in this school is greater than the 2% or 3% amounts you find in the 'clean' data. Personally, I think the 2-3% variations in achievement that have been stated in the past are fluctuations due to the way the data is processed as opposed to actually finding evidence of progress.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	8	243/254	53.4 (67.0)	8.7 (12.2)	95.3 (104.7)	59.6(75.2)	52.7 (67.0)	47.6(58.8)	31.7 (29.3)

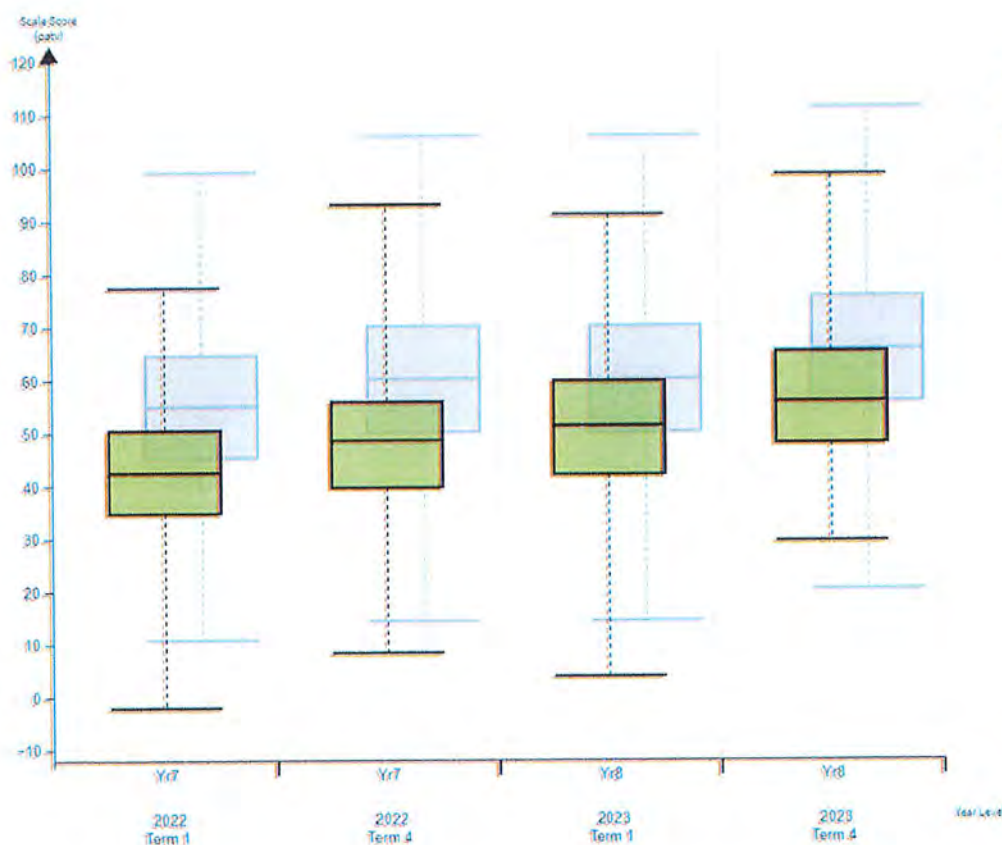


'Clean' Reading Comp Achievement data for current Pasifika Year 8 students

- These graphs show show 'clean' data for Year 8 students over two years of study at MI.
- Data is considered 'clean' when it compares the same students from one test to another. All transient students have been removed.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	169/173	44.8 (53.2)	10.0 (12.6)	87.3 (92.1)	52.4(61.7)	42.7 (53.2)	37.0(44.7)	26.6 (14.3)
2022	Term 4	7	165/173	47.1 (60.4)	10.2 (12.3)	79.9 (98.4)	53.6(68.7)	45.2 (60.4)	38.5(52.1)	26.6 (22.4)
2023	Term 1	8	171/173	52.2 (60.4)	8.1 (12.3)	77.6 (98.4)	57.3(68.7)	51.5 (60.4)	46.2(52.1)	31.2 (22.4)
2023	Term 4	8	168/173	54.5 (67.0)	8.8 (12.2)	95.3 (104.7)	59.6(75.2)	53.9 (67.0)	47.6(58.8)	34.4 (29.3)

- Cleaning data shows that 50% of our Pasifika Year 8 students that have been at MI for two years sit between 47.6 and 59.6 (3A - 4P).
- These students have moved from 37.0 to 52.4 (3P - 4B) range.
- Clean data also highlights the transience for our Pasifika learners also experience. Only 173 Year 8 Pasifika students have managed to sit a PAT at the start and end of each year. This is 74% of the current Pasifika Year 8 population. This is why cleaning transience out of the data is so important.



'Clean' Reading Vocab Achievement data for current Year 8 students

- These graphs show show 'clean' data for Year 8 students over two years of study at MI.
- Data is considered 'clean' when it compares the same students from one test to another. All transient students have been removed.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	284/294	42.6 (55.0)	11.3 (14.3)	77.5 (99.2)	50.6(64.6)	42.6 (55.0)	34.9(45.4)	-2.0 (10.8)
2022	Term 4	7	284/294	48.3 (60.1)	11.7 (14.8)	93.1 (105.8)	55.9(70.1)	48.6 (60.1)	39.7(50.1)	8.4 (14.4)
2023	Term 1	8	290/294	51.1 (60.1)	12.3 (14.8)	91.2 (105.8)	59.8(70.1)	51.4 (60.1)	42.1(50.1)	3.9 (14.4)
2023	Term 4	8	288/294	56.3 (65.7)	12.3 (14.7)	98.7 (111.1)	65.3(75.6)	55.9 (65.7)	48.0(55.8)	29.5 (20.3)

- Cleaning data shows that 50% of our Year 8 students that have been at MI for two years sit between 48.0 and 65.3 (3P - 5B).
- These students have moved from 34.9 to 50.6 (2A - 4B) range.
- This data shows clear movement for our students.
- This data also highlights the issues transience pose when reporting on achievement. In the Term 4 2023 raw OTJ data there are 476 students. The 294 students shown in the table comprise approximately 61% of this total.

FURTHER ANALYSIS OF RAW OTJ READING DATA IN RELATION TO PAT READING COMP AND READING VOCAB

- Female Year 7 students who Need Support have decreased from 23% in Mid Year Data to 22%.
- Female Year 7 students who are Working Towards have decreased from 50% in Mid Year Data to 32%.
- Female Year 7 students who are At Expectation have increased from 25% in Mid Year Data to 32%.
- Female Year 7 students who are Above have increased from 2% in Mid Year Data to 14%.
- Male Year 7 students who Need Support have decreased from 45% in Mid Year Data to 36%.
- Male Year 7 students who are Working Towards remain unchanged at 38%.
- Male Year 7 students who are At Expectation has increased from 14% in Mid Year Data to 15%.
- Male Year 7 students who are Above has increased from 3% in Mid Year Data to 10%.
- Total number of Year 7s who are Above is 54, which is 12%. PAT indicates that 25% of Year 7 students are sitting between 4P to 5A. What is affecting the teacher's willingness or ability to recognise these students as Above?
- Total number of Year 7s who are At is 102, which is 23%. PAT indicates that 25% of Year 7 students are sitting between 3A and 4P. This indicates that the Raw OTJ data here is accurate at least in terms of the total percentage. But, perhaps not the individual student.
- Total number of Year 7s who are Working Towards is 155, which is 35%. PAT indicates that 25% of Year 7 students are sitting between 3P and 3A. Again, this validates the OTJs that teachers are making.
- Total number of Year 7s who Need Support is 128, which is 29%. PAT indicates that 25% of Year 7 students' achievement is lower than 2B with a peak at 3P. Again, this validates the OTJs that teachers are making.
- Female Year 8 students who Need Support have decreased from 22% in Mid Year Data to 17%.
- Female Year 8 students who are Working Towards have decreased from 47% in Mid Year Data to 38%.
- Female Year 8 students who are At Expectation have increased from 28% in Mid Year Data to 32%.
- Female Year 8 students who are Above have increased from 3% in Mid Year Data to 13%.
- Male Year 8 students who Need Support have decreased from 30% in Mid Year Data to 26%.
- Male Year 8 students who are Working Towards have decreased from 43% in Mid Year Data to 32%.
- Male Year 8 students who are At Expectation has increased from 23% in Mid Year Data to 28%.
- Male Year 8 students who are Above has increased from 4% in Mid Year Data to 13%.
- Total number of Year 8s who are Above is 60, which is 13%. PAT indicates that 25% of Year 8 students are sitting between 4P to 5A. Again, what is affecting the teacher's willingness or ability to recognise these students as Above?
- Total number of Year 8s who are At is 144, which is 30%. PAT indicates that 25% of Year 8 students are sitting between 4B to 4P. This indicates that the Raw OTJ data here is accurate.
- Total number of Year 8s who are Working Towards is 168, which is 35%. PAT indicates that 25% of Year 8 students are sitting between 3P and 4B. How many of these students could potentially be considered At Expectation? This is an example of the conservative element to our teacher OTJs

that I describe in the introduction to the report. Unlike the previous report I wrote, I feel I am getting closer to exactly which kids could be moved to have a more representative OTJ figure.

- Total number of Year 8s who Need Support is 104, which is 21%. PAT indicates that 25% of Year 8 students' achievement is lower than 2B with a peak at 3P. Again, this validates the OTJs that teachers are making.
- I have explored how to also use E-asTTle data to analyse the accuracy of teacher OTJs. But I am less familiar with the E-asTTle system and I haven't yet found an efficient way to pull data from that system in the way that I can from NZCER Assist. It is also not particularly easy to get total numbers of students that have set a particular test like you can from NZCER Assist. Using E-asTTle data to check the validity of OTJs or measure achievement will be an objective to achieve over the longer term.
- I still feel that there is evidence that we need to extend some of our average to higher achieving students in Humanities. However, I feel that lack of clear interpretations of assessment data may have been a limiting factor in this area. I also have concerns about the way PATs are administered and I think that this may affect the results. One: do we really need to do the Punctuation and Grammar test? The Scale Scores for this test do not relate to a curriculum level like Reading Comprehension and Reading Vocab. Two: it is one more test in an already tight PAT assessment schedule. I also feel that we need to be more prescriptive about the order teachers take the PATs in. Reading Comprehension arguably will have the highest cognitive load for students: should it not be sat first?
- I also feel that using the E-asTTle writing rubric will give teachers an accurate picture of what are appropriate punctuation and grammar next steps for a student.

WRITING

YEAR 7 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Needs Support			Working Towards		At Expectation		Above	
		Count	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Maori	F	68	21	31%	25	37%	21	31%	1	1%
	M	73	38	52%	23	32%	11	15%	1	1%
Total		141								
NZ European	F	9	1	11%	2	22%	3	33%	3	33%
	M	8	3	37%			4	50%	1	13%
Total		17								
Cook Islands Maori	F	35	7	20%	14	40%	11	31%	3	8%
	M	35	13	37%	18	51%	4	11%		
Total		70								
Samoan	F	47	6	14%	20	42%	18	38%	3	6%
	M	43	12	27%	18	41%	13	30%		
Total		90								
Tongan	F	19	3	15%	9	47%	6	31%	1	11%
	M	22	12	56%	6	27%	2	9%	2	9%
Total		41								
Indian	F	6	2	33%	1	16%	2	33%	1	16%
	M	10	4	40%			4	40%	2	20%
Total		16								
Cambodian	F	1			1	100%				
	M	4			1	25%	3	75%		
Chinese	F	1					1	100%		
	M									
Fijian	F	8	1	12%	4	50%	2	25%	1	12%
	M	12	1	8%	8	66%	2	16%	1	8%
Filipino	F	2					2	100%		
	M	5	1	20%	3	60%	1	20%		
Middle Eastern	F									
	M									
Niuean	F	4			2	50%	2	50%		
	M	2			2	100%				
Not Stated	F	1			1	100%				
	M									
Other Asian	F	2	2	100%						
	M	1			1	100%				
Other ethnicity	F	5	1	20%	2	40%	2	40%		
	M	11	3	27%	4	36%	2	18%	2	18%
Other Pacific Peoples	F	2			1	50%	1	50%		
	M	1			1	100%				
Tokelauan	F									
	M									
Vietnamese	F									
	M	2	1	50%			1	50%		
Female Totals		210	44	20%	82	39%	71	34%	13	6%
Male Totals		229	88	38%	85	37%	47	20%	9	4%
Grand Total		439	132	30%	167	38%	118	27%	22	5%

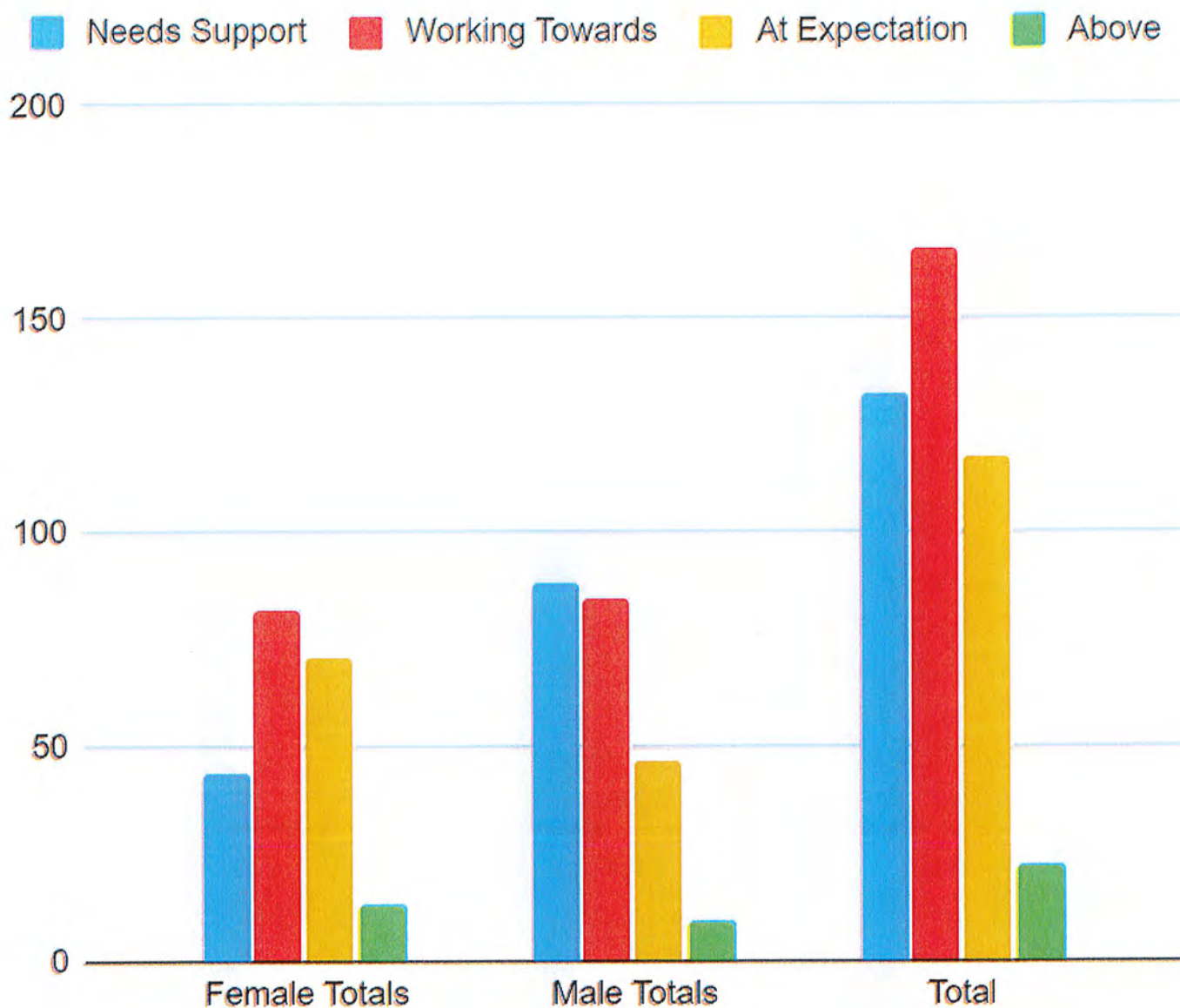
YEAR 8 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Needs Support			Working Towards		At Expectation		Above	
		Count	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Maori	F	73	9	12%	33	45%	21	29%	10	13%
	M	76	23	30%	33	43%	14	18%	6	8%
Total		149								
NZ European	F	8	3	38%	4	50%	1	13%		
	M	8	1	13%	4	50%	3	38%		
Total		16								
Cook Islands Maori	F	23	5	21%	9	42%	6	28%	3	14%
	M	26	14	53%	8	30%	4	15%		
Total		49								
Samoan	F	51	6	11%	17	33%	26	51%	2	4%
	M	47	10	21%	18	38%	17	36%	2	42%
Total		98								
Tongan	F	26	5	19%	12	46%	7	27%	2	7%
	M	21	5	24%	7	33%	7	33%	2	10%
Total		47								
Indian	F	13	4	30%	5	38%	3	23%	1	8%
	M	14	1	7%	7	50%	5	36%	1	71%
Total		27								
Cambodian	F	1					1	100%		
	M									
Chinese	F	1					1	100%		
	M	1							1	100%
Fijian	F	13	4	31%	4	31%	4	31%	1	7%
	M	15	5		4		6			
Filipino	F	3			2	66%			1	33%
	M	9	1	11%	6	66%	2	22%		
Middle Eastern	F									
	M	1			1	100%				
Niuean	F	5			2	40%	3	60%		
	M	3	1	33%	2	66%				
Not Stated	F	1					1	100%		
	M	1			1	100%				
Other Asian	F	1			1	100%				
	M	3	3	100%						
Other ethnicity	F	11	3	27%	6	54%	2	18%		
	M	11	3	27%	4	36%	2	18%	2	18%
Other Pacific Peoples	F	2					1	50%	1	50%
	M	1	1	100%						
Tokelauan	F									
	M									
Vietnamese	F	5	1	20%	3	60%	1	20%		
	M	2			1	50%	1	50%		
Female Totals		237	40	17%	98	41%	78	33%	21	9%
Male Totals		239	68	28%	96	40%	61	25%	14	6%
Grand Total		476	108	23%	194	41%	139	29%	35	7%

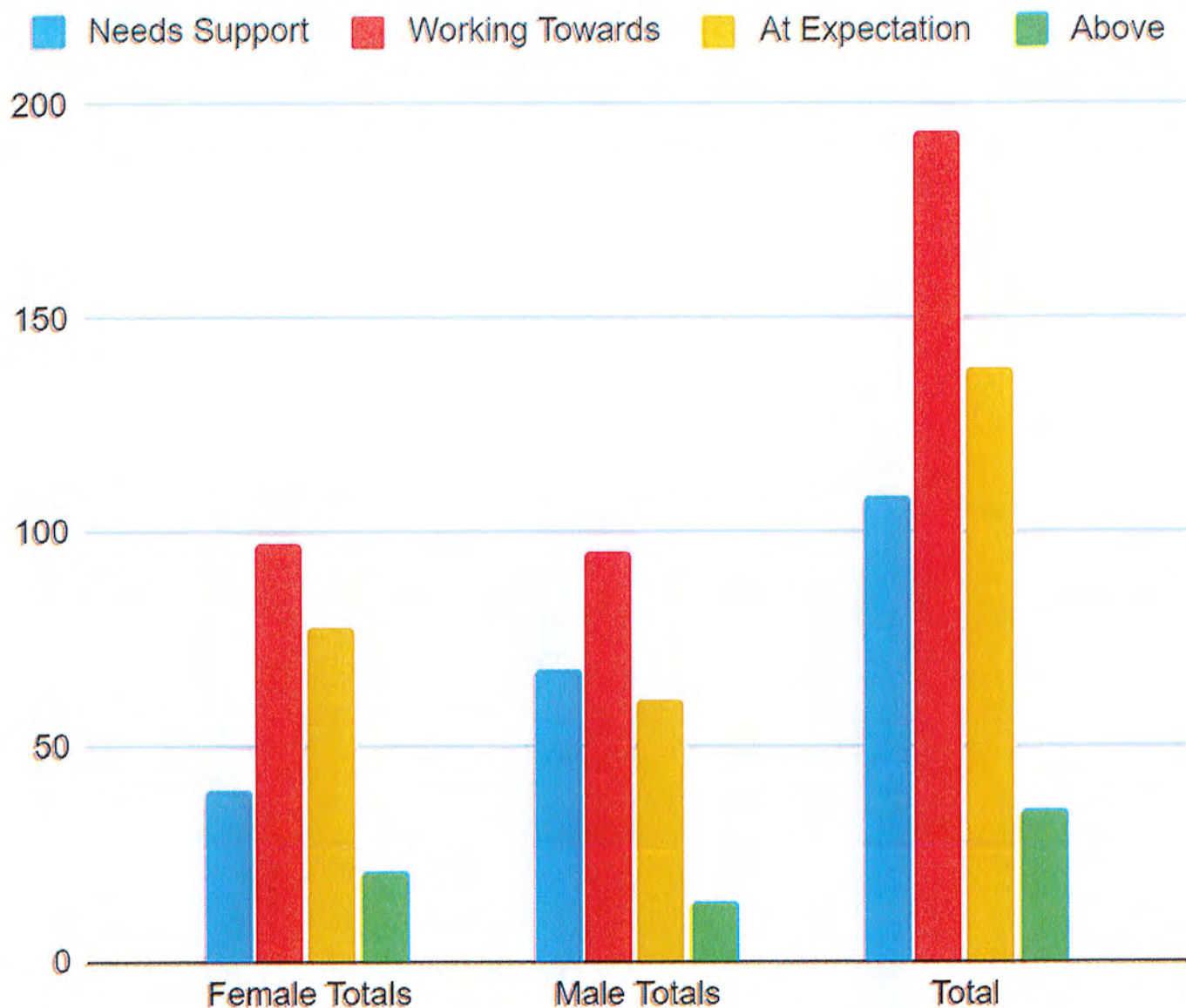
WHOLE SCHOOL 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Needs Support			Working Towards		At Expectation		Above	
Maori	F	141	30	21%	58	41%	42	29%	11	78%
	M	149	61	43%	56	37%	25	16%	7	4%
Total		290								
NZ European	F	17	4	23%	6	38%	4	24%	3	17%
	M	16	4	25%	4	25%	7	43%	1	6%
Total		33								
Cook Islands Maori	F	58	12	20%	23	40%	17	29%	6	10%
	M	61	27	44%	26	42%	8	13%		
Total		119								
Samoan	F	98	12	12%	37	37%	44	44%	5	5%
	M	90	22	24%	36	40%	30	33%	2	2%
Total		188								
Tongan	F	45	8	17%	21	46%	13	28%	3	6%
	M	43	17	39%	13	30%	9	20%	4	9%
Total		88								
Indian	F	19	6	31%	6	31%	5	26%	2	10%
	M	24	5	4%	7	45%	9	38%	3	13%
Total		43								
Cambodian 6	F	2			1	50%	1	50%		
	M	4			1	25%	3	75%		
Chinese	F	2					2	100%		
	M	1							1	100%
Fijian	F	21	5	23%	8	38%	6	28%	2	9%
	M	27	6	22%	12	44%	8	29%	1	4%
Filipino	F	5			2	40%	2	40%	1	20%
	M	14	2	14%	9	64%	3	21%		
Middle Eastern	F									
	M	1			1					
Niuean	F	9			4	45%	5	55%		
	M	5	1	20%	4	80%				
Not Stated	F	2			1	50%	1	50%		
	M	1			1	100%				
Other Asian	F	3	2		1					
	M	4	3	25%	1	75%				
Other ethnicity	F	16	4	25%	8	50%	4			
	M	22	6	18%	8	31%	4	36%	4	14%
Other Pacific Peoples	F	4			1	25%	2	50%	1	25%
	M	2	1	50%	1	50%				
Tokelauan	F									
	M									
Vietnamese	F	5	1	20%	3	60%	1	20%		
	M	4	1	25%	1	25%	2			
Female Totals		447	84	19%	180	40%	149	33%	34	76%
Male Totals		468	156	33%	181	37%	108	23%	23	5%
Grand Total		915	240	26%	361	39%	257	28%	57	6%

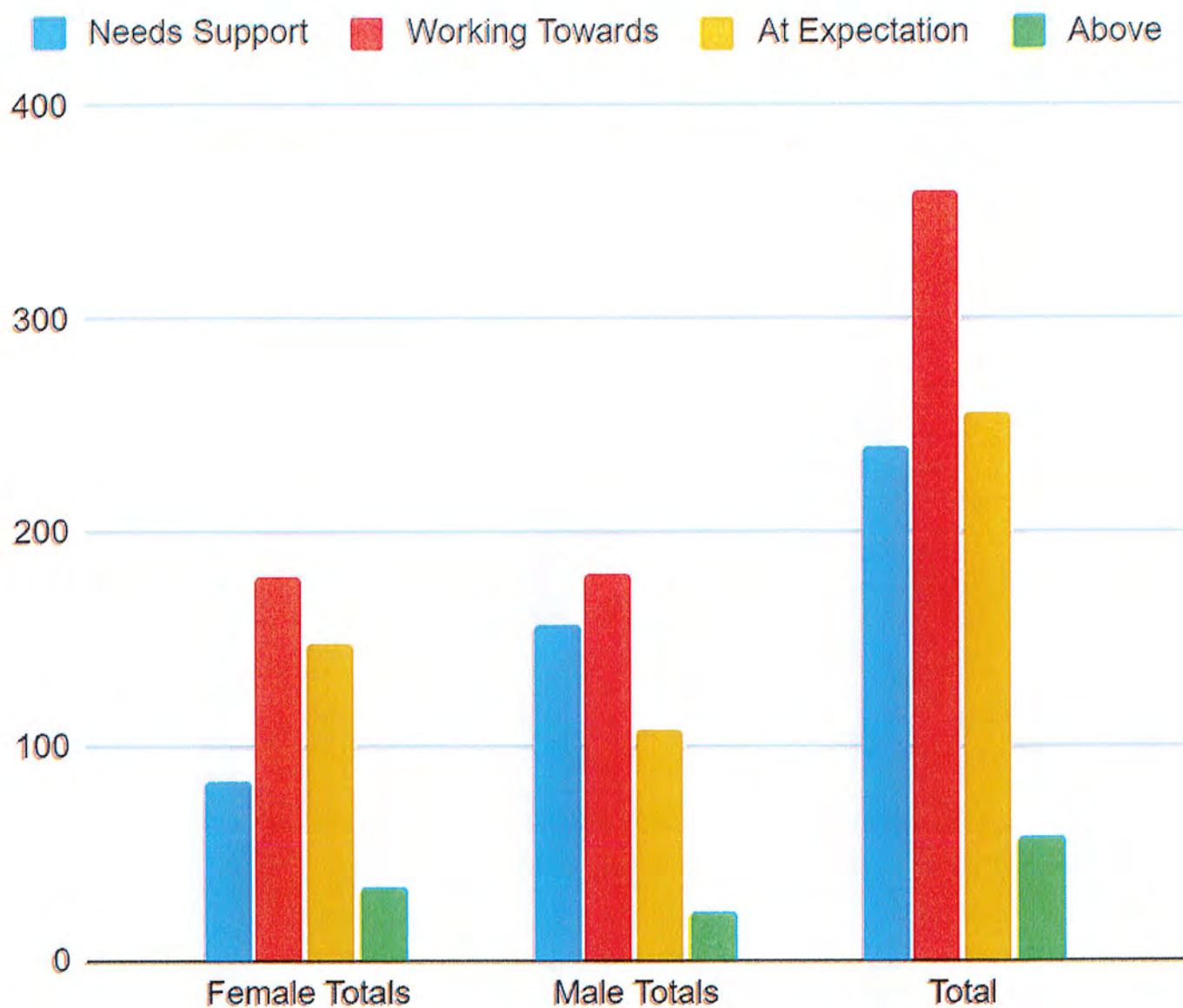
YEAR 7 WRITING OTJS



YEAR 8 WRITING OTJS



WHOLE SCHOOL WRITING OTJS



ANALYSIS OF RAW OTJ WRITING DATA

- Female Year 7 students who Need Support have decreased from 24% in Mid Year Data to 20%.
- Female Year 7 students who are Working Towards have decreased from 55% in Mid Year Data to 39%.
- Female Year 7 students who are At Expectation have increased from 19% in Mid Year Data to 34%.
- Female Year 7 students who are Above have increased from 2% in Mid Year Data to 6%.
- Male Year 7 students who Need Support have decreased from 48% in Mid Year Data to 38%.
- Male Year 7 students who are Working Towards have decreased from 40% in Mid Year Data to 37%.
- Male Year 7 students who are At Expectation has increased from 11% in Mid Year Data to 20%.
- Male Year 7 students who are Above have increased from 1% in Mid Year Data to 5%.
- Female Year 8 students who Need Support have decreased from 20% in Mid Year Data to 17%.
- Female Year 8 students who are Working Towards have decreased from 54% in Mid Year Data to 41%.
- Female Year 8 students who are At Expectation have increased from 24% in Mid Year Data to 33%.
- Female Year 8 students who are Above have increased from 2% in Mid Year Data to 9%.
- Male Year 8 students who Need Support have decreased from 33% in Mid Year Data to 28%.
- Male Year 8 students who are Working Towards have decreased from 49% in Mid Year Data to 40%.
- Male Year 8 students who are At Expectation has increased from 16% in Mid Year Data to 25%.
- Male Year 8 students who are Above have increased from 2% in Mid Year Data to 7%.
- I am looking forward to seeing what effect moving away from using PaCT as primary means of assessing student writing levels to E-asTTle has on OTJ data. I am hoping that by giving teachers both a better understanding of robust moderation practices as well as using a, frankly, more logical assessment tool will improve the 'spread' of our results. For example, I would like to see greater numbers in the At Expectation and Above categories. Not simply for the sake of making the numbers look better, but having greater numbers in these categories would be an indication that teachers have a more accurate picture of student ability in this school.
- I also feel that the use of E-asTTle will give students a better understanding of what their next steps should be in writing. This in turn (hopefully) will have a positive effect on their results.
- Over the longer term I would like to make sure I understand how I can make teacher tracking in Humanities consistent enough to easily pull E-asTTle data from to accurately measure progress. I am not saying that I believe that the tracking in Humanities is inconsistent: but I am simply stating this is an area I would like to explore. I would like to offer as detailed a picture of student achievement and progress as I feel that I can with the other two core subject areas and I feel investigating this area will help me understand how I can do this for writing.

MATHEMATICS

YEAR 7 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender		Needs Support		Working Towards		At Expectation		Above	
Maori	F	68	19	28%	34	50%	12	18%	3	4%
	M	73	35	48%	21	29%	13	18%	4	5%
Total		141								
NZ European	F	9	1	11%	1	11%	4	44%	3	33%
	M	8	3	38%			2	25%	3	38%
Total		17								
Cook Islands Maori	F	35	10	29%	13	37%	11	31%	1	3%
	M	35	15	43%	13	37%	6	17%	1	3%
Total		70								
Samoan	F	47	13	27%	15	32%	17	36%	2	4%
	M	43	15	35%	17	39%	7	16%	4	9%
Total		90								
Tongan	F	19	7	36%	7	37%	5	26%		
	M	22	6	27%	12	55%	2	9%	2	9%
Total		41								
Indian	F	6	2	33%	2	33%	2	33%		
	M	10	2	20%	1	10%	4	40%	3	30%
Total		16								
Cambodian	F	1			1	100%				
	M	4					3	75%	1	25%
Chinese	F	1			1					
	M									
Fijian	F	8	3	38%	1	13%	3	38%	1	13%
	M	12	1	8%	5	42%	5	42%	1	8%
Filipino	F	2					1	50%	1	50%
	M	5	1	20%	4	80%				
Middle Eastern	F									
	M									
Niuean	F	4	1	25%	1	25%	1	25%	1	25%
	M	2	1	50%	1	50%				
Not Stated	F	1	1	100%						
	M									
Other Asian	F	2					1	50%	1	50%
	M	1			1	100%				
Other ethnicity	F	5	1	20%	3	60%	1	20%		
	M	11	2	18%	3	27%	3	27%	3	27%
Other Pacific Peoples	F	2			2	100%				
	M	1			1	100%				
Tokelauan	F									
	M									
Vietnamese	F									
	M	2			1	50%	1	50%		
Female Totals		210	58	27%	81	39%	58	28%	13	6%
Male Totals		229	81	35%	80	35%	46	20%	22	9%
Grand Total		439	139	31%	161	37%	104	23%	35	8%

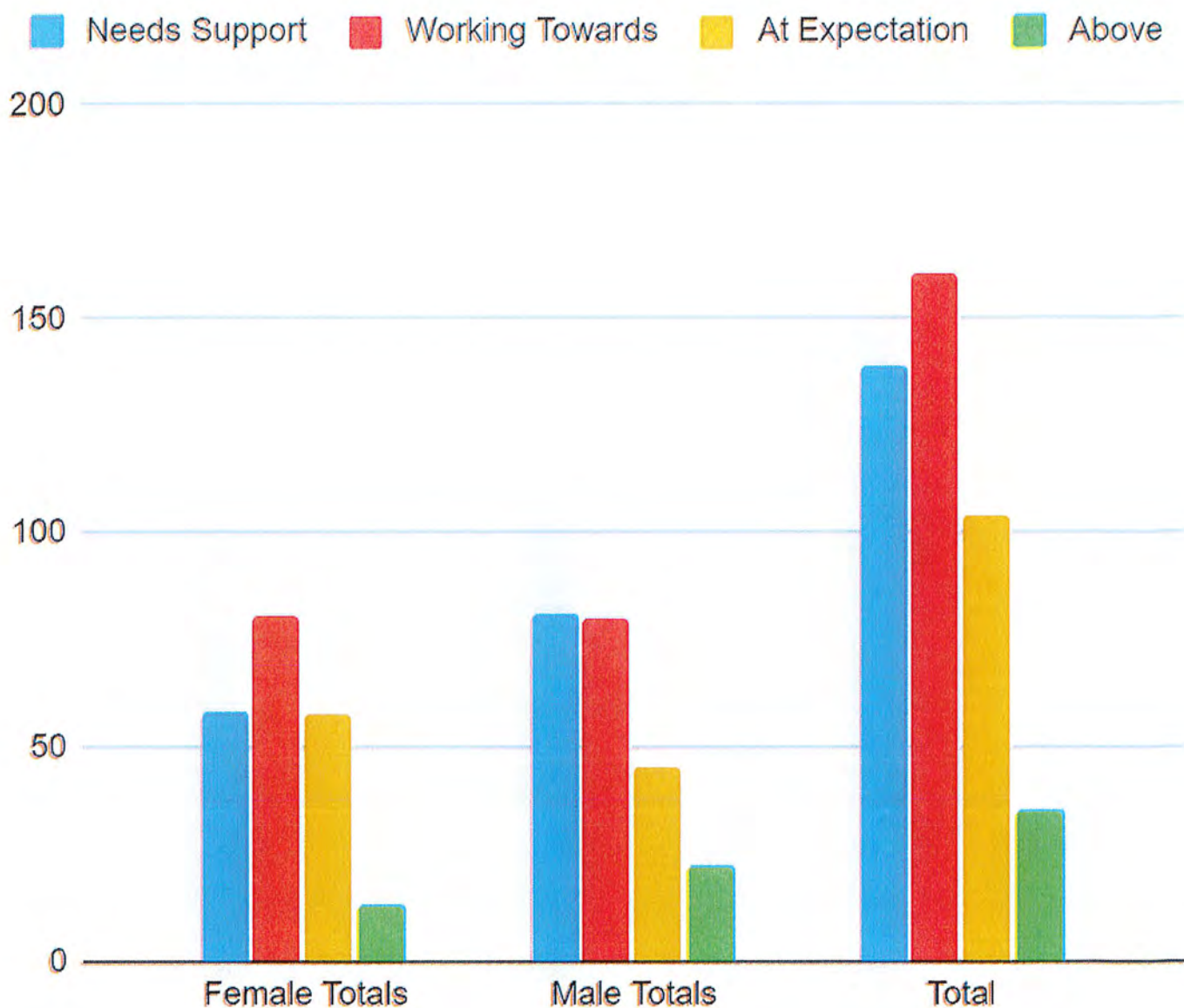
YEAR 8 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Total	Needs Support		Working Towards		At Expectation		Above	
Maori	F	73	11	15%	40	54%	21	28%	1	1%
	M	76	21	28%	34	44%	13	17%	8	11%
Total		149								
NZ European	F	8	2	25%	5	63%	1	13%		
	M	8			4	50%	3	38%	1	13%
Total		16								
Cook Islands Maori	F	23	4	17%	12	52%	6	26%	1	4%
	M	26	12	46%	8	30%	5	19%	1	3%
Total		49								
Samoan	F	51	8	16%	22	43%	20	39%	1	2%
	M	47	12	25%	20	43%	13	27%	2	4%
Total		98								
Tongan	F	26	2	8%	18	70%	6	23%		
	M	21	3	14%	8	38%	9	43%	1	5%
Total		47								
Indian	F	13	6	46%	6	46%	1	8%		
	M	14			8	57%	5	35%	1	7%
Total		27								
Cambodian	F	1							1	100%
	M									
Chinese	F	1					1	100%		
	M	1					1	100%		
Fijian	F	13	2	15%	8	61%	2	15%	1	7%
	M	15	2	13%	5	33%	6	40%	2	13%
Filipino	F	3			1	33%	2	66%		
	M	9	1	11%	5	55%	3	33%		
Middle Eastern	F									
	M	1					1	100%		
Niuean	F	5	1	20%	2	40%	2	40%		
	M	3			3	100%				
Not Stated	F	1			1	100%				
	M	1	1	100%						
Other Asian	F	1			1	100%				
	M	3	1	33%	2	66%				
Other ethnicity	F	11	2	18%	7	63%	2	18%		
	M	11			5	45%	5	45%	1	9%
Other Pacific Peoples	F	2			1	50%	1	50%		
	M	1					1	100%		
Tokelauan	F									
	M									
Vietnamese	F	5	1	20%	1	20%	2	40%	1	20%
	M	2	1	50%			1	50%		
Female Totals		237	39	16%	125	53%	67	28%	6	3%
Male Totals		239	54	23%	102	42%	66	28%	17	7%
Grand Total		476	93	20%	227	47%	133	28%	23	5%

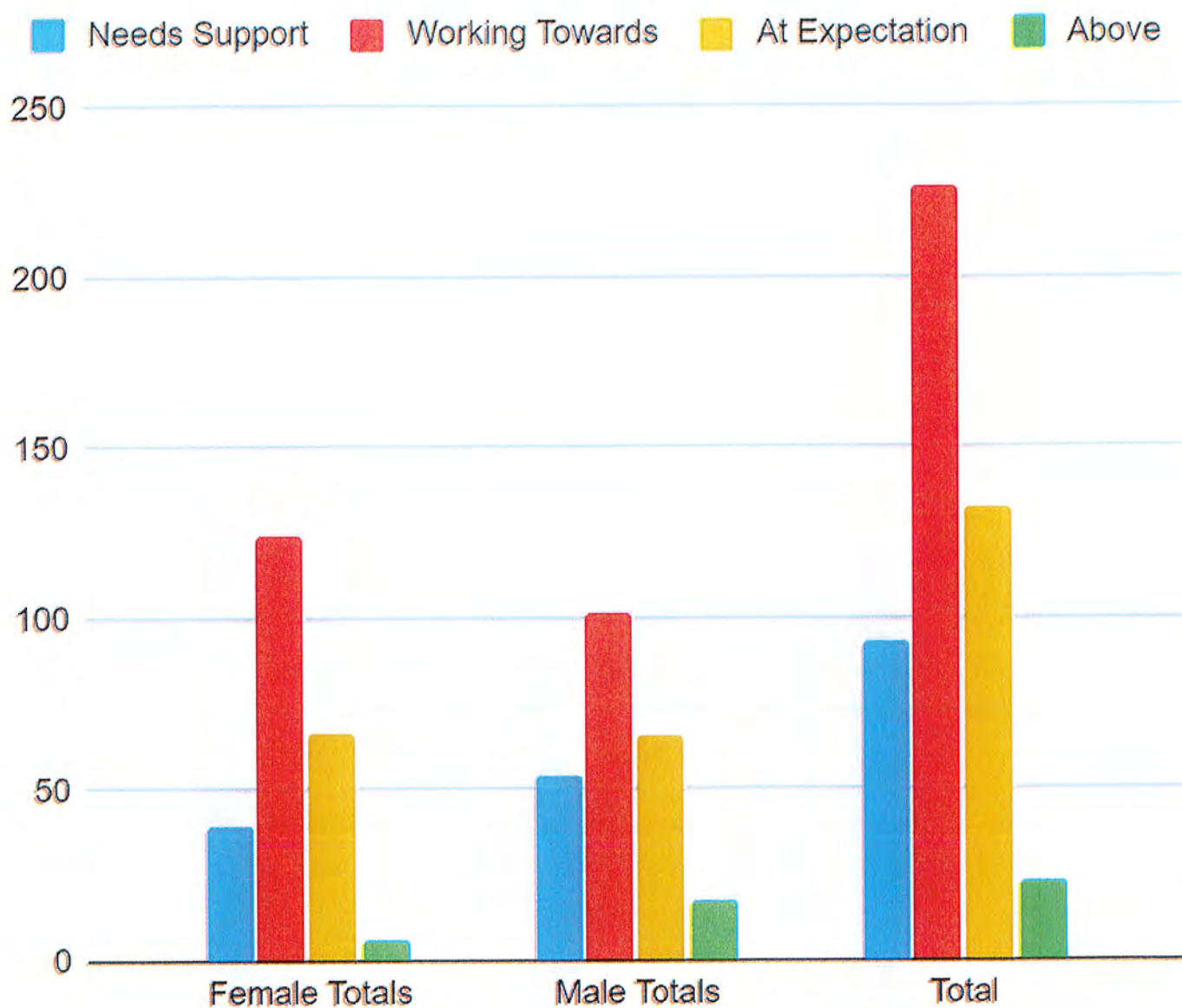
WHOLE SCHOOL 2023 PROGRESS AND ACHIEVEMENT

Ethnicity	Gender	Total	Needs Support		Working Towards		At Expectation		Above	
Maori	F	141	30	21%	74	52%	33	23%	4	28%
	M	149	56	37%	55	36%	26	17%	12	8%
Total		290								
NZ European	F	17	3	17%	6	35%	5	29%	3	17%
	M	16	3	19%	4	25%	5	31%	4	25%
Total		33								
Cook Islands Maori	F	58	14	24%	25	43%	17	29%	2	3%
	M	61	27	44%	21	34%	11	18%	2	32%
Total		119								
Samoan	F	98	21	21%	37	37%	37	37%	3	3%
	M	90	27	3%	37	4%	20	22%	6	6%
Total		188								
Tongan	F	45	9	20%	25	55%	11	24%		
	M	43	9	20%	20	46%	11	25%	3	6%
Total		88								
Indian	F	19	8	42%	8	42%	3	16%		
	M	24	2	8%	9	38%	9	38%	4	16%
Total		43								
Cambodian	F	2			1	50%			1	50%
	M	4					3	75%	1	25%
Chinese	F	2			1	50%	1	50%		
	M	1					1	100%		
Fijian	F	21	5	24%	9	43%	5	23%	2	9%
	M	27	3	11%	10	37%	11	40%	3	1%
Filipino	F	5			1	20%	3	60%	1	20%
	M	14	2		9		3			
Middle Eastern	F									
	M	1					1	100%		
Niuean	F	9	2	22%	3	33%	3	33%	1	11%
	M	5	1	20%	4	80%				
Not Stated	F	2	1	50%	1	50%				
	M	1	1	100%						
Other Asian	F	3			1		1	33%	1	
	M	4	1	25%	3	75%				
Other ethnicity	F	16	3	19%	10	63%	3	19%		
	M	22	2	9%	8	36%	8	36%	4	18%
Other Pacific Peoples	F	4			3	75%	1	25%		
	M	2			1	50%	1	50%		
Tokelauan	F									
	M									
Vietnamese	F	5	1	20%	1	20%	2	40%	1	20%
	M	4	1	25%	1	25%	2	50%		
Female Totals		447	97	21%	206	46%	125	28%	19	4%
Male Totals		468	135	29%	182	39%	112	24%	39	8%
Grand Total		915	232	25%	388	42%	237	26%	58	6%

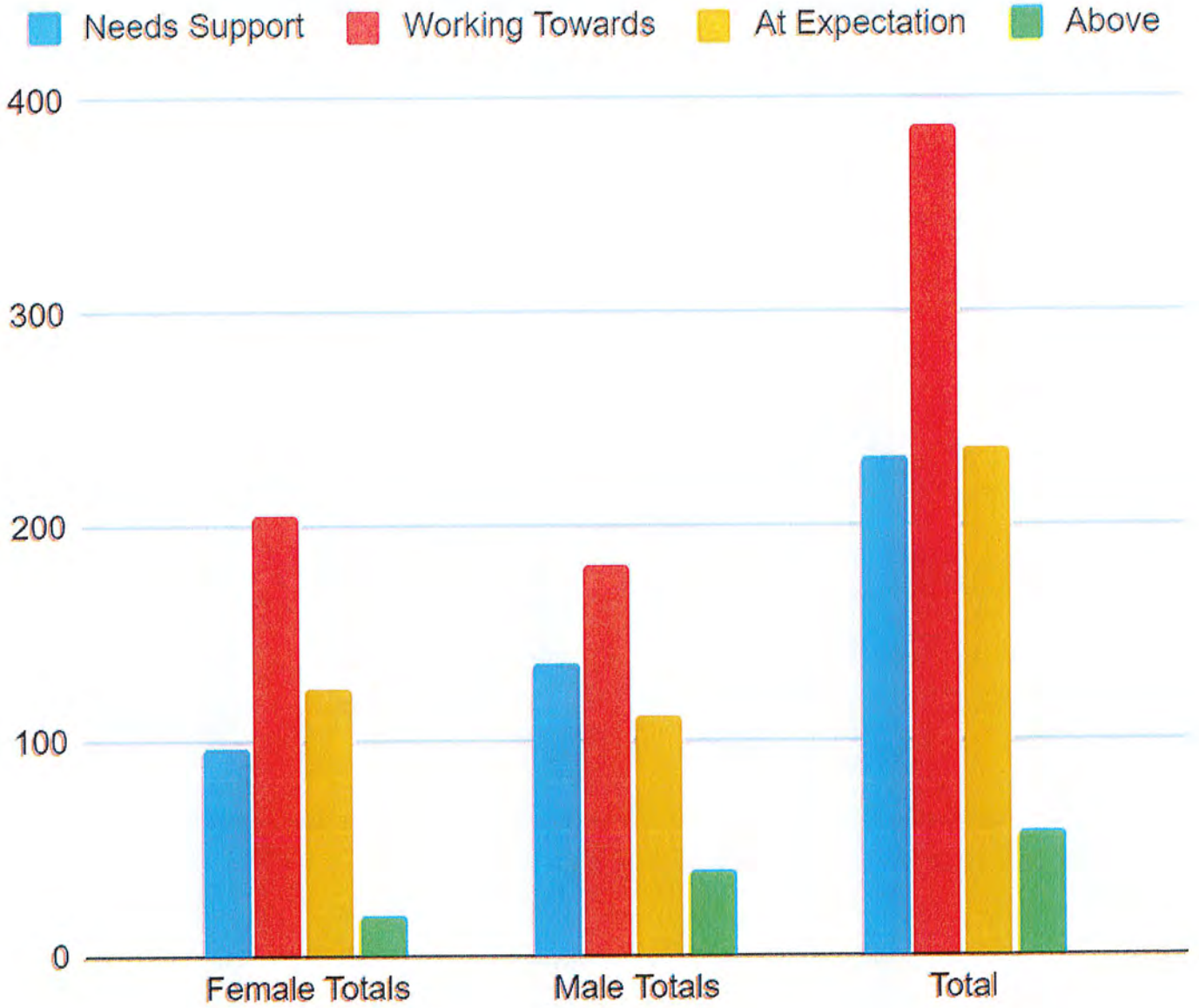
YEAR 7 MATHS OTJS



YEAR 8 MATHS OTJS

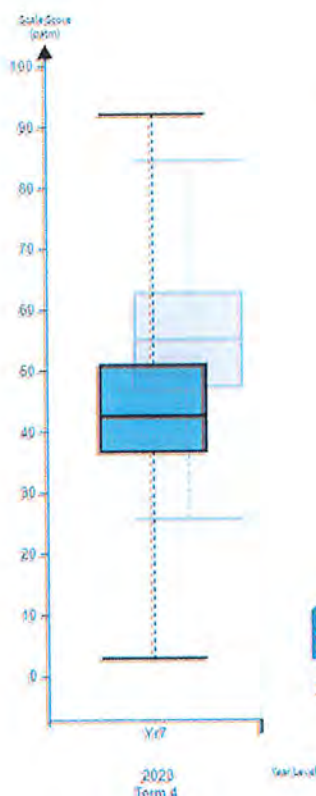


WHOLE SCHOOL MATHS OTJS



PAT Mathematics Analysis:

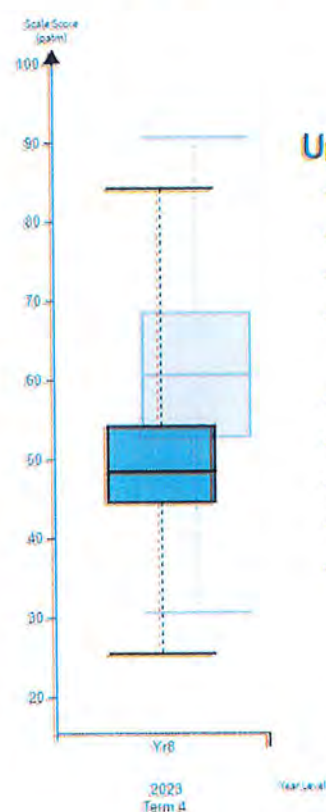
Totals for students are taken from Raw OTJ data in order. For example, for Year 7 PAT Mathematics I have stated that 408/439 completed the test to keep totals of students consistent throughout. All PAT results (with the exception of 'cleaned' graphs and tables) are raw data. The raw data gives more context to gauge the accuracy of teacher OTJs: whereas 'cleaned' data gives a true picture of progress.



Uncleaned Year 7 Term 4 PAT Maths:

- 408/ 439 or 92% of Year 7 student population sat PAT tests
- Mean scale score in Term 1 2023: 38.7 (3P Year 5 Level)
- Mean scale score in Term 4 2023: 44.4 (3P Year 6 Level)
- 50% of Year 7 student population is within 36.8 and 51.0 (3B to 4P range)
- 25% are between 2.9 and 36.8 (<2B to 3B)
- 25% are between 36.8 and 44.4 (3B to 3P)
- 25% are between 42.7 and 51.0 (3P to 4P)
- 25% are between 51.0 and 92.1. (4P to 5A<)
- 50% of national population sits roughly between 4B to 5P

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	7	408/435	44.4 (55.0)	10.1 (11.4)	92.1 (84.4)	51.0(62.7)	42.7 (55.0)	36.8(47.3)	2.9 (25.7)

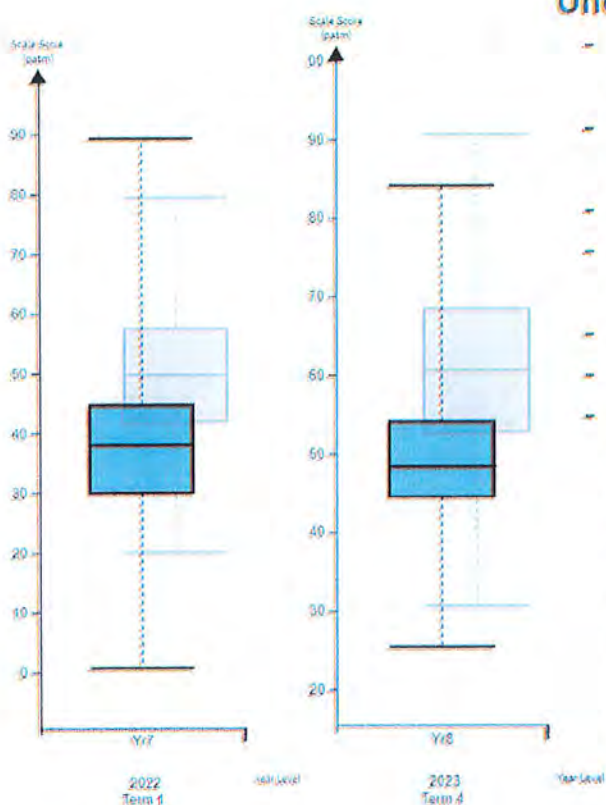


Uncleaned Year 8 Term 4 PAT Maths:

- 447/ 476 or 93% of Year 8 student population sat PAT tests
- Mean scale score in Term 1 2023: 41.5 (3P Year 5 Level)
- Mean scale score in Term 4 2023: 49.4 (4B Year 7 Level)
- 50% of Year 8 student population is within 44.6 and 54.2 (3P to 4P range)
- 25% are between 25.5 and 44.6 (<2B to 3P)
- 25% are between 44.6 and 48.5 (3P to 4B)
- 25% are between 48.5 and 54.2 (4B to 4P)
- 25% are between 54.2 and 84.2 (4P to 5A<)
- 50% of national population sits roughly between 4P to 5A

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	8	447/467	49.4 (60.6)	8.1 (11.6)	84.2 (90.6)	54.2(68.5)	48.5 (60.6)	44.6(52.8)	25.5 (30.6)

Uncleaned Year 8 Term 4 PAT Maths cont:



- Term 1 2022 : 50% of Year 7 population between 30.0 and 44.8 (2P to 3P)
- Term 4 2023: 50% of Year 8 student population is within 44.6 and 54.2 (3P to 4P range)
- 25% of 2022 Year 7s between 0.7 and 30.0 (<2B to 2P)
- 25% of 2023 Year 8s now between 25.5 and 44.6 (<2B to 3P)
- 2022 Year 7 upper quartile was 44.8 to 89.3 (3P - 5A<)
- 2023 Year 8 upper quartile is 54.2 to 84.2 (4P to 5A<)
- Do these two data points (listed above) say anything about how we are extending students in our school? Or, are we talking about such small numbers that an inference such as that is inaccurate? The fact that the lowest of the upper quartile has moved from 3P to 4P shows a majority of students are making progress relative to curriculum. So perhaps the questions raised in this particular bullet point are not so much a major concern, but something to investigate further next year in 2024.

	<p>in and outside of the classroom.</p> <ul style="list-style-type: none"> ○ Wifi and network: Issues with connectivity are still apparent every now and then, but only in certain places of the school. We had a meeting with N4L around their lack of communication to support our situation. I am hopeful this will not continue to be an issue. ○ Printers: Have continued to have their ups and downs this year. Toshiba have been in a few times this year to fix, upgrade and clean our printers. Unfortunately, we have had to follow up with Toshiba more than we would have liked due to this. ○ Sound systems: A bit of a tidy up has happened in the Hall, where we now have a box to hold all the wires/receivers for the microphones etc. Only the IT Technician and Leadership have a key for this cabinet, which has meant there have been no issues in this area since we have tidied it up. However, it has interfered with some of the radio signals connecting the microphones. We are monitoring this at present. ○ One of the speakers in the Hall has also blown a fuse (right speaker, if you are facing the stage). They are now 8 years old. We have had the speaker sent away but the module amp needed is hard to come by (not being made anymore) so we will continue to use this sound system until it can't be used anymore. ○ Cameras and Speakers: Cameras come in handy when we need to check on something. Davi is always very diligent when he is asked to check footage. Speakers on the other hand have had a few faults and a couple stolen over the year. Davi ensures these are sent back to the supplier and fixed as soon as possible. ○ Hardware: This includes 7 new POE switches which were replaced due to the storm we had at the beginning of the year. These are cloud-based management systems and will potentially need to be upgraded in 2025.
<p>Ensure the upkeep and maintenance of ICT consumables within our school are accounted for in an ongoing way and checked yearly</p> <ul style="list-style-type: none"> - Test and Tag - Cables - Machines/Appliances 	<ul style="list-style-type: none"> ○ Term 3 is when our IT Technician tests and tags all our appliances in our school. A huge job as we have over 1,400 devices, and that's only laptops, computers and TVs. This doesn't include the machines and appliances (cameras, phones, bell and printers) we have also. ○ Staff have been better at looking after such resources. However, there have been a few replacements of items such as HDMI cables and locks on laptop cabinet doors.
<p>Hapara, Google, Microsoft Licenses and Software are kept up to date for staff and students</p>	<ul style="list-style-type: none"> ○ Our IT Technician ensures our licenses are kept up to date each year

	<ul style="list-style-type: none"> ○ In 2022, we had 1024 current licenses which covered all our staff and students. This year, with a growing roll of 930+ students, we have had to upgrade the amount of licenses to cater to this. We now have 1250 licences to cater to staff and students. ○ We continue to communicate with Microsoft to install a dual Google and Microsoft package which helps with all devices to distribute apps etc and control our digital environment. ○ Hapara is a third-party software, which is no longer supported by Google. This means we must deploy the software to match our systems. ○ It would be good to further our skills in Hapara in the future, to see what else this software has on offer and how it can support student learning in classes
<p>Major area of review for 2023 includes Digital Infrastructure - looking specifically at the use of digital devices in class to support students learning</p>	<ul style="list-style-type: none"> ○ Digital Infrastructure is under review this year, where we will look into the use of digital devices specifically examining how our devices are utilised in classrooms to support student learning. ○ This presents an opportunity to assess and refine current practices that are in place and therefore find next steps for our new DP portfolio - e-Learning and Infrastructure. ○ The emphasis for this self-review is about optimising the use of digital tools to align with the learning intentions across Math, Humanities and Form Time subjects (for starters), enhancing the overall learning experience for our students. ○ This review is also about ensuring that the technological integration and use of devices is purposeful and contributes meaningfully to their learning, not just being a substitution for a worksheet.

DISCOVERY PROGRAMMES

OBJECTIVES	ANALYSIS
<p>Ensure Options retains its rigour as an extension of the curriculum. STEAM based as well as GnT Options.</p>	<ul style="list-style-type: none"> ● Many opportunities for students to explore new and demonstrate current talents in options such as: GnT Math, Art Design, Whakorero, Poi Making etc. However, some areas have ventured away to specific STEAM structure where we saw a need ● All teacher choices for the options they will offer are reviewed by the leadership team, ensuring that high-quality options lessons are available to students. This process helps maintain a standard of excellence and aligns with the overall goals and objectives.

<p>Teachers use a shared planning template/expectation to ensure high quality, thoughtful planning.</p>	<ul style="list-style-type: none"> All planning is linked into a shared document for review and feedback, addressing any necessary adjustments. Some teachers have received light support concerning their planning and implementation, but this has been targeted to very specific areas.
<p>Increase the emphasis of the "create"/"share" for each Option. Develop and provide more opportunities for students to perform and share what they have learnt/practiced in Options.</p>	<ul style="list-style-type: none"> There's room for improvement in this aspect. While work is typically showcased in classrooms, we can explore additional avenues for sharing work and performances, such as utilising platforms like Facebook, Instagram, or organizing a dedicated "Celebration of Learning" event
<p>Form teachers must dedicate time to ensuring their students choose the Option that is right for them. Use of an explanatory slideshow that helps students choose their Option could help form teachers do this.</p>	<ul style="list-style-type: none"> We have a well-designed selection process in place. Students are initially presented with various activity options, from which they choose their top 4 preferences. Their form teacher compiles and adds these choices to a document, and students are then assigned to activities accordingly.

E - LEARNING

OBJECTIVES	ANALYSIS
<p>Ensure new staff induction includes helpful information on E-Learning</p>	<p>Consider incorporating this into the 2024 Staff Induction for better integration. The Deputy Principal (PLL) should ensure there is a scheduled session where an "expert" or "experts" share how they effectively use devices to support learning in their classes.</p>
<p>Ensure devices in class are being used effectively using the SAMR model and not just as a substitute for pen and paper.</p>	<p>This is the ongoing dilemma for teachers. Research is suggesting there needs to be more of a balance with the use of devices versus traditional methods.</p>
<p>Provide opportunities for PD for staff to support their use of devices in the classroom.</p> <ul style="list-style-type: none"> Staff experts 	<p>We need to be utilising more 'experts' who can share with other staff members. UTB is now finished so most staff feel upskilled to a certain extent on the use of devices in class to support students' learning. However, we would look at getting more teachers to present to teachers at the beginning of a staff meeting, for example.</p>
<p>Major area of review for 2023 includes E-Learning - looking specifically at the use of digital devices in class to support students learning</p>	<p><i>Please see digital infrastructure analysis</i></p>

ENVIRONMENTAL EDUCATION

OBJECTIVES	ANALYSIS
<p>To implement an engaging and rich programme to better equip our students with the knowledge, skills and motivation to tackle environmental issues.</p>	<p>Nature Club Period 6: This is run 3 days a week and is open to the whole school. However, only the keen students who don't need chasing are kept on the roll. That been said, there is a group of approximately 40-50 students who attend.</p> <p>Eco Apprentices: This is an opportunity to extend the really keen students and provide them with routine training to upskill them as Eco Leaders. From this pool of students it will help with Eco Council selection for next year.</p> <p>We conduct regular field trips to the Puhinui Reserve, Recycling Centre, and throughout the broader Manurewa Community. We've also had a fantastic day at Tiritiri Matangi with Department of Conservation (DoC) Rangers. Plans for Botanical gardens are underway as well as more, in-depth visits to Puhinui Reserve.</p>
<p>To engage in problem solving, and take action to improve outcomes for the natural environment.</p>	<p>Reinforcing the Design Process as taught by our current Sustainable Enterprise teacher. Our Enviromental Education teacher supports in this space by focussing on the testing and modifying aspect to allow the concept to really sink in for the students.</p> <p>Greenhouse renovations have become a reality thanks to South Science funding us \$20,000, enabling us to collaborate closely with our students to enhance our greenhouse. The key purpose of this funding is to actively engage the students in the renovation process.</p>
<p>To increase the biodiversity (plants, fungi, birds, reptiles and invertebrates) in the school environment.</p>	<p>So far we have seen the introduction of pure bred silkie chickens, Japanese quails as well as expanding on the range of vegetable and native plant species in the school. With more plant diversity, more habitat and ideal conditions are created for a broader range of species. Rat trapping will also support the native wildlife with breeding and feeling secure on our school grounds. We recently planted both a Rimu and Tawa tree alongside our outdoor classroom.</p>
<p>Learn to build soil and maintain organic recycling systems conserving natural resources and diverting food waste from the landfill.</p>	<p>Fruit kitchen: All wasted fruit and separation cardboard is put through our compost system.</p> <p>Admin Office: Shredded paper is saved for the compost</p> <p>Sustainable Enterprise Students: Throughout the year, students have actively participated in various aspects of composting. They've been involved in tasks such as turning soil, removing plastic waste from the soil, layering brown and</p>

	<p>green waste, transferring soil into gardens, and adding materials like coffee grounds, 'blood and bone,' and water to enrich the compost and facilitate its ongoing growth.</p> <p>Class Services: Room 14 were involved in shredding cardboard for the compost as part of their service earlier in the year.</p>
<p>To empower students as kaitiaki to drive and lead environmental projects in the school environment.</p>	<p>Eco Council is increasingly taking on more and more responsibilities. They've been conducting tasks like random bin checks, organizing waste workshops for classes that need help with proper bin sorting, ensuring all classes have clear bin labels, improving the eco-friendliness and efficiency of our lunch system, overseeing and mentoring Eco-Apprentices, and recognising outstanding contributions on a weekly basis during assembly through the Sustainability Shield awards!</p> <p>Eco Apprentices provides a way to train and observe future Eco Councillors and Eco leaders.</p>

E4S

OBJECTIVES	ANALYSIS
<p>Develop and maintain a programme that accurately supports the students learning and understanding of sustainability from a personal (wellbeing), whanau, cultural, societal and ecological perspective (local to global) Emphasis to be put on the Eco Council and Eco Ambassadors getting more involved in school-wide initiatives.</p>	<p>Our Environmental Teacher is a reflective and proactive practitioner. All learning activities students are involved in are designed around empowering their abilities and knowledge to be effective Eco-conscious people.</p> <p>Responsibilities within our program are incredibly diverse, offering numerous opportunities for students to take on various roles. These roles encompass tasks like animal feeding and care, tending to the garden by both maintaining and creating new areas, administrative duties such as designing data collection sheets and collecting data, servicing our rat trapline, nurturing seedlings, cleaning, organizing equipment, and even contributing to educational displays and designing informative signs, among many other tasks.</p> <p>The Eco Council is increasingly involved in wider school life i.e. recently supporting the lunch crew and all classes to produce less waste, policing the bins and supporting students to use the correct bin and mentoring the next, promising group of Eco Councillors.</p>
<p>Refine the programme of withdrawing students from Sustainable Enterprise to participate and be involved in the maintaining of the school sustainable learning spaces with the Environmental Education teacher,</p>	<p>Students are taken out of class in small groups of approx 5-10 (depending on the work they're doing). These students receive the same information presented in the Sustainable Enterprise class through working closely with the Environmental</p>

	Education teacher on Eco projects around the school. Every student has the chance to engage in outdoor learning experiences at least a couple of times each term. Additionally, for those who seek to take on leadership roles, opportunities are available to enhance their skills and guide other students in this outdoor learning journey.
Provide authentic learning opportunities for a wider range of students around sustainability by including practical opportunities to interact with genuine experiences.	Practical Opportunities provided have ranged from, creating a native plant garden, establishing and maintaining a rat trap line, participating in the South Auckland Moth Plant Competition, field trips to Tiritiri Matangi Island, Puhinui Reserve (Adopt a Park Programme run by Auckland Council), Manurewa Community Recycling Centre (Run by Beautification Trust), in-school waste audits,, raising chickens from eggs, providing enrichment for our animals, caring for our animals, maintaining gardens for vegetables, flowers, pruning and feeding our fruit trees, designing posters, coastal monitoring at a local beach and visiting the Auckland Botanical Gardens to learn about weaving and tikanga surround harakeke.
Develop students' understanding of their impact on the world (positive, negative or neutral), and how to sustain their personal wellbeing and create a more sustainable culture in their everyday lives.	This is interwoven into everything I do. Involving students in the Nature Club is the most effective way to achieve these goals. Personal well-being being linked to Nature is possible because the students are immersed in a range of environmental contexts to problem solve and enjoy. I've observed many students come out of their shells and find their confidence and enjoyment in learning because of their involvement in Nature Club!

FRIDAY FRENZY

OBJECTIVES	ANALYSIS
<p>Learning Assistant</p> <p>LANGUAGES</p> <p>This was introduced in 2022 as a form time module to support teachers with resources to help deliver quality programmes in languages other than English. For 2023 the focus will continue to be on Te Reo Maori through different context eg. School Haka/ Greetings/Tikanga.</p>	<p>Once again this was done with varying degrees of success, and based on the individual's confidence in this area as well. This sat alongside the Te Reo PD given at the start of every staff meeting which supported teachers with what they could teach/expose their students to each week. School Haka competition rounded the term off which was a great way to show pride and value in Te Reo across the school. Still have this wondering, because Languages is only done once a year in Module 3 it is very difficult to gain traction with the other language focus MI has. What other ways can languages happen throughout the year where teachers learn and can in turn teach their students?</p>

<p>FOUNDATION BASICS Support Form Teachers in identifying students gaps in basic competencies and then provide a support programme that meets these needs across a number of weeks and curriculum areas.</p>	<p>This year teachers were told to specifically focus on Punctuation and Grammar as a result of the low results we saw in the students' PAT Punctuation+Grammar test. Teachers were encouraged to go back to didactic teaching and teach basic skills the students need in order to make their writing make sense. Several teachers took the opportunity to share valuable resources related to the Punctuation+Grammar.</p>
<p>CAREERS (2024) To support students in engaging in careers education, through meaningful, practical activities to provide an initial understanding of career pathways based on education choices.</p>	<p>2024 Form Time Module This will happen in Module 8 2024</p>
<p>MEDIA STUDIES Develop an understanding of how the media influences society and young people both positively and negatively and how students can monitor the media's influence on themselves. To engage students in developing awareness and skills in being able to deal with growing in a digitally complex world. For 2023 the focus will specifically be on Cyber Safety. Students will be engaged through an online programme called "Our Kids Online".</p>	<p>The Our Kids Online programme was engaging and easy to follow. The handbooks prepared made it simple to teach. The videos were relatable for students and good class discussion stemmed from it. Teachers did need to be careful about content selection for their class as some classes may or may not be ready for some of the discussions. The booklet and teaching material appeared to be most effectively utilised when selected based on the needs of the class rather than taught as a sequence.</p>
<p>GEOGRAPHY (2024) Students will learn about different places, the continents and countries as well as the oceans, rivers, deserts or mountains on our planet. Expand students knowledge of the world and its history as well as develop student skills with reading a variety of texts in this subject area, e.g. map reading, ability to interpret a key/legend, understanding of scale, etc</p>	<p>2024 Formtime Module This will happen in Module 8 2024</p>
<p>GLOBAL DISCOVERIES Students will look at facts about natural environments and landforms and will discuss how people live in different parts of the world, and challenges such as the effects that pollution, natural disasters, wars and conflict have on the people around the world and we will learn how to protect our environment so we can help to preserve the earth for future generations. and learn about what makes our planet liveable.</p>	<p>This unit will be taught in Term 4 of 2023 This is another Form Time unit where more of an inquiry focus could be brought in to allow for more differentiation based on student interest. It will be interesting to see how teacher planning manages to encompass such a broad topic. Teachers have mentioned that simply having the broad aims of the unit established as whanau and then being left to plan their own material, adapted to their own class would allow them to follow student interest more.</p>

GIFTED AND TALENTED

OBJECTIVES	ANALYSIS
<p>The GnT team will ensure that opportunities are made available to students across all curriculum and extra curricular areas. Maintaining a high level of efficacy around accelerated learning and performance.</p>	<p>The opportunities available to all curriculum areas have been quite comprehensive this year. Literacy has had Rehu Tai, a School wide Spelling Bee and a school wide Narrative Writing competition to allow students to extend themselves. Math has had three Math competitions; South Auckland Manurewa Mathex, the internal school wide Mathex and the Auckland Mathex. Sports has had the Sports Enrichment classes participating and attending most sporting events available to them and their unique programme with a sports focus has been extremely beneficial to their confidence, attendance and academic progress. Dance has had the high achieving and competitive 728 Dance crew run by our talented Dance teacher. Music enthusiasts have several opportunities to explore their passion through our Enrichment bands and instrument lessons, open to dedicated and committed students.</p> <p>Our work on is to extend these opportunities in a Science direction, which appears to be the major curriculum area missed out.</p>
<p>Ensure teachers have input and value the systems we have in place to identify GnT students who demonstrate GnT through indicators based on evidence.</p>	<p>All GnT representatives discuss in their Passion Pod as to how we cater for the GnT students across the whole school. Additionally, GnT opportunities are spaced throughout the year to ensure that students who are identified later are still able to participate in these activities.</p>
<p>To ensure students who are identified as GnT and/or higher ability are catered across the curriculum. Evidence of this should be in teachers' planning.</p>	<p>Numerous discussions in Passion Pods to cover all curriculum areas and discuss/share how we cater for these groups. Professional Development was provided to ensure that teachers understood the different forms of differentiation.</p>
<p>To ensure teachers are given opportunities to upskill in their practice re Gifted and Talented/Higher Ability students</p>	<p>Staff PD on differentiation (content, process, product and environment) and GnT focus group regularly leads discussions in their respective Passion Pods to identify and share various methods for differentiation catered to higher learners</p>
<p><i>SPORTS ENRICHMENT</i></p>	
<p>Students are highly performing athletes (not just a 'keen' sportsperson).</p>	<p>Since the very start of the year, this was emphasised during their trials. Throughout the year, the expectation of their high performance for both games and training was reiterated.</p>

	Each term, beginning and end, they are all required to test their progressive level of fitness in the beep test. They are also reminded of their individual contracts which were signed by them and their parents.
MENTORS: Students show leadership and help to build student confidence in sports programmes at school.	School Rec sets up all students in the sports class to host/lead a game with an adult. All students in the enrichment class get to referee lunchtime sports that occur during both morning tea and lunch on Wednesdays and Thursdays throughout the year.
Students fully commit to any sports teams they are involved in.	Students receive consistent reminders about the significance of commitment, and they are also made aware of their individual contracts, which were signed by both the students and their parents. This helps reinforce the importance of their commitment.
Students maintain a high level of school attendance (94%).	This is maintained through the contract. Both Sports Focus classes keep in regular contact with parents to keep them in the loop with this. Related to attendance is the fact that if students do drop below, other factors come into play with regard to other privileges being withdrawn like taking part in sports teams. Students are reminded that attendance and academics will always come first.
Students attend homework club once a week.	This is compulsory with all students in class and is built in with their contracts. Parents are told at the beginning of year meeting that this is also non-negotiable. Homework Club programme content is academically driven, with either sports-related content or other academic topics.
BANDS	
To develop students' musical ability by rehearsing, listening, writing and performing as a part of a group being led by top and appropriate coaches	This has taken place across a range of levels in 2023. We have seen the biggest gap in ability for those who are in the GnT bands with some students really needing proper coaching on just how to properly play the instrument. This can only be put down to the impact of COVID lockdowns and the music opportunities the students weren't exposed to. However, it has not been a barrier to maintaining three bands for GnT students
To develop students' individual musicianship skills within a group by using and maintaining equipment that is befitting and fit for purpose	Initially, we begin by assessing each student's individual musical abilities as a whole class as well as their interests and skill levels to understand where they're at. We use the instruments in curriculum music to conduct group music lessons where students can learn and practice together. However, we have also provided individualised

	attention and feedback to each student to address their areas for development.
To ensure ALL bands are given the opportunity of regular and meaningful performance opportunities as well as enter competitions to showcase their talent.	We had three bands take part in the 2023 BandQuest. This is the 12th year we have entered this competition. Students also dovetailed into taking part in school singing as well as leading waiata in school assemblies.
To continue to promote and enhance our GnT Bands into holistic, well-rounded <u>performers</u> , ensuring the quality of the WHOLE performance is of a high standard.	Students are taught how to perform as a group touching on group performance techniques that feature in Level One NCEA Music. The growth the students make during the year is significant and measurable.
G AND T GROUPS	
To give opportunities for our students to participate in activities that showcase their talent including competitions and exhibitions. e.g. Passion Pursuits elite performance groups, GnT Bands and Performance Groups etc.	<ul style="list-style-type: none"> • 728 Dance Crew - Dance competitions • G & T Bands - Band Quest • Sports Enrichment Class - Participate in sports games/competitions • Nature club - Participate in a variety of community initiatives • Chess club - Participate in various chess competitions • Mathex team - Compete in Manurewa and Auckland Mathex competition • Rehu Tai finalists - Compete in Manurewa Rehu Tai speech competition • Fashion show entry (wearable arts) • Esports • Rewa's got Talent • Cultrural Night performances • UN Show performances
To provide more explicit opportunities to cater for Higher Ability students through various activities eg. cooking, Performing Arts, Dance, Music, Academic, Leadership etc such as been done in the speech, spelling and math competitions	<ul style="list-style-type: none"> • Master Chef • 728 including the performance at the Dew Drop Centre and achieving silver at the AIMS games • Enrichment Bands and Band Quest • Leadership Camp • Whānau leader's Camp • Variety of councils Councils
To continue to develop our winning Hip Hop team - '728's'. Ensure they are given the opportunity of regular and meaningful performance opportunities as well as enter competitions to showcase their talent.	<ul style="list-style-type: none"> • Team achieved Silver at AIMS games • Performance for express at the Dew Drop centre, showcase called express yourself. • Also going to Sylvia Park School to performance and showcase.
To continue to develop our Cultural talent - e.g. TMKR. Ensure they are given regular and meaningful performance opportunities as well as enter competitions (where appropriate).	<ul style="list-style-type: none"> • Performance at Erin Park • School assembly • Cultural night • Period 6's
Establish and maintain the whole school programme MindPlus in conjunction with Charlotte	The MindPlus programme was cancelled before the beginning of the year as the partnership with

<p>Davis and the MindPlus team. This programme should support identifying and catering for gifted and talented students in all curriculum areas.</p>	<p>the company broke down. The programme was modified and the RTLB were engaged to support with running the GnT withdrawal programme. It was highly successful and the students surveyed were incredibly positively. The programme stopped after Term Two as the teacher running it left, however, there is a modified version being run in 2024 led by members of the Leadership team.</p>
<p>Establish and maintain the enrichment programme developed for the academic enrichment class through MindPlus and the Form Teacher Charlotte Davis. This programme should support enriched learning through Form Time.</p>	<p>This programme didn't run as the MindPlus partnership did not eventuate. The differentiated programme led by the line of teachers for the academic enrichment class was maintained for this year. It has proven to be successful and this objective will not be pursued in 2024.</p>

GUIDANCE AND SUPPORT

OBJECTIVES	ANALYSIS
<p><i>Learning Support Coordinator</i></p>	
<p>To ensure all students with moderate to high learning needs receive the appropriate support to enhance their learning and progress</p>	<p>Students of concern are discussed during our G & S meetings which are held on Mondays. Thereafter, these students are Snapshot - data analysed. A line of discussion with all teachers concerned is held with an agreed plan of action put in place. Having a shared understanding of how the child can be supported holistically promotes engagement and progress in all learning areas. Collecting Student voices helps with planning for their individual learning styles. Specific resources are created to help to enhance the learning to ensure that the learning goals are met. Regular follow ups with students and teachers helps to monitor the progress within the student and if there are needs to modify the programme or resources.</p>
<p>To continue to support parents and whānau to partner successfully with their school and develop an understanding of learning support processes</p>	<p>This is work in progress as I am continuously trying to build positive relationships with all students' whānau. Home school partnership is an important element so that whānau have the necessary tools and strategies to support their child at home. We look forward to strengthening this process in 2024.</p>
<p>To support staff in schools to lift their capability to better meet the needs of learners</p>	<p>Term Two data collected has proven that showing rather than telling has been successful. When resources have been created to meet the student's specific learning needs, I have gone into classrooms and worked with the students while the teacher observes. To build their capability and upskill themselves thereafter I coteach with these teachers. Sunshine Online and EPIC are online resources that teachers are using for their low achievers and high achievers. Support with administering and</p>

	<p>analysing Probe data has helped build some teacher's confidence with this assessment tool.</p>
<p>To upskill and support the new LSC to perform their role successfully.</p>	<p>DP: GnS has taken me through the Guidance & Support systems and processes which helped me transition into this role without hiccups. He is always open for discussions and provides constructive feedback and feedforward that helps build my capabilities and growth as an LSC. I appreciate how gradually he assigned tasks to me to be more productive in my role.</p>
<p>ESOL</p>	
<p>To ensure the ESOL programme targets students needs and the students involved in the programme are engaged and motivated.</p>	<p>Each lesson that students attend are targeted at front loading students with content covered in their core subjects, mostly humanities. Because our numbers are low we are able to present learning opportunities in a fun and engaging way. Breakout lessons include: 'Pizza and poetry' 'Procedural writing, how to make a.....' 'Persuasive writing, Why my smoothie is the best'</p>
<p>To provide support and communication around how ESOL students can be supported in class to enable access to the curriculum</p>	<p>Our team are in constant communication with the formtime and humanities teachers. Together we identify strengths and work-ons of our ESOL students and devise ways to support their learning. During various weeks in ESOL this may include, working on their speeches, brainstorming or working on adjectives to enhance their learning and understanding.</p>
<p>To provide information that can support the ESOL learners through reflection and analysis.</p>	<p>Reflection and modelling is something we do very well here in ESOL. Scaffolding by way of modelling expectations of behaviour and learning outcomes has proven a success as students strive to duplicate those behaviours. Probes are done 3 times a year. Feedback is provided in student books to add value to their own personal reflections of their work and also as a way to validate their efforts.</p>
<p>To upskill and support the new ESOL Teacher to perform their role successfully.</p>	<p>We are an open and honest team here in ESOL. Our lessons are reflected upon daily in professional yet informal conversations. When we have a suggestion on how to improve upon our lesson that week, we jump on that boat immediately and try it out. ESOL cluster meetings are happening soon, so that should be interesting to see what others out there are doing.</p> <p>The LSC provides many opportunities for us to implement new skills and programs to help our programme E.g. Reciprocol reading observations with RTLb, learning village with various students.</p>

Learning Assistants	
To support students learning through careful placement in classes based on the effective use of Learning Assistant Action Plans / LSDM / and TAI	This has been very successful and the student's needs appear to have been well addressed when specifically identified. There was less specific intervention with programmes than anticipated, however, it does appear to have been the appropriate amount.
To ensure funded students get their allocation of Learning Assistant support	This process continues to be robust and the DP: GnS has multiple systems in place to ensure this is done correctly. All interventions are incorporated and included in that allocation provided they are intervention programmes such as High Fliers: Quick 60 and High Fliers: Numicon.
To provide opportunities for Learning Assistants to be upskilled in Learning Interventions eg. AWS, Spring into Math etc.	This has been partially successful and has been enabled through project referrals via the RTLB. It would be beneficial to include more holistic upskilling as this has been successful in the past, despite it being quite expensive. We have had a number of new hires this year so it does seem timely.
High Fliers	
To ensure this learning intervention has value added for the students involved	Testing has shown that students as a whole have improved in their literacy levels. This is a testament to the work that the Learning Assistant leading this programme has done. He is incredibly passionate and proactive.
To upskill the Learning Assistant's in the effective delivery of this programme.	Support from the LSC has meant the Learning Assistant is now been upskilled enough to be completely independent and he no longer requires week to week observation.
In-Class Interventions	
Students are assigned Learning Assistants based on identified needs and appropriate interventions are to take place within the class.	Learning Assistants are assigned depending on the needs of the students with positive relationships being the most important factor. Following that, Learning Assistants with skills in the interventions which would benefit the students most. Examples of interventions in place; Sign Language classes, Numicon - Number Knowledge intervention and AWS - phonics and sounds intervention.
Learning Assistants continue to be upskilled in in class interventions that can address a variety of needs.	Some Learning Assistants have moved into their own professional development with one LA enrolling in night classes for Sign Language.
Learning Support	
To cater for the learning needs of all groups of students (well below, below, at and above) based on data and relevant need	High Fliers has achieved notable success in providing support to a diverse group of students, including those in the ICS and ORS programs. AWS has played a pivotal role in assisting a significant

	portion of students who were referred due to challenges in participating effectively in classroom learning activities. Additionally, there are students who have been assessed as meeting or exceeding expected levels of performance, but they face obstacles stemming from underlying conditions that hinder their engagement. Collaborative discussions have been held with their teachers, resulting in the tailored support strategies for these students.
Hard launch and maintain the Learning Support Register developed at MI by ceasing the use of now redundant systems.	The previous system of the Learning Support Pathway has now been completely transitioned to the internal LSR.
Implement and maintain the use of the Learning Pathway for students being supported by the GnS team through the Learning Support Register developed at MI.	The new system has proven to be incredibly successful and is a well established part of the GnS meeting procedures. Supporting the new DP: GnS to ensure he is able to effectively utilise this tool is the main goal for 2024.
Implement and maintain the use of student Snapshot data to support students referred to the GnS team.	The new LSC has been upskilled on how to run the snapshots and has proven to be incredibly efficient at it. The data collected is used in line of teacher meetings to create bespoke interventions for high needs students.

HAUORA

OBJECTIVES	ANALYSIS
GRADUATE PROFILE Introduce the MI Graduate Profile to Year 7 students and reinforce for Year 8's the importance of this. Ensure there is a deep understanding of what it means by drawing meaningful links to our programme of learning as well as teaching and reporting to it explicitly.	Having this as the Term One Hauora module allows for a deeper understanding of each Graduate Profile aspect. Students get an understanding of all eight of the Graduate Profile aspects. However, it is some teachers who voice that there does not need to be a double of the Graduate Profile in Term One and that this time could be used for something else. Opinion would say though that students ALL need to know the eight aspects fairly quickly once they start school because of the importance that is placed on the Graduate Profile. By doing the double up in term One it also guarantees that students are exposed to the aspects early and can talk about these. This had been reviewed feeding into the 2024 timetable.
KEEPING OURSELVES SAFE (2024) Teach students a range of safe practices that they can use when interacting with other people, both online and face to face. Teach students how to recognise the difference between healthy and unhealthy relationships, and encourage students who have been or are being abused to seek help	2024 Formtime Module This will happen in Module 5 2024
SEXUALITY ROAD	It was an interesting topic this year. Before it started in class there was more questioning from the staff

<p>To support teachers in delivering high quality learning for students around personal health and wellbeing (Sexuality Road).</p>	<p>who didn't feel confident as to why we do this and if it could be broken into boys and girls. There was some evidence of staff naivety as well as the students and whānau. There were 21 students who did not participate in this programme. Communication from whānau indicated the reasons as being religion, their child is too young to know this stuff, or that whānau will be the ones to tell their child. It is interesting that this number is the most it has ever been. Suggestion that before it is done again in 2025 that the whole staff undergo training around this programme.</p>
<p>NUTRITION Develop a practical and technical understanding of personal nutrition.</p>	<p>The nutrition lessons are probably arguably one of the more important form time subjects that are taught. Anecdotal conversations with teachers revealed that the nutritional knowledge of the students was quite variable. This probably reinforces the need for teaching the unit. Science also covers similar concepts: but it is good for the students to be exposed to key ideas on how energy in food is actually measured in a number of different ways. Other key ideas that are important for students to be exposed to are how sugary and fatty food affect our vascular system. This is something that Putaiao will also be looking at in Term 4, 2023.</p>
<p>MI SELF AND PEERS Create meaningful links between Hauora and how we care for ourselves and how physical changes affect us as we grow.</p>	<p>There is little wrong with the focus of the units in form time. All of the units have relevance. However, there is a discussion to be had around how collaborative planning works. Teachers could establish the broad aims of the unit together, then gather resources they think will be useful to meet those aims in a shared folder. The actual sequences of teaching and how the content is relayed to the students should be left to the individual for the teacher. This would allow the form teacher to adapt to their own class. Also: having broader links to the curriculum would open planning up for teachers. Certainly for units like this anyway, which should be personalised to the class.</p>

HUMANITIES

OBJECTIVES	ANALYSIS
<p>Maintain collaborative practices such as peer planning review and peer observations.</p>	<ul style="list-style-type: none"> - Weekly buddy planning checks - feedback given on each other's plan for the week. - Ongoing Humanities lessons observations - by Passion Pod leader and other colleagues. - Modelling in class as and when necessary. - Weekly optional planning meetings available for Humanities to meet and do planning collaboratively.

<p>Ensure coverage and assessment of Achievement Objectives of the NZ Social Science Curriculum is maintained and is about the equivalent of one period per week, though this may be integrated across a week in a topic approach.</p>	<ul style="list-style-type: none"> - Social Science objectives selected from the curriculum and linked into our Social Science aspects covered in Humanities. - Social Science topics discussed and decided on during Passion Pod meetings. We try to keep topics relevant to our students interests, - Social Sciences included in weekly planning - sometimes integrated into Reading and Writing and sometimes done in isolation (teacher's choice). - Teachers use a variety of teaching resources to present information relevant to the topics covered in Social Science. For example, books, online sources, videos, articles etc. - Resources are also differentiated to suit the varying needs of students in our classes.
<p>Commit regular time of significant length to 'teacher talk' in Passion Pod meetings whereby Humanities teachers can compare approaches, suggest ideas, share work results, discuss levels etc.</p>	<ul style="list-style-type: none"> - Focus of the week and work ons going into the new week are shared and discussed at Passion Pod meetings as well as included in our weekly planning reflections. - Sharing time during our passion Pod meeting times - teachers share things that they are doing/using in their Humanities lessons. Often we are able to implement ideas gathered during these sessions in our lessons. - We also use Passion Pod times to discuss observations we have made during our Humanities lessons - the positives and the negatives. - Discussing students of concern so that we can identify what the best support for them will be. - Humanities team also share resources regularly.
<p>Empowering and teaching children (& teachers knowing NZC Literacy progressions) to verbalise their own learning.</p>	<ul style="list-style-type: none"> - Use e-asttle reports to identify reading weaknesses and successes. - Probes - one on one reading assessments done with the students, great way for teachers to see what the students are capable of in their reading. - PACT assessments - Term 2 & 4. - Speech presentations done in Term 2. - We use our inquiry process and give students the opportunity to share their learning throughout the inquiry process. - We encourage different forms of feedback to be used in Humanities lessons based on students sharing of their learning and understanding. - We offer different options for sharing - verbal, written, visual, using technology

<p>Clarity of Learning ie. Learning Intentions and Success Criteria. Teachers understand the importance of these and share and display these for students.</p>	<ul style="list-style-type: none"> - Learning intentions and success criteria have been a focus for us this year. Teachers use these to explain what students are going to be learning. Use the success criteria to measure their success. Plenaries can be linked to Learning Intentions and Success Criteria - students are able to identify if they have been successful or not during a lesson. Identify their work on. - Follow up tasks used as a way to check for understanding of what students have learnt. Follow up tasks linked to the learning intentions and success criteria identified in each lesson. - Plenaries are incorporated into lessons as well - focus of these plenaries are linked back to the learning intention and success criteria that has been covered during the lesson.
<p>Using Speaking and Listening NZC objectives to develop a positive learning environment where questioning and verbalisation of learning is valued and encouraged.</p>	<ul style="list-style-type: none"> - Done throughout the year. Whole class discussions, small group workshops, group guided reading sessions, AWS. - Presentations of speeches at the end of Term 2. - Teachers model questioning and sharing of understanding daily. - Create an environment where we encourage everyone to share and feel safe to do so. - Encourage active participation in all discussions. - Encourage and model respectful listening in the classroom and being open to everyone sharing different ideas, beliefs and understandings. - We use different forms of feedback to be used in Humanities lessons based on students sharing their learning and understanding.
<p>Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies.</p>	<ul style="list-style-type: none"> - We share ideas and different resources we come across using technology and integrate it into our teaching. - We utilise online assessment tools such as PAT's, Easttle and PACT. - Word chain - used as a learning support tool. - Google Classroom and Hapara are both used to share and create classroom resources and activities. Also used to monitor what the students are doing online. - Google docs, slides and forms are used to create and share resources and information. - Kahoot, Quizzes and Blooket are used in different ways by teachers to hook students in to topics, check for understanding and also often used as part of plenaries. Kids

	<p>love it because it's fun and interactive! It can also add an element of competition.</p>
<p>Humanities teachers will commit to keeping their Humanities displays up to date. Recognising small pieces of progress as 'creates' and will display and/or celebrate the progress this represents. This is as opposed to waiting for a summative 'create' at the end of a unit.</p>	<ul style="list-style-type: none"> - Wall displays show different progress made throughout the learning process. Brainstorms, fact files, vocabulary walls etc. not necessarily just completed writing tasks. - We also share photos on Facebook of learning we are doing. - During Student Involved Conferences, students share bits of their learning with their whānau. This can be through slides presented, hard copies of their work or work displayed in their classes.
<p>Students work in Humanities will be 'showcased' in the school newsletter, in the main office and Room 62 corridor. This will be the responsibility of the Humanities Passion Pod Leader.</p>	<p>Students work in Humanities has been 'showcased' in the following ways:</p> <ul style="list-style-type: none"> - Newsletter items - Termly Facebook posts - Room 62 student corridor - Wall outside PLL office (main office) - updated each term - Spelling Bee competition - write up and pictures - Speech Competition - write up and pictures. - Narrative story writing competition - write up and pictures - Narrative book created to keep in the library for students and staff to read through - MI Author's wall display in the library (a new addition)
<p>Teachers keep up to date and relevant tracking to support them in planning, telling students what their strengths and work ons are. This can be captured in the following ways:</p> <ul style="list-style-type: none"> ● Student centred planning reflections ● Summative assessment data ● Ongoing formative assessment data such as Reading group assessment sheets, learning conversations and work samples. ● Evidence of tracking against the Literacy Learning Progressions. 	<ul style="list-style-type: none"> - Tracking folder created for each teacher in our shared drive. - PAT's done in Term 1 and 4 and scale scores entered onto our ongoing tracking document. - Probes done on every kid and reading ages added to our ongoing tracking document. - E-asttle reading is done each term and results added to our ongoing tracking document. - PACT data collected and added into the tracking. - Weekly reflections included in our weekly planning. In these reflections we also bring up areas to work on and specific students with things we are noticing/observing. - We would like to move from PACT to Writing E-asttle next year. - Students strengths and work ons in Reading and Writing are also shared with students and whānau in Term 1, 3 and 4 reports.

<p>Moderation on writing samples and Probe assessments</p>	<ul style="list-style-type: none"> - Term 2 & 4 PACT assessment completed. Moderating done during Passion Pod meeting times. - Probes completed on all students by Humanities teachers and LSC where necessary.
<p>Professional Development on assessment eg. Probes, Easttles, reading skills programme, structured literacy and writing skills</p>	<ul style="list-style-type: none"> - Weekly optional planning meetings used for planning or workshops for Humanities teachers (PACT, Probe, E-asttle and AWS demonstrations and modelling done during this time as well). - Modelling is also done during Passion Pod meetings and in classrooms as and when necessary.
<p>Continue with the implementation of Structured Literacy programme "Agility With Sound" with support of RTLB, including pre and post test analysis for identified students.</p>	<ul style="list-style-type: none"> - AWS running in Humanities classes for selected students. Teachers are able to track how students are progressing on Word chain as well.
<p>Develop key indicators to identify effective practice and NZC tracking in Humanities.</p>	<ul style="list-style-type: none"> - Assess and document students progress throughout the year. - Align our teaching with learning outcomes from NZC. - Use a variety of teaching strategies and resources to promote student engagement. - Incorporate the Broadening Horizons Model in our teaching and students learning. - Planning and teaching is differentiated. - OTJ's are finalised based on ongoing engagement, observations and assessments. - Ongoing reflections on our own teaching practice and implementing new knowledge and strategies to improve. - Being open to feedback and suggestions from colleagues and leadership in order to improve our practice.
<p>Teachers commit to the PaCT Tool to develop knowledge of the NZC and increase the validity of OTJ's. Teachers use moderation to assess student work to ensure consistency in assessment.</p>	<ul style="list-style-type: none"> - PACT assessment completed in Term 2 & 4. - Moderation of writing in Passion Pod meetings.
<p>Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students.</p>	<ul style="list-style-type: none"> - The Broadening Horizons Model is used for our inquiry process. - Different Social Studies topics are covered each term. - Our Inquiry topics discussed as a team during Passion Pod meetings. They are focussed on topics that are relevant and align with the students interests.

<p>A Reading Champion teaching position will be introduced. This teacher will support identified students reading mileage for .6 (three days) by merely listening to them read in small groups.</p>	<ul style="list-style-type: none"> - Our Reading Champion teacher has ran this new programme this year. - Has been a great opportunity to extend the reading capabilities and skills of the middle of the range students. - Each term some students have been added or removed based on their engagement and participation during these sessions. - Small groups of 4 - 6 students in each session make fore effective engagement. - There is a different focus for each week based on the needs that the teacher observes during her sessions.
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LIBRARY

OBJECTIVES	ANALYSIS
<p>To ensure the maintenance of all library systems including:</p> <ol style="list-style-type: none"> a. collections b. management system c. distribution of: <ol style="list-style-type: none"> i. in-class, on-timetable time ii. form class allocations, d. basic organisation e. student participation and leadership in the library f. physical environment including: <ol style="list-style-type: none"> i. soft furnishings ii. permanent fixtures g. involvement in curriculum design and resourcing h. role in promoting reading for enjoyment in the school and wider community 	<p>All library systems are maintained.</p> <p>Books that were ordered last year by the previous librarian have consumed over \$2000 of the 2023 budget but new orders have recently been made to fill gaps and expand the collections with the remaining budget (with nothing on backorder to prevent this happening again).</p> <p>All library items on the library management system are being updated one by one so the format of all entries (over many years) is consistent across the collections. Specific and consistent classification will make it easier for all stakeholders to see exactly what we have as well as helping everyone find what they need.</p> <p>It would be easier if I had control of how and when the students are updated on the library management system.</p> <p>The timetable has been adjusted once during the year.</p> <p>The student librarians perform an important role in the smooth running of the library and they feel immense pride in their status. The number of students who have enquired about joining the group has been huge. There are also class librarians for each class.</p> <p>The physical environment provides a warm and inviting atmosphere for staff and students. The planned placement and existing labeling of the different collections has been altered to make it easier for students to find and shelve books.</p> <p>DEAR time, independent reading time during scheduled library time, teachers' reading activities in</p>

	<p>class such as regular reading aloud from a chapter book and having a class novel as well as the HELL Reading challenge promote reading for enjoyment in the school. In term four I would like to invite parents/members of the community to share a story with a class during their scheduled library time.</p>
<p>To promote the library in a variety of ways to encourage students into the library during opening hours.</p>	<p>Promotion of the library is done through: MITV notices, Humanities lessons and usage of the library during H/W club. Offering school trips for the librarians to destinations like the National Library in Auckland is a way of promoting the library and the role of librarian. The library is often at full capacity during first break and lunch eating. Students who are not yet enthusiastic readers also enjoy using the library to play a quiet game with their friends.</p>
<p>Through discussion and using curriculum overviews purchase books and have displays in the library that are linked to topics being taught in classes.</p>	<p>National Library books are ordered for specialist and class teachers to either match topics taught or enhance the selection and quality of books available during DEAR time. Book displays reflect schoolwide modules and topics being taught in classes. Wall displays currently reflect the narrative focus in Humanities as well as specific library lessons covering curriculum objectives. These will be more prominent in Term 4.</p>
<p>To regularly discuss with Passion Pod Leaders and teachers about recommendations of books to support the provision of a library collection that supports and enriches the educational programmes of the school.</p>	<p>Where there are gaps in the collection such as Te Reo Māori / Te Ao Māori and environmental education, individual teachers have been approached to suggest titles. Books have also been ordered at the request of homeroom teachers.</p>
<p>To provide a library collection that develops a reading culture throughout the school.</p>	<p>New book orders have recently been made to fill gaps and expand the collection. These orders are often student led (from the request box). I am collecting different reading materials for the library to expose students to different print formats such as magazines, newspapers and brochures.</p>
<p>To promote and run an effective school/community reading engagement programme that fosters community relationships and enhances student engagement. To explore alternative avenues that engage students in Reading.</p>	<p>In term four I would like to invite parents/members of the community to share a story with a class during their scheduled library time.</p> <p>Local author Matt Tait - "Te Whenga" bilingual zoom book reading and Q&A</p> <p>Hell Reading Challenge</p> <p>I am collecting different reading materials for the library to expose students to different print formats such as magazines, newspapers and brochures.</p>
<p>For the library to have visibility on the school website.</p>	<p>See Manurewa Intermediate library website (will constantly evolve): https://nz.accessit.online/MNR05/#!dashboard</p>

	I hope we can link this to the school website after consultation and additions.
To provide opportunities for students to lead library initiatives.	Class Librarians. Student/School librarian is a school leadership position. Room 25 (enrichment class) have been trialing frequent library users teaching their peers during their scheduled library sessions
For Book Week to become an annual event coordinated and run by the Librarian	Yes - this has been added to the 2024 calendar
To review how the library refurbishment has added value to the library experience for students and staff.	The Library refurbishment has created an engaging space for the students. The Library serves as a great addition to the Humanities programme. The refurbishment allows the library to be used as a multi-purpose space as it is used for class library sessions, breaktimes, period 6 and homework club. It also provides a supervised space for ESOL students to work with Ali and Rina, and is a comfortable area for meetings. Anecdotal or informal observational data suggests the students enjoy coming to the library and find the space easy to access.

LIFE SKILLS

OBJECTIVES	ANALYSIS
<p>GRADUATE PROFILE</p> <p>This is an effective way to introduce Life Skills to the students using the context of the Graduate Profile to support this. The Graduate Profile needs the extra time to ensure it has more depth to the learning of it so having two periods per week for this is helpful.</p>	<p>Having this as the Term One Hauora module allows for a deeper understanding of each Graduate Profile aspect. Students get an understanding of all eight of the Graduate Profile aspects. However, it is some teachers who voice that there does not need to be a double of the Graduate Profile in Term One and that this time could be used for something else. Opinion would say though that students ALL need to know the eight aspects fairly quickly once they start school because of the importance that is placed on the Graduate Profile. By doing the double up in term One it also guarantees that students are exposed to the aspects early and can talk about these.</p>
<p>TAHA HINENGARO</p> <p>Ensure a focus group of staff is set up to support the implementation of this programme and how it may need to change depending on the needs of teachers and students. An example of this may be connecting students with different stories or examples that aid in emotional regulation, mindfulness and well-being.</p>	<p>Focus group of staff was set up prior to this subject being taught in Term two. There was discussion around the emotion being the focus NOT the atua. Therefore we changed it. The focus went on the emotion that teachers decided their class needed to work on. And part of being able to teach students about that emotion included an atua, if the fit was right. One member of the focus group also suggested a website would support teachers and students with their learning during this module. This website is called Smiling Mind. It was suggested that teachers</p>

	use the activities on this site as a Hook In and Plenary. The indication is that it worked better across the school. It was also pleasing to see links between Taha Hinengaro and Sexaulity Road happening as well.
FIRST AID To engage students in effective first aid practice that will provide them with safe ways of dealing with basic physical trauma.	First aid course refresh in the holidays prior to the unit made staff feel more confident about teaching first aid concepts. Many students could not articulate what to do in common emergency situations (falls, sporting injuries etc). Obviously relevant content to students' lives and necessary knowledge to have.
MI SKILLS Develop teachers practice to engage students in basic 'life skill' lessons determined throughout Terms 1, 2 and 3.	MI skills lessons are all about basic life skills that students may need to have. Skills such as writing a cover letter or changing a car tyre are covered. Basic hygiene is also a focus of the MI skills lessons. Coherence in a unit such as this is an obvious challenge. This particular unit may be one that more of inquiry focus could be brought to enhance relevance for students. Perhaps the unit could be taught under an umbrella of a career focus with a student investigation underneath it.

MATHEMATICS

OBJECTIVES	ANALYSIS
Continue to develop a collaborative culture where we use the strengths and knowledge of our teachers to support student learning.	<ul style="list-style-type: none"> - Ability to conversate and interpret classroom culture as well as student progress during passion pod meetings. - Sharing of resources as well as pedagogical advice daily to ensure the teacher is ready as well as the tamariki. - Regular optional meetings are held each Wednesday where teachers can collaboratively plan the following week's lessons.
Use real-life contexts while learning through concrete materials to develop new concepts and student agency.	<ul style="list-style-type: none"> - Using rich learning tasks which allows students to think critically. - Our money mojo subject puts math into a real-life context. - Mathematical problems are given using contexts the students understand and can relate to.
Improve differentiated teaching practices to meet students' specific needs, including effective assessment to diagnose student learning needs	<ul style="list-style-type: none"> - Meeting regularly to plan collaboratively so every staff is on the same page planning. - Ability to interpret learning objectives and relate to the diversity of learning and personalities of our individual classes to build learning experiences. - Regular testing using a variety of testing tools such as e-asTTLe, PATs, IKaN and basic facts tests to identify students with critical needs.

<p>Create meaningful links within and between strands in mathematics so subjects do not become siloed.</p>	<ul style="list-style-type: none"> - This objective needs further development as Math as curriculum area is very distinct and with the trialling of the NZ Curriculum Refresh has become more didactic which has supported student progress. Incorporating a more cross-curricular approach would now be more beneficial.
<p>Sustain the problem solving approach and the use of rich tasks to embed mathematical concepts.</p>	<ul style="list-style-type: none"> - Use rich learning tasks during workshops with the higher level groups has allowed for more critical thinking and has produced some incredibly productive learning conversations. - Rich Learning Tasks has proven to be inaccessible by our lower to mid range ability students as they struggle to identify what the question is asking and how to adaptively solving the problem
<p>Maintain a high number of observations, co-teaching and modelling lessons for teachers to strengthen and reinforce best practice. Passion Pod leaders to create a schedule for observations throughout the year utilising the Practice Leader release time.</p>	<ul style="list-style-type: none"> - The Practice Leader uses their considerable release to move between classes, modelling and supporting with feedback to improve the teaching practice of the Pangarau teachers. This additionally provides an open lihe of communication to answer any queries or educational misunderstandings and solve these collaboratively.
<p>Use the PaCT Model as a tracking tool throughout the year to ensure the LPFs are a main focus for our teaching practice.</p>	<ul style="list-style-type: none"> - We use PaCT twice a year to track and see where our students are at. Programmes can be tailored using this tool to the needs of individual students. The time necessary to use this tool however has not proven to be an efficient use of resources.
<p>Use the LPFs as a curriculum knowledge building tool which will then be used to inform our PaCT judgements.</p>	<ul style="list-style-type: none"> - A more efficient and akonga friendly resources was found and used early in term two which has proven to be much more effective when implemented as a tool for learning progression. This should be made a priority in 2024. ,

MITV

OBJECTIVES	ANALYSIS
<p>To build on students' ability to present at a performance level.</p>	<p>Yes. Students who have the opportunity to present on MITV typically leave with a strong sense of accomplishment, having spoken before the entire school. This experience significantly contributes to their confidence when presenting their learning in the classroom.</p>
<p>To include more students into the tech side of MiTV through a Period 6</p>	<p>This has not happened as of yet, but I am really curious to see if students would be interested to partake in a Period 6. This will be a focus for 2024</p>
<p>To refurbish the MITV studio to ensure it is fit for the purpose of filming, recording and</p>	<p>This year, we've implemented a few modifications to enhance our studio. We've added black curtains for</p>

<p>broadcasting with the appropriate acoustics and technical requirements. Fulfill quotes obtained in 2022.</p>	<p>improved acoustics and acquired a new screen monitor to replace the previous malfunctioning one. We've also installed a professional, fabric-based Green-Screen, which have also significantly improved the acoustics of the space. These upgrades have positively impacted the quality and functionality of our studio.</p> <p>A new camera and new laptop would be beneficial as well as a new green screen so will be part of the objective for 2024.</p>
<p>Continue to vary the places where we film MITV around the school and go live from new locations via MITV.</p>	<p>This would be a challenging task to achieve, because we would need to carry all equipment to different locations around the school, which could potentially not be effective from a technological standpoint. However, aspects that are not 'live' have been filmed in around the school environment.</p>
<p>Keep on top of youtube as settings change all the time with this free live solution that can affect the day to day running of MITV. Usually updates cause this.</p>	<p>Definitely. We constantly do sound checks and always check our youtube account every morning before we go live to ensure there are no technical issues during MITV.</p>

MONDAY MAGIC

OBJECTIVES	ANALYSIS
<p>SERVICE Support teachers in delivering high quality programmes of learning and experiences around service to others and the community.</p> <ol style="list-style-type: none"> a. Ensure service is maintained as a long term engagement with the objectives of our programme. b. Ensure that MI ONA is reintroduced and value is placed on this concept. 	<p>Service is overseen by DP: Student Programmes. When Service was the module of learning service was looked at in regards to what service actually means and the importance of it. Each Whānau had a selection of in school services that they had responsibility for. Some classes have maintained their service well throughout the year but many have not. Service needs to be consistently followed up and is still NOT engrained in such a way that it just happens. The Community Council presents the Service Award at weekly assemblies. Sometimes it has been a struggle for them to come up with a worthy winner for this. Perhaps an out of school service needs to happen as well as a culminating example of service. Maybe the value of in school service does not support students AND teachers understand the difference that can be made with it. MI ONA STILL needs to be valued and promoted across the school. This is an area that should be done well but has been a struggle the last couple of years. Suggest that Service is an area of review for 2024, how can this be done better?</p>
<p>COM LIT Develop students' communication skills across a variety of contexts by exercising their ability to actively listen and contribute as well as develop</p>	<p>Communication Literacy was Term Two's Monday Magic module. Teachers were able to choose communication skills that their class needed specific support with. Once again it was a great module to do</p>

<p>oral language skills in both formal learning and informal circumstances.</p>	<p>this as it sat alongside the focus of speeches in Humanities. This also helps set up the expectations around communication ie. effective oral and listening skills for the rest of the year.</p>
<p>MONEY MOJO To deliver deliberate acts of teaching around financial capability to provide students with new knowledge and vocabulary and enable students to discuss financial capability and how this skill impacts on their lives.</p>	<p>Money Mojo is a very relevant topic. Again, anecdotal conversation with teachers showed that student engagement was high. Differentiation within this topic is relatively easy to achieve as lessons can range from basic budgeting lessons to investigations into more difficult concepts like inflation and interest.</p>
<p>NEW ZEALAND HISTORY Expand students' understanding of NZ History and teach synthesis skills so they are able to form informed opinions of historical occurrences and how they have shaped NZ today.</p>	<p>New Zealand history is planned to be taught in Term 4 2023.</p> <p>The planning for NZ Histories has covered basics of colonisation, Pre-European history. There is a need to look at planning overviews to make sure they align with new curriculum. Also, more of a question for investigation into 2024: how well are teachers using the leveled content that already exist? I.e journals that cover the content needed. Also: how can this unit maximize the Broadening Horizon's model to foster student engagement?</p>

MUSIC

OBJECTIVES	ANALYSIS
<p>To leave Music class having a positive and confident attitude toward their own musical journey.</p>	<p>I am confident that the majority of my music students leave their music classes with a profound sense of accomplishment. Each of them is encouraged to perform on a musical instrument, challenging them to step out of their comfort zone and experience a significant feeling of achievement.</p>
<p>To learn rhythms, chords and melodies on instruments such as the guitar, drums, voice, ukulele, piano etc to a performance level.</p>	<p>This is done daily. Every day we learn melodies, chords and rhythms on various instruments when learning a song. Students have been taught to read chord sheets so that they can take this knowledge outside of the classroom - life long learners!</p>
<p>To work together in musical groups building on team learning capabilities in a musical setting.</p>	<p>This is done when practicing songs and when performing. Students are given the option of performing by themselves or in group situations. Students really step up showing natural leadership skills when in a group setting.</p>
<p>To create new music through the use of melodies, compositions and songs making clear links to Level 3 and 4 of the NZ Curriculum.</p>	<p>This is done through the learning of instruments and songs throughout the term. This is evident in all planning and reflected upon weekly.</p>
<p>To have an understanding of musical concepts and theory appropriate to their level and learning styles.</p>	<p>We prioritize practical application while teaching songs and instrument skills. We believe that theory becomes truly meaningful when students can witness</p>

	their theoretical concepts being put into practice during their song-learning sessions in every lesson.
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PASTORAL CARE

OBJECTIVES	ANALYSIS
To ensure that the in-school SWIS still has a major role in training and mentoring the Pastoral Care Council and that time is allowed twice a week (at morning tea and toilet duty at lunch) to continue to facilitate this.	Our SWIS does an amazing job with our Pastoral Care Council and meets with them weekly. Toilet duty continues to be done, even with reminders! These students are actively involved in our school and exhibit leadership qualities that go beyond their designated roles. They actively participate in Senator meetings, promote our PB4L program, and serve as role models throughout the school.
To ensure the in school SWIS has the time to meet with students about whānau issues and outside factors that are affecting our students.	This happens on a consistent basis. Her care for our students and whānau is to be praised. She does a great job with this.
To ensure that the PC team continues to meet once a week to ensure timely intervention for children as regards to needs pertaining to health, behaviour, attendance, family support and counselling.	Yes. This was done every Monday. Students are brought up and discussed in depth with specific agencies, programmes, interventions and/or support methods being applied strongly.
To continue to develop a Pastoral Care incident card digital system that leadership can see to find patterns in behaviour.	This has been done throughout the year and it has been beneficial for follow up and improving our quickness in response to certain events. A new intervention is underway where our SMS (Musac Edge) will now be used to record incidents. This will be a more improved and an up to date way of keeping records.
To ensure a smooth induction for the new in-school counselor.	The new counsellor has been highly effective. He has made strong inroads to being part of the team and has built strong relationships with students and staff.
To appoint a new in-school SWIS from the Ministry of Social Development.	New SWIS has been an asset to the school. She is a great support to our in-school Social Worker and continues to be a strong and effective member of the pastoral team.

PERFORMING ARTS

OBJECTIVES	ANALYSIS
Explore and develop awareness of different dance elements to express images, ideas and feelings in dance.	This concept is imparted through workshops focussed on generating various ideas for creating canons, shapes, and levels. These workshops not only serve to instruct but also significantly enhance one's creative potential.

Encourage the use of topic specific vocabulary when sharing and discussing ideas in dance.	This takes place as they work toward developing their routines, where they exchange ideas and incorporate them into a devised dance set.
Develop an understanding of the history of hip hop and how it has changed over time making links to culture and global movements.	This topic is introduced at the beginning of the lesson, providing a concise overview of its origins, historical context, and its impact on our community.
Prepare and present a dance using a variety of choreographic processes (cannon, shapes, level changes, formations and transitions) making links to level 3 and 4 of the NZ Curriculum.	This crucial element is consistently emphasised throughout the workshop process. Participants become fully immersed in crafting their dance routines, actively establishing connections with the New Zealand Curriculum at levels 3 and 4. This signifies the depth of education and engagement our children are experiencing.
Encourage high standards in dance by providing ongoing feedback to groups and individuals to better prepare them for their final assessment and own performing arts journey.	Feedback plays an integral role in the learning journey, with regular assessments occurring at various points. This includes providing guidance to students on areas needing improvement throughout the lesson and offering feedback once they've showcased their creative progress. This iterative feedback process is a significant and essential component of the overall learning experience.
Where appropriate and relevant, take opportunities to incorporate drama techniques into students' performances.	We only implement this approach when it becomes necessary. If students wish to include drama as part of their assessment, it is entirely acceptable. Our aim is to foster creativity without imposing limitations, so if students feel more comfortable presenting a skit as their assessment, they are encouraged to do so.

PHYSICAL EDUCATION

OBJECTIVES	ANALYSIS
Continue to maintain a budget that will continue to cover/replace high use equipment (replace equipment thrown out at the end of the year)	There is a strict budget that is adhered to. There is regular stock takes done by our PE staff with old and tired equipment gotten rid of. A good example would be the new athletic equipment and trolley that will be very useful for guiding and progressing for school sports events.
Offer a differentiated programme to ensure all students are catered to.	All of our lessons target different paces of practical learning. We differentiate by offering students to lineup in their ability groups - Gold, Silver, Bronze. From there, students are arranged to stay in their groups to play with or against each other.
Develop resources for non mainstream/different sports students who are not usually exposed to PE.	Differentiation parts of our lessons are covered in our ability groups: Bronze, Silver, Gold. This involves PE equipment, such as dodgeballs instead of volleyball to practice a skill, or rubbery donuts instead of weighted discus.

Continue to enhance and develop an assessment programme to ensure all students are tracking towards our objectives. (example athletics programme, test at the start, train and then test at end for improvement) Having more opportunities for self assessment.	Putting up the Learning Intention and Success Criteria on the board in the gym for introduction and referral. Teachers have specific, targeted criteria to assess students on. Feedback cards, where students have voice in how well they are doing, what areas they have identified they want to get better in and what they enjoy about the subject. Questioning students to check in for understanding of lesson.
Teach Maori and Pacific Islands Sports as part of our PE programme.	We've introduced cultural games, like Kia o Rahi, into our programme. Our PE teachers frequently incorporate warm-up games inspired by island sports to help students get into the right mindset for their PE lessons. This approach has positively influenced the engagement of the students in PE classes. Additionally, our Recreation Games, which involve full-school sports rotations, include island sports like Lape and Ano, adding cultural diversity to our sports programme.
Develop a safety plan for using the school pool	<i>Waiting for the pool to be completed.</i>
Develop a programme for the use of pool during lessons	<i>Waiting for the pool to be completed.</i>

SCIENCE

OBJECTIVES	ANALYSIS
Design a Science programme that includes a majority of time on hands-on practical opportunities where students are able to engage and communicate their learning.	<ul style="list-style-type: none"> ○ Practical lessons are a regular feature of science planning - teachers always ensure we have at least 50% practical and 50% theory each week. In some instances, it is crucial for students to be working on the practical aspects of their investigation, provided they know what they need to do and can get on with it ○ Changes to the fortnightly planning structure in Terms 3 and 4 have made resourcing and planning for hands-ons lessons more practical for the science team allowing more time to teach a particular concept ○ This also ensures students are able to engage on a deeper level into a concept they are more interested in learning about ○ Still consistently using and incorporating the Broadening Horizons model in our lessons to guide their own investigations ○ The Enrichment Class in particular, has had the opportunity to complete a 5 week investigation based on scientific questions of their choice. They have enjoyed the flexibility to engage and communicate theories they have learned

<p>Continue to make opportunities to talk with and see in action what local High Schools and Primary Schools do in regard to their Science programmes in order to build more Science capability within our learners.</p>	<ul style="list-style-type: none"> ○ Collaboration with Across School Teacher (Aaron Peeters) on data analysis for NZCER Science test: specifically analyzing effect size and appropriateness of testing tools. This work could potentially contribute to developing localized reporting of a curriculum level in science ○ Rita and Charlotte share back any discussions they have had with our local High Schools and Primary Schools about what is currently happening in terms of their achievement challenges ○ Need to find opportunities to talk with Science Curriculum leads in High School and/or Primary schools to see how we can align our programmes a bit better
<p>Collaborate prior to upcoming modules during Passion Pod meetings to discuss themes, overall ideas, planning, etc. that all staff can share.</p>	<ul style="list-style-type: none"> ○ Planning during passion pod meetings about term overviews, and creating lessons for all of science to use and tweak to their own liking ○ All enjoying planning collaboratively - allows us to work together, spitball ideas, use our individual strengths and support those who are teaching Science for the first time. This also helps with consistency and cohesiveness across the team ○ Deciding at the end of the previous term, what our focus will be for the following term, has been really beneficial and allows the team time during the holidays to plan their lessons in greater detail ○ Learned from our mistakes in Term 2, where we picked a theme before looking at the different skills and concepts we needed to teach. This made it difficult to find relevant hands on opportunities for our students. We now know that we must look at the skills and activities, before picking the theme ○ Collaborating prior to upcoming modules has allowed individuals to focus on their strengths, as well as providing our students with Science teaching and learning that is built on the strengths of many teachers, rather than just one.
<p>Ensure all Science teachers are able to make explicit links to the Nature of Science and/or Science Skills Rubric when planning and teaching. Make links with how Science has changed the world and its relevance to them.</p>	<ul style="list-style-type: none"> ○ Passion Pod meetings involve many opportunities to talk about the NoS and/or Science Skills to boost each other's understanding around how these can be taught in class ○ Links to these aspects are made in all planning docs and is expected by everyone in the team ○ We are always looking at ways we can create lessons to further the understanding of our students. For example, in Term 2 we looked at how Science had changed the world, through the lens of different Scientists and the impacts their discoveries have had on us today ○ Teachers make links to the real world, using authentic teachable moments even if this differs from their original planning, we use these valuable learning opportunities

	<ul style="list-style-type: none"> ○ Making links between the science skills and skills used in other learning areas, for example, a scientific hypothesis is similar to making predictions in reading/Humanities
<p>Ensure planning is consistently done and where possible make links to the module themes. Ensure there is differentiation in planning and teaching delivery to address and cater to a range of student learning needs.</p>	<ul style="list-style-type: none"> ○ Term overviews are always planned in line with modules as much as possible. This year's module topics have enabled the Science team to make great links, for example: <ul style="list-style-type: none"> - In Term 2 the module was Curiosity so we looked at different scientists and what made them curious in their discoveries - In Term 3 the module was Adventurous so we looked at energy, sound, migration and transportation within The Physical World ○ Differentiation is always encouraged and as Passion Pod leader, something I look out for each week as I am checking planning - whether it is done by content, process, output or the learning environment they are in ○ Teachers make changes to the collaborative lesson plans based on the needs of the classes and students they teach ○ Plan for use of Learning Assistants - especially those teachers who have regular Learning Assistant's in their classrooms ○ Planning is checked each week and feedback on to make further improvements and ensure delivery of the lessons caters to the needs of our students
<p>Use a relevant tracking system that will capture students' progress against the learning outcomes for Science.</p>	<ul style="list-style-type: none"> ○ This is our focus for Term 2. Everyone has developed their own ways to track their students progress. Some opt for online tracking, while the oldies have opted for a old school tracking book ○ Have shared our different ways of tracking with the team, which has been a great help to our younger teachers ○ We've emphasised the need to have tracking systems in front of us during lessons ○ We did a moderation session in Term 3. All brought along an example of Needs Support, Working Towards, At and Above levelled work so we could compare what we thought, with some Science Exemplars ○ Gained a better understanding of what to look for in student work to support our tracking of student progress

SUSTAINABLE ENTERPRISE

OBJECTIVES	ANALYSIS
<p>Research real life issues and problems as a platform to develop a business/prototype and ensure students have appropriate space, tools</p>	<p>Our Sustainable Enterprise teacher has trialled a few different approaches since their study leave last year. The one issue that continue to persist is the business</p>

<p>and resources (including staffing resources) to 'invent', creative solutions and develop a product idea and/or prototype. Ensure students have a 'real life' design brief and space to share their product/solution ideas</p>	<p>element as there is simply not enough time for students to develop, test and modify a prototype (potentially more than once) and then set up a business. Design briefs are real life and have had experts into present to classes over the year. This has worked really well. One thing that we really keen to do is to try bringing the environment and the students together - place-based learning. There is a huge issue with this in the fact that we are trying to do this with more than one class. VR sets could be useful to bring the environment into the classroom. We will investigate this to see if we can get some funding for 2024. It would be great to learn to build worlds so that the students can experience what it would be like within a particular environment. This is an amazing tool and The more real the learning is the better. It has been amazing having a really effective E4S teacher with a huge amount of expertise and we feel that this year, more than any other, the students have a real understanding of what sustainability is and why it matters so much as it has been reinforced and applied in different contexts over and over again. After review we look to rebrand this subject to <i>Sustainable Design</i> for 2024.</p>
<p>Ensure students identify and can explain the elements of STEAM they are using in the solution to their design brief and prototype development</p>	<p>This has worked really, really well this year and the STEAM fair definitely helped. Regardless, the work the students did in Term 1 demonstrated how effective this has been. To be continued and further developed, I think we can do more with STEAM and collaboration within module subjects (see mid-year stocktake), however, this would take quite a bit of reorganisation and I don't know if it is a direction that the school wants to move in. A Maker Space (Inquiry, STEAM, Integrated learning, real-life problem solving, creativity, collaboration etc) would be superb and would allow us to effectively integrate subjects, reinforce learning and recall effectively and give the students some concrete experiences in different contexts to support them to initiate behaviour change in themselves and others.</p>
<p>Ensure cultural perspectives are incorporated into all learning (links with MaP and PaP)</p>	<p>Cultural perspectives are included in all discussions that we have, they are imperative to what we are trying to achieve in this subject. Indigenous perspectives are vital if life on this planet is going to continue. We talk about the Atua and their energies and use videos that have a cultural perspective (many cultures however, Maori culture is probably the main focus at the moment). We have just started to experiment with using stories to see how this impacts on recall of new ideas and concepts. Comparing stories from different cultures with a similar context is really helpful.</p>

<p>Ensure links with technology where appropriate (both use of in the design process and in the product or access to the product itself)</p>	<p>This is being developed and we have experimented with different technologies in the design process and also including some in the projects themselves (Microbits, design software, video software, drawing software etc). More can be done with this and will continue to make this a bit of a focus, particularly in exploring the use of VR technology and ways of adding, for example, moving parts to prototypes. Again, more of a Maker Space would be supportive of this, particularly if we had a clean space somewhere so that we could ensure precious equipment was not covered in sawdust for example. Mostly tech is kept separate from messy work, however, on occasion students need to watch tutorials as they work and it can be hard to keep keyboards etc as clean as we would like. We are working to solve this issue currently.</p>
<p>Ensure at all times the necessary Health and Safety requirements for the running of the workshop are maintained with the provision of a support person during the production phase of each module.</p>	<p>To be honest, this continues to be a bit difficult as the room is not really built or organised for this subject. Though the space is amazing and there is no carpet, there are quite a few corners and places students can be out of sight. We don't have workbenches and power switches are along the side of the room meaning we trail extension cables across the room. Kids have to use saws and some other equipment outside and one teacher cannot be in more than one place at once! There are some relatively simple changes we could make to alter this which hopefully would not break the bank. For example; we could remove some of the sinks/ovens to create more workspace (we don't need them all), put in some workbenches and remove some of the tables and alter the room so that students have access to the front space and not the back - this could be more like my office/work/more dangerous tool storage. The issue with this is that we have no external storage and I wouldn't want students to just help themselves as resources are shared between classes. We have managed to collect some large whiteboards for brainstorming and it would be great to add these to the walls - which could be done to be used if we had some of the sink units removed. We could also potentially do more with the laundry space if we could make/put in some more shelving. It remains important to have a second adult in the room when projects are in full swing.</p>

TE AO MAORI

OBJECTIVES	ANALYSIS
<p>Continue to support teachers to incorporate Te Reo Māori in their everyday teaching, by way of</p>	<ul style="list-style-type: none"> ○ Started with Te Reo Māori PD in Term 1 and lessons were enjoyed by staff

<p>Te Reo Māori PD at the beginning of each whole staff meeting.</p>	<ul style="list-style-type: none"> ○ Good to have other staff members get up and share their expertise in Te Reo Māori with the staff ○ The teacher of Te Ao Māori, in her capacity as ASCoLLT AC:1, has been afforded the time to be in and out of classes during Form Time to support teachers to incorporate Te Reo Māori into their everyday teaching ○ She noticed that many teachers spent most of this time learning and teaching our school Whakamoemiti and Haka which is good, but it also meant that the ideas/lessons from our PD sessions were not used by everyone
<p>Ensure children who have Māori language capacity are supported to represent the school on relevant occasions e.g. Powhiri. This support will be facilitated by the MAP</p>	<ul style="list-style-type: none"> ○ Students are encouraged to join the Marae Committee and be part of the Pōwhiri process, even though they are not part of the Cultural Council. It has been good to see 'other' students stepping up in these areas allowing us to grow our Māori capacity and spread this across the school ○ The Cultural Council have really come into their own this year, taking the lead in Marae Stay powhiri even when there are no teachers present. It has been great to see this develop ○ The Cultural Council are also made available to support teachers prior to their Marae Stays ○ We have very few students who can speak or understand Te Reo Māori, which is disappointing, however we have ensure these students are confident to take the lead in key roles or support others in these roles, such as - kaikorero, kaikaranga, kapa haka leaders etc
<p>Support the staff and students when celebrating specific cultural weeks such as Te Wiki o Te Reo Māori and Matariki.</p>	<ul style="list-style-type: none"> ○ Incorporation of Maturanga Māori is integrated throughout the Science learning and teaching (rahui, matariki) ○ Te Wiki o Te Reo Māori recsouces were shared and encouraged during this week ○ Mokoia in particular is very passionate about Te Reo Māori and it was good to see him and hear him get up and share with the whole staff. It was then left up to the teachers to choose which lessons they would like to use ○ Te Wiki o Te Reo Māori celebrations were simple and effective this year and it was good to see everyone getting involved in the everything that was going on - waiata before 8am, our ladies learning a poi, the men learning a haka, breakfast at the wharekai, quizzes throughout the week, poi rakau lunchtime competitions etc
<p>Te Ao Māori (Module Subject)</p>	

<p>Develop the use of Te Reo Māori vocab when sharing and discussing ideas in Te Ao Māori to build a common language amongst students.</p>	<ul style="list-style-type: none"> ○ The teacher of Te Ao Māori has found a good balance in terms of vocabulary and basic sentence structures to help build a common language ○ Beginning with greetings, proper pronunciation of the Māori alphabet and then moving on to sentences to ask and answer questions about: <ul style="list-style-type: none"> - How they are feeling - What they are doing - What this object is (using tēnei, tēnā, tērā) ○ Every lesson begins with Te Reo Māori and students know what to expect when they arrive and fortunately don't shy away from it ○ Students are familiar with the learning outcomes and a common language is developing across the whole school ○ It would be good to come up with a new set of Te Reo Māori sentence structures for next year, so they are not learning the same sentences but instead and building on what they already know. Will have to see what their retention is like.
<p>Continue to create a differentiated learning programme that follows the Broadening Horizons Inquiry model as well as upholds Tikanga Māori.</p>	<ul style="list-style-type: none"> ○ The teacher of Te Ao Māori has maintained a differentiated learning programme that links perfectly to some really important aspects of not only Tikanga Māori, but Te Ao Maori. For example: <ul style="list-style-type: none"> - Mod 3: Manurewatanga - Mod 5: Kaitiaki o te Ao Māori - Mod 7: Pacific Migration - Mod 8: Tiaki te Taiao ○ Ensures all topics follow the Broading Horizons model and sufficient time is spent exploring each of the above aspects. This can be seen in the teacher's term overviews ○ Tikanga Māori is definetly embedded in the teacher's practice as a teacher of Te Ao Māori, as leader of Marae Stays and Cultral Council ○ Next step for 2024 is to use only Te Reo Māori words for the Broadening Horizons model, instead of the worlds Embark, Brainstorm, Explore and Share (not sure why I hadn't thought of this before now).
<p>Continue to build a deeper understanding about the importance of the Legend of Manurewa and how this is an important part of our Manurewa history.</p>	<ul style="list-style-type: none"> ○ Students learn about the Legend of Manurewa at the beginning of each year, through Te Ao Māori module subject if they have it in Term 1. Otherwise, they learn about this from their Form Teacher in the lead up to their Marae Stay ○ Perhaps this is something that needs to happen at the beginning of each new module, so all classes hear it and learn it properly from the same person? ○ Incorporated skits this year where students learned about the legend and then created their

	own 2 minute skit, showcasing the story to their peers.
Make links to other cultures' tikanga and protocols to support the learning of Tikanga Māori.	<ul style="list-style-type: none"> ○ Within Te Ao Māori, the teacher is able to make links to other cultures tikanga and protocols to support the learning of Tikanga Māori. ○ This kind of expertise requires a teacher to have a bit of experience and confidence in their own understanding of other cultures, to enable them to make such links. The teacher of Te Ao Māori is the perfect person to be able to do this as she has had experience teaching all kinds of cultures ○ Incidental conversations often come up in class about the different tikanga and beliefs. It's really cool to have students make these connections or be willing to share how their tikanga are/is the same as Tikanga Māori.

VISUAL ARTS

OBJECTIVES	ANALYSIS
Embed topic specific and academic vocabulary in art, whilst adding extension for students where appropriate.	This has been embedded in the delivery of various media throughout the year in Visual Art.
Develop an approach that allows students in a two year period to experience 2D and 3D artworks.	This year we have continued to cover both 2D and 3D artwork across the terms. We will continue to focus on this also next year as we cover different media again the following year. However, we will look to extend the learning from 2023 to ensure the Year 8's have the extension learning available.
Broaden the culturally responsive pedagogy used in visual arts.	Students have continued to be exposed to different artists from across NZ and the Pacific. This year students have also been given the opportunity to develop their skills and processes to develop a Hei tiki and a Fan using traditional or contemporary colours. This also makes links to traditional language both in and out of the subject area.
Develop assessment capable learners in visual arts through students being clear about what they are going to learn, how and why they are going to learn it, how they will know they have been successful at learning.	<p>We have included feedback time where students are able to share their ideas and explain about what they are learning with the teacher focussing on the report indicators.</p> <p>Students are able to discuss with their peers about what they have achieved and where to next.</p>
To develop a well-stocked practical Art Room, in response to topics taught in Visual Art (not school-wide).	Every term, the teacher ensures that we have the necessary resources to complete our set projects. This is an ongoing process, with continuous monitoring to ensure that specific resources are kept up to date and readily available for each project.

<p>Ensure students get opportunities to display their completed art work at school eg. the Staffroom and outside of school eg. Auckland Middle School Art Exhibition.</p>	<p>Art displays are changed in the staffroom each term. The teacher of art has also created a gallery of students artwork in the classroom for other students to make positive critical feedback on.</p> <p>This year we entered one outfit into the Toi Showquest (Wearable arts) and got a reward for innovative use of materials. We will continue this next year and look at entering more outfits. The initial process started off during formtime, it needs to start at the beginning of the year as the process does take the students a while to complete. This has taken place as a Period 6.</p>
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X-PLO TECH

OBJECTIVES	ANALYSIS
<p>To provide a more streamlined and efficient theory component with the overall aim to create a much more practical experience for the students.</p>	<p>Going through the planning and making sure that the talking time is minimal in order to support student time working with a range of tools.</p> <p>Providing multiple training opportunities for a range of tools within the XPLO room and allowing students to use power tools. Looking at projects that streamline and scaffold in the use of, and learning of, power tools.</p>
<p>Incorporate a programme that is more inclusive of students who struggle with mathematics while providing authentic opportunities for mathematical development during the design process.</p>	<p>By having the planning stage at the start of the term the students learn to use the math skills prior to the hands-on skills. This allows them the time and focus to develop their skills in the design process.</p>
<p>To ensure that all students are made aware that technology is addressing an authentic need using innovation, which can apply to any problem regardless of context or curriculum area.</p>	<p>Using the Stanford design process students work to fix real problems that they learn the skills to plan and then create a prototype. The use of technology reflects the needs of the problem.</p>
<p>To use a range of materials using a process that ensures students are developing skills they can take with them beyond their time with us.</p>	<p>By offering both hard materials such as wood and metal alongside soft materials like textiles, students are able to use a range of materials throughout the building process of different prototypes within XPLO Tech. They learn to work with these materials and learn a range of skills that allow them to create a range of different prototypes.</p>
<p>Display student work around the school.</p>	<p>Students are given their projects once they are complete. As students complete a pre-project at the start of the term and a final project at the end they are able to display both; whereas one usually stays in their homeroom class or is taken home.</p>

DIGITAL INTEGRATION 2023

BUDGET: \$100,000.00

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 LEARNERS AT THE CENTRE	1.1 Engage the community on a digital level	<ul style="list-style-type: none"> Engage the wider community through various platforms <ul style="list-style-type: none"> Facebook Website Youtube TikTok Instagram Share highlights and progress of student learning across different curriculum areas Ensure social media platforms are kept up to date and kept relevant for whānau/caregivers 	DP: Operations All Leadership	✓	✓	✓	✓	<ul style="list-style-type: none"> Our social media is always updated, keeping our community involved and up-to-date The weekly Facebook updates add a fun vibe to our online presence Staff's Rewa's Got Talent dance on the news adds a lively and positive touch Facebook is our go-to for weekly updates on academic, sports and cultural events These updates enhance our presence and connection with our community Passion Pods are responsible for posting about what is going on in their subject area Ross constantly keeps our TikTok page up to date with cool updates - Whānau Comp, Weekly Winners, How to wash your uniform/keep shoes dry etc Tara keeps the Basketball Instagram page up to date and is in chats with Thomas about managing the page Launched Curriculum Overviews this year so whānau can see what the focus is in each subject, each term
	1.2 Engage with the whānau to share how digital technologies support student learning at Manurewa Intermediate	<ul style="list-style-type: none"> Fono/Hui, SIC's, Reports, newsletters Seek feedback from whānau on how they see the use of digital technologies in learning is benefit their child 	DP: Operations AP: Learning + Teaching All Leadership All Teachers	✓	✓	✓	✓	<ul style="list-style-type: none"> Implementing QR codes to facilitate easy sharing of feedback forms with parents This streamlines the feedback process, making it convenient for parents to complete the forms Google Forms is our main platform for seeking feedback from our whānau and community at SIC's and Fono/Hui Term 4 Fono + Hui will have a focus on Māori and Pasifika engagement as well as Digital Technologies and how important/valuable our whānau think this is for their child/ren at school Friday Frenzy in Term 3 was about Online Safety. We kept our parents informed of this and what was involved in the programme over the eight weeks

<p>1.3 Ensure each curriculum area provides students with opportunities to develop digital fluency</p>	<ul style="list-style-type: none"> Continue to refine the Digital Learning tools that are used in each curriculum area which will support students to develop their digital fluency Ensure each curriculum area provides a programme that reflects the ever-changing digital world Ensure students understand the importance of being Cyber Safe Constantly monitor the efficacy of the L & T guidelines around Digital Integration. Provide opportunities in Passion Pod and Whānau Meetings to discuss the tools and methods used to support students develop their digital fluency <ul style="list-style-type: none"> Staff surveys Focus groups 	<p>DP: Operations AP: Learning + Teaching All Leadership All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Cyber Safety was the focus of Friday Frenzy in Term 3. The Informed & Empowered Programme was created to provide comprehensive courses for schools, not only to educate students on how to stay safer online, but to provide full support to teaching staff through accompanying resources Integrating gamification strategies with a Te Ao Māori focus to enhance engagement and cultural relevance Including tools like Blooket and Kahoot for interactive and engaging learning experiences Implementing Skodel (every Monday and Friday mornings) to address, support and monitor the mental wellbeing of students within an educational setting
<p>2 BARRIER FREE ACCESS</p>	<p>2.1 Reduce barriers to education through Digital Technologies</p>	<p>DP: Operations AP: Learning + Teaching All Leadership All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> The Science team are always looking at ways to incorporate cultural aspects and tikanga into their lessons, meeting the needs of Māori and Pasifika students Customising any learning programmes that involve digital technology to cater to the needs of students by: <ul style="list-style-type: none"> Using Hapara to share content with different groups of students Differentiating lessons so learners of varying abilities and interests can access the curriculum The use of devices to support and/or extend students Being mindful of font color choices on slides to ensure readability for all students

<p>3</p> <p>QUALITY TEACHING AND LEADERSHIP</p>	<p>3.1 Raise the capacity of the teaching staff by promoting and enabling a collaborative approach.</p>	<p>• Offer a forum where teachers are able to continually develop their own practice which is collaborative and supportive. • Create a team environment for our Passion Pods to showcase their personal talents in a collaborative manner.</p>	<p>DP: Operations AP: Learning + Teaching Digi Comp Teacher Passion Pod Leaders</p>	<p>✓</p>	<p>✓</p>	<p>- Teachers discuss in Passion Pod meetings, innovative ideas related to the Module for the term. These sessions serve as collaborative forums for sharing and refining teaching practices where digital technology is involved - Building digital capacity has been a continual area of development for the teachers. Teachers have been able to voice their opinions in Passion Pod and Whānau meetings which have helped support other teachers in their curriculum areas, especially on how to implement digital technologies into their specific lessons to help improve the engagement and achievement of students - The Science team actively shares lessons in Passion Pod meetings, contributing their expertise and knowledge amongst the rest of the team</p>
<p>2.2 As part of the self review of ICT/Digi Comp/Digital Infrastructure, gain the voice of teachers /students /whānau /family on whether devices at school are beneficial for student learning.</p>	<p>• Survey whānau/family during community events such as Fono/Hui, BNO, GNI, KNO • Capture student voice through surveys and conversations • Capture teachers voice through surveys and conversations • Consider feedback given and make any relevant changes if warranted</p>	<p>DP: Operations, AP: Learning + Teaching All teachers All students</p>	<p>✓</p>	<p>✓</p>	<p>- As part of our Self-review we are looking specifically at ICT usage within the school. We have surveyed our students, staff and received whānau voice at Fono/Hui as well as Night Markets (something we trialled this year) - The feedback received has been analysed to support digital technologies and the integration of device usage in 2024. This will be overseen by the DP: e-Learning and Infrastructure</p>	
<p>- Opting for color and font combinations that enhance visibility, especially for individuals with dyslexia or ADHD o Shar and Candice have included this o More staff need to be informed of this - Investigating the potential use of extensions or tools to provide additional support and enhance the educational experience for these students. This extension would enable reading passages to be read aloud to students facing challenges with reading, promoting a more inclusive testing environment - Google Translate is often used for our ESOL learners to access the curriculum where needed</p>						

<p>3.2 Provision and maintenance of all devices across the school</p>	<ul style="list-style-type: none"> • Monitor and maintain the use of Chromebooks and Fujitsu laptops in classrooms by ensuring this is reported on in an ongoing way • The ICT Helpdesk is regularly used and checked daily • Ensure teachers know the expectations about how devices are kept and stored. • Ensure each form class has established device monitors • Hapara, Google, Microsoft Licenses and Software are kept up to date for staff and students • Stocktake of current devices and all assets yearly 	<p>DP: Operations IT Manager All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Teachers regularly use the ICT helpdesk, and its usage is monitored by Davi and Sidd on a daily basis - The ICT helpdesk is very helpful and effectively utilised by teachers - Expectations are routinely shared in staff meetings to ensure clarity and alignment across the school - Teachers in need of support receive the necessary assistance to meet these expectations. In the first instance, by the Whānau Leader and if further assistance is needed, Sidd will jump in - Student device monitors is set up and used consistently well by majority of classes. Those who don't have these systems in place struggle to keep high expectations in their classrooms. Sidd has been involved to support those teachers - Sidd has facilitated opportunities for professional development with Hapara and the benefits of using this - During induction, Sidd went over the systems and processes with new staff as well as a reminder for the whole staff during Staff Only Week. These reminders included: <ul style="list-style-type: none"> o Keeping devices tidy and looked after o Routines and expectations with kids o How to hold/carry devices o What to do if there is an issue o How to prevent issues from happening - Information slides were also shared with staff, as a reference for the beginning of the year routines but also available to use throughout the year - Majority of the staff are really good at looking after their devices and both Davi and leadership do random checks whenever we are in and out of classrooms - Davi completes a stocktake of devices each term to ensure they are maintained and kept in good condition - Term 3 is when Davi tests and tags all the devices appliances in our school - over 1,400 in total
<p>3.3 Create optimum conditions for teaching and</p>	<ul style="list-style-type: none"> • Ensure the use of digital devices in class supports students learning 	<p>DP: Operations AP: Learning + Teaching All Leadership</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - This is something we need to make sure we are doing better in 2024. This presents an opportunity to refine current practices that are in place and therefore find

<p>learning, using devices in all curriculum areas.</p>	<ul style="list-style-type: none"> • Ensure devices are being used effectively using the SAMR model and not just as a substitute for pen and paper. • Digi Comp teacher to provide PD for staff to support their use of devices in the classroom. <ul style="list-style-type: none"> o Use of UTB knowledge o Staff experts • Make sure teachers have PD on how to use the devices to their potential in specific subject areas. • Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life. 	<p>All Teachers</p>				<p>next steps for our new DP portfolio - e-Learning and Infrastructure</p> <ul style="list-style-type: none"> - Our Digi-Comp teacher has stepped up in this area giving PD where needed. We have used our own staff to develop digital fluency that is specific to our school structure - We are fortunate to have staff experts in each Passion Pod, who can provide tips and tricks about their use of digital technologies. However, I think this could be encouraged in a way that includes the SAMR model - Some subjects don't use devices as much as others. Particularly in Putaiao, we prefer hands-on learning experiences by 'making lungs' rather than watching a video about lungs - There is a time and place for digital technologies and I think across the school, overall we have a good balance, allowing students a range of skills to success in education, work and life
<p>3.4 Ensure there is a balance of Digital Device use and Bookwork in all subjects</p>	<ul style="list-style-type: none"> • Discussion in Passion Pod and Whānau Meetings around the use of devices in class versus bookwork • Planning should indicate where devices are being used • Ensure device use enhances the learning is not just used for the sake of it • Ensure there is the use of books and traditional recording methods used to capture student's learning 	<p>AP: Learning + Teaching Passion Pod Leaders Whānau Leaders Teachers</p>				<ul style="list-style-type: none"> - Various subjects incorporate the use of devices, with specific emphasis on subjects such as Maths, Humanities and Form Time subjects - The extent of device usage varies, with some subjects integrating devices more frequently than others (this was evident in the self-review) - Devices are used for diverse purposes, including research, collaborative projects and interactive learning activities (Kahoot, Blooket, Quizlet) - Finding a balance between the use of devices and traditional bookwork is a priority for 2024. While we want our students to succeed in the digital world, we must also ensure they are equipped with the basic writing skills - While devices offer many technological advantages, there is a conscious effort to maintain a healthy mix of digital and traditional recording methods to cater to different learning styles
<p>4 FUTURE OF LEARNING AND WORK</p>	<p>4.1 Establish a programme, to educate students</p>	<p>AP: Learning + Teaching Whānau Leaders Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>During Term 3 this year, students were engaged in an online programme called "Our Kids Online" which encapsulated Cyber Safety</p>

<p>about cyber safety and digital citizenship.</p>	<ul style="list-style-type: none"> ● Ensure teachers 'teach' the prescribed Online Cyber Safety Programme ● Inform whānau of how they can support their child(ren) being Cyber Safe outside of school <ul style="list-style-type: none"> ○ Online Safety Parent Tool Kits ○ Cyber Bullying advice ○ Newsletters 					<ul style="list-style-type: none"> - This programme allowed students to develop an understanding of how the media influences society and young people both positively and negatively - This programme was taught by all form teachers and bough awareness and skills in being able to deal with growing in a digitally complex world - The Our Kids Online programme was engaging and easy to follow. The hand books prepared made it simple to teach. The videos were relatable for students and good class discussion stemmed from it. - We think it would be a good idea to keep this in rotation every two years OR identify the different topics that are taught on an odd year and even year
<p>4.2 Maintain effective relationships with outside agencies to support Digital Infrastructure within the school</p>	<ul style="list-style-type: none"> ● Maintain healthy relationships with PB Tech, Microsoft and N4L to ensure systems are cohesive across the school ● Continue to use Google 360 and In-Tune developments for mass distribution within the school 	<p>DP: Operations IT Manager</p>	✓	✓	✓	<ul style="list-style-type: none"> - We continue to communicate with Microsoft to install a dual Google and Microsoft package which helps with all devices to distribute apps etc and control our digital environment - Davi has continued to maintain healthy relationships with PB Tech, Microsoft and N4L to ensure our systems are cohesive across the school - Microsoft 360 and In-Tune developments have seen our school become one of the leaders in NZ to dually run this with Google Apps and distribute apps on every device in our school - Hapara is a third party software, which means they are no longer supported by Google. This means we must deploy the software to match our systems. Davi is responsible for this - It would be good to further our skills in Hapara in the future, to see what else this software has on offer and how it can support student learning in classes - The 'South Science Project' has allowed students as part of Nature Club to witness 3D printing and coding lessons. Chris Dirks (electrical engineer) has come in to run sessions with students from Nature Club

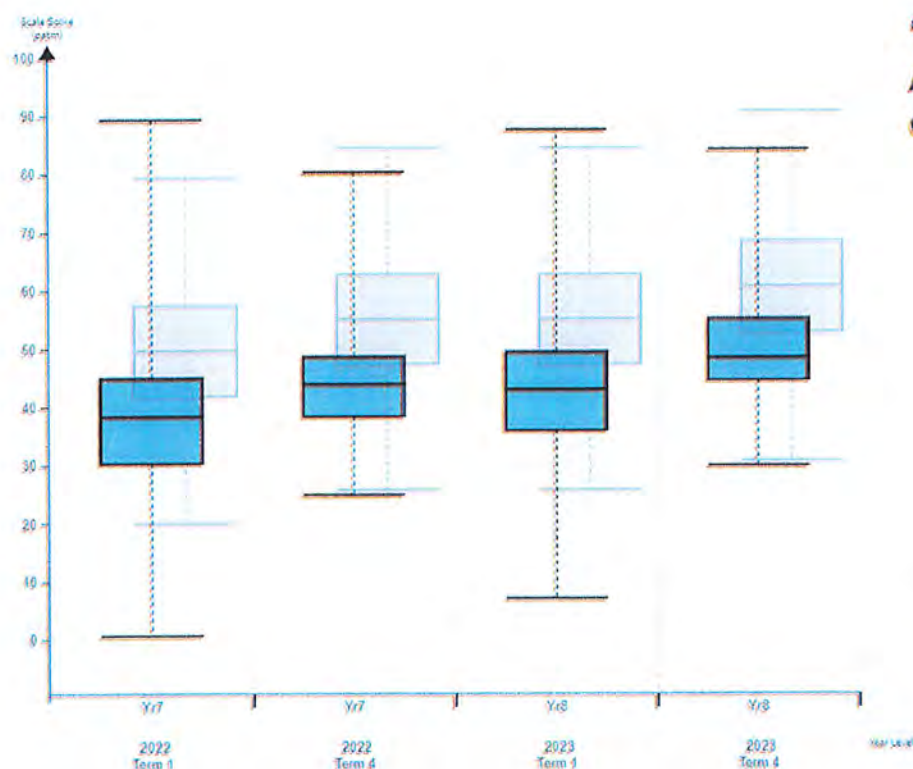
Professional Learning 2023

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
<p>2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'</p>	<p>2.1 Develop staff to strengthen teaching, leadership and learner support capability across education</p>	<ul style="list-style-type: none"> • Ensure professional development meetings are relevant • Passion Pod and Whānau Leaders to provide opportunities for teachers to do observations • RCG meetings to provide opportunities to discuss teacher practice and upskilling of teachers • LSC and DP: GaS to provide relevant and timely information to staff to support learners accessing the curriculum • PCT cohort to be involved in weekly cohort meetings and regular check-ins with DP:PLL's and Whānau Leader 	<p>DP: PLL's All Leadership LSC All teachers</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> • PLL, Whānau leaders and Passion Pod leaders offer cover for teachers who want to observe other colleagues teaching. Having a specific focus in mind is helpful for teachers observing so they know what they are looking to take away from the observation. • RCG meetings are held throughout each term. This year our focus was on using Deliberate Acts of Teaching effectively in classrooms. It has been great to see teachers work on developing the DATs that they do not feel like they are as confident in, and incorporate them more into their practice. It's also been a good way to ensure teachers are incorporating a variety of DATs into their daily teaching, as they should. • Our RCG focus for the second half of the year had a focus on incorporating aspects from Assessment for Learning as and Universal Design for Learning as well. These all linked well together. This was a good revisit on expectations that teachers are implementing all of these various aspects into their teaching to ensure their kids are being given the best learning opportunities possible, catering for the varying needs in our classrooms. • PCTs have weekly and fortnightly one-on-one meetings with PCT mentors and Whānau leaders. These meeting times are to discuss any possible issues/questions that have arisen. It's also a great opportunity to affirm PCTs for aspects of their teaching that are going well.

<ul style="list-style-type: none"> • Weekly PCT cohort meetings. These meeting times are used to discuss all things school-related. It's a good opportunity for PCTs to share their highlights and work on for each week as well as discuss upcoming deadlines and events - offering as much support as they need. • Our weekly PCT meetings have covered areas focussing on: <ul style="list-style-type: none"> - Consistently making connections with our kids - Creating a learning focussed culture in our classrooms - Differentiating our lessons to accommodate the needs of all the kids in our classrooms - Integrating feedback into our classrooms - Behaviour management in class - RTS, incident cards - Using school systems effectively - classroom expectations, routines and procedures - Organisation in the classroom - Disclosure policy - Classroom environment expectations and sharing - Expectations around report writing - Using plenaries in our lessons - Identifying work ons and setting weekly goals that we can achieve - Navigating our way around OAF 			<p>Future focus</p> <ul style="list-style-type: none"> • Use surveys, feedback forms and one-on-one discussions to gather input from teachers regarding their professional development needs and interests. • Create a tracking document that PCTs add to when they are observing other

'Clean' Mathematics Achievement data for current Year 8 students

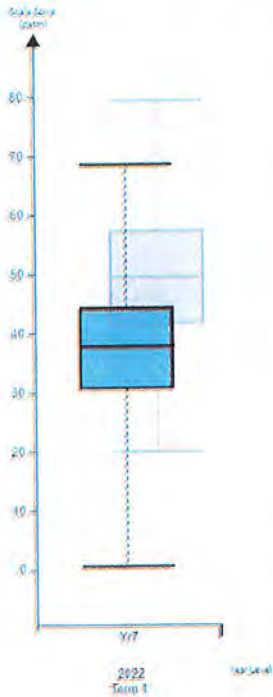
- These graphs show show 'clean' data for Year 8 students over two years of study at MI.
- 325/476 students have been included. This is roughly 68% of all current Year 8 students.
- Important to note how upper quartile catches national population each year in the graphs.



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	318/324	37.6 (49.6)	12.3 (11.5)	89.3 (79.3)	45.0(57.4)	38.5 (49.6)	30.4(41.8)	0.7 (19.9)
2022	Term 4	7	313/324	44.3 (55.0)	8.8 (11.4)	80.3 (84.4)	48.7(62.7)	44.0 (55.0)	38.4(47.3)	24.9 (25.7)
2023	Term 1	8	322/325	42.5 (55.0)	12.0 (11.4)	87.6 (84.4)	49.5(62.7)	43.1 (55.0)	36.0(47.3)	7.1 (25.7)
2023	Term 4	8	318/325	50.2 (60.6)	8.0 (11.6)	84.2 (90.6)	55.2(68.5)	48.5 (60.6)	44.6(52.8)	29.9 (30.6)

- Cleaning data shows that 50% of our Year 8 students that have been at MI for two years sit between 45.1 and 55.2 (3P - 4P).
- These students have moved from 30.4 to 45.0 (2P - 3P) range.
- This data shows clear movement for our students: effectively this 50% of population has moved an entire curriculum level within two years.
- The lower quartile of students now sit between 29.9 and 44.6 (2P - 3P). This has shifted from 0.7 to 30.4 (<2B - 2P) in Term 1, 2022.
- The average (mean) scale score has shifted from 37.6 (3P) to 50.2 (4P). This essentially means that your average curriculum level in Term 1 2022 was Working Towards. Now, in Term 4 2023 your average curriculum level is At Expectation (within clean data).

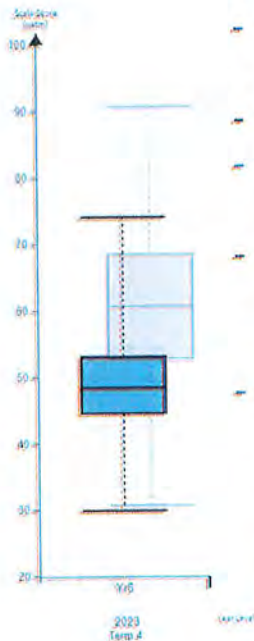
Uncleaned Year 7 Māori PAT Mathematics: Term 1 2022



- 50% of Māori population was between 30.9 and 44.5 (2P - 3A).
- Lower quartile has very wide of achievement from 0.7 to 30.9 (<2B - 2P).
- Interesting that the spread of achievement within Māori population isn't as compressed as it is for Reading Comprehension data from the same period. Is this because mathematics is more culturally neutral than language? The box plot for our students is still lower than national reference group, but you still have a wider band of achievement. Do our students simply lack the ability to focus and read for extended periods of time, but don't experience the same challenges in Mathematics? Or, does that fact that we are doing three PATs in Humanities (as opposed to one in Mathematics) have an effect?

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	162/165	37.3 (49.6)	11.7 (11.5)	68.7 (79.3)	44.5(57.4)	38.0 (49.6)	30.9(41.8)	0.7 (19.9)

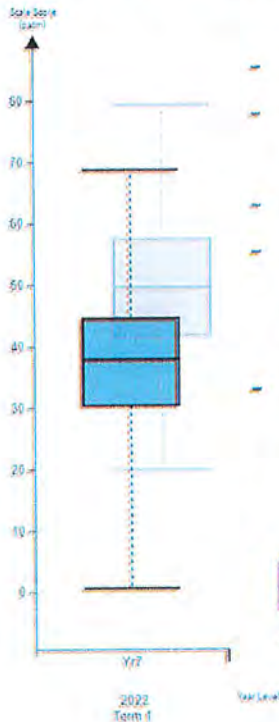
Uncleaned Year 8 Māori PAT Mathematics: Term 4 2023



- 50% of Māori population are between 44.6 and 53.1 (3P - 4P).
- Lower quartile has made great progress to catch up with national population.
- 166 Māori students in 'unclean' data, versus 118 in 'clean' data.
- Average scale score in 'unclean' data in 49.1 (4P) and average scale score in 'clean' data is 49.8 (4P)
- Upper quartile in 'unclean' data extends from 53.1 to 74.1 (4P - 5A<). Upper quartile in 'clean' data extends from 53.1 to 74.1 (4P - 5A<).
- Data cleaning for this population is not changing figures significantly. Appears to mainly affect where two mid-quartiles sit. Perhaps that is because the different between the two data sets is roughly 40 students and their achievement may be evenly spread throughout data?

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	8	156/166	49.1 (60.6)	8.2 (11.6)	74.1 (90.6)	53.1(68.5)	48.5 (60.6)	44.6(52.8)	29.9 (30.6)

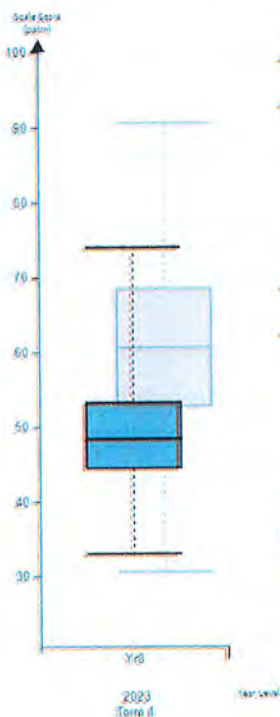
Uncleaned Year 7 Pasifika PAT Mathematics: Term 1 2022



- 50% of Pasifika population was between 30.5 and 44.7 (2P - 3A).
- Lower quartile has very wide band of achievement from 0.7 to 30.5 (<2B - 2P).
- Upper quartile extends from 44.7 to 68.8 (3A - 5A).
- This data set (along with others) highlights the wide range of achievement that different cohorts present when entering Manurewa Intermediate.
- 50% of national population was between 41.8 and 57.4 (3P - 4A). Essentially, 50% of Pasifika population was a curriculum level behind when entering Manurewa Intermediate.

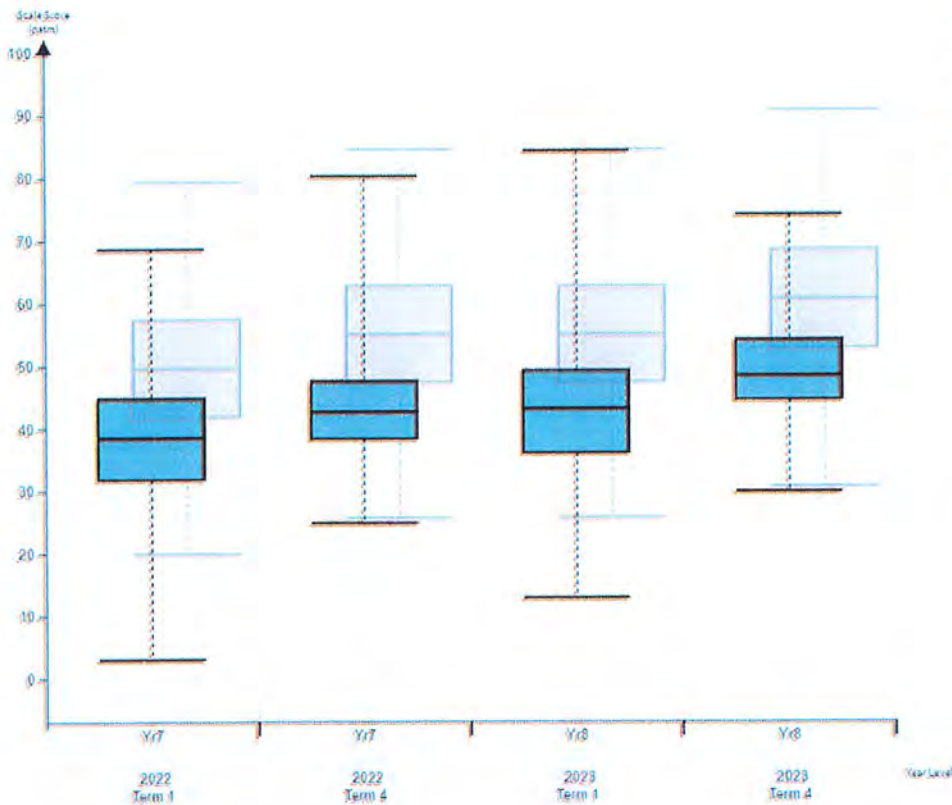
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	230/234	36.7 (49.6)	11.7 (11.5)	68.8 (79.3)	44.7(57.4)	38.0 (49.6)	30.5(41.8)	0.7 (19.9)

Uncleaned Year 8 Pasifika PAT Mathematics: Term 4 2023



- 50% of Pasifika population are between 44.6 and 53.4 (3P - 4P).
- The band of achievement in Lower quartile has narrowed. It is now 33.1 - 44.6 (2A - 3P). This shows how our high needs learners can catch to national reference data after attending Manurewa Intermediate for two years.
- Upper quartile extends from 53.4 to 74.1 (4P - 5A<).
- 50% of national population are between 52.8 and 68.5 (4P - 5A). National reference data is still a curriculum level ahead of our population. But, you can see how bottom quartile has caught up.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 4	8	251/260	49.2 (60.6)	7.5 (11.6)	74.1 (90.6)	53.4(68.5)	48.5 (60.6)	44.6(52.8)	33.1 (30.6)

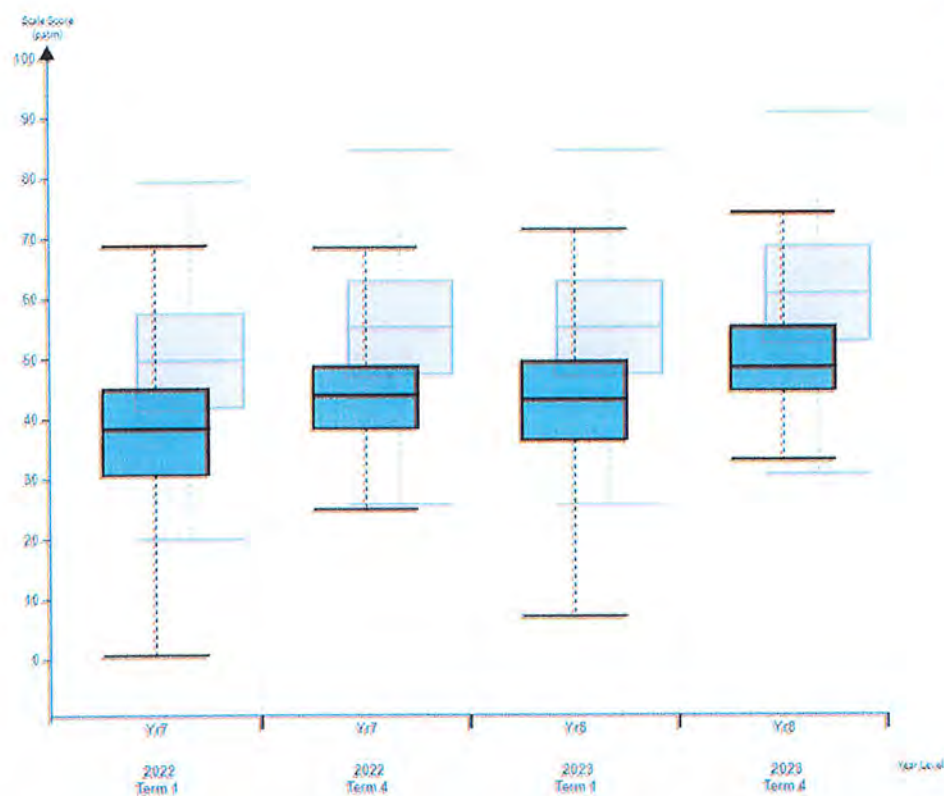


'Clean' Mathematics Achievement data for current Māori Year 8 students

- These graphs show show 'clean' data for Year 8 students over two years of study at MI.
- Data is considered 'clean' when it compares the same students from one test to another. All transient students have been removed.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	115/118	37.8 (49.6)	11.7 (11.5)	68.7 (79.3)	44.9(57.4)	38.6 (49.6)	31.9(41.8)	3.1 (19.9)
2022	Term 4	7	116/118	43.8 (55.0)	9.5 (11.4)	80.3 (84.4)	47.6(62.7)	42.7 (55.0)	38.4(47.3)	24.9 (25.7)
2023	Term 1	8	118/118	42.7 (55.0)	11.8 (11.4)	84.3 (84.4)	49.3(62.7)	43.3 (55.0)	36.1(47.3)	12.9 (25.7)
2023	Term 4	8	112/118	49.8 (60.6)	8.1 (11.6)	74.1 (90.6)	54.2(68.5)	48.5 (60.6)	44.6(52.8)	29.9 (30.6)

- Cleaning data shows that 50% of our Māori Year 8 students that have been at MI for two years sit between 44.6 and 54.2 (3P - 4P).
- These students have moved from 31.0 to 44.9 (2P - 3P) range.
- 118 Year 8 Māori students have managed to sit a PAT at the start and end of each year. This is 80% of the current Māori Year 8 population. The academic shifts that are described here do not just apply to minority of the Māori population.
- Also interesting to look at how lower quartile of students now are a closer match to the national reference data in Term 4 2023. This is a good visual representation of the accelerated progress that learners with high needs can make at Manurewa Intermediate.



'Clean' Mathematics Achievement data for current Pasifika Year 8 students

- These graphs show 'clean' data for Year 8 students over two years of study at MI.
- Data is considered 'clean' when it compares the same students from one test to another. All transient students have been removed.

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	7	181/183	37.4 (49.6)	11.7 (11.5)	68.8 (79.3)	45.0(57.4)	38.5 (49.6)	30.8(41.8)	0.7 (19.9)
2022	Term 4	7	178/183	44.3 (55.0)	7.9 (11.4)	68.4 (84.4)	48.7(62.7)	44.0 (55.0)	38.4(47.3)	24.9 (25.7)
2023	Term 1	8	182/184	42.2 (55.0)	11.9 (11.4)	71.4 (84.4)	49.5(62.7)	43.2 (55.0)	36.5(47.3)	7.1 (25.7)
2023	Term 4	8	181/184	50.3 (60.6)	7.5 (11.6)	74.1 (90.6)	55.2(68.5)	48.5 (60.6)	44.6(52.8)	33.1 (30.6)

- Cleaning data shows that 50% of our Pasifika Year 8 students that have been at MI for two years sit between 44.6 and 55.2 (3P - 4P).
- These students have moved from 30.8 to 45.0 (2P - 3A) range.
- 184 Year 8 Pasifika students have managed to sit a PAT at the start and end of each year. This is 78% of the current Pasifika Year 8 population. This again shows two things: one, the importance of being able to clean the data in a consistent way. Two, that the academic shifts described in this report do not simply apply to minority of students. Large numbers in each demographic are making large academic shifts.
- Again, lower quartile of students have caught and, in this case for Pasifika, have actually passed national reference data.

FURTHER ANALYSIS OF RAW OTJ MATHS DATA IN RELATION TO PAT MATHEMATICS

- Female Year 7 students who Need Support have decreased from 32% in Mid Year Data to 27%.
- Female Year 7 students who are Working Towards have decreased from 47% in Mid Year Data to 39%.
- Female Year 7 students who are At Expectation have increased from 20% in Mid Year Data to 28%.
- Female Year 7 students who are Above have increased from 2% in Mid Year Data to 6%.
- Male Year 7 students who Need Support have decreased from 37% in Mid Year Data to 35%.
- Male Year 7 students who are Working Towards have decreased from 37% in Mid Year Data to 35%.
- Male Year 7 students who are At Expectation has increased from 16% in Mid Year Data to 20%.
- Male Year 7 students who are Above has increased from 4% in Mid Year Data to 9%.
- Total number of Year 7s who are Above is 35, which is 8%. PAT indicates that 25% of Year 7 students are sitting between 4P to 5A. This pattern of under reporting Above students repeats itself across the different subjects.
- Total number of Year 7s who are At is 104, which is 23%. PAT indicates that 25% of Year 7 students are sitting between 3A and 4P. This indicates that the Raw OTJ data here is accurate in terms of the total percentage. But, perhaps not the individual student.
- Total number of Year 7s who are Working Towards is 161, which is 37%. PAT indicates that 25% of Year 7 students are sitting between 3B and 3P. Again, this validates the OTJs that teachers are making.
- Total number of Year 7s who Need Support is 139, which is 31%. PAT indicates that 25% of Year 7 students' achievement is lower than 2B with a peak at 3B. Again, this validates the OTJs that teachers are making at least in terms of total percentages.
- Female Year 8 students who Need Support have decreased from 28% in Mid Year Data to 16%.
- Female Year 8 students who are Working Towards have decreased from 56% in Mid Year Data to 53%.
- Female Year 8 students who are At Expectation have increased from 15% in Mid Year Data to 28%.
- Female Year 8 students who are Above have increased from 1% in Mid Year Data to 3%.
- Male Year 8 students who Need Support have decreased from 30% in Mid Year Data to 23%.
- Male Year 8 students who are Working Towards have decreased from 47% in Mid Year Data to 42%.
- Male Year 8 students who are At Expectation has increased from 19% in Mid Year Data to 28%.
- Male Year 8 students who are Above have increased from 4% in Mid Year Data to 7%.
- Total number of Year 8s who are Above is 23, which is 5%. PAT indicates that 25% of Year 8 students are sitting between 4P to 5A. Again, what is affecting the teacher's willingness or ability to recognise more of these students as Above? How many are actually 4A and above versus 4P?
- Total number of Year 8s who are At is 133, which is 28%. PAT indicates that 25% of Year 8 students are sitting between 4B to 4P. This indicates that the Raw OTJ data here is accurate in terms of total percentage.

- Total number of Year 8s who are Working Towards is 227, which is 47%. PAT indicates that 25% of Year 8 students are sitting between 3P and 4B. Something doesn't align here: more students need to be put into At Expectation, perhaps?
- Total number of Year 8s who Need Support is 93, which is 20%. PAT indicates that 25% of Year 8 students' achievement is lower than 2B with a peak at 3P. Again, this validates the OTJs that teachers are making in terms of total percentages.
- Is the lower assessment load during PAT assessment windows having a positive effect on test scores? You have one PAT test in mathematics versus three in Humanities, one of which does not correspond to a curriculum level.

Year 7 2022 to Year 8 2023 End of Year

Numbers in blue print represent 2022 unclean cumulative percentages for NS/WT and At/Ab.

Numbers in pink print represent 2022 clean cumulative percentages for NS/WT and At/Ab.

Numbers in green print represent 2023 unclean cumulative percentages for NS/WT and At/Ab.

Numbers in red print represent the 2023 clean cumulative percentages for NS/WT and At/Ab.

Cohort track removed 118 students from the 2023 Year 7 and 8 curriculum level attainment reporting. Of these students, 85 students were diagnosed with specific learning needs: ICS/ESOL/ORs funding. 33 Students were not enrolled at Manurewa from the start of Term 2 of their Year 7 year, or were not enrolled at the start of Term 4 2023 so were not part of a full two year learning programme.

Reading All Years 1-8		Needs Support		Working Towards		At Expectation		Above		Total	
		No.	%	No.	%	No.	%	No.	%	%	
All Students	Mid Year 7 2022	74	123	28%	201	46%	106	24%	8	2%	26 438
		73	86	25%	168	48%	87	25%	8	2%	27 349
	End Year 8 2023	56	104	21%	168	35%	144	30%	60	13%	43 478
		54	74	18%	145	36%	130	32%	55	14%	46 404

Writing All Years 7-8		Needs Support		Working Towards		At Expectation		Above		Total	
		No	%	No	%	No	%	No	%	%	
All Students	Mid Year 7 2022	77	125	29%	211	48%	102	23%	0	0%	23 438
		74	88	25%	172	49%	89	26%	0	0%	26 349
	End Year 8 2023	62	106	22%	193	40%	142	29%	35	7%	36 476
		58	76	18%	164	40%	131	33%	33	9%	42 371

Mathematics All Years 7-8		Needs Support		Working Towards		At Expectation		Above		Total	
		No	%	No	%	No	%	No	%	%	
All Students	Mid Year 7 2022	82	163	37%	198	45%	74	17%	3	1%	18 438
		81	118	34%	164	47%	64	18%	3	1%	19 357
	End Year 8 2023	67	93	19%	227	48%	133	28%	23	5%	33 476
		65	73	18%	190	47%	120	30%	21	5%	35 404

Cohort Tracking					
<i>2022 cohort of Year 7's as Year 8's in 2023.</i>					
Subject	Level	Colour Coding	Year 7 2022	Year 8 2023	Comparative +/-
Reading	Needs Support/ Working Towards	Dirty vs Dirty	74%	56%	-18%
		Clean vs Clean	73%	54%	-19%
	At Expectation/Above	Dirty vs Dirty	26%	43%	+17%
		Clean vs Clean	27%	46%	+19%
Writing	Needs Support/ Working Towards	Dirty vs Dirty	77%	62%	-15%
		Clean vs Clean	74%	58%	-16%
	At Expectation/Above	Dirty vs Dirty	23%	36%	+13%
		Clean vs Clean	26%	42%	+16%
Mathematics	Needs Support/ Working Towards	Dirty vs Dirty	82%	67%	-15%
		Clean vs Clean	81%	65%	-16%
	At Expectation/Above	Dirty vs Dirty	18%	33%	+15%
		Clean vs Clean	19%	35%	+16%

2023 PaCT WRITING YEAR 7, 8 AND WHOLE SCHOOL

Writing Data (PaCT)					
Year 7		Year 8		All Students	
Curriculum levels (working within)	2023	Curriculum levels (working within)	2023	Curriculum levels (working within)	2023
Beyond Level 5	14 (3%)	Beyond Level 5	36 (8%)	Beyond Level 5	50 (54%)
Within Level 5	25 (6%)	Within Level 5	50 (11%)	Within Level 5	75 (84%)
Within Level 4	89 (20%)	Within Level 4	110 (23%)	Within Level 4	199 (22%)
Within Level 3	134 (31%)	Within Level 3	154 (32%)	Within Level 3	288 (32%)
Within Level 2	132 (30%)	Within Level 2	103 (22%)	Within Level 2	235 (26%)
Within Level 1	42 (10%)	Within Level 1	22 (5%)	Within Level 1	64 (7%)
Total	436	Total	475	Total	911

- The number of students in Year 7 (39) that are at Level 5 and beyond is not credible. It is a similar story in Year 8. During my writing moderation work with Candice Knibbs in Room 25, there were a small number of students in Room 25 who were approaching Level 5 and two or three within it based on the writing sample that I collected and marked. To have 39 and within Year 7 is simply not realistic. This again highlights the limitations of PaCT. Also, when you think about how conservative our teachers are in their OTJs, I feel this inconsistency in PaCT data is more a function of how the system works, rather than our teachers. Our teachers seem to be conservative across subjects, at all times of the year, so, how come those same teachers produce inflated data when using PaCT?
- It will be very interesting to see what comes for writing OTJ data when we use E-asTTle. My hope is that we have more students in the Above category, but less in Level 5 (if that makes any sense). Ultimately, it is not about the levels, as they are just an indication of what is going on in the classroom for both teachers and students. I hope that using E-asTTle will actually help our teachers come up with relevant next steps for our students in writing in a quicker, more formative way. This is something that I don't think PaCT was helping us with either.

2023 PaCT MATHEMATICS YEAR 7, 8 AND WHOLE SCHOOL

Mathematics Data (PaCT)					
Year 7		Year 8		All Students	
Curriculum levels (working within)	2023	Curriculum levels (working within)	2023	Curriculum levels (working within)	2023
Beyond Level 5	-	Beyond Level 5	1 (0%)	Beyond Level 5	1 (0%)
Within Level 5	10 (2%)	Within Level 5	35 (7%)	Within Level 5	45 (5%)
Within Level 4	147 (34%)	Within Level 4	177 (38%)	Within Level 4	324 (36%)
Within Level 3	190 (43%)	Within Level 3	205 (43%)	Within Level 3	395 (43%)
Within Level 2	82 (19%)	Within Level 2	48 (10%)	Within Level 2	130 (14%)
Within Level 1	9 (2%)	Within Level 1	6 (1%)	Within Level 1	15 (2%)
Total	438	Total	472	Total	911

- Hopefully you can see how the breakdown of PAT data is a more precise way of looking at student achievement as opposed to the table above.
- I also hope that it is clear why the tables at the start of the report are helpful for breaking down the curriculum progressions and also aligning curriculum levels. All you have above is a whole curriculum level. Year 8 students within Level 4 can still be Working Towards expectations.
- Has very rough alignment with PAT data, however, reporting at a whole curriculum level makes it very hard to cross check accuracy of OTJs.
- It is also important to look at PaCT data in relation to PAT when considering students within or above Level 5. According to clean PAT mathematics data, in Term 4 2023, 25% of Year 8 population is between 55.2 - 84.2 (4P - 5A). 25% of the 318 'clean' students that completed a PAT mathematics test in Term 4 2023 is 80 students. These 80 students could be potentially within or beyond Level 5. PaCT is reporting 46 students. The argument could be made that the remaining 34 students are at 4A and that PaCT is accurate: but, I am not convinced of PaCT's accuracy. Take Year 7 data as an even better example. Our highest Year 7 score for PAT Mathematics was 92.1 (5A <): why has that student not appeared in the PaCT table? If PaCT offered accuracy, wouldn't such an obviously high achieving individual be recognised? I am personally very pleased that the decision was made to move away from using PaCT and I think this move will improve our teachers' ability to reliably interpret assessment data.

School Name:	Manurewa Intermediate	School Number:	1353
Reading			
Strategic Aim:	<p>Develop academically powerful students by:</p> <ul style="list-style-type: none"> Ensuring all students are equipped with the literacy skills of reading and engaging with text needed for lifelong learning. Effectively solves problems using their written language skills. Apply critical thinking skills in analysing what they read. 		
Annual Aim:	<ul style="list-style-type: none"> Increase the number of students operating <i>At</i> or <i>Above</i> level four of the NZC for reading. To raise the rate of progress for students <i>Working Towards</i> or <i>Needing Support</i> to be achieving within level four of the NZC for Reading. 		
Target:	<ul style="list-style-type: none"> Increase the percentage of all students achieving <i>At</i> and <i>Above</i> curriculum level four by 14% from 36% to 50%. Increase the percentage of all 2022 Year 7's achieving <i>At</i> and <i>Above</i> curriculum level four by 13% to 40%. Increase the percentage of all 2023 Māori achieving <i>At</i> and <i>Above</i> curriculum level four by 11% to 40%. Increase the percentage of 2022 Year 7 Pasifika achieving <i>At</i> and <i>Above</i> curriculum level four by 19% to >40%. 		
Baseline Data:	<p>Analysis of school-wide reading data in November 2022 for Year 7 students identified:</p> <ul style="list-style-type: none"> 35% of all Year 7 students are achieving <i>At</i> or <i>Above</i> curriculum level four for reading at the end of Year 7 <p>The breakdown for <i>Working Towards</i> and <i>Needs Support</i> is:</p> <ul style="list-style-type: none"> 35% of all Year 7 students are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 29% of all Year 7 students <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 38% of all Year 7 boys are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 36% of all Year 7 boys <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 32% of all Year 7 girls are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 22% of all Year 7 girls <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 31% of all Year 7 Māori are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 36% of all Year 7 Māori <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 39% of all Year 7 Pasifika are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 24% of all Year 7 Pasifika <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Maintained collaborative practices such as peer planning review and peer observations. Established and maintained strong lines of communication between Humanities and Form teachers, particularly during Foundation Basics in Term 2. Committed regular time of significant length to 'teacher talk' like a PLG in Passion Pod meetings where Humanities teachers can compare approaches, suggest ideas, share work results, discuss levels etc. Empowered children to verbalise and own their learning. Ensured planning showed evidence of questioning and oral language opportunities on a regular basis. Humanities teachers showed evidence of new learning and developed reading skills, creativity and innovation when using digital technologies. Humanities teachers committed to recognising small pieces of progress as 'creates' and displayed and celebrated the progress this represented. Continued to use our schoolwide Inquiry model effectively, while using a variety 	<p>Analysis of school wide reading data in December of 2023 shows:</p> <ul style="list-style-type: none"> 35% of all Year 7 students are achieving At or Above curriculum level four for reading at the end of Year 7 Female Year 7 students who Need Support have decreased from 24% in Mid Year Data to 20%. Female Year 7 students who are Working Towards have decreased from 55% in Mid Year Data to 39%. Female Year 7 students who are At Expectation have increased from 19% in Mid Year Data to 34%. Female Year 7 students who are Above have increased from 2% in Mid Year Data to 6%. Male Year 7 students who Need Support have decreased from 48% in Mid Year Data to 38%. Male Year 7 students who are Working Towards have decreased from 40% in Mid Year Data to 37%. Male Year 7 students who are At Expectation has increased from 11% in Mid Year Data to 20%. 	<ul style="list-style-type: none"> Target: Increase the percentage of all students achieving At and Above curriculum level four by 14% from 36% to 50%. This target has not been achieved. We 42% of all students at level 4. There has been an 8% improvement. Target: Increase the percentage of all 2022 Year 7's achieving At and Above curriculum level four by 13% to 40%. This target has been achieved. We have 46% of 2023 Year 8s achieving at level four. Target: Increase the percentage of all 2023 Māori achieving At and Above curriculum level four by 11% to 40%. This target has been achieved. PAT data shows that 50% of our Māori population is above a scale score of 52.7. This equates to a curriculum level of 4P. Target: Increase the percentage of 2022 Year 7 Pasifika achieving At and Above curriculum level four 	<ul style="list-style-type: none"> Maintain collaborative practices such as peer planning review and peer observations of guided reading, Running Records and other in class practice. Commit regular time of significant length to 'teacher talk' like a PLG in Passion Pod meetings where Humanities teachers can compare approaches, suggest ideas, share work results, discuss levels etc.' Empowering and teaching children to verbalise and own their learning. Using Speaking and Listening NZC objectives to develop a positive learning environment where questioning is and verbalisation of learning is valued and encouraged. Passion Pod Leader, Practice leader and L&T will model guided reading to Humanities passion pod. Social Science needs to become a platform for engaging the students in humanities. Ensure planning shows evidence of questioning and oral language opportunities on a regular basis. Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies.

<ul style="list-style-type: none"> • of topics to ignite curiosity among students and engage them as well as endorsed students voices • Tracking was captured in the following ways: <ul style="list-style-type: none"> - Student centred planning reflections - Summative assessment data - Ongoing formative assessment data such as Reading group assessment sheets, learning conversations and work samples. - Evidence of tracking against the Literacy Learning Progressions. - Developing understanding of the use of the Learning Progressions Framework. • Initiated the implementation of intervention programmes to support students who have additional needs. • Utilised learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. • Implemented relevant skills and knowledge garnered from school wide A4L PLD into classroom and school wide reading programmes. • Implemented a Humanities wide Structured Literacy approach "Agility With Sound" to support students in Literacy and to support upskilling teacher 	<ul style="list-style-type: none"> • Male Year 7 students who are Above have increased from 1% in Mid Year Data to 5%. • Female Year 8 students who Need Support have decreased from 20% in Mid Year Data to 17%. • Female Year 8 students who are Working Towards have decreased from 54% in Mid Year Data to 41%. • Female Year 8 students who are At Expectation have increased from 24% in Mid Year Data to 33%. • Female Year 8 students who are Above have increased from 2% in Mid Year Data to 9%. • Male Year 8 students who Need Support have decreased from 33% in Mid Year Data to 28%. • Male Year 8 students who are Working Towards have decreased from 49% in Mid Year Data to 40%. • Male Year 8 students who are At Expectation has increased from 16% in Mid Year Data to 25%. • Male Year 8 students who are Above have increased from 2% in Mid Year Data to 7%. 	<ul style="list-style-type: none"> • by 19% to >40%. PAT data shows that 50% of our Pasifika population is above a scale score of 53.9. This equates to a curriculum level of 4P. • Moving away from the usage of PaCT will allow L&T and Humanities Passion Pod leader assist teacher in becoming more data literate. • Data literacy will improve the accuracy of both OTJs and next steps for learners. • Guided reading needs to be a larger part of humanities teaching. Particularly for students who are at or near curriculum expectations. 	<ul style="list-style-type: none"> • Humanities teachers will commit to recognising small pieces of progress as 'creates' and will display and/or celebrate the progress this represents when responding to reading written texts. • Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students voices • Tracking will be captured in the following ways: <ul style="list-style-type: none"> o Student centred planning reflections o Summative assessment data o Ongoing formative assessment data such as Reading group assessment sheets, learning conversations and work samples. o Moderated writing samples o Evidence of tracking against the Literacy Learning Progressions. o PD on Running Records • A set of key indicators to identify effective practice and NZC tracking in reading will be developed. • Initiate the implementation of intervention programmes to support students who have additional needs including Sharp Reading, High Fliers and ESOL.
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<ul style="list-style-type: none"> • practice particularly around the teaching of reading. • Supported Humanities teachers understanding of <ul style="list-style-type: none"> ○ Easttle data ○ Guided Reading ○ Agility With Sound check ins ○ Sharing best practice tips and tricks 		<ul style="list-style-type: none"> • To utilise learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021+2022 into classroom and school wide reading programmes. • Continue to implement a Humanities wide Structured Literacy approach "Agility With Sound" to support identified students in Literacy. • Support the upskilling of teacher practice particularly around the teaching of reading. • Support the upskilling of teacher practice through the whole school Gifted and Talented focus. • Create 2023 Reading Achievement Targets that will continue to be aspirational.
Planning for next year		
<ul style="list-style-type: none"> • Increase the percentage of all students achieving At and Above curriculum level four by 8% from 42% to 50%. • Increase the percentage of all 2023 Year 7's achieving At and Above curriculum level four by 4% to 50%. • Increase the percentage of all 2023 Māori achieving At and Above curriculum level four to greater than 50% • Increase the percentage of 2022 Year 7 Pasifika achieving At and Above curriculum level four to greater than 50% 		

School Name:	Manurewa Intermediate	School Number: 1353
Writing		
Strategic Aim:	<p>Develop academically powerful students by</p> <ul style="list-style-type: none"> Ensuring all students are equipped with the literacy skills of writing and engaging in expressing themselves through whatever written means for lifelong learning. Effectively select appropriate writing forms to achieve a specific purpose. Apply the technical skills needed to ensure writing is fluent, accurate and effective. 	
Annual Aim:	<p>Strategic Objectives:</p> <ul style="list-style-type: none"> Improve teacher effectiveness, pedagogy and practice Develop teachers' confidence and capacity in the teaching of writing Address the needs of students who 'Need Support' and are 'Working Towards' curriculum level four Monitor student achievement in writing through the use of PaCT. 	
Target:	<ul style="list-style-type: none"> Increase the percentage of all students achieving At and Above curriculum level four by at least 11% from 14% to >25%. Increase the percentage of 2022 Year 7 males achieving At and Above curriculum level four by at least 28% from 22% to >50%. Increase the percentage of Māori males achieving At curriculum level four by at least 15% from 15% to >30%. Increase the percentage of clean cohort 2022 Year 7's achieving At level 4 by at least 11% from 39% to >50%. 	
Baseline Data:	<p>Analysis of school-wide writing data in December 2023 identified:</p> <ul style="list-style-type: none"> 32% of all Year 7 students are operating At or Above curriculum level four for writing at the end of Year 7 <p>The breakdown for Working Towards and who Need Support is:</p> <ul style="list-style-type: none"> 38% of all Year 7 students are Working Towards curriculum level four for writing at the end of Year 7 30% of all Year 7 students Need Support to attain curriculum level four for writing at the end of Year 7 37% of all Year 7 boys are Working Towards curriculum level four for writing at the end of Year 7 38% of all Year 7 boys are Need Support to attain curriculum level four for writing at the end of Year 7 39% of all Year 7 girls are Working Towards curriculum level four for writing at the end of Year 7 20% of all Year 7 girls are Need Support to attain curriculum level four at the end of Year 7 32% of all Year 7 Māori males are Working Towards curriculum level four for writing at the end of Year 7 52% of all Year 7 Māori males are Need Support to attain curriculum level four for writing at the end of Year 7 	

Actions <i>What oia we oia?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Maintained collaborative practices such as peer planning review and peer observations. Established and maintained strong lines of communication between Humanities and Form teachers, particularly during Foundation Basics in Term 2. Committed to regular time of significant length to 'teacher talk' in Passion Pod meetings where Humanities teachers compared approaches, suggested ideas, shared work, results, discussed levels etc. with a focus on culturally responsive approaches. Empowered and taught children to verbalise and own their learning. Ensured planning shows evidence of questioning and oral language opportunities on a regular basis, particularly in relation to shared writing practice and students using peer-to-peer feedback during the writing process. Humanities teachers showed evidence of new learning, creativity and innovation when using digital technologies to enhance writing programmes. Humanities teachers committed to recognising small pieces of writing progress as 'creates' and 	<p>Analysis of school wide Writing data in December 2023 identified:</p> <ul style="list-style-type: none"> 32% of 2023 Year 7 students are achieving At or Above curriculum level four. Increased the percentage of Māori male students who are At or Above curriculum level four. From 22% in 2022 to 26% in their 2023 Year 8 year, an increase of 4%. Decreased the percentage of the 2022 Year 7 Māori female cohort who Need Support from 14% to 12% as 2023 Year 8's, a decrease of 2%. The number of Year 8 females who Need Support in 2022 as Year 7s has decreased from 19% to 17% in Term 4 2023. The number of Year 8 females who were Working Towards in 2022 as Year 7s has decreased from 47% in 2022 to 41% in Term 4 2023. The number of Year 8 females who were At in 2022 as Year 7s has increased from 32% in 2022 to 33% in Term 4 2023. The number of Year 8 females who were Above in 2022 as Year 7s has increased from 2% in 2022 to 9% in Term 4 2023. The number of Year 8 males who Need Support in 2022 as Year 7s 	<ul style="list-style-type: none"> Target: Increase the percentage of all students achieving At and Above curriculum level four by at least 11% from 14% to >25%. This target has been achieved. We have 34% of all students achieving At or Above level four. Target: Increase the percentage of 2022 Year 7 males achieving At and Above curriculum level four by at least 28% from 22% to >50%. This target has been achieved. We have 325 of year 8 Males achieving At or Above curriculum level four. Target: Increase the percentage of Māori males achieving At curriculum level four by at least 15% to >30%. This target has not been achieved. We currently have 26% of Māori males at curriculum level four. There has been progress: an 11% gain. Target: Increase the percentage of clean cohort 2022 Year 7's achieving At level 4 by at least 11% from 39% to >50%. This target has not been achieved. We have 42% At or Above for 2023 Clean Year 8 data. PaCT is not a coherent moderation or levelling tool. When compared to other standardised data that has been 	<ul style="list-style-type: none"> Maintain collaborative practices such as peer planning review and peer observations of guided writing. A4L practice will be enhanced with use of e-asTTle moderation and 'student speak' rubrics. Humanities teachers need to develop an awareness of what writing looks like at level four using a e-asTTle moderated exemplars that align with curriculum. Commit regular time to moderation using curriculum exemplars and e-asTTle rubric. Empowering and teaching children to verbalise and own their learning. Using 'student speak' e-asTTle rubric. Ensure planning shows evidence of questioning and oral language opportunities on a regular basis, particularly in relation to shared writing practice and students using peer-to-peer feedback during the writing process. Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies in relation to their writing programmes and when supporting students to engage writers.

<ul style="list-style-type: none"> displayed and celebrated the progress this represented. Student writing was 'showcased' in displays eg. Rm 62 corridor and outside DP:PLL office. This was the responsibility of the Humanities Passion Pod Leader. Continued to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students' voices and curiosity. Initiated the implementation of intervention programmes to support students who have additional needs. Utilised learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. Implemented a Humanities wide Structured Literacy approach "Agility With Sound" to support students in Literacy and to support upskilling teacher practice. 	<ul style="list-style-type: none"> has decreased from 33% to 28% in Term 4 2023. The number of Year 8 males who were Working Towards in 2022 as Year 7s has decreased from 48% to 40% in Term 4 2023. The number of Year 8 males who were At in 2022 as Year 7s has increased from 16% in 2022 to 25% in Term 4 2023. The number of Year 8 males who were Above in 2022 as Year 7s has increased from 3% in 2022 to 6% in Term 4 2023. 	<ul style="list-style-type: none"> collected, PaCT appears to have the effect of suppressing results. Furthermore, the lack of efficiency creating an OTJ using PaCT means that teachers lack the capacity to react to student learning needs in timely manner that would accelerate student progress. PaCT also has a progression within its levelling based on the LPFs. However, the progressions in PaCT aren't as fine as e-asTTle which make it harder for teacher to provide next steps for learner or show progression. For example in e-asTTle level 2 is covered by the scores of 19-24. A student can still be within level 2 and move from 19 to 21, for example. PaCT doesn't meaningfully allow a teacher to show progression within a curriculum level. Teachers need a tool that allows them to see the totality of a student's writing quickly and efficiently. 	<ul style="list-style-type: none"> Tracking will be captured in the following ways: <ul style="list-style-type: none"> Student centred planning reflections Summative assessment data including writing samples Ongoing formative assessment data such as writing group assessment sheets, learning conversations and work samples. Regular opportunities for moderated writing samples Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well. Initiate the implementation of intervention programmes to support students who have additional needs. To utilise learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. Continue to implement relevant skills and knowledge garnered from school wide A4L PLD into classroom and school wide reading programmes. Continue to implement a Humanities wide Structured Literacy approach "Agility With Sound" to support identified students in Literacy. Support the upskilling of teacher practice particularly around the teaching of writing.
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			<ul style="list-style-type: none"> • Support the upskilling of teacher practice through the whole school Gifted and Talented focus. • Create 2024 Reading Achievement Targets that will continue to be aspirational.
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> • Increase the percentage of all students achieving At and Above curriculum level four by at least 3% from 32% to >35%. • Increase the percentage of 2023 Year 7 males achieving At and Above curriculum level four by at least 10% from 24% to >34%. • Increase the percentage of Māori males achieving At curriculum level four by at least 7% from 27% to >35%. • Increase the percentage of clean cohort 2024 Year 8's achieving At and Above level 4 by at least 5% from 42% to >47%. 			

School Name:	Manurewa Intermediate	School Number: 1353
Mathematics		
Strategic Aim:	<p>Develop academically powerful students by</p> <ul style="list-style-type: none"> Ensuring all students are equipped with the numeracy skills to problem solve and operate as effective mathematicians. Effectively solve problems through use of mathematical processes and strategies that work for the individual. Applies critical thinking skills in analysing authentic situations that need applied mathematical skills. 	
Annual Aim:	<ul style="list-style-type: none"> Increase the number of students operating <i>At</i> or <i>Above</i> level four of the curriculum for mathematics. To raise the rate of progress for students <i>Working Towards</i> or who <i>Need Support</i> to be achieving within level four of the curriculum for mathematics. 	
Target:	<ul style="list-style-type: none"> To decrease the percentage of the 2023 Year 7 cohort who <i>Need Support</i> from 29% to <19%. To increase the percentage of male 2023 Year 7 cohort achieving <i>At</i> level four from 23% to >35%. To increase the percentage of Māori 2023 Year 7 males achieving <i>At</i> level four from 23% to >35% To increase the percentage of all Pasifika students <i>At</i> level four 33% to 45% 	
Baseline Data:	<p>Analysis of school-wide numeracy data in December 2023 identified:</p> <ul style="list-style-type: none"> 35% of all Year 7 students are operating <i>At</i> or <i>Above</i> curriculum level four for mathematics at the end of Year 7 <p>The breakdown for <i>Working Towards</i> and <i>Needs Support</i> is:</p> <ul style="list-style-type: none"> 37% of all Year 7 students are <i>Working Towards</i> curriculum level four for mathematics at the end of Year 7 31% of all Year 7 students <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 35% of all Year 7 boys are <i>Working Towards</i> curriculum level four in mathematics at the end of Year 7 35% of all Year 7 boys <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 39% of all Year 7 girls are <i>Working Towards</i> curriculum level four in mathematics at the end of Year 7 27% of all Year 7 girls <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 39% of all Year 7 Māori are <i>Working Towards</i> curriculum level four in mathematics at the end of Year 7 38% of all Year 7 Māori <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Continued to develop a collaborative culture where we use the strengths and knowledge of our teachers to support student learning. Ensure there is the use of real-life contexts while learning through concrete materials to develop new concepts and student agency. Improve differentiated teaching practices to meet students' specific needs, including effective assessment to diagnose student learning needs Create meaningful links within and between strands in mathematics so subjects do not become siloed. Sustain the problem solving approach and the use of rich tasks to embed mathematical concepts. Ensure there are a high number of opportunities for observations, co-teaching and modelling lessons for teachers to strengthen and reinforce best practice. 	<ul style="list-style-type: none"> Practice leader has worked collaboratively with all of mathematics team to support the development and implementation of best practice. Mathematic team clearly has a team culture that places a high value on catering to specific student needs (particularly those with high needs) and there is ample evidence that learners at MI make accelerated progress in maths. Differentiation in mathematics is driven by a robust assessment schedule that identifies learning needs in students. This allows teachers to effectively target gaps and help students' progress. Problem solving or word based problems are used as extension to reinforce newly acquired number knowledge or strategies. Practical links are made so that students can see 'real world' applications of mathematics. Again, it is very clear that the Passion Pod leader and Practice Leader have good working relationship and support their team members through effective observation. Data supports the 	<ul style="list-style-type: none"> The target to reduce the percentage of Needs Support from 2022 cohort 27% to 18 or lower has been achieved. We have 18% Needs Support students in our Year 8 2023 Clean data. Why has this shift happened: the mathematics team has employed new pedagogical approaches to engage Needs Support learners, Move n Prove been an example. Also, included information about curriculum levels and what the student need to do to move ahead in mathematics is important. This allows students to see their next steps and increases the agency they have over their learning. The target to increase the percentage of male Year 7s 2022 cohort achieving at level four from 23% to greater than 23% has been achieved. OTJ data shows that 32% of male year 8s are At or Above for mathematics. Clean PAT data shows that the median scale score for this demographic is 49.7. This means that 50% are achieving at 4B and above. 75% are above 3P according to Clean PAT data. Why has this shift happened: To have a variation of roughly 20 - 30% between the target and the reality of how our 	<ul style="list-style-type: none"> Continue to develop a collaborative culture where we use the strengths and knowledge of our teachers to support student learning. In particular, it is important that the Practice Leader in mathematics continues to support the professional learning of the teachers in the mathematics team. Ensure there is the use of real-life contexts while learning through concrete materials to develop new concepts. Furthermore, develop teachers ability to frame math problems in a way that extends the learning of students who are near or above curriculum expectations. Continue to maintain the effective differentiated teaching practices to meet students' specific needs, including effective assessment to diagnose student learning needs. Create meaningful links within and between strands in mathematics so subjects do not become siloed. Sustain the problem solving approach and the use of rich tasks to embed mathematical concepts.

<ul style="list-style-type: none"> • Increase student agency by teachers using knowledge gained through professional development. • Develop a set of indicators that help identify effective teaching practice in our context in mathematics. • Continue to use the PaCT as a tracking tool throughout the year to ensure the LPFs are a main focus for our teaching practice. • Use the LPFs as a curriculum knowledge building tool which will then be used to inform our PaCT judgements. • Mathematics teachers need to show evidence of new learning, creativity and innovation when using digital technologies. • All Math teachers will use Spring Into Math as an in class intervention. • Continue to use our schoolwide Inquiry model effectively, while engage them as well. • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled 	<p>idea that there is consistency of practice across mathematics team.</p> <ul style="list-style-type: none"> • Student agency is primarily bolstered by sharing of assessment data with students. Records are kept in student books about next learning steps which are linked to assessment outcomes. Also has links to AFL framework. • PaCT has been used as tracking tool but is being abandoned for 2024. PAT data is seen as a more effective way of reporting and tracking student progress. • Mathematics teachers have continues to use digital devices in innovate ways to enhance engagement. However, in 2023 they have also being mindful to strike a balance between engagement through digital devices and meaningful learning that accelerates student progress. • Spring into maths in a successful intervention that will continue in 2024. Data supports the idea that students who Need Support make progress when part of this programme. • Basic assessment of learning principles (use of a WALT, success criteria and sharing of assessment data with learners) 	<p>student achieve means this target needs to be revised and better aligned with how students move through the curriculum.</p> <ul style="list-style-type: none"> • The aim to increase the percentage of Maori 2022 Year 7 males achieving At level four from 23% to greater than 25%. This target has been achieved. OTJ data shows that 38% of Māori male students are At or Above in mathematics. Clean OTJ data shows that the median scale score for this group is 48.5. This means that 50% of this demographic are achieving at 4B and above. 75% of this population are 3P and above according to Clean PAT data. Why has this shift happened: To have a variation of roughly 25% between the target and the reality of how our student achieve means this target needs to be revised and better aligned with how students move through the curriculum. • To aim to shift the achievement of 7% of Year 8 clean cohort Pasifika students who Need Support and are Working Towards from 78% to less than 65%. This target has not been achieved as we 66% of Pasifika Students are Working Towards and Need Support in the Clean Pasifika data. 	<ul style="list-style-type: none"> • Ensure there are a high number of opportunities for observations, co-teaching and modelling lessons for teachers to strengthen and reinforce best practice. • Develop teachers' ability to interpret PAT and e-asTTle data to track progress, group students and effectively target student learning needs. • All Math teachers will continue to use Spring Into Math as an in class intervention. • Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students' voices. • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021 and 2022. However, these practices need to be aligned with important assessment data (PAT scale scores, for example) to allow teachers to accurately report on student achievement and provide relevant next steps for learning. • Create 2024 Math Achievement Targets that will be aspirational
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<p>out in 2021 and 2022 into school wide and classroom math programmes.</p> <ul style="list-style-type: none"> Implement changes in how we 'do' Math ie. Stuff our kids need to know, upskill teacher practice etc Create 2023 Math Achievement Targets that will be aspirational and ensure these are monitored rigorously during the year 	<p>are well embedded in the mathematic programme.</p> <ul style="list-style-type: none"> The mathematics team is committed to professional leaning an upskilling. The results that they have delivered this year support this idea. Math targets for 2024 and into the future need to be aligned with how students move through curriculum. Maths team tracking is comprehensive and rigorous. 	<ul style="list-style-type: none"> To decrease the percentage of all 2022 year 7s who are Needs Support from 74% to less than 60%. This target has been achieved as we have 18% who Need Support in 2023 Clean Academic data. To increase the percentage of all Pasifika students At level four 33% to 45%. This target has not been achieved. PAT data shows that 37% of Pasifika students are in Level 4. There is a difference between seeing positive academic shifts and meeting a target. In the cases where student achievement has exceeded a target, or a target has not been met, it appears that the targets themselves may not have been closely aligned with standardized assessment information. 	<p>and ensure these are monitored rigorously during the year. These targets also need to be better aligned with standardized assessment data so they are a more accurate reflection of how our student move through the curriculum.</p> <ul style="list-style-type: none"> Improve all learners ability to access rich learning tasks through didactic teaching. This support them to make transition from supported learning to more independent problem solving. Continue to use Numicon/ Highfliers intervention as this has also proven to be very successful at shifting students who Need Support.
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Planning for next year

- To decrease the percentage of the 2024 Year 7 cohort who Need Support from 29% to <20%.
- To increase the percentage of male 2024 Year 7 cohort achieving At level four from 29% to >35%.
- To increase the percentage of Māori 2024 Year 7 males achieving At level four from 23% to >28%.
- Increase the percentage of 2024 Year 8 Pasifika that are At or Above from 44% to 50%<
- To decrease the percentage of all Year 7 2024 cohort who Needs Support from 68% to <58%, a decrease of 10%.



School name: Manurewa Intermediate	School number: 1353
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Focus: INCLUSION	
Strategic Aim:	<p>All students are supported to attend school, engage in all activities and achieve against the key competencies and learning areas of the New Zealand Curriculum</p> <ul style="list-style-type: none"> All teachers strive for excellence To develop academically powerful students To develop potential in all students
Annual Aim:	<ul style="list-style-type: none"> Increase the level of connection and commitment students have to school and learning Provide learning experiences that challenge and empower students Increase the progress and achievement of students who are not currently achieving as expected
Target:	<ul style="list-style-type: none"> Identify staff needs and develop a professional development plan to build teacher knowledge, skills and confidence to meet the diverse needs of students All students with learning needs (including those in the adapted learning units) will be supported through their line of teachers in the core curriculum areas and form teacher
Baseline data:	<ul style="list-style-type: none"> Guidance and Support Register developed and utilised effectively Guidance and Support Unit meets weekly including specialist support agencies Adapted Learning Units programmes developed in homerooms with adapted specialist programmes Students with special education needs and high needs participate in all programmes run school-wide All students included in the Guidance and Support Register transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Maintain an inclusive school culture</p>	<p>Classes are mixed ability and priority is placed on making good teacher student matches as opposed to streaming. With an emphasis on relationships.</p> <p>High expectations are maintained throughout the year with regard to inclusivity and differentiated programmes. Support is provided to ensure that students can achieve success within their capabilities.</p> <p>Neuro and physically diverse students are actively identified and supported by the Guidance and Support team to ensure they have the highest access possible, both in learning and activities.</p>	<p>Significant time is spent by the DP: GaS and DP: PC in conjunction with the LSC to ensure that classes are mixed ability at the start of the year.</p> <p>High numbers of Learning Assistants with a more experienced team being maintained has meant that support has been consistent.</p> <p>This is done through a referral process via teachers, information gained from transition meetings or by analysing whole school data.</p>	<p>Support the new DP: PLL to ensure they are teaching how to create inclusive class programmes.</p> <p>Support the new DP: GaS and DP: PC to ensure a continuation of service.</p>
<p>Foster inclusive student relationships</p>	<p>Multiple opportunities for students to participate and enjoy success at school despite potential difficulties including:</p> <ul style="list-style-type: none"> - robust sports programmes - multiple leadership opportunities - Night Markets - adapted learning programmes; Highfliers, Kura Reo (ESOL Programme) - programmes promoting social capability (Rewa Rising, Vibe) - Cultural groups and showcases. <p>Additionally, through deliberate activities and learning experiences such as the Graduate Profile, MI Mates and Whānau competitions.</p>	<p>Programmes are generally strength based and access what students can achieve to feel successful. This is done particularly effectively at the beginning of the year.</p> <p>Intervention programmes for lower ability students are usually not mixed ability but streamed to ensure students are feeling supported by peers and to build social connections with like minded students. Data has shown this to be successful and achievement data has consistently shown to move them.</p>	<p>Continue to base programmes on a strength-based model. Make this explicit when delivering them.</p>

<p>Complete a robust annual review of the Guidance and Support programme ensuring input by whānau, students, staff and leadership.</p>	<p>A review accessing whanau, teachers, students and the Guidance and Support team was done.</p> <p>A multitude of inputs were analysed with open ended questions being the main form of input.</p> <p>Some recommendations were discussed as they became apparent, and action was taken by the leadership team.</p> <p>The review was completed late in Term Four and didn't necessarily allow for all the changes to happen in the following year.</p>	<p>This holistic approach allowed for the most in depth analysis of the programme and provided a fantastic amount of data.</p> <p>Open ended questions proved to be extremely time consuming to analyse and slowed the process. However, this did provide the most input and largest variety of data.</p> <p>As recommendations appeared discussion was had at the leadership meetings to determine if they should be implemented.</p> <p>The review should have been completed in a timelier manner to ensure that all recommendations could be actioned.</p>	<p>Review completed successfully.</p>
<p>Students identified and referred for support through the Guidance and Support referral process</p>	<p>The referral process is being used effectively however most students are identified before the teachers have a need to. This has seen a reduction in referrals, however, when they are done teachers are making referrals with robust data, usually following a discussion with the LSC or DP: Guidance and Support.</p> <p>Teachers are using the OTJ and Speed dating meetings to connect with the LSC and discuss students of concern. The LSC is also using these meetings to update teachers how on students are doing following referrals to the Guidance and Support team.</p>	<p>Students who needed support are being identified at transition meetings more readily.</p> <p>Line of Teacher meetings with the LSC prove to be useful but could be happening more consistently. Perhaps during Whanau Meeting time?</p>	<p>Continue to promote the referral process and expand it by create a digital version.</p>

Tātaritanga raraunga

<p>Provide support and training for the new LSC</p>	<p>LSC only started in Term Two however provided to be extremely capable and effective. They have inculcated themselves highly effectively at the school and their previous understanding of the systems and structures have helped their success</p>	<p>Incredibly effective</p>	<p>LSC inculcated effectively.</p>
<p>Review the IEP process to determine how the most number of stakeholders can attend while reducing internal cover and disruption</p>	<p>IEP process proved to have similar numbers with regards to whanau and lower numbers towards the end of the year. Math teachers were not invited to the IEPs except for high stakes IEPs</p>	<p>New LSC failed to generate as powerful relationships with whanau in such a short space of time. This was likely due to their late starting point. The exclusion of the Math teachers allowed significantly more flexibility with regards to the cover and much less disruption to teachers and their programmes.</p>	<p>Continue to support LSC with generating relationships with whanau by supporting meetings at the beginning of the year.</p>
<p>LA (Learning Assistants) time to be assigned on a need's basis ensuring that those receiving funding get their allocation first.</p>	<p>All students with active funding were prioritised LA time with the needs of the student prioritised and ensured they are linked to the right LA who can support them. Students with ORS and ICS funding were given first priority with the withdrawal programme Highfliers. Additional spaces were only assigned after those spaces were full. This applied later to the newly implemented Highfliers: Numicon programme.</p>	<p>Considerable time was spent on timetabling and discussions with the Learning Assistance and the children they supported. An effective and robust system of testing and grouping was done by the LSC and LA of the Highfliers group to ensure that students were placed with groups they could work with.</p>	<p>Ensure that students are identified early as there will be no ICS funded students to draw on as a base for support.</p>
<p>LA (Learning Assistants) to engage with an intervention</p>	<p>Students with specific needs were identified and appropriate interventions were assigned based on those needs.</p>	<p>Students that had obvious needs were supported with specific interventions based</p>	<p>Continue to provide interventions are required.</p>



Tataritanga raraunga

<p>when supporting students with high needs.</p>	<p>This was to be fully implemented and each allocation in the LA Timetable to have an assigned intervention, but this didn't happen for every student.</p>	<p>on recommendations by the appropriate teachers the students were with.</p> <p>This intervention allocation proved to be unnecessary as teachers often preferred their own interventions.</p>	<p>Increase the range of skills by providing professional development opportunities for Learning Assistants.</p>
<p>Ensure effective transition processes for new students starting during the year</p>	<p>The use of the Enrichment Class as an Induction class has been used much more effectively this year and the transition process has been more robust. We are still often having to place students before we receive data from previous schools which has been problematic a few times.</p>	<p>The Student Administrator leaving placed a lot of pressure on untrained staff such as the DP: GaS who took on the majority of the roll.</p>	<p>DP: PC to lead this process of placement and to maintain strict systems to ensure that the placements are effective and in line with student needs.</p>
<p>Transition processes for Year 6 students and Year 8 students</p>	<p>Transition has been relatively robust this year though still relies on the cooperation of Primary Schools and High Schools. Meets were held in Week Four for High Schools and Week Five for Primary Schools. The discussions were informative, and schools generally provided useful information. The quality of the transition forms was highly variable this year and this raised some concerns about the efficacy of the data.</p> <p>The lack of RTLB transition referrals by primary schools was concerning and required active intervention by the DP: GaS</p>	<p>The timeline of meeting with RTLB before meeting with Primary Schools meant that students of concern could be identified and discussed with the transition team from the respective schools, and we didn't have to rely on them identifying them. This also meant that any students who should be referred could be actioned when requested by the DP: GaS</p> <p>Year 8 transition meetings were done before the end of year testing was completed. This meant that the information that was passed on was not as useful as we would have liked. This was to accommodate the high schools and is a discussion each year.</p>	<p>Maintain high expectations for the schools in our Kahui Ako with regard to transition.</p> <p>Maintain good lines of communication with our contributing schools and the high schools.</p>



Tātaritanga raraunga

<p>Students identified as having learning needs or specific needs will be transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)</p>	<p>Students with high needs at MI have identified early, through the IEPs, the high school they plan to attend with whānau input. Discussion between the LSC and whānau has been rigorous and allowed those students who would benefit from additional transition visits to have them. Additionally, support was given for those students to enrol in a timely manner thus ensuring we have done our due diligence. The LSC supported the whānau by attending the transition visits with the students.</p> <p>Support for the Year 6s has been improved this year with more transition visits by primary schools being requested and actioned.</p>	<p>Consistent and regular communication by the LSC with the high schools and whānau have made transition visits successful.</p>	<p>Keep using the systems we already have in place.</p>
<p>Regularly review the students on the Guidance and Support Register/ Students of Interest Doc for TWR Wall</p>	<p>The Learning Support Register has proven to be highly successful and it's continued use is now essential to maintaining a variety of systems we have in the school. The ongoing log of intervention is proving to be especially useful.</p> <p>The Wall of Fame is still utilised as the first point of reference when looking at students of concern by teachers.</p>	<p>This system must be, and has been, maintained by the LSC and DP: GaS to ensure that it remains relevant and useful. The integrity of it's data is extremely important.</p> <p>The Wall of Fame continues to be important and effective and works in conjunction with the LSR/</p>	<p>Continue to maintain the LSR and ensure it is updated effectively.</p>
<p>Guidance and Support Unit meets weekly including specialist support agencies</p>	<p>The Guidance and Support Unit meets regularly with the RTL Liaison, MoE Service Manager and LSC meeting with the</p>	<p>The meetings are scheduled well in advance with an agenda sent out well before the meeting.</p>	<p>Return meeting times to 10:05am to ensure that the DP: GaS and DP: PC can attend both the GaS meeting and the PC meeting.</p>

<p>Coordinate an appropriate range of specialist services and personnel in support of students with diverse needs</p>	<p>DP: GaS to discuss students of concern. The DP: PC attends consistently as well. These meetings have proven extremely valuable, and their continued use has proven the linchpin of the teams continued effectiveness.</p> <p>BLENNZ has been much more effective in 2023 as the one to one communication has meant there is more accountability with regards to their support. They do however continue to be slow and change in their support does not happen quick enough.</p> <p>Ko Taku Reo has been incredibly effective, largely as a result of the highly skilled RTDeaf that we were lucky enough to have support us.</p> <p>As usual, the MoE and RTLB have been very forthcoming and cooperative with regard to the support they provide.</p>	<p>Modifications to the timing of the meetings has been done well in advance.</p> <p>Good communication with the MoE and external agencies has ensured that we have well and truly met this action.</p>	<p>Calendar an implement twice termly meetings with the entire PC and GaS team discussing the students on their respective portfolios to ensure a line of communication if and as necessary.</p> <p>Maintain effective relationships with these outside agencies.</p> <p>Continue to advocate for the student and ensure the right person is involved with their support at every part of the process.</p>
<p>Teachers will engage in professional learning to build knowledge, skills and confidence to meet the diverse learning needs of students. This support will be provided in school and through outside facilitators as well.</p>	<p>Professional development has been provided by the RTLB in the form of a programme AWS which is being implemented school wide through the Humanities team.</p> <p>Professionally development has been provided around Gifted Learners and how to reframe tasks to cater for their needs.</p>	<p>RTLB support has been effective, but this will be the last year that it is done by the RTLB service. Future support will come from our school internally.</p> <p>This was organised by the DP: GaS as it's proven very interesting and impactful in previous visits.</p>	<p>New DP: GaS to continue to upskill himself and lead this supporting the Guidance and Support team to do the same.</p> <p>Schedule professional development for our ORS students on a two-yearly rotation. This will be done on even years.</p> <p>Create a rotation of professional development for teachers that can be</p>



			utilised to upskill them as per the Guidance and Support review.
<p>Learning Interventions based on need</p>	<p>Students identified by assessment data, transition information or observations are flagged for discussion by the GaS team and a referral is supported.</p> <p>Student Snapshot is done to identify potential specific learning concerns.</p> <p>Interventions are then trialled with these concerns in mind. Professional development is done to ensure that those supporting the intervention are effective at it's implementation.</p>	<p>The snapshot provided information that could be utilised to support learners.</p> <p>The DP: GaS and LSC made themselves available and accessible consistently.</p> <p>Consistency with regard to the quality of the data for the snapshot is maintained by robust testing conditions.</p>	<p>Support the new DP: GaS to support</p>
<p>Teachers to take more responsibility around early identification of students who need referral for support and follow set out processes to refer these students ie. Evidence to support referral</p>	<p>The GaS referral document continues to be used effectively with support from the DP: GaS and the LSC.</p> <p>Additionally, the Guidance and Support team has been using school wide testing data and transition discussions to identify potential students of concern and following up with a snapshot or supporting the teacher to do a GaS referral.</p>	<p>Support provided by LSC and GaS to ensure the referral process continues to be run effectively.</p> <p>Whole school data were analysed when possible. The number of students that this identified was significant and often students had to be triaged based on time and need.</p>	<p>Continue to maintain the profile of the Guidance and Support Referral process by reintroducing it and supporting its use each year. Additionally develop a digital format to ensure that there is a</p> <p>Continue to analyse whole school data but review how it is used as part of the Guidance and Support annual review.</p>
<p>Analyse year end data to inform progress and planning for 2023</p>	<p>Whole school end of year data has been collected and analysed. This is reported to the Board via our future AP: Learning and Teaching which also provides suggestions for the following year.</p>	<p>The analysis is robust and informative. Callum Baird has provided feedback and has already done some professional development that allowed him to give an extremely detailed analysis.</p>	<p>Use findings in these reports to guide 2024 Learning Support programmes.</p>



Tataritanga raraunga

<p>Provide professional development for staff on how to raise the capacity of Executive Function in our students</p>	<p>The Guidance and Support team all provide individualised analysis which is then collated and scrutinised by the DP: GaS. This is provided as a report to the Board twice a year and suggestions for future planning are incorporated into the document.</p>	<p>Getting the individual members of the Guidance and Support team to write their components and contribute separately means the data is authentic and analysis robust.</p>	
<p>Provide professional development for the concept of UDL and how it can be effectively used in the classroom by teachers</p>	<p>PD was done on a per needs basis with various staff depending on what was required of their students.</p> <p>PD was done on how to support GnT students in the middle of the year. This provided a UDL approach to teaching.</p> <p>LSC upskilled Humanities teachers on how to do various interventions which provided a UDL context.</p> <p>RCGs took a UDL context which ran throughout the year.</p>	<p>This was done relatively effectively however a whole school approach could be more efficient and align the strategies across the school.</p> <p>UDL was done however it should have more explicit and practical links made.</p>	<p>A whole school approach to PD for Executive Function.</p> <p>A set schedule of specific UDL skills should be generated and made public to raise accountability.</p>
<p>Successfully implement and run the MindPlus programme in conjunction with the external agency of the same name.</p>	<p>Unfortunately, the MindPlus external agency didn't engage effectively with the school and the decision was made to terminate our arrangement.</p> <p>An alternative programme with similar goals was run to support the Gifted and Talented</p>	<p>Negotiation with the company MindPlus broke down and we felt they didn't act in good faith and tried to incorporate additional fees that were not originally discussed. Additionally, the discussion agreement topics were not being actioned despite specific minutes agreed upon actions.</p> <p>The action we felt to support GnT students was too important not to action at all and the</p>	<p>The programme had supreme merit but required the right teacher. A new leadership led breakout buzz programme with replace this which will be project inquiry based.</p>

<p>Analyse end of learning interventions to inform next interventions</p>	<p>students identified during selection in conjunction with the RLTB as a project. This was run in Terms One and Two only.</p> <p>Mid-Year Learning Support Report completed. End of Year Learning Support Report completed. Analysis and recommendations were completed and incorporated in both reports.</p>	<p>RTLTB recommended a referral for support which they did highly effectively. Project was only run by Terms One and Two as the facilitating teacher left and no replacement could be found that would be able to do the job.</p> <p>DP: GaS oversees the generating of the report and follow up discussion in conjunction with LSC.</p>	<p>Use findings in these reports to guide 2024 support programmes</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Support the new DP: GaS to learn his role and its various aspects. • Generate and effective relationships with the new RTLTB: Liaison and ensure a solid working relationship • Action the agreed upon recommendations from the 2023 Annual Review to ensure that there is positive change made to the portfolio • Provide professional development for the concept of Executive Function for all staff to ensure a consistent understanding and approach. • Provide professional development for Learning Assistants to raise the capacity to support students with differing needs. • Provide professional development for the concept of UDL and its implementation using a scheduled approach with specific termly goals. • Continue to encourage and support the use of the Guidance and Referral process by developing a digital version while maintaining the physical version. • Support the Marine Studies Programme as a means to enhance our Gifted and Talented Programme. • Oversee an effective Learning Support Programme in Literacy and Numeracy. 			

**End of Year
Learning Support
Report
2023**

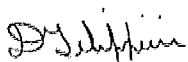
Welcome to the Year-End Learning Support Update! It's my pleasure to once again highlight the incredible efforts invested in supporting our diverse learners at MI—those with physical, sensory, and learning differences. A heartfelt thank you goes out to the Guidance and Support team, whose invaluable contributions make all of this possible. I also extend my gratitude to the leadership team for their unwavering support, making my role truly enjoyable.

I want to express a special appreciation for Nirvana Rao, our exceptional Learning Support Coordinator, whose tireless dedication has left a lasting impact on our students these last three terms and a heartfelt welcome to Ben Nathan who will be replacing me as the Deputy Principal: Guidance and Support. He has had the privileged position of the entire Term Four as a transition term so I have high hopes and expectations for him.

Additional thanks are due to the members of our Guidance and Support team, as well as collaborators from other organizations. Debbie Law and Jen Butler who have played pivotal roles in supporting our more complex students, offering invaluable advice and flexibility. Elise Troy's proactive and solution-oriented approach, always prioritizing students, is greatly valued.

Special appreciation is reserved for the Te Tautoko team, whose boundless energy, adaptability, and genuine care for our students make them an extraordinary resource. Their proactive and student-centric focus sets them apart as Learning Assistants. Looking ahead, I am thrilled about enhancing their capacity and adopting a more learning-centred approach to support in the classroom next year.

I encourage you to embrace the positive tone of this report. While some of our learners face challenging journeys, the collective motivation behind our efforts enables students to achieve fantastic progress.



Dan Filippini
Deputy Principal: Guidance and Support
December 2023

In-Class Support (ICS) Funded Students

In-Class Support was a brief process this year as it was decided at the Kahui-Ako meeting to allocate all ICS to primary schools in a bid to intervene in some of the more complex 'COVID babies' that are starting school. The new students are showing some phenomenally complex behaviours and this intervention, provided it is used properly, will support us in later years. As such we have no ICS for 2024. This will mean that the pressure will be on the team to identify and intervene earlier to support our more at risk tamariki.

ORS (Ongoing Resource Scheme) Students:

ORS funding is a government-led scheme to support students with significant needs which impact heavily on their ability to participate in school. To be eligible the student should be performing academically at about half their actual age. So for a student at MI to be eligible for the scheme they should be reading, writing and have the mathematical ability of a 5 to 6-year-old. This also cannot be because of poor whānau support or other similar reasons. A student can also be eligible for the scheme if they have some form of significant physical impairment such as vision or hearing loss or an inability to move without assistance. Once approved the scheme follows the child and lasts until they are 21, so consequently, approval is very rigorous.

Currently, at Manurewa Intermediate School, we have four ORS funded children. Three are male and one is female and are in rooms 19 with Nathan Edwards, 24 with Mareena Henare, 26 with Faith Huang and one in room 62 with Mokoia Huata. The decision to place these students with these various teachers is based on the support and strengths those teachers have to offer as well as their relative backgrounds.

Child RL, a Year 7 male student in Room 19 acquired ORS for his learning challenges across all areas of the curriculum. RL is working at year one of the curriculum and his programme in class needs to be completely differentiated from his peers. Additionally, RL suffers from ADHD (Attention Deficit Hyperactivity Disorder) to quite a significant degree and while not directly related to his funding does mean that he struggles to maintain focus in class and is incredibly impulsive. As such he has been assigned a large number of LA (Learning Assistant) hours, especially during literacy and Math. With support, RL has achieved success this year and made consistent progress across all areas. Next year careful consideration will be given to who he is placed with as his current teacher leaves in the middle of the year.

Child LR, a Year 8 male student in Room 24 arrived later in Term One following a breakdown in the relationship between his whānau and the special school he was previously enrolled in. LR has some of the most complex diagnoses I have seen in my time and MI. He is diagnosed with ADHD, ASD (Autism Spectrum Disorder), FASD (Fetal Alcohol Spectrum Disorder), an intellectual disability and reactive attachment disorder. Additionally, he suffers from Mood dysregulation disorder and has self harmed when reacting to negative emotional stimuli. LR has acclimated extremely well and is now participating and contributing well in the school and found himself a role as Mr Taylor's personal assistant. Unfortunately, LR has recently had two seizures while at school and there are growing concerns he is developing epilepsy though we are still awaiting information from the paediatrician. Transition support for this student has been extensive.

Child MT, a Year 8 female student in Room 62 successfully acquired ORS at an early age as she was born profoundly deaf. Despite getting cochlear implants which in her case increase her hearing to the same level as a hearing-enabled child she still requires significant and ongoing support day to day. A recent upgrade has meant that the instances of her hearing aids failing are considerably fewer and she has therefore had fewer disruptions to her learning. Also as part of her ORS, MT has access to a Resource Teacher for the

Deaf (RTD) who comes in twice a week and teaches MT sign language as well as supporting her technology in the classroom. This RTD is supplied by Kotaku Reo (previously Kelston Deaf Centre), the people responsible for helping children with hearing challenges in New Zealand.

Child JF a Year 8 male student in Room 26 successfully acquired ORS while at our school later in Term Three. This was directly related to his vision which the Form Teacher Faith Huang has been stalwartly advocating for support throughout his time at MI. JF was diagnosed with severe damage to his retinal nerve due to poor diet. This damage is irreparable and he will need support for the remainder of his life. He is extremely intelligent however and has adapted very well to his environment and he will likely be successful in the future at high school provided they support him effectively.

Humanities Learning Support

PURPOSE

The Learning Support programme is an in-class programme designed to focus on the needs of low-ability students specifically in literacy. The Humanities and form-time teachers have selected these students. It is run by an experienced teacher with a group of students who will work with the teacher in class twice a week for a term.

Programme

Each session of the programme involves:

- A written component focussing on a key skill. This may be through editing and improving, brainstorming or completing sentences.
- A phonics session focussing on sounds, prefixes, suffixes and is completed through discussions and also spellings.

<u>Feedback</u>	<p>The students were selected by the Humanities teachers and Form Teachers. They chose three or four students who were low and not getting any further support from the different programmes that are run by the school. The timetable was created to see the students twice a week, due to my timetable with the science lessons that I also teach some of the classes had to be split up into different terms or twice on the same day. This was not ideal but necessary to get through them all. The only class that was not selected was the enrichment class.</p> <p>Term Three started in Week Three of the term with the students once they had finished their UN Show and it was full on. I really enjoyed the time with the students and some of them made really good progress and I was able to form a good relationship with some of them. Term Four was interesting I missed the first week of the term due to illness and this threw me for the start of the term while I recovered. It was great to reconnect with some of the students from earlier in the year that I was finishing off the sessions with. It was also really good to get feedback from one of the Deputy Principals who was taking a class that I had previously had in Term One. They said that when asked what an adjective was one of the students CR responded with I did that with Miss Fox and turned to the back of his book and was able to answer the question. This was affirming to know that they were using the information that they were working with and applying it.</p>
<u>Class Analysis</u>	<p><u>Term Three</u></p> <p><u>Room 73 - 3 Male - 2 Year 7, 1 Year 8</u></p> <p>I struggled with this group at first, they were quite apathetic and took quite a bit to get focussed especially one of the boys. There were absences as well from all three boys over the term which meant I did not see them as much as I hoped. The work that they completed though was good and in that smaller group setting were able to come up with some good ideas that they then applied to their writing.</p> <p><u>Room 19 - 2 Male, 1 Female - 3 Year 7</u></p> <p>I was expecting this group to be really easy to get on with as I have them for science and they know me already. This though was not the case they were very shy, reticent and did not share easily. One of the males was better than the others and showed more focus and ease in sharing as time went on faster than the other two. They all grew in confidence and shared more freely. There was improvement in their spelling and identifying the sounds.</p>

Room 71 - 3 Male - 1 Year 7, 2 Year 8

These three were great to start with and I really enjoyed working with them. They engaged well with the sessions and from the get go would share ideas and want to share their spelling and it became quite competitive. Towards the end, the two Year 8s took a bit longer to get involved as I think they felt self conscious about working with me. While with me though they continued to be engaged and I am happy with all the improvement that they made, though it is ensuring that they keep up the effort when not with an adult.

Room 22 - 2 Male, 1 Female - 3 Year 7

This was a mixed group in regards to the involvement. The female was very appreciative and although very quiet was happy to get the support. The boys were more hesitant and quiet but got better as time went on and they understood why I was with them and what we were doing. Only saw once a week continued in Term Four.

Room 75 - 2 Male, 2 Female - 2 Year 7, 2 Year 8

This was a good group of students who showed progress in what they were doing and in their confidence in sharing ideas and spelling. The girls were very involved and receptive they were great at giving suggestions and offering ideas. The boys did well also as they were receptive but just needed a bit more focus.

Room 11 - 2 Male, 1 Female - 2 Year 7, 1 Year 8

In this class, there was very poor attendance from one of the males. When he was there he was engaged and receptive to the teaching but was just not there enough. The other two students were very receptive and made good strides forward in their confidence and thinking independently.

Room 24 - 3 Male - 2 Year 7, 1 Year 8

The two Year 7 students were very enthusiastic and gained a lot. They really enjoyed the spelling and using the tiles. They were able to retain the information that they were given, the Year 8 was more hesitant but was great and offered suggestions when with me.

Room 32 - 1 Male, 2 Female - 3 Year 7

Finishing off from Term One. We recapped what we did and went over some of the essentials before moving on with the rest of the programme. We spent more time on adjectives as that was something that they needed for their narrative. All the students were very enthusiastic and involved.

Room 29 - 2 Male, 1 Female - 3 Year 8

All three students are lovely students who get involved with the learning and want to do well. They only had one session per week and were finished off in Term Four. There was not great attendance with one of the males.

Overall - 20 Male, 8 Female - 18 Year 7, 10 Year 8.

Term Four

Room 13 - 4 Female - 4 Year 7

I started off with three females who were lovely and very receptive then I found out one should have been at Hi Fliers so I took on another female. All of them were fabulous, very receptive and wanted to learn, grew in confidence and were very receptive to giving ideas and suggestions. Will really miss working with this group.

Room 34 - 1 Male, 2 Female - 3 Year 7

Male is very low and struggles with key concepts and needs more focus and direction. Two females are lovely and engaged and can see the growth in confidence. They all want to learn and will provide examples and spell out words.

Room 69 - 3 Male - 3 Year 8

Finishing off from Term Two, to start with worked on the recap of the key things that we had done before. One has quite poor attendance and another is not engaged in school it is a struggle to get him into lessons but he will eventually engage most of the time. One of them is great, fully involved and wants to learn. He listens well. The one with bad absence is always engaged when present.

Room 22 - 2 Male - 2 Year 7

Finishing off from Term Three, female left school. Working on key aspects within their lessons, responding more positively and accepting the assistance.

Room 15 - 3 Male - 2 Year 7, 1 Year 8

Lovely and involved. All three males are lovely. They want to learn and get involved with the lessons. They are becoming more confident in offering ideas and are improving when it comes to recognising the sounds.

Room 20 - 2 Male, 1 Female - 3 Year 7

This is a lovely group they are all involved and want to improve. They have been listening well, improving their spelling and looking at what they need to do in the lessons with me to improve.

Room 12 - 4 Female - 2 Year 7, 2 Year 8

The girls are good and listen well to instructions and what needs to be done. They are involved and want to improve. They work well with each other and look at ways to improve. The Year 7s are more receptive and will be good to see how they progress next year.

Room 29 - 2 Male, 1 Female - 3 Year 8

Finishing off from Term Three - great workers and listen and want to improve. Using skills within lessons and asking great questions.

Overall - 13 Male, 12 Female, - 16 Year 7, 9 Year 8

Student Voice

LL - Feel more happier and confident with learning. Like doing the spelling and coming up with my own sentences.

JA - I understand more and know what I need to be doing in class better.

RI - I am happier with my learning, like doing the spelling and feel good about the work that have completed.

RT - I like doing the different things and stuff that we don't do in class. I like doing the spelling too and feel more confident with them.

ST - More confident with the work that I do and like being in the small group. Becoming more confident with the spellings.

GKM - I like the work and being able to be in a small group. Like the teacher. Feel more confident in what I am doing and feel good with work as feel like I have achieved something.

BM - I like everything about it. Kind and good teacher who teaches fun things. Feel more confident in doing humanities work and also like the small group so that can confidently share ideas. I like doing the spelling as I feel like achieving something and learning the words at the end so know what is right.

ST - I like the spelling and being in a small group. More confident to share stuff and ideas. Feel good afterwards.

TDT - I like the spelling and would like to do more spelling. I know more about what doing in my Humanities lessons now.

TJ - I like that I am having fun and learning about stuff that I never learned in primary school. I am learning about interesting words, what they mean and how to spell them.

Highfliers Programme

The Highfliers Programme is made up of two components, the Quick60 Reading programme and the Spring Into Math intervention. Iavanna Seuala has taken over from Tumii Poko following his retirement at the end of Term Two.

The Highfliers programme is made up of fourteen students receiving ICS funding, four of the six students receiving ORS funding and ten unfunded students who require the additional support the programme can offer. Students are scheduled to attend Highfliers as a supplemented Literacy or Math lesson and are grouped based on similar reading ability. This occurs up to three times a week with lower ability students receiving more time and is consistent throughout the entire year. The programme offers not only additional learning support but also provides an opportunity for students to generate friendships and socially interact with other students. Mr Poko is incredibly good at fostering this culture in their groups.

Quick60 Overview

Quick60 is an evidence-based, explicitly taught reading programme. Each lesson has seven components focusing on foundational reading skills with a consistent teaching format throughout the programme. Emphasis is given to reading and spelling and each lesson provides for fluency practice, comprehension, vocabulary instruction and writing. Subsequent lessons provide opportunities for revision and consolidation.

Spring into Math Overview

Spring into Math is an evidence-based approach to building the early skills required to be successful in Math. The intervention is short and engaging utilising repetition, games and visual aids to ensure permanence. The skills taught are counting forwards and backwards, skip counting, number recognition and early basic facts.

Highfliers Feedback 2023

Iavanna's Feedback

2023 has been another successful year for our beloved treasures. As the teacher and facilitator of the programme, I have the honour of helping to get our kids to where they need to be. I love my job so much and this programme is a massive reason why. I play music to help engage them and often give them dance breaks to break the ice. We play games and I also bring in my clothing so that our kids can dress up and feel cool when doing their work etc. But the amazing improvements I have seen and witnessed our treasures make are the most rewarding and satisfying joy I have experienced. Every day I am excited to come to work and help make a difference in our kids' lives, especially my beautiful treasures. As a teacher, your job is to teach, educate and help our kids achieve their academic goals. But when working at Manurewa Intermediate, you learn VERY quickly that it is much more than that. We need to have the courage and heart to make our school a happy and safe place for our kids and I can honestly say that Highfliers does just that.

The programme focuses on the ORS and ICS funded students with a few additional unfunded students who despite being unfunded also need learning support. Their needs are vast and targeted teaching is necessary by grouping them into their various reading groups. This allows them to be comfortable and confident within their small groups. In each group, we start our lesson doing our school Whakamoemiti. We do this together as a way for our kids to connect with each other on a deeper level than just learning. Though my job is to help them with their learning, it has given me the opportunity to be more than just the 'Facilitator' of the group. The kids look at me as an older brother, some even call me uncle. I want Highfliers to be a safe space for our kids to grow in their learning and also feel at home.

The main focus has been decoding, comprehension, vocabulary building and Spring into Math. Decoding focuses on phonics and pronunciation and linking the two together. This has been aided by the whole school-wide (AWS) Agility with Sound programme. The blends, vowels and digraphs are so important for our foundation learners. Comprehension both literal and inferential has been a target at all different levels through questioning to help the students understand what they have read. Dictation and Colorful Semantics also help with their sentence building, writing and letter formation. I have also run Spring into Math activities when I have spare time at the end of each session and the students have enjoyed it.

The students are aware that they are withdrawn from their own classes to come to this programme and they look forward to coming to each session. The children have developed relationships with their peer group at their own level. They feel comfortable enough with each other to take risks and make mistakes. Some of the children have formed friendships and meet in the playground. The children know they are not alone and there are other children who need additional support with their learning. Since my time in this role, I too have created such positive relationships with all the different groups that attend Highfliers. The energy and enthusiasm they show when excited about coming to Highfliers is so humbling yet so fulfilling. Our Highfliers kids are such a joy to work with. They make teaching so much more than what I thought it was when I first started.

I can confidently say that every student who is part of Highfliers has made outstanding progress. Both Year 7 and Year 8 students have improved throughout the course of the year and it shows in their spelling, reading and oral language results. I will miss my Year 8 students but I am excited to see how they will improve and expand their learning in high school. As for my year 7 students, it is going to be such a good 2024. I cannot wait to help them achieve their learning goals and create many more fun memories.



Student Feedback

P.K. - My favourite subject at school is Highfliers because we always have fun and Mr SJ is always hypo and makes reading cool

R.L. - I like to read and write in Room 31 because we listen to my jams and always talk about what we did in the weekend.

I.L. - Mr SJ is funny and helps us all. I love it when we sing and read our books. My favourite book is 'Boy's and girl's toys'.

T.C. - It is so cool in Room 31 because we are allowed to dress up and sing while we do our work. I now love to read and write.

J.L. - I was in Highfliers last year and this year and it has been so cool. Because Mr SJ is both fun and strict.

J.B. - I did not like coming here in Term 1 because I was teased by my class. Now I love it cause Mr SJ and my group just let me be me and not mock me about it.

L.M. - I am usually very shy but when I go to Mr SJ I am always happy and keen to do things.

T.D. - Mr SJ is funny. Reading is good. Writing is good.

	<p>X.N. - Highfliers is very fun. I like to dress up as an Indian, Cop and Samoan while I read and write.</p> <p>Z.R. - I like coming here because I feel better doing work here than in class.</p> <p>T.M. - I wish I had done Highfliers last year because Mr SJ and my group are so good to me and make me feel welcome. I hate reading but I am getting better.</p> <p>K.A - Highfliers is funny. My group always mocks Mr SJ but we get the work done. If we do not listen we have to run.</p> <p>A.O. - This year is way better than last year because of my new group and the new things Mr SJ did this year to help make it more fun and helpful.</p> <p>D.W. - I was so scared before because I couldn't read but now I love it.</p> <p>K.W. - I like dancing and playing games. Reading and writing are something I suck at but being with SJ has made me better.</p> <p>R.R. - Me and Khan love being here and learning new things. I like the music Mr SJ plays and reads out loud.</p> <p>K.W. - Highfliers has helped me heaps when I am in class. I have improved in my reading and am the man at writing. Shot Mr SJ for your help!</p> <p>R.F. - Mr SJ has been there for me since last year and made this year even better.</p>
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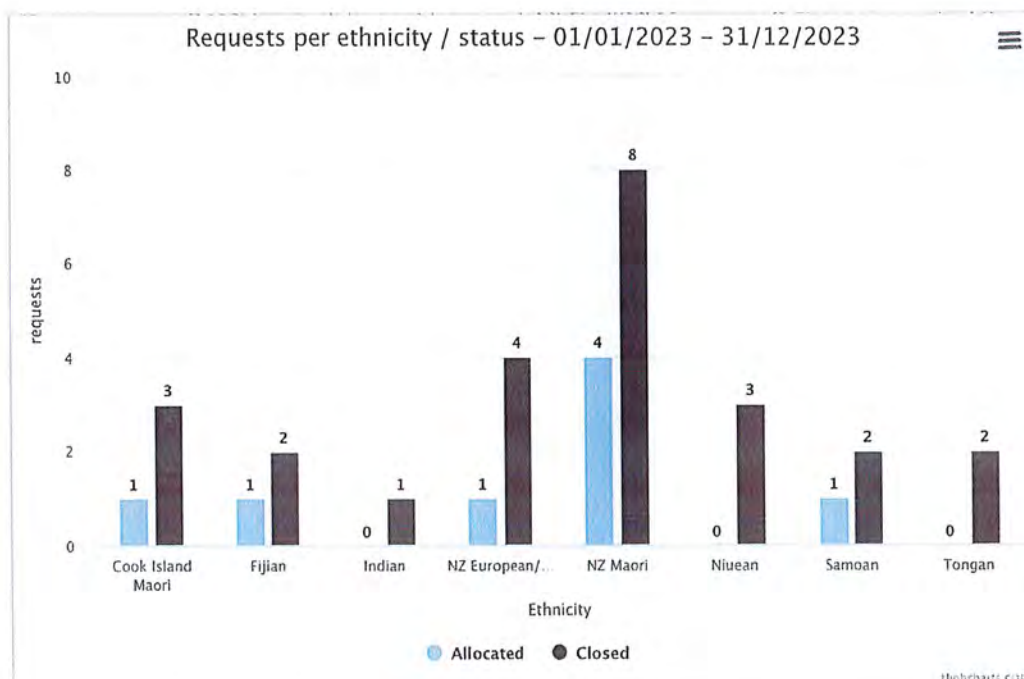
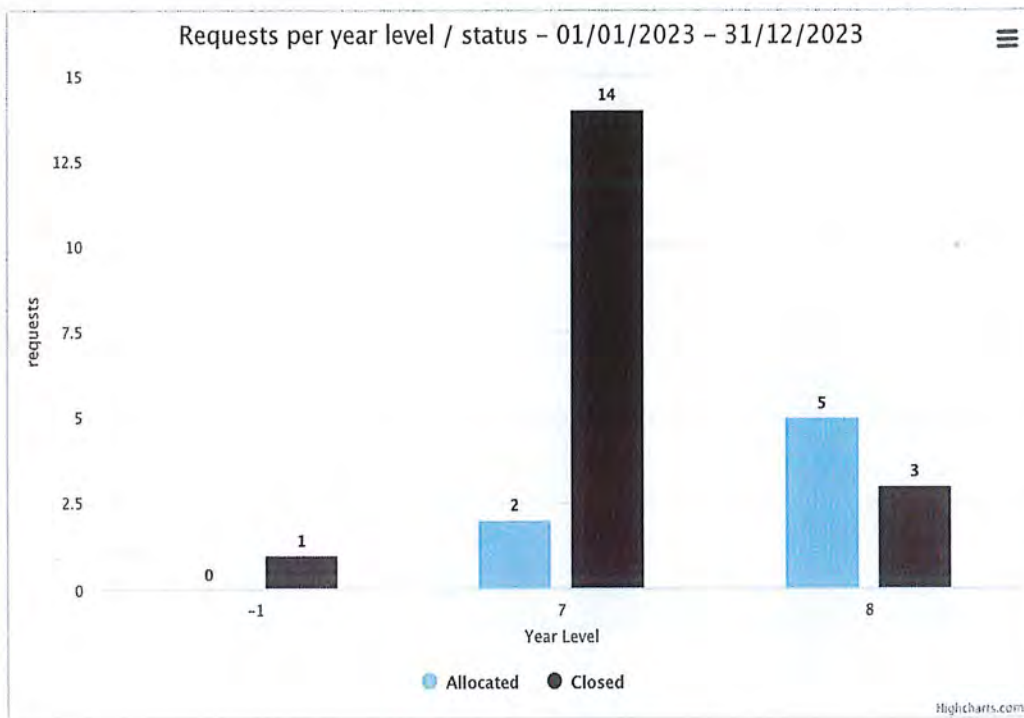
Resource Teacher of Learning and Behaviour (RTLB)

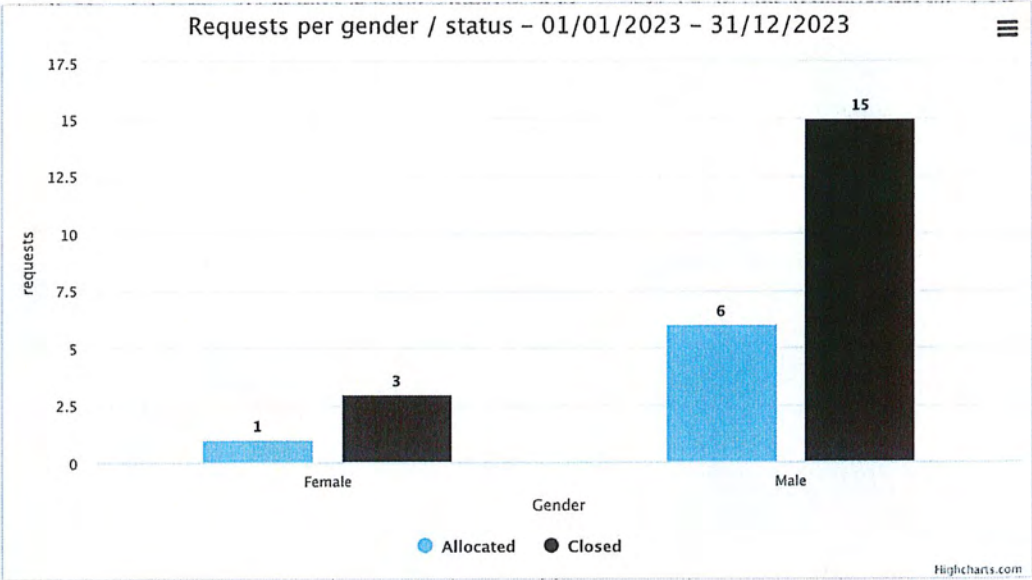
RTLB Cluster 12 Te Huinga Raukura ki Manurewa

The RTLB team are specialists, itinerant kaiako or teachers who work across many schools and Kura. They work with education providers and other agencies and service providers to identify local needs and resources and plan support based on the evidence of what works, to best support children and young people to learn. Currently, at MI the RTLB is involved with several students and is supporting and upskilling several teachers with regard to specific students. There are currently 13 open RTLB cases at Manurewa Intermediate.

For the year to date, the highest number of referrals have been for individual students.

The following statistics only include cases that have been opened within the year. We have had some cases that were rolled over from 2022.





Manurewa Intermediate: RTLB Cases for Board Report November 2023

Case Name (Student, group, school/project) etc	Year	Teacher (Primary contact)	RTLB (Primary Support)	Focus of intervention	Short summary of support being provided by RTLB
KM	8	Tanya White	Heather De Vos	Learning	This student has been reopened for supporting his transition to Manurewa High School. A strengths based profile has been shared and there is also a Cognitive report to be shared with Manurewa High School. RTLB will support transition to new school setting.
MS	8	Chelsea Hape	Rose Lamont	Learning	RTLB will be supporting this student with Transition to High School and has shared the Strengths based profile. RTLB will attend school transition visit and support in 2024 into students' new school setting.
OM	8	Dan Filippini	Heather De Vos	Behaviour	RTLB has attended 4 weekly reviews at the Residential School. OM is dual enrolled and has been attending the Residential school this year. High school is unknown at this stage. RTLB has worked alongside the Ministry of Education.
RF	7	Shar Hardwidge	Kathie Matamua	Learning	RTLB has completed the Strengths based profile for Manurewa High and will be supporting this student's transition. An ORS application has been completed and RTLB will make contact with the whānau and support in 2024.
Rm Group Referral	7/8	Kyle Rogers	Heather De Vos	Learning	RTLB has worked on Literacy with a focus on writing. RTLB have supported with resourcing and planning.
Literacy: Learning	7	Kura Reo	Amir Sadeghi Elise Troy	Learning	The Learning Village has been introduced into the school. It will be being trialled with a group of 5 students at this stage. The programme will be reviewed in Term Four. Weekly TAs

Village					training/modelling and troubleshooting will be implemented by RTL B as required.
PA	7	Sharmayne Hardwidge	Elise Troy	Learning & Behaviour	RTL B will support with a behaviour plan and observations and assessments to identify any issues that will provide data for other referral pathways for this student.
LT	7	Suman Sharan	Elise Troy	Learning & Behaviour	Looking at Google read and write for this student and supporting with Literacy planning and differentiation.
Project	7/8		Bryan Leilua		Project for Pacific Teachers with a focus on Keys shifts 3 and 5 from the Action Plan for Pacific Education. Key shift 3 - Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners. Key shift 5 - Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.

Completed cases

The following cases have been completed and closed this year.

- 36% Individual students
- 9% Bilingual Assessment resulting in an individual referral to RTL B for transition support to High School.
- 18% Group referrals both for Literacy support
- 9% Gifted and Talented referral for a whole class - working alongside the teacher with Twice Exceptional students.
- 18% Students also were part of the Gifted and Talented RTL B project. The project had students from across the cluster of Manurewa Schools attending a one day programme at RTL B offices at Manurewa East School.
- 9% Systems case supporting PLD for Dyslexia Screening.

Ministry of Education: Learning Support (MoE: LS)

The Ministry of Education: Learning Support is a branch of the MoE that supports schools with high and complex needs students. Despite the title, they can provide support for learning or behaviour working with physically, emotionally or cognitively complex children using a variety of means. They are also our support and funding provider for our ORS children. This support can come in a variety of forms, including but not limited to additional Learning Assistant time, psychological and cognitive testing as well as safety and behavioural plans. Detailed below are the eleven (11) cases at Manurewa Intermediate School that have been managed by the MoE this year until the time of writing this report.

Manurewa Intermediate: MoE Cases for Board Report December 2023

Case Name	Date of Referral	MoE Case Worker (current info and history – note all MoE who has worked with student and their specialist area)	Reason for referral	Focus of intervention	Summary of support being provided by MoE
ZW (19)	13 Mar 23	Currently assigned to Jen Butler, MoE Psychologist. Jen also worked with ZW in 2022.	ZW is inconsistent in his learning and focus. At times he seems to “zone” out. He has exhibited some defiance at times and refused to complete certain tasks or had “mini meltdowns” as his teacher names them. His emotional control and responses seem very immature, and he struggles socially.	Interventions have focused on trying to ascertain the reasons behind ZW’s behaviour and emotional responses as these are inconsistent and no triggers are identifiable. As yet, we still have an uncertain picture as assessments are contradictory or inconclusive.	<ul style="list-style-type: none"> Jen has done several assessments on ZW including TONI III (non-verbal intelligence assessment – ZW scored in the 87th percentile), WISC IV (cognitive assessment which was not completed and therefore not interpreted – ZW simply refused or was unable to complete the tasks) One-on-one discussions with ZW 2023 – Several class observations and discussions with ZW’s Form Teacher. Jen completed a Strengths and Difficulties Questionnaire as well as Resiliency Scales assessments with ZW. An ADHD screening was considered but not completed due to non-engagement from ZW. His behaviour also indicates potential trauma responses Jen will transition ZW to high school if he enrolls in the area or pass on as much information as possible to the new school.

KM (78)	7 Mar 22	Sonia Pope was the Educational Psychologist assigned. Intern Psychologist Linley Hooper was involved in cognitive assessment, report and feedback. File closed April 2023	KM had missed a lot of school and there was a need for a cognitive assessment as well as strategies to support a differentiated approach. He was also struggling socially, and a few negative classroom behaviours had been recorded.	A cognitive assessment (CAS-2) was completed, and the report was shared with the Guidance and Support team.	<ul style="list-style-type: none"> • CAS-2 cognitive assessment and report shared with parents and Guidance and Support Team • Some strategies and recommendations shared with teachers • Meetings at school and with parents to address KM's behaviour and attendance issues • Filed closed in April 2023
SC (19)	13 Mar 22	Jen Butler was assigned as Educational Psychologist from MoE File closed in Term 4 2023	SC was referred for extreme anxiety resulting at times in refusal to attend or enter school.	The intervention has focused on working with SC's mum in supporting her to support him. Strategies to balance and support him at home as well as in the classroom are shared.	<ul style="list-style-type: none"> • Strategies, information as well as guidance and support were provided to SC's Mum and Grandmother both in person as well as over the telephone and email • Worksheets focussing on SC's management of his anxiety, understanding of anxiety and his self-image were provided to Mum to work through with Strickland outside of school. • Classroom observations as well as discussions with SC's form teacher were done • Strengths and Difficulties Questionnaire completed and then results shared with SC and his Mum to build him up and help him to recognise his strengths and positive attributes • File closed in Term 4 2023
AM (11)	6 Mar 23	Currently assigned to educational psychologist Jen Butler at MoE Previous involvement from MoE Educational psychologists since 2018	Significant concerns for the safety of other children and staff members as AM has a history and numerous incidents of striking, hitting, punching, and hurting others.	Emotional Regulation has been a focus for intervention, but attendance can be erratic and too many adults involved tends to trigger or escalate AM. Provision of strategies and input but not always direct contact as he is easily triggered when he feels threatened or unsafe	<ul style="list-style-type: none"> • Classroom observations completed • Due to the mistrust of adults, most work has been done in tandem with RTLB • RTLB and Educational Psychologist regularly discuss strategies • His behaviour has improved but he does well and then tends to have an outburst • He remains in a monitoring phase and will be reviewed in 2024

KW (69)	24 Feb 23	Currently assigned to Jen Butler, MoE Psychologist. Jen also worked with KW at his primary school in 2022.	KW was caught stealing and his behaviour has been negative.	Transition to Intermediate has not gone well for KW and there have also been several disruptions and significant changes in his home life. Boundary setting and management of his ADHD, as well as positive engagement of his father, has been the focus	<ul style="list-style-type: none"> Contradictory information from his parents has been challenging in terms of his ADHD medication when it has been taken and the correct dosage. This appears to have been sorted out and KW's medication is now administered at school Discussion with the teacher and strategies for engagement suggested Trauma-informed approach has been adopted Medication is now administered at school His behaviour has settled He remains in a monitoring phase and will be reviewed in early 2024
OS (25)	10 May 23	Assigned to educational psychologist Jen Butler from MoE No previous MoE support evident	The appropriate assessment was requested to determine if ASD diagnosis is a possibility and then facilitate a referral to Paediatrician	Educational Psychologist is to conduct an appropriate assessment to screen for ASD tendencies and behaviours	<ul style="list-style-type: none"> Several attempts and conversations have happened with OS's parents who are still very reluctant to engage with Educational Psychologist They have a concern that OS will be "labelled" and find interactions difficult Educational Psychologist provided a lot of information to them but they did not want an assessment to be administered File to be closed at the end of Term 4 2023
LM (15)	5 May 23	Currently assigned to educational psychologist Jen Butler from MoE No previous MoE support evident	LM is often involved in fighting at school. She is performing at an extremely low level and struggles with controlling her emotions	Unpack and clarify the extent of LM's behavioural difficulties and whether these have an underlying learning disability or possible psychiatric or psychological cause	<ul style="list-style-type: none"> RTLB has been involved in her learning Family meetings and Pastoral Care are ongoing Classroom observations have been conducted Educational Psychologist unable to gain consent for assessment to be conducted. Continue to motivate for family to ensure she is referred for a thorough assessment
SP (13)	22 Feb 23	Currently assigned to educational psychologist Jen Butler from MoE	Referred through Kotahi Te Whakaaro	Attendance at school Engagement at school Improvement in his interactions with peers and emotional regulation	<ul style="list-style-type: none"> Intensive Kotahi Te Whakaaro Plan written and submitted Teacher Aide hours approved Additional funding for Sunshine Online Improvement in emotional regulation Continue to monitor and encourage engagement and improvement in learning
LR (24)	13 Jun 23	Currently assigned to educational	Support with a behaviour plan	LR's behaviour has escalated. Support with a behaviour plan is needed	<ul style="list-style-type: none"> Ongoing consent obtained from the caregiver Behaviour plan to follow to MH. Transition visits have occurred

			psychologist Jen Butler from MoE ORS (Ongoing Resourcing Scheme) funded student under Kevin Baldick				<ul style="list-style-type: none"> Education Psychologist will continue with LR and support transition to high school in 2024
DW (26)	21 August 2023		Was assigned to Educational Psychologist Jen Butler	Experiences high anxiety and is currently seeing the school counsellor. Does not engage in whole class activities and discussions.	Decrease anxiety within the classroom and increase self-confidence and esteem.	<ul style="list-style-type: none"> Classroom observations and teacher liaison. Various strategies recommended to boost DW and promote engagement without focusing attention on him. Improvement noted. Continue to monitor and review in Term 1 2024. 	
JM (13)	Feb 2022 Closed early 2023 Referred again 20 November 2023		Just assigned to Psychologist Jen Butler Psychologist Sonia Pope (25/02/2022-March 2023) Psychologist Raji Balachanhan (24/08/2018-22/01/2020)	Shows signs of anxiety and trauma He has run away from home and been involved in criminal activities He has also been stood down for 3 days He is transitioning to high school	Transition to high school will be main focus Coping strategies for anxiety Understanding root cause for anxiety or selective mutism behaviours	<ul style="list-style-type: none"> Support with transition to high school 	

Summary of Students with additional needs in 2023

Condition	Low needs	Medium needs	High needs
Allergies	7	6	2
Attention Deficit Hyperactivity Disorder (ADHD)	5	6	3
Hearing impairment (includes hearing aids)	3	3	2
Dyslexic (screened)	1	4	3
Autism Spectrum Disorder (ASD)	3	2	2
Diagnosed Global Development Delay (GDD)	2	2	3
Behaviour and compliance	2	2	4
Anger Management	2	2	
Selective mute	2	1	1
Anxiety		3	2
Diabetic (Type 1)		3	1
History of Traumatic Head Injury		3	
Epilepsy	1	3	
Fetal Alcohol Syndrome		1	2
Vision impairment		1	2
Prior Hip surgery	1	1	
Cerebral Palsy			1
Heart Condition		1	1
Tetrology of Fellot	1		
Lung condition	1		
Rheumatic Fever	3		
CPTSD		1	
Night Terrors	1		
Hypotonia		1	
Non contact order		5	
Brain Cancer remission		1	
Wilm's tumour (remission)		1	
Idiopathic Intracranial Hypertension		1	
History of severe scarring due to burns		1	
Domestic Violence at home		1	

CURRICULUM OBJECTIVES 2023

COOKING

OBJECTIVES	ANALYSIS
To manage the modern technology in the new room to provide equitable access and quality learning experiences for our children.	This has been achieved well. The cooking teacher and Learning Assistant make the technology easily accessible to students to increase learning. A new iPad has been purchased which has enhanced program delivery. The Apple TVs are sometimes problematic (i.e. unable to cast and need resetting by Da Vi).
To develop systems, routines, organisation and structure in the new food teaching space.	This has been fine-tuned throughout the year. Both the teacher and Learning Assistant have rigorously enforced routines. Some adjustments were made, like relocating the microwaves for logistical reasons.
To make use of the school gardens at the disposal of the Foods room. Consistent use of these resources will promote the usefulness of such a resource (the gardens) in our school and encourage its successful management, as well as encourage students to emulate this resource (i.e. a garden) at home.	This has happened somewhat haphazardly as the classroom is distant from some of the gardens. This means either sending students on their own or in pairs to the garden or the teacher will collect it before lessons. The gardens are being re-planted by our environmental teacher who will be working more closely with the cooking teacher. There have been discussions between the teacher and Environmental teacher about ideal foods to be planted etc.
To develop a culture where students are able to talk about and use the skills and knowledge they learn in Foods everywhere else.	This has remained a key focus throughout the year. Some students take pleasure in using the accurate terminology, while others find it challenging. Always great to hear from families that students are stepping up at home. At both 'Boy's Night Out' and 'Girl's Night In' the cooking room has been utilised for students and parents to cook foods together
To put recipes and/or useful Information on the school website, and some videos.	Last year students made a digital recipe book because of the classroom structure. It has not been incorporated this year because of the classroom layout and more time spent cooking As a school, we have been looking at what other intermediate schools are doing and hope to finalise this in time for next year.
To be involved in providing an after school programme.	There have been two Period 6 opportunities for selected students. The cooking teacher worked alongside our DP of Pastoral care and students on Wednesday and Friday in Term 2.

To develop the 'cafe' concept with the support of the Cooking Teacher and Passion Pod Leader.	This has been hugely successful. Students have worked at break times, usually on a roster, and have tried all the different aspects of the cafe. All food has been sold for \$1. The food has often been more popular than the hot chocolates (which are sold for \$2) Although not designed to make a profit, there has been a small profit. There have been groups of staff and students using the cafe for meetings and there is scope for this to increase.
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CULTURAL ENRICHMENT

OBJECTIVES	ANALYSIS
For all teachers to facilitate or be involved in a Cultural Enrichment Group. They are engaged with this group of students for Terms One and Two or Three and Four, ensuring each group has an engaging plan. The Period 6 material will involve a year-long action plan of what will happen.	We have formed student groups based on common interests and passions related to culture. Groups have then appointed student leaders or co-leaders for each group to ensure effective coordination and engagement. Teachers plan based on the needs of keeping performance techniques relevant and engaging for all. This is reflective of ability levels within the group so all students have an active part and feel a sense of belonging. In some areas, this could be done better.
Develop a diverse, engaging and inclusive programme, which meets the needs of all children who choose their Cultural Enrichment Group equally, maintaining high standards which are measured and obtainable.	We include a diverse range of cultural choices which include activities, workshops, and experiences to cater to the varied interests and backgrounds of our students. We have also seen success by involving students in the planning and design of various groups' programme, encouraging their input and ideas.
To maintain the up-keep of costumes/uniforms and musical instruments for the performing groups	We have built on our cultural costuming through funding. These have been accessioned into our uniform room where they are looked after for the years ahead. This has been a two year project.
All performing groups must fulfill the MI P.E.R.F.O.R.M acronym.	All groups refer to the P.E.R.F.O.R.M Poster acronym, which gives a consistent schoolwide approach in the expectation of what is required. Students are aware of this and can talk to it when asked. It is also referred to at various assemblies throughout the year in order to bring more exposure to the ingredients needed for a strong performance.
Continue to develop and provide more opportunities for students to perform over and above Erin Park (not only within the community). Performances outside of the school must happen	We have continued to perform at Erin Park Rest Home as well as some torah community based locations with various groups. This has included our Samoan, Kapa Haka and Hip Hop groups. The absence of the MPA Diversity festival and the APPA

	Msuic Festival saw us not being able to do our usual performances here.
To implement a new Cultural Enrichment model to develop student interest and exposure to various groups that contains depth and engagement.	This was effective from some students who needed to change groups due to varying levels of engagement half way through the year. The consistency of others changing meant that it would put everyone back to square-one. Exposure to other groups has come during Period 6 where students are free to be part of another cultural group(s) where they would like.

DIGI COMP

OBJECTIVES	ANALYSIS
Create, edit and use algorithms, coding languages and a range of resources to achieve specific tasks.	The range of resources is good and updates frequently - waiting on new tech to come in as old gear needs to be replaced so we can stay relevant and have items that allow students to practise digital skills taught in class. Lack of devices did not enable me to have 1:1 this year due to increased class sizes for some rooms. Perhaps we can ensure this doesn't happen in Digi-Comp. These devices are the MOST used in the school with the entire student body using them.
Use and express subject specific vocabulary surrounding the usage of digital tools and literacy.	The students demonstrate capability, and the key to reinforcing their understanding is consistent repetition. Integrating standard terminology into regular classroom discussions helps maintain this consistency. Remarkably, Year 8 students can recall information from their Year 7 learning, and some Year 7 students come to us with knowledge from their Year 6 experience, indicating a positive continuity and growing awareness from primary levels
Show an understanding of how the design and use of digital systems can affect humans in both local and global ways.	This can be a focus for next year as time restraints did not allow for DIRECT teaching of this. However, there is a possibility to include some type of study of digital systems in leading countries around the world. Basic understanding helps students with design and links to other subject areas that can complement this if done with intention.
Complete independent and group tasks that show personal choices in design elements, purpose and inputs/outputs.	Definitely a positive for student learning and engagement - ownership of task choices has been positive and effective. Student choice is relevant to learning and engagement whilst offering a structured plan of tasks. This lets the students own their learning but not overwhelm them.

DIGITAL INFRASTRUCTURE

OBJECTIVES	ANALYSIS
<p>Ensure new staff induction includes helpful information on Digital Infrastructure</p>	<ul style="list-style-type: none"> ○ The Deputy Principal who oversees Digital Infrastructure went over the systems and processes at Induction with new staff as well as a reminder for the whole staff during Staff Only Week. These reminders included: <ul style="list-style-type: none"> ● Keeping devices tidy and looked after ● Routines and expectations with students ● How to hold/carry devices ● What to do if there is an issue ● How to prevent issues from happening ○ Information slides were also shared with staff, as a reference for the beginning of the year routines but also available to use throughout the year.
<p>Monitor and maintain the use of Chromebooks and Fujitsu laptops in classrooms by ensuring this is reported on in an ongoing way</p>	<ul style="list-style-type: none"> ○ The use of the ICT Helpdesk, supports teachers who have reported ongoing issues with their devices ○ Our IT technician and leadership keep on top of whats being damaged, what issues seem to be re-occurring and in what rooms they are occurring. We then deal with these accordingly and in a timely manner. ○ I ensure to keep the Whānau Leaders in the loop as well, so they know who may need additional support in their whānau/team. ○ Majority of the staff are really good at looking after their devices and both the IT technician and leadership do random checks whenever we are in and out of classrooms.
<p>Ensure the upkeep and maintenance of digital assets/hardware within our school are accounted for in an ongoing way e.g. equipment repairs and/or device failures</p> <ul style="list-style-type: none"> - Ipads - TV's and Projectors - Sound systems - Printers - Cameras/Speakers - Wifi/Network - Telephones 	<ul style="list-style-type: none"> ○ Our IT technician completes a stocktake of devices each term to ensure they are maintained and kept in good condition ○ The Helpdesk has been split into Whānau groups this year, so Whānau Leaders can easily see who in their whānau has a lot of issues and who they need to support ○ There have been a couple of HDMI issues at the beginning of the year (noted on Helpdesk) as staff are trying to fix a problem themselves instead of using the systems we already have in place. These have been dealt with and are no longer an issue ○ Devices: An insurance claim was made at the end of last year where some devices were stolen and damaged. This has now been rectified and devices were replaced ○ Ipads: These are still in circulation and will continue to be until they die out. They currently live in Science/X-Plo Tech classrooms and are mainly used to take photos of student learning

<p>3 Quality Teaching and Leadership <i>'Quality teaching and leadership make the difference for learners and their whānau'</i></p>	<p>3.1 Develop Curriculum Knowledge with Staff</p>	<ul style="list-style-type: none"> Observe PCT's delivering the curriculum and provide feedback against <ul style="list-style-type: none"> DAT's Curriculum knowledge Liaise with other Leadership members (where appropriate) on Curriculum knowledge of the PCTs Support PCTs and other staff members (where needed) with the upskilling of curriculum knowledge Encourage all staff to observe other teachers with best practice 	<p>DP: PLL's AP: L+T Passion Pod Leaders Whānau Leaders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>teachers - adding information such as who they are observing, what the focus for the observation is and anything they gained from observing the lesson. This can be added to OAF for all of them and they won't have to link new information in each time as it will be ongoing.</p> <ul style="list-style-type: none"> Ongoing informal observations throughout the year to focus on areas that need strengthening and areas being executed well. Informal observations include aspects covering feedback of DATs and curriculum knowledge. Ongoing informal observations by Passion Pod leaders to identify areas that need work and look for examples of effective practice - for all staff, not only PCTs. Putaiio Passion Pod Leader, Te Ao Tangata Passion Pod Leader and Pangarau Practice Leader offer weekly Science, Humanities and Math planning meetings to assist and support with incorporating necessary curriculum knowledge. <p>Future focus</p> <ul style="list-style-type: none"> DP:L&T can provide additional PD around the Curriculum Refresh at PCT Cohort meetings. Informal PCT observations will include how they are implementing the Curriculum Refresh and Common Practice Model into their practice. DP:PLL and Passion Pod leaders identify the best practitioners in their Passion Pods to model effective practices for other staff to observe. Each week when leadership meets - Passion Pod leaders identify their best practitioner for the week and why. This could be a useful way of sharing expertise with all members of the leadership team. This could also
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3.2 Induct new staff into the local curriculum	<ul style="list-style-type: none"> Support new teachers set up Online Appraisal Folio <ul style="list-style-type: none"> Talk with new staff and take them through it Develop performance goals with the staff and work with their appraiser for the staff to achieve these goals Check-in with Whānau Leaders every week to ensure this happens AP:L+T to initiate this at Staff Induction and Staff Only Week Ensure new staff have gone through L+T Handbooks, specifically the section about the curriculum area they teach Ensure new staff are aware of expectations around curriculum and what this looks like in Whānau and Passion Pod Planning Leadership to regularly be in classes observing teachers in action delivering the curriculum 	DP: PLL's AP: L+T All Leadership	✓	✓	✓	✓	<p>become a part of our affirmations that we could share with staff.</p> <ul style="list-style-type: none"> Online Appraisal Folio was set up at the beginning of the year for staff to consistently reflect upon their teaching practice focussing on: <ul style="list-style-type: none"> School Professional Growth Cycle (Strategic Goals) Teaching Council Standards MI Teacher Profile aspects DP: PLL - offered PD for staff around navigating OAF. this PD was also carried out at PCT meetings. Time is allocated during PCT cohort meetings for PCTs to update their OAF. Putiao Passion Pod Leader, Te Ao Tangata Passion Pod Leader and Pangarau Practice Leader offer weekly Science, Humanities and Math planning meetings to assist and support with incorporating necessary curriculum knowledge. Induction timetable set up for new staff as and when they start - each DP explains areas of their portfolio to ensure they have a smooth transition into our school. Passion Pod meetings are held to ensure curriculum needs are being met. Ongoing observations for PCTs by DP: PLL and Whānau leaders. <p>Future focus:</p> <ul style="list-style-type: none"> Leadership continue to regularly share during leadership meetings what they have taken away from their ongoing observations while regularly being present in new teachers classrooms
3.3 Build staff pedagogy through Teaching as Inquiry	<ul style="list-style-type: none"> Continue to build on the inquiry model and how it is used during RCGs and in the teachers own practice Use the new format for performance goals and monitor the development of these goals Track performance goals and engage in conversations with appraisers 	DP: PLL's AP: L+T Passion Pod Leaders Whānau Leaders	✓	✓	✓	✓	<ul style="list-style-type: none"> OAF reflections - checked by appraisers. RCG reflections - checked and commented on by DP:PLL each term. Effective teaching practice tips and tricks are shared during RCG and Passion Pod meeting times. Sharing done during RCG sessions amongst staff about their development

	<ul style="list-style-type: none"> Frequently facilitate discussions around performance and what actions are being taken in the classroom Review the use of Teaching as Inquiry and the Kaahui Ako model that is used during RCG's Provide opportunities for staff to share their inquiries to other staff members 					<p>and implementing DATs, UDL and AFL effectively in their classrooms. Examples are also shared from planning</p> <ul style="list-style-type: none"> discussions around how we can use the skills we already have and are still developing to constantly improve our planning, delivery and practice. Appraisal reflections namely the Strategic Goals and the Personal Objectives (done through the Teacher Profile) were checked by Whānau Leaders, PLL and appraisers throughout the year. These were used as discussion points at mid-cycle and end-cycle appraisal meetings. <p>Future focus:</p> <ul style="list-style-type: none"> DP:PLL and DP:L&T continue to work closely together to ensure teacher's inquiries align closely with developing and improving teachers teaching and learners learning. 	
3.4 Support staff on Curriculum delivery	<ul style="list-style-type: none"> In liaison with AP: L&T and Deputy Principals, identify staff that need support in curriculum delivery Schedule observations and meetings to improve delivery Release teachers to observe others to gain insight in teaching practices Continue promoting the PLL role in the school to provide counsel to staff and who should be spoken to for consistent information 	DP: PLL's AP:L+T Passion Pod Leaders Whānau Leaders	✓	✓	✓	<ul style="list-style-type: none"> Whānau leaders and Passion Pod leaders offer cover for teachers who want to observe fellow colleagues. Ongoing observations done on all PCTs to share areas of best practice and areas needing improvement. These areas are what PCT meetings are based on. Putaiio Passion Pod Leader, Te Ao Tangata Passion Pod Leader and Pangarau Practice Leader offer weekly Science, Humanities and Math planning meetings to assist and support with incorporating necessary curriculum knowledge. <p>Future focus:</p> <ul style="list-style-type: none"> DP:L&T and DP:PLL to consistently receive feedback from Passion Pod leaders about planning - areas that need support and focus from us to improve planning and delivery of the curriculum. 	

<p>3.5 Record all meetings of PCTs</p>	<ul style="list-style-type: none"> Schedule meetings <ul style="list-style-type: none"> Weekly for first year PCT's Fortnightly for second year PCT's All PCT's meet one afternoon a week to discuss management and effective teaching practice Whānau Leaders and Appraisers to ensure they are meeting with PCT's as expected and that meetings are relevant and timely Promote teacher competency while maintaining knowledge of what is happening in the class Review support and seek information on the development that the PCT's need in their teaching 	<p>DP:PLL's</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Regular meetings happen and the PCT cohort recorded their meetings in their Supplementary Appraisal Portfolio. This is evidence of their programme and growth. The responsibility is their own to make sure it is added to their Supplementary Appraisal Portfolio in their OAF. The PCT Cohort Meetings are recorded every Thursday and formal meeting minutes are given to the Principal. Areas of query are discussed on a needs basis and openly talked about with appropriate Leadership members. <p>Future focus:</p> <ul style="list-style-type: none"> Record minutes from one-on-one meetings - create a document that can be used to record matters discussed at one-on-one meetings between PCTs and their PCT Mentor and Whānau Leader. All details for each PCT would be documented (shared with DP:PLL and PCT's Whānau Leader to feed into together).
<p>3.6 Support Programmes are recorded</p>	<ul style="list-style-type: none"> Meet with staff that have been identified as needing extra support as needed each week Observe regularly and discuss feedback Model effective teaching practice Release teacher to observe others Document all conversations and keep in a file Liaise with Principal over matters concerning any staff member on the PLL support programme 	<p>DP:PLL's All Leadership</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Ongoing observations for PCTs by DP:PLL and Whānau leaders. Feedback shared with PCTs to add to their Supplementary Appraisal Portfolio. Regular meetings happen and the PCT cohort record their meetings in their Supplementary Appraisal Portfolio. This is evidence of their programme and growth. DP:PLL, Whānau leaders and Passion Pod leaders offer cover for teachers who want to observe other colleagues teaching. Having a specific focus in mind is helpful for teachers observing so they know what they are looking to take away from the observation. The PCT Cohort Meetings are recorded every Thursday and formal meeting minutes are given to the Principal. Areas of query are discussed on a needs

							<p>basis and openly talked about with appropriate Leadership members.</p> <ul style="list-style-type: none"> Support measures are put in place for staff that require additional support. These areas of additional support required are discussed by the leadership team in our weekly leadership meetings based on the needs of staff and students. Areas of concern become the focus area of the necessary support. Consistent ongoing observations and discussions with teachers allow us to identify areas of concern. <p>Future Focus:</p> <ul style="list-style-type: none"> Passion Pod leaders continue to encourage teachers to observe other teachers. Use time in Passion Pod meetings to share what they take away from observing their colleagues. Make it more of an expectation. Passion Pod/Whānau leaders are available to cover teachers while observing. We learn a lot from our peers.
	<p>3.7 Ensure staff feels supported</p>	<ul style="list-style-type: none"> Model effective teaching practice to staff Observe staff and give feedback on their effectiveness Communicate with Whānau and Passion Pod Leaders to give support when needed Provide counsel to staff members when seeking support around their job Continue the use of the PLL Monthly to enhance awareness of teaching 	<p>DP:PLL's All Leadership</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Modelling done in classes for teachers as and when necessary. Modelling is done by the Passion Pod Leader or Practice Leader. Skills that various staff have in specific areas are often used for modelling purposes during peer observations. Putatio Passion Pod Leader, Te Ao Tangata Passion Pod Leader and Pangarau Practice Leader offer weekly Science, Humanities and Math planning meetings to assist and support with incorporating necessary curriculum knowledge. PLL Monthly's sent out on the 1st of every month. Every month has a specific focus aimed at the needs of our teachers and our students. PLL Monthly's have focussed on: <ul style="list-style-type: none"> The importance of building relationships with our kids

							<ul style="list-style-type: none"> - Creating an effective learning culture in the classroom - Reflecting, refreshing and being ready - Use our school systems effectively - Engaging students - Rejuvenating ourselves to prepare for the second half of the year - Inclusive classrooms - what they should look like - Understanding the needs of our kids - What our kids need from us - Supporting our kids - Reflecting on our practice <p>Future focus:</p> <ul style="list-style-type: none"> • Get some feedback from teachers regarding the relevance/usefulness of the PLL Monthly's - do they find them helpful? • Seek input from teachers regarding their professional development needs and areas where they feel they could benefit from further growth or support
	<p>3.8 To maintain and grow the Professional Growth Cycle started in 2020 even more</p>	<p>Design</p> <ul style="list-style-type: none"> • Design with teachers an annual cycle of professional growth in their setting • Support teachers to engage in it • Foster an environment for inclusive, collaborative teacher learning • Facilitators of the RCGs to monitor the collection of evidence towards the teachers' inquiry <p>Opportunity</p> <ul style="list-style-type: none"> • Every teacher to engage in professional learning using the Standards • Advance their understanding of the relationship between their professional practice and outcomes for learners • Merge the Teaching Standards and Performance Goals 	<p>DP:PLL's All Leadership</p>	√	√	√	<ul style="list-style-type: none"> • Using our Strategic Goals, the teachers reflected on how they were achieving them at formal checkpoints and through regular discussions. • Collaborative practice is developed through discussions at PCT Cohort Meetings, RCG, and Whānau/Passion Pod meetings. • Each teacher has a collection of evidence slides that is added to for each RCG session. These are goals the teachers are working on related to the use of Deliberate Acts Of Teaching. The PLL will look at the evidence collection and the facilitators of each group monitor the development when discussion occurs during RCGs. PLL provides feedback on comments on

<p>4 Future of Learning and Work <i>'Learning that is relevant to the lives of New Zealanders today and throughout their lives'</i></p>	<p>4.1 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life with specific focus on Reading and Math</p>	<ul style="list-style-type: none"> • Provide opportunity to discuss and receive feedback on their practice including observations Confirm • Confirm annually that each teacher has participated in the annual cycle • Provide a statement to the teacher about whether they meet or likely to meet the Standards 					<p>development throughout the inquiry process.</p> <ul style="list-style-type: none"> • During PCT cohort meetings and one on one meetings with the PLL, Whānau Leader and appraiser, discussions were had around effective teaching practice and feedback was given to support the needs of the PCTs. • Ongoing observations for PCTs by DP: PLL and Whānau leaders. Feedback shared with PCTs to add to their Supplementary Appraisal Portfolio. • Term 1 and Term 3: Informal observations of PCTs were conducted by the DP:PLL. In Term 2: Informal observations of PCTs conducted by the DP and PLLs. Additionally, observations were carried out on all staff by appraisers for Mid-cycle appraisals. • Term 4 entails observations conducted on all staff by appraisers for End-cycle appraisals. <p>Future Focus:</p> <ul style="list-style-type: none"> • DP:PLL to receive additional professional development covering the use of OAF.
		<ul style="list-style-type: none"> • Teachers to observe other teacher's practice • Ensure new teachers see best practice in action • Whānau Leaders and Passion Pod Leaders to use meetings as forums to share and discuss what is happening in classes (not admin heavy) • DP:PLL's to ensure they are in classes supporting new teachers where applicable • Ensure teachers are using relevant assessment data to inform their student's next learning steps • Continue to share relevant information about the NZC Curriculum Refresh in a timely manner 	<p>DP:PLL's All Leadership Math Practice Leader</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • PLL, Whānau leaders and Passion Pod leaders offer cover for teachers who want to observe other colleagues teaching. Having a specific focus in mind is helpful for teachers observing so they know what they are looking to take away from the observation. • Passion Pod meetings as well as optional weekly planning meetings are forums to teachers to be upskilled in the use of assessment tools to assist teachers with setting up learning goals and next learning steps. • DP:L&T has been assisting teachers with how to read and understand assessment data to best suit the needs of our students. <p>Future Focus:</p>

											<ul style="list-style-type: none"> • More writing moderation to be done in Te Ao Tangata to ensure teachers are confident in assessing the skills their kids have and identifying next steps and work ons to align with the focus needed in their Humanities lessons. • DP:L&T and Passion Pod Leaders will be having a big focus on the Curriculum Refresh and Common Practice Model next year.
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Attendance Plan 2023

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre	<p>1.1 Aim to stabilise roll as soon as possible by identifying non-attenders and contacting them. Target is to stabilise roll by beginning Week 3. May enlist support of Social Worker(s).</p> <p>❖ Aim to have 90% of children on average at school in any given week.</p>	<ul style="list-style-type: none"> Teachers and office reception to follow up on any absences from Day 1 student absence. They will call/text families. Whanau Leaders to check that this is being done weekly. Need to reinforce this with constant reminders and at the same time, ensure that teachers are communicating information to the Attendance Manager at the main office so systems complement each other. Must ring by 9 am in order to facilitate this. Continued absence by Day 3 will result in a home visit by the Whanau Leader. Attendance Officers will support Whanau Leaders and staff in home visits. 	<p>DP: Pastoral Care, Attendance Coordinator Student Administrator, Attendance Officer, Poutoko Hapori, Staff, Social Worker(s)</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> School roll was quickly stabilised and non-attendeess were identified and contacted. We achieved our goal of doing this by Week 3-4 and this goal was also supported by the fact that teachers and whanau leaders followed up with home visits. DP GNS support massive student follow up as the Student Administrator resigned. Whānau Leader and PC team follow up a huge factor in students getting to school. Our school Social Worker was very proactive in helping us to get children to school, particularly those who had a history of non-attendance. Thanks must again go to Karen who is meticulous in her attendance work and is easy to support due to her awareness and knowledge of absentees. The Poutoko Hapori does a great job in engaging whānau of students with concerning attendance New Student Administrator and Receptionist hired Students loaded onto ASA for Attendance Officer follow up.
	<p>1.2 Aim to have less than 4% late daily = approx 1 child per class with or without excuses.</p>	<ul style="list-style-type: none"> Student who is late once in one week will receive a warning, twice in one week will receive a DT. Whanau Leader to meet with family if lates continue from four onwards in the span of a single term. 	<p>Attendance Officer/ DP: Pastoral Care, Whanau Leaders</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> There are many factors that affect lateness and attendance such as Winter, Mondayitis, rain, long weekends, public holidays. Whānau leader arranges meeting with students and whanau who have continued issues around lateness Overall, our AO's, teachers and whanau leaders have followed up constantly with teachers and whanau to get our kids to school. The competitiveness of the competition is at the epicentre of this which sets us apart from other kura. Timely reminders are reiterated to make sure teachers, Poutoko Hapori and whanau leaders do not visit homes that our attendance officers are visiting on the same day but are all across students that are being followed up at this level.. This means that every home visit must run through our Attendance Coordinator/Manage.

								<ul style="list-style-type: none"> Form Teachers are the first point of call for following up on attendance. They contact their families on Day1. Office receptionists also follow up on Day1 and any information from teachers when contact is made is uploaded on EDGE and passed onto office reception. Whānau Leaders are then to follow up by Day 3 if we have not heard back from whānau. Some students that find it hard to get to school on time live far away as they move from house to house and are sometimes provided with housing. Attendance rate for YTD and children of concern are part of all leadership meetings.
				✓	✓	✓	✓	<ul style="list-style-type: none"> This document has helped keep track of everything that is being done to support our tamariki and those who are most at risk. Students who come through the EDGE unexplained absences are first followed up on and Whānau Leaders do a great job at then reporting back.
				✓	✓	✓	✓	<ul style="list-style-type: none"> Newsletters promote attendance and its importance to be at school and on time. Attendance and our attendance rates need to be on our LIGHT BOARD heading into the second half of the year.
				✓	✓	✓	✓	<ul style="list-style-type: none"> Attendance through the Whānau Competition is reported each week and celebrated at assembly. Whānau Leaders are updated on those classes with good or bad attendance to be followed up on and further investigation as to why it is happening and how they can be supported. Systems are in place through the latest protocol and attendance procedures so that all stakeholders are able to maintain effective follow up.
				Attendance Officer/ DP: Pastoral Care, Whānau Leaders	All staff, All Leadership DP: Operations	DP: FOR THE LIGHT BOARD	DP: Pastoral Care and Whānau Leaders	
	1.3 Whānau Leader attendance document to continue and show the kids each Whānau Leader touches base with every day.	<ul style="list-style-type: none"> Frequent contact with whānau and student to ensure regular attendance for worst attending students 						
	1.4 Maintain a section in the newsletters that will inform whānau and promote the importance of attendance.	<ul style="list-style-type: none"> Newsletters to inform community/whānau of success re: multi day winners etc Goals and Targets highlighted on the front page of the newsletter Reminders of systems (e.g. teachers will ring) to appear in newsletters. Advertise YTD Attendance goal and current YTD attendance on our website ALSO - highlight and promote high attendance on the school light board out the front. 						
2 Barrier Free Access	2.1 Analyse data for presence each week through class competition. Analyse data for lateness each week through class competition.	<ul style="list-style-type: none"> DP: PC to complete Whānau Competition analyses on EDGE for attendance. DP: PC to tally and collate latest data for Whānau Competition from LATES DOC. Whānau Leaders to be the first port of call when support may be needed to improve individual class lateness or attendance rates. 						

3	Quality Teaching and Leadership	<p>2.2 PASTORAL CARE to ensure that every week, children of concern. EG: lateness and attendance are discussed at leadership meetings.</p> <p>2.3 Continue to monitor and improve on figures given out by MOE in the Attendance and Engagement Strategy.</p> <p>3.1 Teacher follow-up to address patterns of non-attendance identified through attendance and lates systems.</p>	<ul style="list-style-type: none"> Whanau Leaders to share initiatives as to how they are supporting their whanau teachers and classes to maintain optimum levels in this area. Continue to participate in the MOE "Every Day Counts" initiative. Teachers to track and inform Whanau Leaders of concerns regarding continuous student absences in their class. DP:PC to lead weekly reviews at Leadership meetings of the effectiveness of teachers interventions and those classes whose attendance is of concern. 	<p>DP: Pastoral Care and Whanau Leaders,</p> <p>DP: Pastoral Care, Attendance Liaison, Principal</p> <p>DP: Pastoral Care, Attendance Liaison, Whanau Leaders, Staff</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> Document set up for the Poutoko Hapori and shared with Principal and Whānau Leaders is updated weekly to show work done with families where students are hard to engage. We have continued to participate in the MOE "Every Day Counts". This involvement provides us with some comparative data compared to other schools so it has been important to analyse and address concerns noted, though there have been few. Teachers, for the most part, use the systems available to follow up and promote good attendance. This is aptly led by Whānau Leaders and supported by the Poutoko Hapori and highlighted in the Thursday competition collation sheet on display - when a teacher writes up their percentage for the week, they are able to become immediately aware of their classes attendance in comparison to others. Within whānau tracking for all whānau are led by their whānau leader who then share to the overall tracking doc held by DP:PC and shared with leadership. All teachers have access to the lates doc and are able to track not only their lates but lates across the school. They are encouraged to speak to other teachers who consistently have good attendance and the least amount of lates in order to better their practice. 	<ul style="list-style-type: none"> Attendance is celebrated and read out every assembly for all whānau. Entire school is able to see which teachers in which whānau regularly win attendance and are getting their kids to school. Teachers are able to feed back in whānau meetings their successes of getting to students to school and on time and are able to share that with whānau and DP:PC. Any really good feedback is then shared with teachers. Classes with zero lates for the week are acknowledged and celebrated in assemblies 	<ul style="list-style-type: none"> This is collated monthly for the board and consists of our attendance figures from the last Board meeting to
3.3		<ul style="list-style-type: none"> DP: PC to include in his monthly Board report an attendance 	<p>DP: Pastoral Care, Attendance Liaison, Whanau Leaders, Staff</p> <p>DP:PC, Attendance Liaison</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> Mufti Day for full attendance for a week. Mufti shoes on Friday if all at school in class on time for a whole week. Identified and celebrated at weekly assemblies. To be shared at every whanau meeting. These teachers will be identified through a weekly review of attendance rates at Leadership meetings. 	<ul style="list-style-type: none"> DP: PC to include in his monthly Board report an attendance 	

<p>DP:PC to provide a monthly attendance analysis for the Board. This or other attendance info may be used to help support the CoL.</p>	<p>analysis for the Boards information.</p>	<p>All stakeholders</p>	<p>✓</p>	<p>✓</p>	<p>date. It is broken down by male and female and year grouping as well. This information allows the board to track our attendance from month to month.</p>
<p>3.4 Systems to discourage absence/lateness</p>	<ul style="list-style-type: none"> DP:Pastoral Care follow-up to address patterns of non-attendance or lateness identified through these systems. Attendance Manager and Attendance Officers work in conjunction with DP: PC to improve students struggling with attendance and lateness. Focus through PC group re attendance/ truancy. 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Children of concern are reviewed daily where necessary, as well as every week at the PC meeting and as a result of these conversations, many children have been referred to Whānau Leaders, Poutoko Hapori and to Attendance Officers - our truancy service. Without a Student Administrator, this is something that I track. No longer being an attendance hub for Manurewa has meant that Ta'i has now moved the Greenmeadows, we are still referring cases to the AOs for follow up. The introduction of the Poutoko Hapori has meant that students and whānau who really struggle with engagement at school are worked with for a period of time until they are able to be at school regularly and on time without the constant follow up. After School detentions continue to be a deterrent for lateness. A change in the lates system has helped deter repeat offenders, whereby if a student is late twice in one week they receive at DT, a third late during the term will incur another DT and a fourth will result in a meeting with family and Whānau leader. Fines for teachers who do not mark the roll by 8:45am has worked really well to ensure it is marked in a timely manner and that teachers have time to contact whānau whose children are not in attendance. Families of absent children are contacted daily by Lee/Elly but often a message is left as parents are not answering the phone, have changed numbers or phones. This is very frustrating. With no Student Administrator, Whānau Leaders and DP:PC follow up with all issues around attendance and lates. New letter written up for whānau of students with attendance concerns
<p>3.5 Tracking and dealing with random absences</p> <ul style="list-style-type: none"> Encouragement and promotion of good attendance 	<ul style="list-style-type: none"> Continue with 'Commitment to Education' certificates for all students and staff at Ml. Whānau Leaders need to check this EVERY week to make sure this is happening and the format is available for review at SIC 	<p>Whānau Leaders DP: PC All staff</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> A laptop and \$20 tuckshop vouchers are promoted for 100% attendance prizes for both YTD and the term. Whānau Leaders, at the end of every term celebrate those students who have been at school everyday by presenting them with an award. Commitment to Education certificates continue to be popular and it is rare for a class to come to assembly without theirs.

		<p>conferences. Also in Q & A in PMP as a teacher requirement.</p> <ul style="list-style-type: none"> Teachers follow up with repeated focus in class in relation to being at school in order to cover work to make up lost progress/achieve. Term certificates/laptop and/or whanau points for 100% attendance. All staff frontline promoters of presence at school. 	<p>Principal, DP: Pastoral Care All staff</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> Whānau Leaders track their own whānau attendance everyday and always report back if there are any issues with a student or their family. If there is one, DP:PC follows up straight away. Term points for 100% attendance are always well sought after and students are reminded regularly at assembly, whānau meetings, fitness, emails etc to not take long weekends and to be at school everyday.
<p>3.6 Principal and DP:PC to be informed and to make decisions over complicated and or overseas absences. This is communicated to both whanau and staff.</p>		<ul style="list-style-type: none"> Make sure staff and teachers are informed about the procedures for acceptance of overseas absence. Permission prior to leaving should be gained from the Principal. If permission granted, will not count adversely in competition; if not, will be counted against class in competition. In each newsletter, and in a variety of formats, communicate the need for parents to get the Principal's permission if travelling overseas in term time. 	<p>Attendance Liaison, All staff DP: Pastoral Care</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> Healthy competition between classes is especially seen in Enrichment Classes as they quite often boast the best attendance statistics in the school. Whānau competition points for attendance are doubled when deemed necessary to further incentivise students and teachers to get to school. Review of classes concerning attendance is included in discussions at Leadership Meetings, as is what has been done to address the situation. We are open and transparent at M.I. and this helps us work together and share ideas that affect attendance. Systems to encourage attendance have been routine and continue to be well received. Emails sent to teachers and Whānau Leaders when rolls are unmarked or are not marked on time.
	<p>3.7 DP:PC to continue to promote the importance of attendance through the MI MONEY system and Whanau Competition.</p>	<ul style="list-style-type: none"> Individual teachers will continue to be fined if they do not mark the roll on time by 9am and 2:15pm. 	<p>Attendance Liaison, All staff DP: Pastoral Care</p>	✓	✓	✓	✓	

What does the data show about:

1. the level of non-attendance? (Low/moderate/high non-attendance)

Overall, 58% of students at MI attend school regularly. The overall level of low attendance which is below 70% attendance only affects 43 students or 5% of the student body. Based on ministry numbers for 2024 and 2025 target figures, we are below these figures for each of the given categories.

2. the groups of students most at risk? (Ethnicity, gender)

Based on the figures, it would suggest that our Maori students are most at risk, having the lowest number of students attending at 90% or more at 55%. Maori also have the second highest percentage of students attending below 70%. The breakdown of students most at risk by gender is fairly even between male and females.

3. individual students of concern?

There is a group of students who struggle to attend school regularly. These students are followed up daily by classroom teachers, the office receptionist, and Whanau Leaders.

What processes do we use to:

1. track student absence?

Manurewa Intermediate follows an attendance process which is a breakdown of steps for follow up from over attendance operational plan. All student attendance is tracked by the office, Poutoko Hapori, staff and whanau leaders. Data for this tracking is derived from our school SMS EDGE system.

2. monitor student absence to identify target groups/students?

The DP Pastoral Care oversees all attendance at Manurewa Intermediate. This is done through tracking through Edge as well as case by case tracking by Whanau Leaders. Target groups are identified through this and then followed up by the appropriate action ie. a student who may be below 70% attendance will have had home visits, whanau hui, and Poutoko Hapori intervention etc.

3. respond to student absence – daily, weekly, termly?

The Manurewa Intermediate flow chart covers how attendance is responded to daily and weekly. Ongoing student absence over the term or longer involves multiple individuals and or outside agencies such as OT, Truancy Services, Whanau Hui, Home Visits by WL etc.

What do we know about the causes of absenteeism?

1. internal school causes

Both anecdotally and from EDGE, causes from absenteeism vary as a whole and from case to case. What we find at Manurewa Intermediate is our students want to be at school, so internal causes are for the most part not applicable. However, if there are, such as, an incident between students or disagreement between them or staff then this is dealt with immediately and usually with a hui with whanau and the student involved.

2. external to school causes

A lot of absenteeism is caused by external factors outside of school control. This might be and is usually due to ongoing issues within the family such as domestic abuse, OT involvement, lack of support from the adults in their lives, imprisonment etc. Many of our students come to Manurewa Intermediate with chronic absenteeism which through our systems and follow up is dealt with.

3. are there any patterns (of causes) within or across groups?

Patterns identified for absenteeism listed above can commonly be seen in many of our Maori students and whanau. There is a large number of our students who are either without a father or parents as a whole and are being raised by extended family members who may not always have the closest relationship with these students.

Our school response

Planning and review

1. Are attendance targets included in the school's strategic plan?

Yes

2. Do attendance targets include specific targets for increasing Māori student attendance?

While there are no specific targets for Maori or any other group for that matter our response to increasing attendance for all groups including Maori is culturally responsive and always inclusive of whanau and what works best for Maori based on our Maori Achievement Plan.

3. *How often is schoolwide attendance data reviewed?*

Daily

4. *What types of schoolwide attendance data are reviewed?*

Daily, moderate and chronic are monitored day by day through our attendance process. Any students who have moderate and chronic absenteeism are followed up by Whanau Leaders, DP: Pastoral Care, Poutoko Hapori and in extreme cases the Principal.

Strategies, actions, and outcomes

What use is made of our school attendance data:

1. *by teachers?*

Teachers use attendance data to monitor their own class attendance and share any concerns related to this with the Whanau Leader and if appropriate DP:PC. It is also used to reward students who attend regularly through the 'Commitment to Education' whanau system and term and year attendance whereby a student goes into the draw to win a laptop and tuckshop voucher.

2. *by the pastoral team/leaders*

Pastoral Care team led by the DP:PC uses attendance data to track students for our whanau rewards system as well as students who have attendance issues. Chronic attendance issues will result in a referral to OT under SECTION 19, all other attendance concerns are dealt with by Manurewa Int staff through whanau hui, home visits, counselling (if appropriate), Poutoko Hapori engagement etc.

3. *by senior leadership?*

As stated previously, the DP:PC oversees all attendance and attendance issues at Manurewa Intermediate, however all of leaderships are involved in the active tracking and following up of attendance through our attendance process.

4. *By school board members?*

Attendance data is collated monthly for the Board to review. Any concerns are passed onto the Leadership team for immediate action.

What strategies have we implemented to address attendance concerns and what has been the impact of these strategies:

1. for individual students?

Following our attendance process, the office reception calls all absent students on Day 1 of non attendance. This is followed up by the classroom teacher and if necessary a DP. Appropriate action is then taken by staff depending on case by case situation. These actions have been listed before such as whanau hui, Poutoko Hapori engagement, home visits etc. These methods are obviously very impactful as there is immediate follow up from the school especially for our difficult to engage whanau.

2. For groups of students?

The school has implemented multiple strategies to address attendance concerns, these include: the attendance follow up process, commitment to education, rewards for term and year long full attendance. Through these methods Manurewa Intermediate has consistently maintained attendance rates of close to or over 90% for over 920 students.

7. How does the school involve parents and whānau in strategies to improve student attendance? What are the outcomes?

Manurewa Intermediate prides itself in involving family around any issues concerning absenteeism for their child. This is done through home visits and whanau hui. Families are able to communicate what they are struggling with and how we can best support them in getting their child to school regularly.

8. Which external agencies and services does the school access to provide wraparound support for students to improve attendance? (Identify specific services.) What are the outcomes?

Specific external agencies that Manurewa Intermediate uses to improve student attendance are the Manurewa Attendance Service and Oranga Tamariki. There have been cases where a student has not been attending due to other issues and support from Whiranaki and or the Police has helped in getting these students back to school.

9. What measures does the school take to support students to catch up on learning following absence? How effective are these measures?

Teachers are aware and do differentiate their lessons to support individual students, this is inclusive of students who have been absent and need extra support to catch up on any learning that has been missed.

Challenges

10. What are the challenges we face in response to student absence? (Please rate according to level of challenge.)

	Not applicable	Not at all a challenge	Minor challenge	Moderate challenge	Significant challenge
Accessing support from the Ministry of Education	0	1	2	3	4
Accessing support from truancy services	0	1	2	3	4
Accessing support from health services	0	1	2	3	4
Accessing support from learning support services	0	1	2	3	4
Accessing support from social welfare services	0	1	2	3	4
Attendance monitoring and notification systems	0	1	2	3	4
Access to sufficient resources - personnel	0	1	2	3	4
Access to sufficient resources - funding	0	1	2	3	4
Collecting accurate attendance data	0	1	2	3	4
Ensuring a safe and inclusive school culture	0	1	2	3	4
Providing an engaging curriculum that makes students want to come to school	0	1	2	3	4
Partnerships with parents focused on improving attendance	0	1	2	3	4



MANUREWA
INTERMEDIATE SCHOOL

2023

BEHAVIOUR

REPORT

Introduction

The following report provides an analysis of prevailing behavioural issues within our school, covering both minor and major concerns affecting both male and female students. The analysis encompasses incidents of social media drama, violations of the vaping policy, lateness and class skipping, minimal physical altercations, and disruptive and anti-social behaviour. Additionally, this report highlights the efforts made through whānau hui held on-site to address these issues.

Minor Behaviour Issues

Social Media Drama:

The continual effects of social media drama among female students has had significant implications for our overall school environment. This phenomenon is often fueled by the popularity of platforms like Instagram and TikTok, where students create pages, posts or group chats with the intention of humiliating others. The consequences of such behaviour has caused tensions, disturbances and negative effects on students' mental health and well-being.

Lateness and Skipping Class:

Students arriving late to class and attempting to skip classes have become recent issues. This behaviour disrupts the learning environment and affects the academic progress of the students involved.

Disruptive Behaviour:

Instances of disruptive behaviour have been noted. This includes students displaying behaviour that may be indicative of challenges faced outside the school environment.

Major Behaviour Issues

Vaping Policy Violations:

Violations of the school's vaping policy have resulted in stand downs for several students. Female students, in particular, have been identified as a higher-risk group in terms of vaping-related incidents.

Physical Altercations:

The occurrence of physical fights within the school premises has been minimal. However, we remain vigilant to prevent any escalation of such incidents and are committed to maintaining a safe environment for all.

Anti-Social Behaviour:

Anti-social behaviour has emerged as a significant concern, possibly influenced by various factors, including the post-COVID environment. This behaviour negatively impacts the overall school culture and requires comprehensive intervention strategies.

Intervention Strategies

Whānau Hui:

To address these behavioural concerns, whānau hui have been organised onsite. These family meetings aim to involve parents, caregivers in understanding and resolving the issues affecting their children.

Exclusions:

This year we had one female student go before the Board for continuous disobedience (physical altercations) which resulted in an exclusion.

Stand Downs:

This year, a total of 33 stand downs were recorded in our school. Out of these incidents, 23 (approximately 69.7%) were attributed to vaping-related issues, while the remaining 10 incidents (approximately 30.3%) were a result of physical altercations.

Notably, within the vaping-related stand downs, 15 incidents (approximately 65.2% of vaping incidents) involved female students. This gender-specific breakdown provides valuable insight into the distribution of vaping-related incidents among our student population.

The high percentage of stand downs related to vaping raises concerns about the frequency of this behaviour within our school community. Addressing this issue may require targeted awareness campaigns, and support systems to discourage vaping and promote healthier alternatives. This is something that our Pastoral Care Council can look into for 2024.

Op Room:

The Op Room served as a critical space, accommodating a total of 463 occupants over the course of the year. This figure includes both unique individuals and repeat offenders. Vaping incidents (before the new Vaping Policy was put into effect) and physical altercations were the common themes amongst offenders.

Counseling and Support Services:

Increased access to counseling and support services has been made available to students facing challenges. This includes providing a safe space for students to express their concerns and receive guidance on appropriate coping mechanisms.

Future Focus

Utilisation of MUSAC Edge:

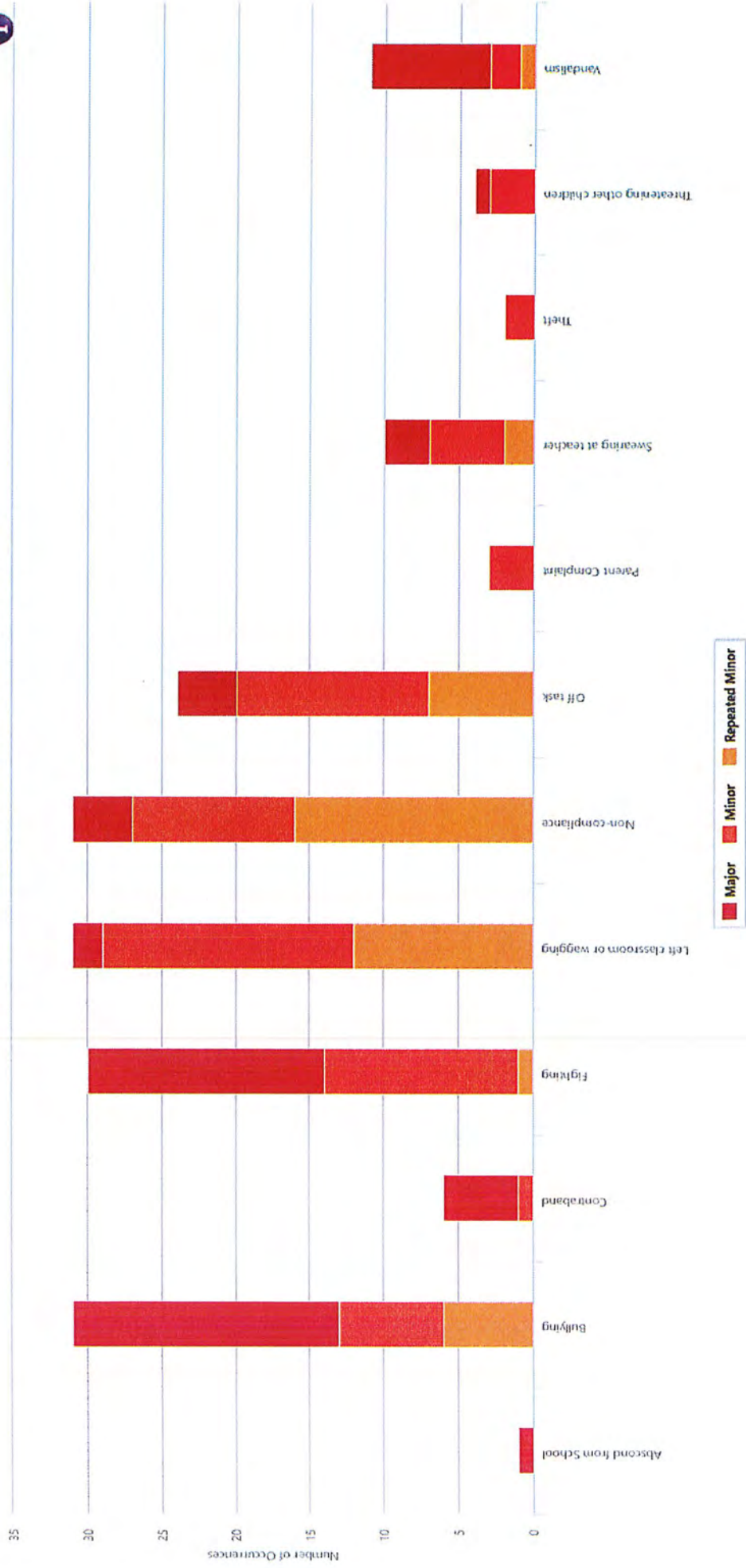
In 2024, our school will shift to MUSAC Edge as the primary tool for recording behavioural incidents, enhancing our ability to systematically gather and analyse data. This initiative aims to uncover patterns, trends, and insights to address behavioural issues more effectively.

The behavioural report underscores the importance of proactive measures and targeted interventions to address both minor and major behavioural issues within our school. The transition to MUSAC Edge in 2024 reflects a commitment to continuous improvement and a forward-looking approach to behavioural management.

Example; Throughout Term 4 of this year, Rimu teachers used this system to record all behavioural incidents.

The graph below shows the type of incidents recorded for both male and female students.

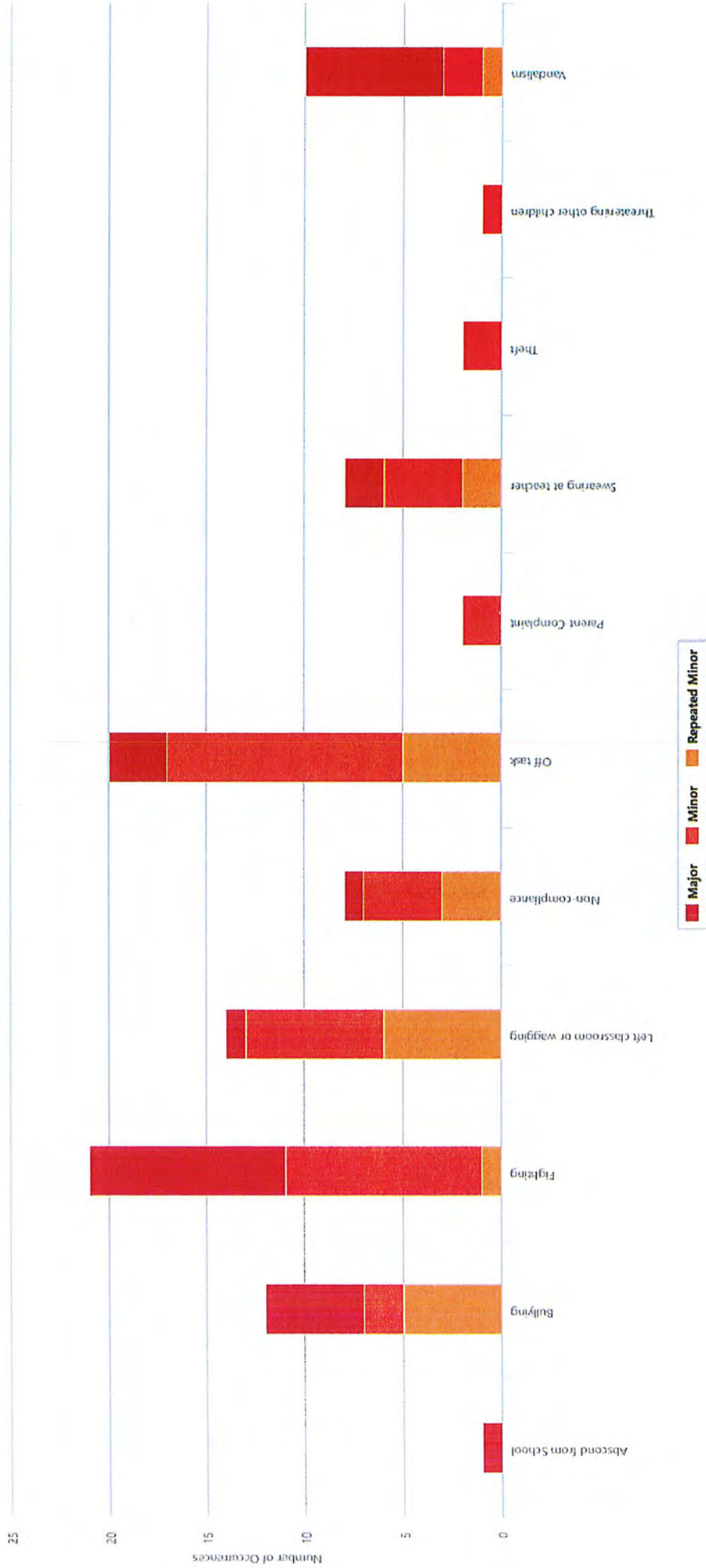
Pastoral Problem Behaviour Overview from 1/01/2023 to 15/12/2023



The graph below shows the type of incidents recorded for male students.

Pastoral Problem Behaviour Overview from 1/01/2023 to 15/12/2023

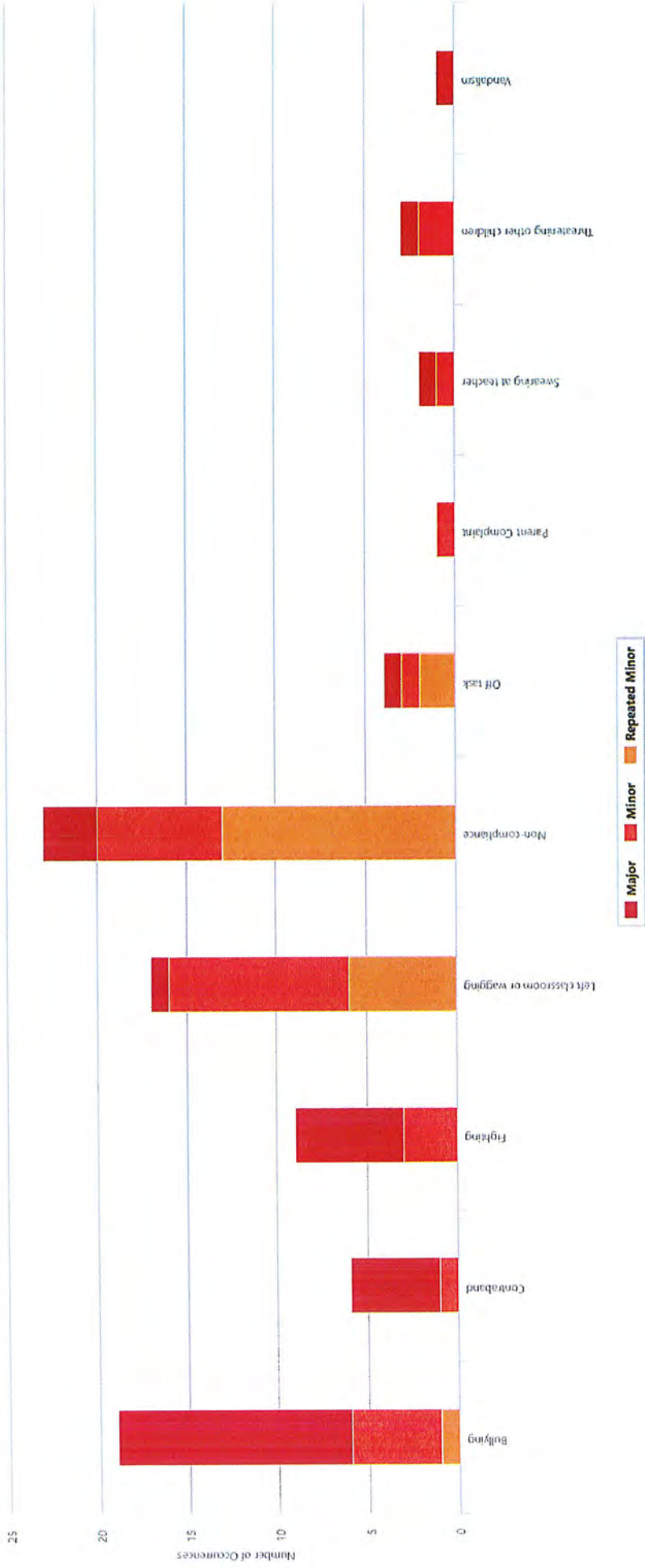
Filter Criteria: Male



The graph below shows the type of incidents recorded for female students.

Pastoral Problem Behaviour Overview from 1/01/2023 to 15/12/2023

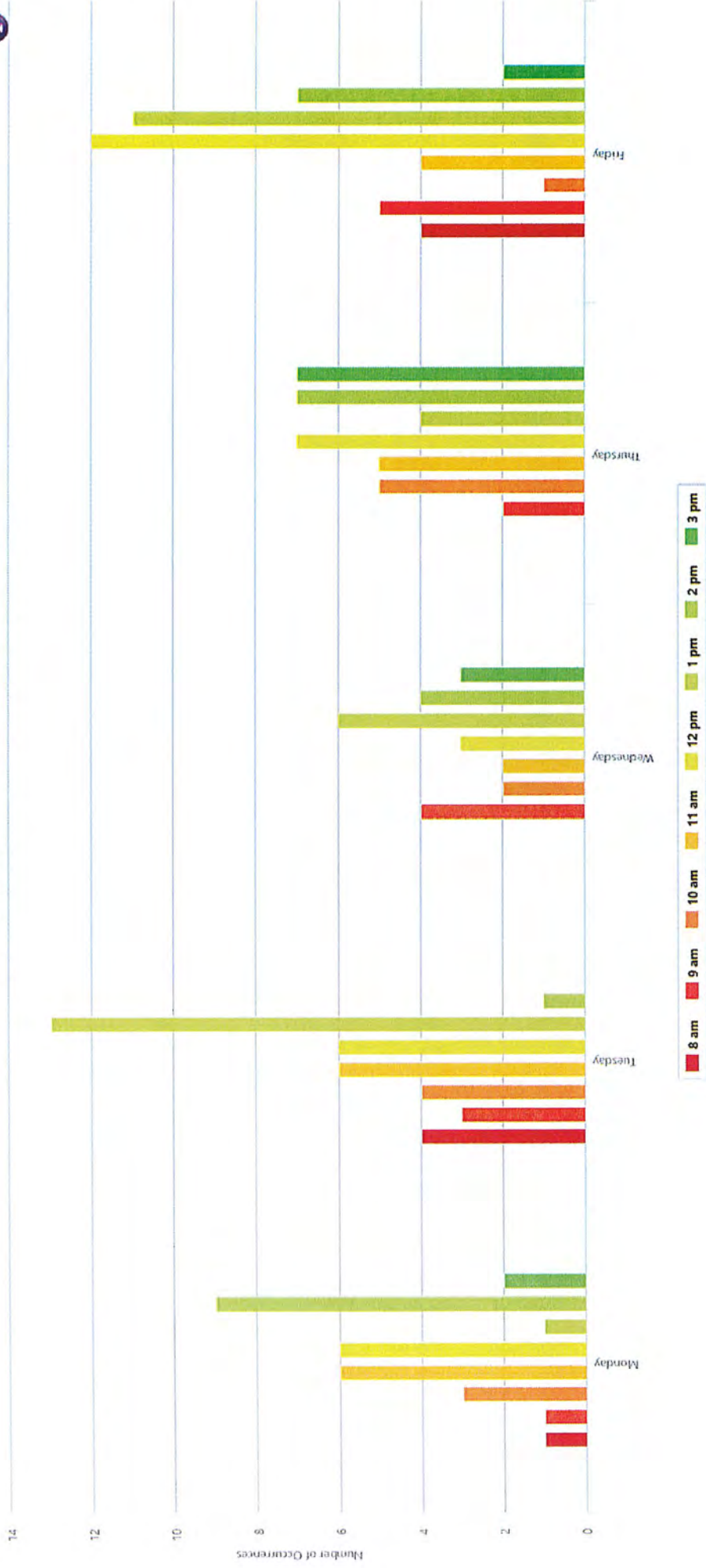
Filter Criteria: Female



The data indicates a higher rate of incidents among female students compared to male. This finding calls for targeted interventions and support mechanisms tailored to address the needs and challenges faced by our female students.

The graph below shows the time of day the incidents are occurring for both female and male students.

Pastoral Problem Behaviour Overview from 1/01/2023 to 15/12/2023

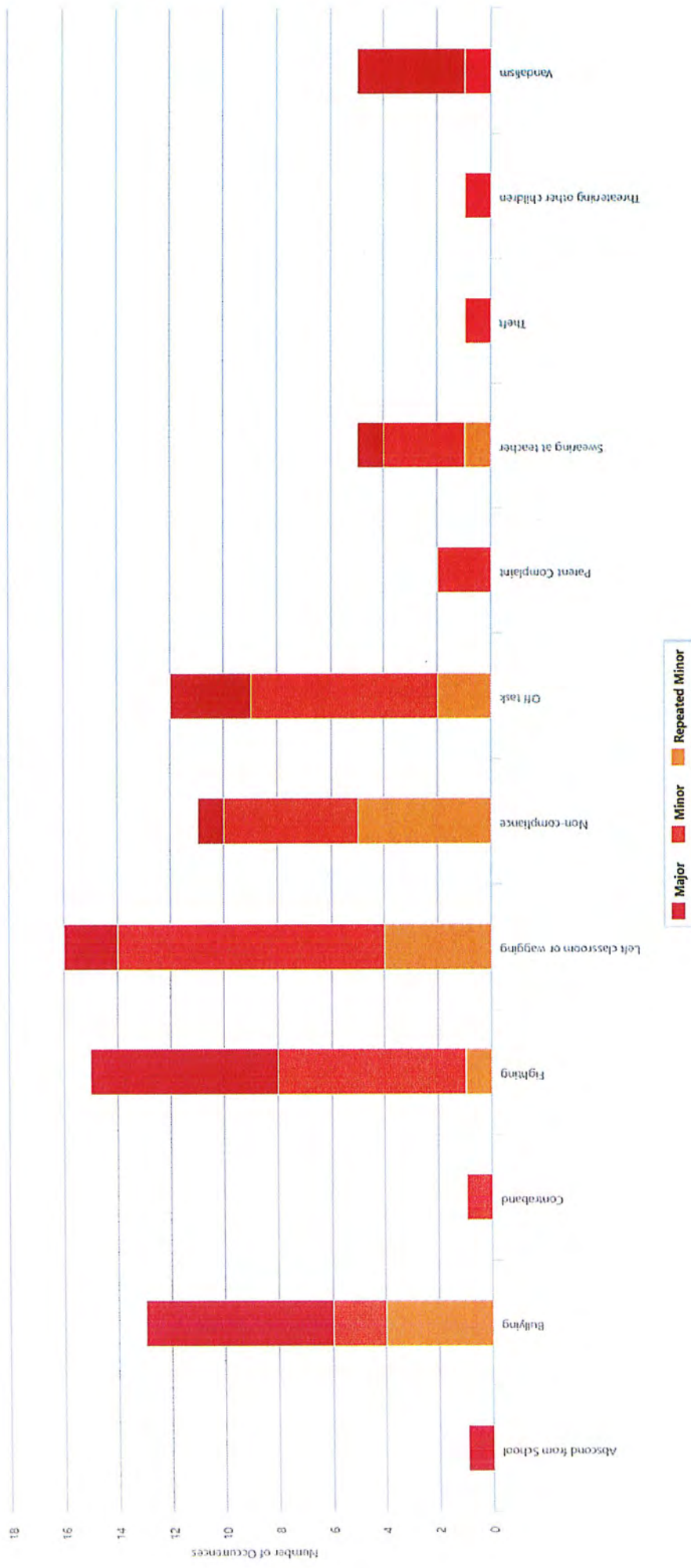


Examining the time of day when incidents occur for our students provides crucial information for effective preventive strategies.

The graph below shows the incidents for all Year 7 students.

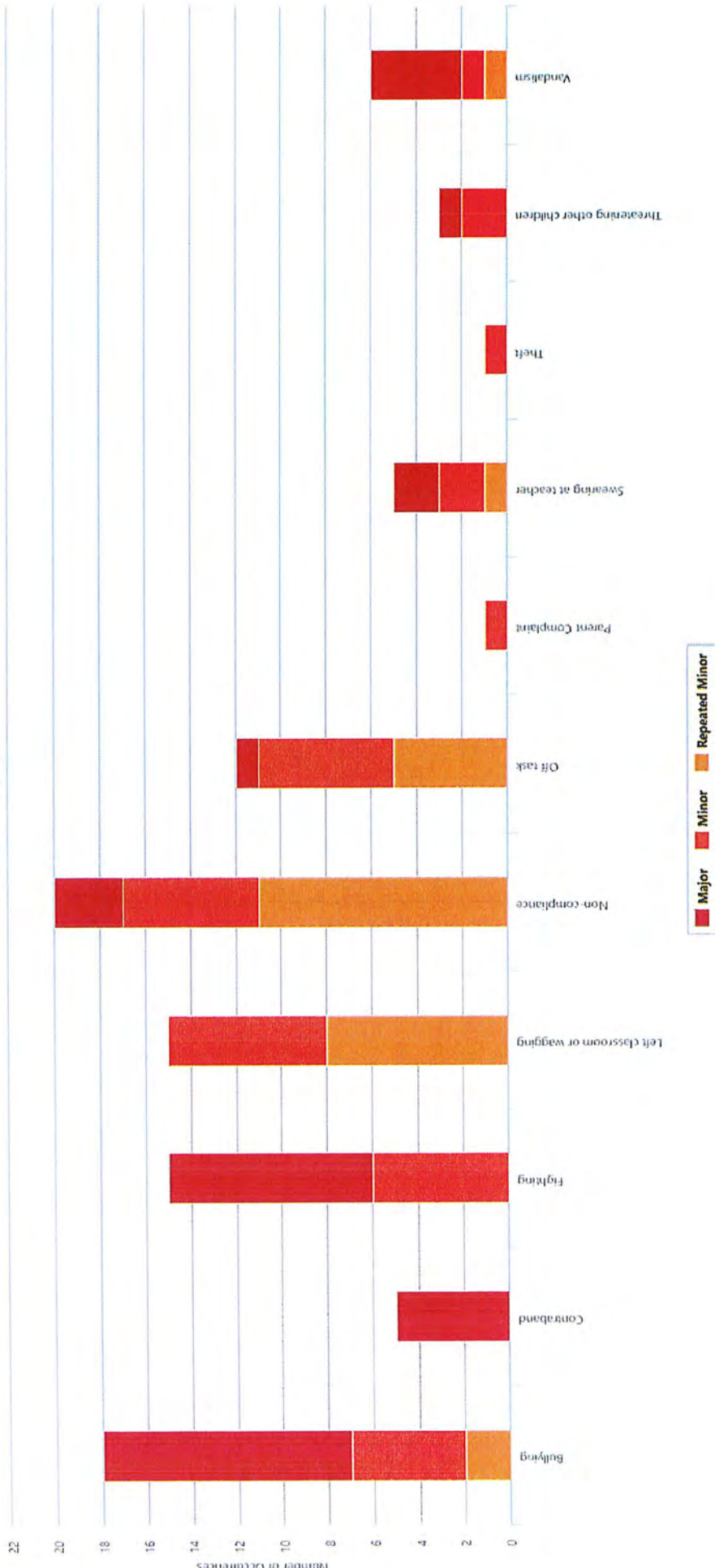
Pastoral Problem Behaviour Overview from 1/01/2023 to 15/12/2023

Filter Criteria: Year 7



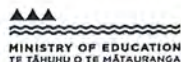
The graph below shows the incidents for all Year 8 students.

Pastoral Problem Behaviour Overview from 1/01/2023 to 15/12/2023
Filter Criteria: Year 8



The data highlights a concerning trend with a higher number of incidents recorded for Year 8 students compared to Year 7 students.

Learning Support Coordinator



New Learning Support Delivery Model: six elements

1 Family and whānau connection points

Learners, families and whānau have someone they can rely on who has information and knowledge about their learning needs and who will co-ordinate support when they need it.

What parents value is knowing there is someone available who doesn't have to be told their story repeatedly...

Bay of Plenty Pilot



- » what will be different
- » Known contact points enable families and whānau and learners to be informed and gain access.
 - » Local learning support team agree with families and whānau on contact points.
 - » A regular and known liaison point who is trusted and responsive is able to provide ongoing support throughout a child's learning journey.
 - » Faster, simpler access – parents and whānau will not have to navigate a complex system alone.

2 One plan

The single plan provides joined up and tailored services to better support the child or young person's individual needs and is a single point of reference to monitor progress.

One child may currently have multiple different 'plans' for services they are receiving...

Manager, Learning Support



- » what will be different
- » Agreement between professionals and family and whānau on learning goals.
 - » One plan about the child. Sets out agreed goals consistent across all settings – supporters are clear on their role and actions.
 - » One plan is owned by child, family and whānau, and travels with them throughout their learning.

3 Working together

Schools, kura, early childhood education (ECE) me ngā kōhanga reo, Kāhui Ako, specialists, RTLB and other providers (e.g. alternative education) work together to identify needs across their community, and make decisions on how best to use available resources. Like-needs can be identified and better decisions made for a range of different results for learners. By working together, learners are better supported, learning support needs can be addressed early learning environments improved and transitions better supported.

We need something different. We need the opportunity to come to the table and participate as partners to create better support for children...

Kāhui Ako

- » what will be different
- » Inclusive practices, support and resources will be utilised to strengthen the way schools work to improve outcomes for children and young people.
 - » Parents and whānau will have a voice and input that can be harnessed.
 - » Decision-making is respectful of expertise and knowledge. People do what they do best.
 - » Wider Ministry team actively involved.

4 More flexibility

More flexibility ensures that specialists and decision-makers have the ability to make decisions about the best learning support for that child or young person, rather than relying on rules-based access to support. Local specialists and decision-makers use their judgement and knowledge of the learner to tailor learning support.

We can find innovative solutions to meet a learner's needs more effectively by relaxing tight criteria for access to support where possible...

Ministry of Education staff member

- » what will be different
- » Practice will manage emerging issues earlier and reflect local needs.
 - » Tailored support available for a range of learners.
 - » A range of earlier and simpler solutions will be available.

5 Better facilitation

A designated facilitator convenes local learning support service providers and connects to wider social services. The purpose is to ensure local co-ordination and co-operation to support collaborative practice and improve efficiency and the effective use of resources.

A coalition of the willing is only the starting point...

Bay of Plenty Pilot



- » what will be different
- » Facilitator function will be provided by Ministry.
 - » Facilitator to provide overview of learners' needs and local resources.
 - » Able to bring providers together to consider all requests for support and build a more inclusive, flexible and responsive service.
 - » Teams of equal partners who can contribute openly.
 - » Facilitation provides schools, kura, early childhood education (ECE) me ngā kōhanga reo, and Kāhui Ako access to a full range of learning support resources available in the

6 Sharing data

Schools and ECE services share data and information on learning support needs and services to build a clear picture of the strengths and priorities of local learners.

Our IT systems don't speak the same language...

RTLB



- » what will be different
- » Information sharing will strengthen new delivery model, with the appropriate steps to protect the security and privacy of student information.
 - » Clarity across providers and the sector about data collection and use
 - » Clear, online information systems using consistent language.
 - » Greater ability to assess local demand, arrange support that meets local demand, and provide feedback to inform system policy.

The Six Elements of the Learning Support Delivery Model and how we're tracking at Manurewa Intermediate

The six elements of the Learning Support Delivery Model are

1. bFamily and Whānau Connection Points:

Learners, families and whānau have someone they can rely on who has information and knowledge about the learning needs of their children/tamariki and who will coordinate support when they need it.

The Manurewa Intermediate Learning Support Coordinator (LSC) develops relationships with whānau, families and students (through the IEP meetings, SIC meetings, general support meetings and agency and funding referral processes). We have established a trusting liaison point that provides a responsive and ongoing service to whānau which supports their child's learning journey at Manurewa Intermediate and into high school. We are able to provide support for parents and whānau to ensure they do not have to navigate complex systems alone.

2. One Plan:

The single plan provides joined up and tailored services to better support the child or young person's individual needs and is a single point of reference to monitor progress.

One Plans have been explained to the LSC Cluster by MoE to ensure a consistent approach across the Kaahui Ako. To date, we have not held any 'One Plan' meetings involving multiple agencies (e.g. social worker, MoE psychologist, RTLB, Oranga Tamariki, LSC etc) as these have not been required.

3. Working Together:

Schools, kura, early childhood education (ECE) me ngā kōhanga reo, Kāhui Ako, specialists, RTLB and other providers (e.g. alternative education) work together to identify needs across their community, and make decisions on how best to use available resources. Like-needs can be identified and better decisions made for a range of different results for learners. By working together, learners are better supported, learning support needs can be addressed early, learning environments improved and transitions better supported.

Fortnightly LSC meetings and weekly Guidance and Support meetings (involving DP/SENCo, DP/Pastoral Care LSCs, RTLB, and MoE) provide regular platforms to discuss children requiring learning and/or behavioural support. These discussions enable all professionals involved to collaboratively make decisions and plan the way forward for these students. This may involve referrals to agencies and/or transition support. Transition has been discussed and information required by intermediate and high schools highlighted. The transition process was reviewed by the LSC and RTLB Clusters resulting in refining the systems in the 2022/2023 process. Transition is an area that will continue to be reviewed.

4. More Flexibility

More flexibility ensures that specialists and decision-makers have the ability to make decisions about the best learning support for that child or young person, rather than relying on rules-based access to support. Local specialists and decision-makers use their judgment and knowledge of the learner to tailor learning support.

Currently, the panel discussions involve MoE, LSCs and SENCo and have not yet included outside agencies and/or specialists. However, general discussions have resulted in the MoE facilitator and RTLB Cluster Manager being able to provide assistance in a timely manner thereby lowering barriers for support.

5. Better Facilitation

A designated facilitator convenes local learning support service providers and connects to wider social services. The purpose is to ensure local coordination and cooperation to support collaborative practice and improve efficiency and the effective use of resources.

The Ministry of Education Team Leader, Debbie Law is the LSC Cluster Kaahui Ako O Manurewa facilitator. She facilitates weekly LSC meetings, attended by Kaahui Ako O Manurewa LSCs, SENCos and Manurewa Intermediate Principal Iain Taylor.

Debbie organised speakers to talk to the LSC Cluster on topics that LSC have identified as a need across the Kaahui Ako. The Cluster LSCs also compiled PLD suggestions and these were worked through at the fortnightly meetings with LSC providing their own PLD. This PLD has included NumPa maths assessment, SPRING into Maths intervention, BURT and PROBE testing as well as Patch Play and Casey Caterpillar interventions.

The panel discussions of students of interest, brought by LSCs, have provided an opportunity to gather suggestions re possible supports and/or referrals for students and their whānau from an experienced team. Best options for the way forward for the student were then considered by the LSC who presented the case.

These meetings also provided a forum for discussion around the learning priorities identified in the Learning Support Action Plan e.g. flexible supports and Services for Neuro-diverse children and young people.

6. Sharing Data

Schools and ECE services share data and information on learning support needs and services to build a clear picture of the strengths and priorities of local learners.

Information sharing has continued to strengthen the new delivery model, with appropriate steps having already been taken with the principals of the schools in Kaahui Ako O Manurewa having agreed on and signed the Memorandum of Agreement. This agreement has been set up to protect the security and privacy of student information but allows for the sharing of student information re: transition of students between schools, kura, early childhood education (ECE) me ngā kōhanga reo, and Kāhui Ako.

LSCs and SENCo discussed data collection and use this year and as a result, the transition system has been streamlined. Additionally, each LSC has established a temporary learning support register for their school, using clear, online information systems and language consistent with that across the Kaahui Ako. This information will be transferred to the Ministry version if it becomes available.

Area of LSC Focus 2023	What LSC has done at Manurewa Intermediate
<p>Supporting teachers and students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions.</p>	<p>The LSC has continued to support the development of an inclusive environment (through ongoing conversations) based on the principles of Universal Design for Learning. The intention is for teachers to have a common understanding of how to best meet the needs of all students in their classrooms.</p> <p>LSC has:</p> <ul style="list-style-type: none"> ● supported teachers with observations and assessments to be able to identify areas of support needed ● provided students and teachers with evidence-based strategies, practices and guidance about what will make a difference for their students ● worked with the learning assistants to develop capability through training and professional development ● worked with local secondary schools to implement the transition pathway for those students who will benefit from this support ● Met with lines of teachers during Speed Dating sessions to discuss neurodiverse students.
<p>Kaahui Ako</p>	<p>As part of the Learning Support Cluster of the Kaahui Ako O Manurewa the LSC has:</p> <ul style="list-style-type: none"> ● built relationships with contributing agencies - Social Workers, Ministry of Education, Resource Teachers (RTLB), etc. ● embedded culture of collaboration between the LSC and SENCo where different approaches are shared ● hosted fortnightly meetings at Manurewa Intermediate that included: <ul style="list-style-type: none"> ○ discussion of cases brought to the LSC and SENCo panel for suggestions as to next steps for referrals, learning interventions, MoE support and other agency referrals ○ transition support for Year 6 students coming to MI in 2024 and Year 8 moving to high school in 2024.

	<ul style="list-style-type: none"> ○ identification of the importance of, and adherence to, a common language for the Ministry Learning Support Register (LSR) across the Kaahui Ako ○ Panel discussions re students of concern ○ Trauma Informed Practice - sharing of practical hands on resources ○ Representative from OT sharing information about their systems and procedures
<p>Learning Support Register (Te Rito)</p>	<p>The LSC has worked alongside the SENCo to update our Learning Support Register (LSR) in which the relevant details of students identified as requiring learning support at Manurewa Intermediate are recorded. This year approximately 185 students at Manurewa Intermediate have been identified as one or more of the following:</p> <ul style="list-style-type: none"> ● well below their expected learning levels as identified by school wide assessments, classroom teachers and students receiving ICS support ● ESOL funded or are receiving specialist ESOL support ● students with identified behaviour, medical/ health, social needs ● ORS funded <p>Not all students will need individual attention but are 'on the radar' should more individualised support be required.</p> <p>There has been an update from MoE regarding the development or implementation of Te Rito. Te Rito is up and running but there is no longer a standardised Learning Support Register on the platform but it will allow SMS to connect with Te Rito and student information can be transferred.</p>
<p>Individual Education Plans/One Plans and follow up work</p>	<p>The LSC organised eighteen individual educational plan (IEP) meetings in Term 2 and twenty IEPs in Term 4 for the students, their whānau, form teachers, humanities teachers, Highfliers teacher and RTLB when applicable. These IEPs were written to ensure students receiving ICS funding (In-class Support) and ORS (Ongoing Resourcing Scheme) funding had targeted individualised learning plans to meet their learning needs. These plans were written collaboratively with the student, their parents/ whānau (who were all invited to attend) and their humanities, form and math teachers. This year the SENCo convened the IEP meetings in Term 2 due to me just filling the LSC role. All students were assessed by the LSC using Burt Word Reading assessment, PROBE or PM Benchmarks, NumPa (Math), e-asTTle for writing and McCarthy and Kirk Assessment for Oral Language to gain baseline data.</p> <p>IEPs were completed for:</p> <ul style="list-style-type: none"> ○ 15 ICS funded students in Term 2 and 16 students in Term 4 (the school received notification during the year of one year 8 student who was on the waiting list had been successful). ○ 3 ORS funded students in Term 2 and 4 students in Term 4 (1 student had an ORS application approved during the year)

	<p>IEP follow up work involved:</p> <ul style="list-style-type: none"> • sharing the completed IEPs with teachers, SENCo and whānau (mailing to whānau when email was not possible) • convening meetings with secondary schools to assist parents/caregivers to select appropriate secondary schooling for 2024 • following up on previous RTLB referrals and reports • checking in with parents/ whānau unable to attend IEP meetings. Sending text reminders of date and time of IEP meetings • identifying possible RTLB referrals and completing students details and sharing with SENCO to upload on the database • Home visits to ensure RTLB referral forms are signed by parents/ whānau • BAS referral for one student. Supporting and working alongside the translator and parents during the assessment and reporting process • referring students to the Mana Clinic and ensuring that they are taking their antibiotics or other medication • providing transition support for students going to high school in 2024 including meetings with SENCo of Manurewa High School and James Cook High School and individual visits with whānau ahead of general school visits • supporting our bilingual parents to complete high school enrollment forms for 2024 • Creating resources for parents to support their child at home • Regular check ins with teachers, students and whānau
<p>Referrals to Guidance and Support</p>	<p>The profile of the LSC within the school has remained high. Teachers are aware of the work the LSC does and the number of learning referrals continues to increase.</p> <p>A SnapShot of general ability across the curriculum is completed following a referral to the Guidance and Support team and allocation to the LSC. During the SnapShot process, student behaviours are observed and the student's voice gathered to develop an understanding of the student as a young person and a learner.</p> <p>SnapShots Terms 2 and 3:</p> <ul style="list-style-type: none"> • Twenty four Snapshots completed, line of teacher meetings held, and necessary follow up actioned by teachers, LSC and/or external agencies. <p>Dyslexic Screening Terms 2 and 3:</p> <ul style="list-style-type: none"> • Eleven students were screened and the diagnostic report showed that nine students were dyslexic. Reports were shared and a line of teacher meetings were held. • Reports were discussed with parents and strategies shared on how to support their child at home.

	<ul style="list-style-type: none"> • Open-dyslexic font is trialed with students to help with their reading and accessing the curriculum.
Referrals to outside agencies	<p>The LSC has completed or is in the process of completing or assisting in the referrals for</p> <ul style="list-style-type: none"> • RTLB support • MoE support eg Speech Language assessment • Assistive Technology • BAS assessment • ORS application
Individual and Small group interventions	<p>The LSC has supported the implementation of SPRING into Math, Quick60 Reading and Colourful Semantics, Sunshine Online, Epic, Learning Village and Numicon programmes.</p> <p>This involved:</p> <ul style="list-style-type: none"> • Quick60: providing ongoing support • SPRING into Math: ongoing in class support • Colourful Semantics: training ESOL teachers and new LAs in the implementation of this and creating individual resources for each one • Sunshine Online and Epic - in class support for students who are not funded • AWS: refresher with the LAs. • Learning Village: received funding from RTLB + organised weekly PLD sessions for our ESOL teachers • Numicon: supporting the LA
Assessment kete	<p>The LSC has used evidence-based assessments to ensure consistency in baseline data, identification of learning support required by students, and monitoring of student learning progress.</p> <p>This involved:</p> <ul style="list-style-type: none"> • supporting teachers to use and analyse PM Benchmarks and PROBE • supporting ESOL learning assistant to administer and analysing PROBE running records • training and supporting learning assistant to use the SunShine on-line reading and math resources when working with individual or small groups • Supporting the ESOL teacher and LA with Learning Village
Relationship building with parents and whānau	<p>The LSC has supported parents / whānau to develop an understanding of the learning support processes available.</p> <p>This has included:</p> <ul style="list-style-type: none"> • meeting with whānau before or after teacher SIC times to develop relationships. • explaining application processes (Ministry of Education referrals, RTLB, etc.) • explaining the information and ramifications of various agency reports received, to whānau.

	<ul style="list-style-type: none"> ● convening and supporting whānau transition visits to schools and convening and attending meetings with whānau and SENCo of high schools ● supporting whānau when meeting with social workers and other agency personnel. ● ensuring whānau are included in IEP meetings to enable agency in their child's learning and key competency goals. ● providing relevant support and guidance to whānau on the use of suitable resources and strategies to support their child's learning. ● Organising and attending meetings for some of our 2024 Year 7 students who require additional transition visits.
<p>Working with the School Leadership Team to ensure identified students receive the appropriate support to enhance their learning and progress.</p>	<p>The LSC has discussed learning support related issues with Leadership including:</p> <ul style="list-style-type: none"> ● in conjunction with DP: Guidance and Support: <ul style="list-style-type: none"> ○ updating of the Learning Support Register to record relevant data and add new students ○ regular discussions of guidance and support issues as they arise ● preparation for, and attendance at weekly Guidance and Support meetings. ● attendance at regular Gifted and Talented team meetings ● attendance at regular Whānau and Passion Pod meetings

Kura Reo

Students who are new learners of English, or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.

Each session of the ESOL programme includes:

- an oral language component of listening and speaking, using a range of games and activities.
- a reading component composed of shared reading texts, followed by related comprehension and word activities. As AWS is used in their weekly humanities classes, Allison and Litarina follow on from using the skills gained in small but effective group activities.
- a writing component of formulating sentences orally, using images, followed by creating sentences using related /individual/group brainstorm. Students write their own sentences when they are able to do so.

ESOL Feedback	
Allison Feedback	<p>There are 96 students involved in the ESOL programme this year.</p> <ul style="list-style-type: none">• 41 Year 7's and 55 Year 8's• 34 females and 62 males• Fijian Indian 33. Samoan 17, Filipino 12, Tongan 8. Malaysian 6, Vietnamese 6, Kiribati 5, Fijian 4. Cook Island 1, Nepalese 1, Italian 1. Maori 1. Persian 1. African 1. Assyrian 1. <p>'For everything there is a season'</p> <p>This year has been one of both professional growth and experimental success. Having completed a full four terms in this programme (ESOL, Kura Reo) it is apparent to me that I have done an amazing job.</p> <p>There are so many ways to offer students a learning experience they will remember, or that they will enjoy while engaging in these lessons. The real blessing is that I have enjoyed every moment in the classroom because the ESOL program is every teacher's dream job.</p> <p>Having the flexibility to create lessons out of a simple idea from a student's imagination or observing a misconception and building a plan of how to offer another perspective in small but beneficial ways is very rewarding....not just for me but every student who comes through my door.</p>

	<p>Being involved in the background administrative aspects of school life has been an empowering yet humbling experience. Attending collaborative guidance and support meetings, meeting external agency representatives as well as attending ESOL cluster meetings later on this year were not something I was expecting to be involved in as part of my role. Yet, again these added to my already 'full cup'</p> <p>I have probe tested my learners at three separate intervals this year. At the beginning of the year all year 7 and new year 8 students, who fit into the criteria for funding were tested. Year 8 students involved in ESOL from last year were retested. The MoE ELLP record of progress for all the students was then completed. The collection and collation process, though quite time consuming, was interesting and beneficial for my year to come.</p> <p>By the end of term 2, our program had increased by 16 students and with that increase came the implementation of a full time ESOL learning assistant. Term 3 also saw a jump in numbers as well as 2 non-speaking Vietnamese students who required one-to-one instruction, in class support as well and small focussed group learning opportunities. Our student numbers in each session increased, as did our determination to deliver a top class program.</p> <p>The emphasis of the programme was on Listening and speaking. Reading and Writing. When reflecting on our week during moderation meetings, Litarina and I were able to discuss in depth the benefits and work ons for the lessons we delivered to groups and individuals. During these professional discussions we also had the opportunity to forward plan for the weeks to come. The lessons planned were based on our overall teacher judgement, obvious gaps in student understanding and Te Ao Tangata term overviews.</p> <p>My personal and professional gains this year have been immense. There is a deep gratitude and appreciation for the opportunity to be able to commit my time and energy to a profession I love with such a supportive and dedicated team. Thank you Litarina, Iain, Dan, Ben and Nirvana.</p>
Litarina Feedback	<p>Working in ESOL has been an exciting opportunity met with a smooth transition, thanks to Bruce and Allie. I have been able to explore this role in a short amount of time and it is rewarding. I built good relationships with some of these students prior to this role so my challenges came from confidence in myself to run sessions and with those who knew little English. Happy to say I am proactive on both and try different things if something doesn't work.</p>

	<p>Lesson plans are done by Allie and are always discussed before and during the week. We have a moderation period in place to complete reflections, discuss groups and 101s, work ons for the following week and lesson ideas. I look forward to this period as it allows me to offload and acknowledge our progress.</p> <p>I learned how to do ELLP and probes earlier before needed so I had a fair idea of how to steer lessons to support the learning outcomes for students e.g comprehension, punctuation, brainstorming before writing a story.</p> <p>I look forward to upskilling as I know we'll be getting a complex bunch next year. I appreciate continuous support from our team.</p>
<p>Student analysis Allison</p>	<p>AV (M) Rm09 PROBE: 5-6y AV has developed a slow but steady tolerance for learning in the ESOL program this year. With a hesitant start to a new environment both in Manurewa Intermediate and Aotearoa, New Zealand, he has developed his confidence to now share his experiences and opinions which add value to our learning as a group.</p> <p>DP (M) Rm27 PROBE: 7-8y DP has developed a keen attitude, which is very rewarding considering the negative mindset he arrived with in term 1. He now arrives at room 21 without prompting and contributes to conversations when the topic is something he is familiar with. DPs reading age has increased by one year, which is amazing progress.</p> <p>CL (F) Rm11 PROBE 5-6y A consistently open and confident conversationalist, CL contributes to any discussion both within small groups and one to one. Her attitude is positive and she enjoys coming to ESOL for her weekly session. It's been pleasing to see CL improve in her writing as this was part of her learning that she least engaged with.</p> <p>IG (M) Rm75 PROBE 5-6y IG has been a great student this year. He has shown gradual progress in his learning taking the required steps to develop his understanding. He is a slow processor and takes time to put things together, but his attitude is second to none. He is always willing to learn and will ask questions if he needs help.</p> <p>GD (F) Rm27 PROBE 7.5-8.5y With such a quiet nature GD took some time to come out of her shell and get involved in any group activities. Once she was comfortable with her timetabled group, she picked and chose the times to offer</p>

her understanding. With some time and persistence, GD is now confident to share her opinion. This persistence has paid off and shows in the increase in her reading age by half a year to 7.5-8.5.

SB (M) Rm13

PROBE 6.5-7.5y

SB took a while to open up to the ESOL teaching and learning programme. He was not willing to engage with other students and his go to mechanism for avoidance was 'I don't understand'. In term 3 however, once he was well settled and feeling very confident he understood well and his progress began. SB has made slow progress for this reason.

PM (F) Rm30

PROBE 8-9y

PM has been a pleasure to teach this year. She is the epitome of friendly and inclusiveness of everyone she comes into contact with. For that reason PM has been the 'glue' for her classmates ensuring a settled lesson every time. PM has made steady progress which shows in the confidence she has developed through the year.

MG (M) Rm34

PROBE 7-8y

MG always has a smile on his face and a positive, 'can do attitude' to share. When working on tasks, MG will try every strategy he knows to work things out on his own before asking for help. Because of his hard working nature he has made great progress, especially in reading where he has gone up one reading age to 7.0. It has truly been wonderful to have MG in ESOL this year.

AN (M) Rm30

PROBE 7.5-8.5

After a rough start, AN developed in confidence and an appreciation for ESOL. He has had a roller coaster of an experience this year with his reading age proposing between 7-8.5 years. His oral skills have markedly improved, which is evident during warm up speaking activities like 'sentence starters' and 'random yarns'.

JR (M) Rm33

PROBE 6.5-7.5

It was always interesting to see what kind of mood JR arrived with to our ESOL sessions. On days when he came ready to learn, we were able to get some seriously engaging and reflective work completed. On the other days, attempting to write a sentence was hard work, this is where he struggled. His oral skills have also improved during the year making him quite the chatterbox.

MV (M) Rm69

PROBE 8-9y

MV has been a joy to have in the ESOL programme this year. His eager attitude toward his learning, especially in terms 1 and 2 was unmatched in his group, he was a standout. A natural orator, MV always had a lot to say, not always about the topic we were studying

either. He has gone up one reading age in the course of the year,

MT (F) R70

PROBE 8-9y

An avid learner, MT consistently arrives at ESOL with a positive and engaged attitude. Her eager personality has come through in her PROBE results climbing two reading ages to 8y. With a natural 'neat and tidy' demeanour, this characteristic has carried across to her work presentation. A very quiet girl, MT has developed the confidence to ask questions, voice her opinion and volunteer herself for extracurricular activities like nature club.

TN (F) R27

PROBE 8.5-9.5y

TN has a feisty attitude which is very refreshing. A natural leader, she attracts other members of her group, particularly the girls into her unofficial social circle. TN uses her outspoken 'take no prisoners' attitude to voice her and sometimes the other girls' opinions. After a stagnant first half of the year, TN has improved by one year for her reading age to 8.5-9.5 years.

MN (F) R30

PROBE 10.5-11.5y

It has been a delight teaching MN this year. She is friendly and courteous towards everyone in the classroom. MN has an eager and mature attitude towards her, and her classmates' achievements meaning if they are stuck in any way, she will help them, sometimes without their permission. MN has gone up one and a half reading ages this year to 10.5-11.5. Amazing progress across the board which is attested to her 'can do' attitude and determination to succeed.

VT (M) Rm33

PROBE 12.5-13.5y

VT has a determined attitude towards his learning and has been a real pleasure to have in ESOL this year. Using strategies he is familiar with, VT decodes every situation to the point you can see the processing happening behind his eyes. With an amazing two reading age improvement this year, his achievement is absolutely attested to his positive attitude and no nonsense demeanour.

MK (F) Rm09

PROBE 9.5-10.5y

It was a joy having MK in ESOL this year. Her bright and positive attitude towards her learning was very refreshing and often lifted the mood of the whole group. MK though shy at times put in a lot of effort towards her learning which shows by the 1.5 reading level increase she has achieved.

LV (F) Rm70

PROBE 10.5-11.5y

With a loud and unapologetic personality, LV was a great asset to our programme this year. An outsider to our group would think that no

	<p>work was being done because of the amount of noise coming from our classroom, but that was LVs way of working through her learning. She has increased her reading age by 1.5 years which is a testament to her hard working determined nature.</p> <p>BR (M) Rm34 PROBE 5.5-6.5y BR is the epitome of our school vision and values. He is an adventurous risk taker who directs his focus to learning JP has been a funny personality to have had in ESOL. He is always willing to talk and share his experiences from his time with family or just what happens in school. He shows a positive attitude and pushes himself to be the best that he can be.</p> <p>LF (M) Rm30 PROBE 6.5-7.5y At first, I was unsure about how to motivate LF to stay on task as he tends to be distracting to himself and others. As a coping mechanism for not understanding the instructions or task at all, he would revert to being the 'class clown'. Once we were able to identify his triggers and put processes in place, LF was able to move at his own pace and his learning journey really began. He has progressed by 1.5 reading age which is a great achievement.</p> <p>KC (F) Rm70 PROBE 7.5-8.5y KC is a very reserved student. A barrier that we faced from the start was her having the confidence to speak in front of people or to share her opinion about anything at all. With some time and reassurance, KC is beginning to open up bit by bit. She is able to share with one person at a time comfortably. KC has progressed one reading age this year to 7.5.</p>
<p>Student analysis Litarina</p>	<p>MT (M) R20 PROBE 5.0-6.0y It has been a challenging ride with MT as English is limited. Since I've had 101's with him, he has slowly opened up. His testing went from 0 to 2/6 questions answered correctly and could read English this time around. A work in progress but responds well to colourful semantics and talks a bit more when around classroom peers and 101 sessions. With continuous practice to speak out aloud, he will definitely pick up more confidence.</p> <p>DG (M) R4 PROBE 10.5-11.5y DG always participates in all sessions and is comfortable with his peer group. His reading level should be higher but was absent to retest in time. He sets a good reading pace for himself and is confident with this and comprehension. He is one of the students I enjoy having in our sessions and is a team player for anything we</p>

have planned to do.

AK (M) R4

PROBE 10.0-11.0y

AK is a quiet achiever who shows competence with written and verbal language. He showed confidence when being tested although the results weren't quite there but with more practise, he'll achieve better.

MB (M) R12

PROBE 11.0-12.0y

MB has a huge personality that I enjoy in our sessions. He is outspoken and helps out with another student who is Vietnamese. He never fails to ask when in doubt and contributes to all sessions whether he makes errors. He also chats a lot and I use him as an example for clear and confident speaking. He's a good vibe overall.

EF (M) R79

PROBE 10.0-11.0y

EF is a returning student who, although quiet, can confidently read, comprehend and ask questions. He sparks up conversations with me and always contributes to our sessions. He likes to think outside the box and gives encouragement to those he works with.

AL (M) R73

PROBE 10.5-11.5y

AL has a quiet nature but pays attention to the work set for the group. The most I've heard him speak was for testing and is doing alright. With more encouragement and opportunity to speak out aloud, confidence will build more. I'm looking forward to this day.

AC (M) R26

PROBE 10.0-11.0y

AC is another funny personality who likes to chat about life when we have time to spare. His writing skills still need work but over time, he'll get the hang of it e.g. punctuation. He has a good reading pace and at times, his confidence comes off as smug. Looking forward to improvements next year for him.

RE (F) R12

PROBE 11.5-12.5y

RE is a smart student who can read and comprehend well. She is talkative and contributes to the group when she's with us and knows her classroom peers well. She has a can-do attitude and makes conversations with me. Writing skills are on its way to greater things

and I look forward to this.

IG (M) R75

PROBE 5.0-6.0y

IG has a habit of overtalking but I find this alright to do when the time is right. It feels like he needs the space to do it so I give him random topics to ponder on that are related to our topic for the week. Although being talkative, he still needs a gentle push in the right direction for comprehension, a warm up for writing to get the ball rolling and reading practice. A great student but needs a few things to get him going.

DP (F) R3

PROBE 7.5-8,5y

DP is a smart student who is full of optimism and likes to chat often. She likes to make sure everyone participates and doesn't struggle. Although her reading age is low, she definitely shows positivity in our sessions.

PB (M) R75

PROBE 10.0y

PB has come a long way in terms of self esteem and confidence. His ELLP score of 13 shows his competence although his reading level is lower. He is a bright student who has changed his mindset to enjoy and participate in every session. He is much quieter than the rest but leads his group when asked to break off into groups. I look forward to seeing him excel in the next few years.

DV (M) R28

PROBE 10.5y

DV is a polite student who makes the most of our sessions and turns up with a big smile. He isn't loud but contributes towards the group. He's a good reader, writing is getting there, friendly and tries his best. I enjoy how he thinks differently so I try to encourage him in the right direction. He has good comprehension and is promising to excel in the years to come.

SC (M) R34

PROBE 8.0-8.5y

SC is a chatty student with a big personality who enjoys coming through. He interacts with most of our group and is confident to ask questions, suggest ideas and spark conversations with me. He still needs work with comprehension and writing but I am confident that he will try his best at his next school.

MC (F) R28

PROBE 9.0-9.5y

MC is a friendly student who doesn't hesitate to help others in her group and tries her best to complete the work. Her ELLP score has dropped from 10 to 9 as I feel she needs improvement. Comprehension is good and a lot of self correction while being tested but she's in a good place to improve.

HT (F) R14

PROBE 6.0y

HT's confidence has grown over time and I am excited to see her do well in the future. Attendance prolonged her progress but has shown signs of improvement here and there. She's much more talkative and open compared to when I met her earlier in the year. Still needs work on comprehension but is more confident with reading.

KU (F) R14

PROBE 6.0-6.5y

KU is fun to have around but needs a lot of work for reading, speaking and comprehension. Unsure if she has other barriers that stop her from progressing. She's a good help when required but hopeful she finds her groove soon and runs with it.

AA (F) R19

PROBE 10.0y

AA reads at a slow pace but reads well. Although her accent is strong, she manages to push through it for proper pronunciation. Comprehension is ok but if she has the same support next year, she'll fly through and become more confident.

JM (M) R19

PROBE 12.0y

JM is a bright student who enjoys being with his group and reads very well. He stutters while reading but it doesn't affect his flow and comprehension. His comprehension while testing was very good, answering straight away and confidently. He understands the tasks given and completes them. Looking forward to seeing him open up more.

AT (F) R78

PROBE 9,5-10.5y

AT is talkative and is open with tasks presented to the group. She gets stuck in the work and influences her mate who has also become good at self managing. She uses punctuation marks well when writing and reading and has an uplifting attitude in the group.

	<p>AN (F) R34 PROBE 8.0-9.0y AN brings positive energy to the group and is a pleasure to have. She contributes to tasks and discussions, asks questions to clarify work and has shown progress. I am confident she will do well in future as she also shows initiative with us.</p>
<p>Student feedback Allison</p>	<p>AN: Kura Reo makes me feel very happy. I like the way Miss Allie/Miss Rina teaches us they are very kind. I look forward to Kura Reo because I look forward to coming.</p> <p>JS: Kura Reo makes me feel great. I like the way Miss Allie/Miss Rina teaches us because it is easier to understand and it helps me learn more. My favourite lesson was the treasure hunt.</p> <p>MN: Kura Reo makes me feel happy when I come into Kura Reo. I feel excited about what we are going to learn. I like the way Miss Allie/Miss Rina teach us because they make it easier to understand when doing quizzes or writing. I look forward to Kura Reo because I always look forward to what we are going to do! My favourite lesson: is probably treasure hunting and cooking =)</p> <p>AB: Kura Reo makes me feel happy and feel better than in class. I'm feeling good in Kura Reo. It makes me feel very good. I like the way Miss Allie/Miss Rina teach us because I like every Miss and Mr in school they are helping me to read. Miss Allie also helps me so much, Miss Rina is also a good teacher. I look forward to Kura Reo because I like coming to Kura Reo. My favourite lesson: playing Blooket with Miss Allie and Miss Rina.</p> <p>RD: Kura Reo - I learn so much. My teachers guided me so much and helped me with other activities and improved my learning skill. I look forward to Kura Reo because I learned so much in brainstorming and others.</p> <p>MG: Kura Reo makes me feel excited. I like the way Miss Allie/Miss Rina teach us because I understand what they are teaching to me. I look forward to Kura Reo because I learned how to communicate. My favourite lesson: the word puzzle.</p> <p>DG: Kura Reo makes me feel good. I like the way Miss Allie/Miss Rina teach us because we do fun stuff. I look forward to Kura Reo because I don't have to do humanities and because it's fun. My favourite lesson: pb and j</p>

LT: Kura Reo makes me feel comfortable and feel more supported. I like the way Miss Allie/Miss Rina teach us because they explain every big and small detail and always let us take our time. I look forward to Kura Reo because I can learn new things and have extra support. My favourite lesson: all of the lessons in the Kura Reo because I learned a lot of new things.

UN: Kura Reo makes me feel happy. I like the way Miss Allie/Miss Rina taught us because they were good at doing their role as a teacher.

I look forward to Kura Reo because I always understand them enough. My favourite lesson: all and the scavenger hunt.

AK: Kura Reo makes me feel happy because of the activities we're doing. I like the way Miss Allie/Miss Rina teach us because they make it fun and exciting to learn. I look forward to Kura Reo because it's fun. My favourite lesson: the pizza making.

HT: Kura Reo makes me feel alive. I like the way Miss Allie/Miss Rina teach us because it is fun. I look forward to Kura Reo because I don't have to sit in humanities. My favourite lesson: making pizza.

CL: Kura Reo makes me feel fun, interested, happy and engaged. My teachers are energetic, and fun to be around. In Kura Reo, I can learn to read and skip humanities. My favourite lesson: cooking and a haiku with Mr P.

DP: I feel good in Kura Reo because it is fun but I also learn something. I like the way Miss Allie/Miss Rina teach us because they are so kind. My favourite lesson: a treasure hunt.

UNK: Kura Reo makes me feel excited. I like the way Miss Allie/Miss Rina teach us because they help when I need it. I look forward to Kura Reo because it gives me more confidence. My favourite lesson: a treasure hunt.

NK: Kura Reo makes me feel happy of course. I like the way Miss Allie/Miss Rina teach us because I really like the way they teach me. I look forward to Kura Reo because it is not boring. My favourite lessons: cooking lessons, sentence making lessons.

FW: Kura Reo makes me feel that I have the courage to do Humanities. I like the way Miss Allie/Miss Rina teach us because they are not rushing us. I look forward to Kura Reo because it helps my learning.

	<p>My favourite lesson: all the lessons.</p> <p>MB: Kura Reo makes me feel good in a safe place. I like the way Miss Allie/Miss Rina teach us. I look forward to Kura Reo because of the activities.</p> <p>DR V: Kura Reo makes me feel like I belong to this school. I like the way Miss Allie/Miss Rina teach us because they are always kind and cool. I look forward to Kura Reo because I can come next year coz I'm a year 8. My favourite lesson: cooking pizza and games.</p> <p>RP: Kura Reo makes me feel very good and my teachers are the best. I look forward to Kura Reo because Kura Reo is the best. My favourite lesson: playing bus stop.</p> <p>VS: Kura Reo makes me feel a little bit nervous. I like the way Miss Allie/Miss Rina teach us because I like how they teach me they are so kind they don't shout. I look forward to Kura Reo because it's so funny. My favourite lesson is to read the story and answer the questions.</p>
<p>Student feedback Litarina</p>	<p>AR: Kura Reo makes me get better at writing and reading. I like the way Miss Allie/Miss Rina teach me because they're nice and fun. It's fun learning. My favourite lesson was making smoothies.</p> <p>MB: Kura Reo makes me feel good and in a safe space. I look forward to the activities. My favourite lesson was making pizzas.</p> <p>AP: Kura Reo makes me feel nice sometimes and nervous. Sometimes I like the way Miss Allie/Miss Rina teach me. It is fun. My favourite lesson was the scavenger hunt.</p> <p>SN: Kura Reo makes me feel excited and happy and also that I am learning something good. Miss Allie/Miss Rina are always energetic and fun. I don't feel judged about anything that I do or say. My favourite lessons are all of them, especially the cooking one I'll say is the yummiest one.</p> <p>SM: Kura Reo makes me feel very good. I like the way Miss Allie/Miss Rina teach us because they teach us how to be good in the language. I don't look forward to coming to Kura Reo because I can't come again, I am year 8. It's my last. All the lessons have been my favourites.</p> <p>PM: Kura Reo makes me feel happy. I like the way Miss Allie/Miss Rina teach us because they are fun. I look forward to Kura Reo because it's fun and it makes me happy. My favourite lesson: all of them.</p>

LF: Kura Reo makes me feel good. I like the way Miss Allie/Miss Rina teaches us. I look forward to Kura Reo because I love to go.

NV: Kura Reo makes me feel comfortable because they help me with everything. I like the way Miss Allie/Miss Rina teach us because they help me with everything in my studies. I look forward to Kura Reo because it will help me change everything in my future.

AAA: Kura Reo makes me feel very happy because I get to learn new topics. I like the way Miss Allie/Miss Rina teach us because they are very respectful. I look forward to Kura Reo because I love the nice and beautiful teacher. My favourite lesson: reading books.

AP: Kura Reo makes me feel excited and funny because it's helpful. I like the way Miss Allie/Miss Rina teach us because I can understand them. I look forward to Kura Reo because it's good for learning! My favourite lesson: pizza =)

Justin: Kura Reo makes me feel safe here and I feel that I'm actually learning something. I like the way Miss Allie/Miss Rina teach us because they are easy to understand. I look forward to Kura Reo because I'm learning something new. My favourite lesson: reading.

SB: Kura Reo makes me feel good about it and I like to come over. I like the way Miss Allie/Miss Rina teaches us because Miss Allie is a friend. I look forward to Kura Reo because I like coming by. My favourite lesson: writing and reading.

RA: Kura Reo makes me feel happy, special, safe place and excited. I like the way Miss Allie/Miss Rina teach us because they make me feel even more special. I look forward to Kura Reo because it helps me with my reading and I love seeing my Kura teachers. My favourite lesson: eating in the Kura.

TN: Kura Reo makes me feel excited because it's fun what we do, what we make. I like the way Miss Allie/Miss Rina teach us because it's fun because I can understand properly. I look forward to Kura Reo because it helps me with everything. My favourite lesson: pizza! J cause we get to eat and learn!

JK: Kura Reo makes me feel like I never forget to go back to class. I like the way Miss Allie/Miss Rina teach us because I like they both teach me we have fun as we learn. I look forward to Kura Reo because I like coming here but I don't have long coz I am going to MH. My favourite lesson: selbs.

LV: Kura Reo makes me feel like an activity class. I like the way Miss Allie teaches us because she explains properly and specifically. She helps us if we don't get it. I look forward to Kura Reo because it's fun. My favourite lesson: we went to the whare kai and made pizza and did some activities.

NN: Kura Reo makes me feel happy, excited, proud, confident and brave. I like the way Miss Allie/Miss Rina teach us because it helps my learning. I look forward to Kura Reo because I can learn. My favourite lesson: food.

MT: Kura Reo makes me feel happy, relaxed and makes me more understand the lesson. I like the way Miss Allie/Miss Rina teach us because they have some fun games and they make me feel confident. I look forward to Kura Reo because I will learn more and do some fun stuff. My favourite lesson: everything.

KC: Kura Reo makes me feel happy to be here. I like the way Miss Allie/Miss Rina teach us because Miss Allie and Miss Rina started activities. And we learn too. I look forward to Kura Reo because we have our own time. We get to learn about narrative writing. My favourite lesson: reading and writing.

JR: Kura Reo makes me feel good because I learn new reading and writing. I like the way Miss Allie/Miss Rina teach us because they help us to write and read. I look forward to Kura Reo because she helps us to read and write. My favourite lessons: are reading and writing and fun games and food.

Recommendations for 2024

- Upskill in my role as the new 2024 DP: Guidance and Support
- Develop a positive relationship with the new RTLB: Liaison to continue the fantastic work that has been happening up until now.
- Evaluate the use of the Learning Support Register and determine in conjunction with DP: e-Learning and Infrastructure how to further develop and refine it.
- Oversee the introduction and implementation of the iDeaL Structured Literacy programme in Highfliers
- Support the Learning Assistants in upskilling their abilities on a range of specific interventions
- Digitise the ELLPS and the GaS referral process
- Engage and develop relationships with the local intermediate school ESOL Cluster
- Develop a programme to support LAs to engage with teachers and their planning
- Develop a timetable of professional development around Executive Function and UDL to upskill all teaching and LA staff.

4. How we have given effect to Te Tiriti o Waitangi

MĀORI ACHIEVEMENT PLAN 2023

Our Māori Action Plan aligns to the school wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the Māori Practice Leader and the Cultural Focus Group.

Strategies to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori strategies for achieving equitable outcomes for Māori students and taking all reasonable steps to make instruction available in Tikanga Māori and Te Reo Māori are detailed within this Māori Operational Plan. In addition, within our achievement targets, are specific targets to improve Māori student achievement, which have been devised after analysis of good quality school-wide assessment data in 2023 for the 2024 plan.

School wide goal: I know how to implement a plan of action to accelerate achievement for Māori children. I can do this by addressing the goals of the schoolwide MAP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
<p>2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'</p> <p><i>Ka hikitia Links:</i></p> <ul style="list-style-type: none"> • Te Whānau • Te Tangata • Te • Kanorautanga • Te Tuakiritanga • Te • Rangatiratanga <p><i>Te Whare Tapa</i> <i>Wha Links:</i></p> <ul style="list-style-type: none"> • Taha Wairua • Taha Whānau • Taha Tinana • Taha Hinengaro 	<p>2.1 Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.</p>	<ul style="list-style-type: none"> • Be a model for all teachers in integrating Māori perspectives, values and ideals in planning and delivery of programmes, in school systems and events. • Provide support for all teachers and encourage leadership amongst those who are able • Establish a method to accurately ascertain the quality of what is being taught so that review is pragmatic and targeted. • Actively and routinely support and lead staff to engage effectively and appropriately with Māori parents, whānau, hapū, 	<p>Māori Practice Leader</p> <p>Pacific Practice Leader</p> <p>Cultural Focus Group</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> - Journal stories such as "Maori in the City" are utilised to explore cultural narratives and perspectives - Pukana and other Māori games are incorporated as an interactive and engaging activity to reinforce cultural understanding of Te Reo Maori - Teachers are encouraged to display both in English and Māori words around the classroom fostering language exposure and bilingual comprehension - Basic Maori words such as "E Tu" and "E Noho" are integrated into daily lessons - Whakamoemiti and Karakia for food and the end of the day, are embraced as part of cultural routines - Students actively volunteer to lead prayers in their own languages, promoting inclusivity and cultural diversity - Maori stories and tikanga are woven into module subjects, particularly in Sustainable Enterprise, Education for Sustainability and

	<p>iwi and the Māori community.</p> <ul style="list-style-type: none"> ● Lead and organise staff with upcoming language weeks <ul style="list-style-type: none"> ○ Sharing of resources ○ Encouraging staff performances ● Lead Marae Stays ● Ensuring schoolwide ownership of and opportunities to lead in the pōwhiri ● Teaching Maori songs ● Teaching the importance of the school haka and ensuring it is taught properly ● Supporting Maori speakers in preparation for Powhiri and APPA Speech Competitions 				<p>Science enhancing conceptual understanding and connections with the natural world</p> <ul style="list-style-type: none"> - Student Involved Conferences provide a platform for sharing learning celebrations and setting goals collaboratively with whānau - Within the classroom, a Te Reo Language wall showcases waiata, whakamoemiti, and karakia, creating an immersive linguistic environment. - Marae stay are organised to deepen cultural understanding of Tikanga Māori - Classroom management strategies incorporate Te Reo Māori, such as using 'Mahunga' (hands on heads) and 'Pene ki raro' (pens down) - Staff actively participate in and lead performances during Language Weeks, celebrating Samoan, Tongan, and Māori cultures - Learning waiata is integrated into class activities, especially during class pōwhiri preparations - The whole school engages in a Haka Competition, fostering school-wide participation in Te Ao Māori practices - Char and the Cultural Council leaders provide essential support and guidance on how to conduct and participate in pōwhiri - The Humanities team practices and performs in APPA Speech competitions within the class setting - Staff performances should be mandatory in my opinion - DSa - Utilising Universal Design for Learning (UDL) principles to support and engage students in their learning journey 	<p>2.2 Know their potential and feel supported to set goals and take action to enjoy success.</p> <ul style="list-style-type: none"> ● Sharing opportunities for ownership and delegated leadership throughout all staff ● Showcasing the teacher's strengths to all staff so everyone is aware - celebrating this! <p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p> <p>Our students are encouraged to know their potential and feel supported to set goals and take action, to enjoy their success as Maori! This was evident in our most recent survey with 84% of our students feeling that their teachers definitely help them achieve their learning goals. In saying this, what is good for Māori students should be good for ALL students!</p>
						<p>✓</p>
						<p>✓</p>
						<p>✓</p>
						<p>✓</p>
						<p>✓</p>
						<p>✓</p>
						<p>✓</p>
						<p>✓</p>

		<ul style="list-style-type: none"> Be safe and inclusive and free from racism, discrimination, and bullying 				<ul style="list-style-type: none"> Cultural Enrichment as an integral part of our school and allows those staff involved to take ownership and lead their groups In Humanities, journal stories are chosen with students interests and abilities in mind. Establishing effective communication between teachers and whānau during SIC's fosters a collaborative and supportive partnership in the student's learning journey, allowing successes to be celebrated with all involved Incorporating Te Reo Māori songs at School Singing promotes inclusivity with a sense of fun Utilising MI planners to set goals on Mondays and dedicating Fridays to reflecting on and sharing the achievements of these goals Utilising Skodel as a tool for goal setting and reflection, providing students with a digital platform to track their progress and growth Empowering students to take leadership roles in cultural practices, including leading whakamoemiti, being part of a council or a Whanau Leader. Fostering strong leaders (Char, Mareena, Laura, Di, Korinito, Iavana, Suman, Crystal and Jay) who ensure staff performances are inclusive for all, creating a safe space for staff to perform and encouraging them to step out of their comfort zones
<p>2.3 Have experienced teaching that is relevant, engaging, rewarding and positive.</p>		<ul style="list-style-type: none"> Full Staff Marae stay and fale ceremony - authentic and relevant experiences Catch up with different whanau about tikanga of marae and fale 	<p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>	<p>✓</p>		<ul style="list-style-type: none"> All staff had the experience to stay overnight at our school Marae, where they not only immersed themselves in Tikanga Māori but also actively participated in an Ava ceremony These Marae Stay set teachers up for their own class marae stays, which are more beneficial for new staff coming through who are about to embark on this for the first time During form time, various activities were implemented to support students in understanding the Tikanga and process of a Marae Stay Resources were shared with all staff to ensure they could provide the best experience for their students

<p>Char, Bruce and Henry took lead roles in supporting classes with Marae Stays and Ava Ceremonies</p>					<ul style="list-style-type: none"> - Char, Bruce and Henry took lead roles in supporting classes with Marae Stays and Ava Ceremonies
<p>Te Ao Maori is frequently referenced in module subjects particularly Sustainable Enterprise, Education for Sustainability and Putaiao. The refresh of Sustainable Enterprise incorporates Te Ao Maori principles even more extensively</p> <p>In the Putaiao Passion Pod, there is an intentional focus on teaching matauranga Māori, covering topics such as Matariki and Rahui</p> <p>As a school we ensure we are integrating Māori perspectives into our curriculum and creating a supportive and inclusive learning environment for staff and students.</p> <p>Staff show commitment to upskill themselves, we began each staff meeting in Term 1 with PD to ensure our teachers understand how to cater for their Māori learners.</p> <p>Our Practice Leader and Cultural Focus group are models of this for all teachers, integrating Māori perspectives, Te Reo me ona Tikanga that can be used across all subject areas.</p> <p>We are conscious of the fact that our students have grown up as urban Māori so have not necessarily grown up in and around Reo Māori or Tikanga Māori. Through pōwhiri, Class Marae Stays, the Legend of Manurewa and Reo Māori language learning we are able to cater for all our students.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Te Ao Maori is frequently referenced in module subjects particularly Sustainable Enterprise, Education for Sustainability and Putaiao. - The refresh of Sustainable Enterprise incorporates Te Ao Maori principles even more extensively - In the Putaiao Passion Pod, there is an intentional focus on teaching matauranga Māori, covering topics such as Matariki and Rahui - As a school we ensure we are integrating Māori perspectives into our curriculum and creating a supportive and inclusive learning environment for staff and students. - Staff show commitment to upskill themselves, we began each staff meeting in Term 1 with PD to ensure our teachers understand how to cater for their Māori learners. - Our Practice Leader and Cultural Focus group are models of this for all teachers, integrating Māori perspectives, Te Reo me ona Tikanga that can be used across all subject areas. - We are conscious of the fact that our students have grown up as urban Māori so have not necessarily grown up in and around Reo Māori or Tikanga Māori. Through pōwhiri, Class Marae Stays, the Legend of Manurewa and Reo Māori language learning we are able to cater for all our students.
<p>2.4</p> <p>Have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world.</p>	<ul style="list-style-type: none"> ● To support members of staff to realise our vision and achieve success in te ao Māori ● Sharing of resources to teach Te Reo Māori during Hauora ● Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life 	<p>Māori Practice Leader</p> <p>Pacific Practice Leader</p> <p>Cultural Focus Group</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> ● To support members of staff to realise our vision and achieve success in te ao Māori ● Sharing of resources to teach Te Reo Māori during Hauora ● Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life
<p>2.5</p> <p>Be supported by the strong engagement and contribution from parents, aiga and whānau, hapū, iwi, Māori organisations, communities.</p>	<ul style="list-style-type: none"> ● Getting parents involved with cultural groups ● Encouraging staff to use parents, get them involved in school activities etc ● Engage the expertise of parents, whānau, hapū, iwi and Māori communities in the school service for the 	<p>Māori Practice Leader</p> <p>Pacific Practice Leader</p> <p>Cultural Focus Group</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Getting parents involved with cultural groups ● Encouraging staff to use parents, get them involved in school activities etc ● Engage the expertise of parents, whānau, hapū, iwi and Māori communities in the school service for the
<p>Each year, during Terms 2 and 4 we hold a Fono/Hui to engage with our whānau and seek their feedback and ideas about what we are doing well as a school and what they would like to see us improve. This is done either through korero and discussions over kai, surveys and or brainstorm. Feedback is always given and received well.</p> <p>The community we live in sometimes creates barriers to getting our whānau in and we are always looking at different ways to engage our</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> - Each year, during Terms 2 and 4 we hold a Fono/Hui to engage with our whānau and seek their feedback and ideas about what we are doing well as a school and what they would like to see us improve. This is done either through korero and discussions over kai, surveys and or brainstorm. Feedback is always given and received well. - The community we live in sometimes creates barriers to getting our whānau in and we are always looking at different ways to engage our

		benefit of Māori learners.				<p>whānau at school. During our Student Involved Conferences, we can have between 87% and 92% of our whānau engage with their child's learning, but when it comes to a Fono/Hui (only two nights across with whole year) our parents are less inclined to attend. This is and always has been something we are working on and constantly thinking about</p> <ul style="list-style-type: none"> - Parents generally only contribute by assisting in dressing up their children for cultural performances - Staff members actively participate in both Māori and Pasifika language weeks, fostering cultural appreciation and understanding among the school community - It would be beneficial to involve some of our whānau members as tutors, particularly to create a sense of community involvement and support. This is something we are working on developing as a Cultural Focus Group for 2024 - There is a consistent effort by all staff to maintain open and constant communication with whānau, building strong relationships to address behavioural concerns and celebrate educational successes.
<p>2.6 Board and Staff give effect to Te Tiriti o Waitangi</p>		<ul style="list-style-type: none"> ● Develop a localised curriculum that enables quality learning and teaching in relation to Te Tiriti o Waitangi ● Engage with our local community to gain the expertise of Māori parents and whānau ● Promote the cultural competence amongst the Board and Staff ● Culturally Responsive Teaching ● Building relationships with Māori students 	<p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>			<ul style="list-style-type: none"> - We have strategies in place to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and Te Ao Māori strategies for achieving equitable outcomes for Māori students and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori are detailed within our various Operational Plans. - As a school we ensure we are integrating Māori perspectives into our curriculum and creating a supportive and inclusive learning environment for staff and students. - Staff show commitment to upskill themselves, we begin each staff meeting with PD to ensure our teachers understand how to cater for their Māori learners. - All the time! Our Practice Leader and Cultural Focus group are models of this for all teachers,

<p>integrating Māori perspectives, Te Reo me ona Tikanga that can be used across all subject areas.</p>	<ul style="list-style-type: none"> - We are conscious of the fact that our students have grown up as urban Māori so have not necessarily grown up in and around Reo Māori or Tikanga Māori. Through pōwhiri, Class Marae Stays, the Legend of Manurewa and Reo Māori language learning we are able to cater for all our students. - Our Board are well-informed of all that we do here at Manurewa Intermediate. They are supportive of us as leaders to take responsibility for Māori students' presence, engagement, and achievement in all aspects of our school life. - Each year, during Terms 2 and 4 we hold a Fono/Hui to engage with our whānau and seek their feedback and ideas about what we are doing well as a school and what they would like to see us improve.

Hauhake – Evaluating for improvement

SELF REVIEW FOCUS

QUESTIONS FOR 2023

These questions are posed in an on-going way as we continue, for our 14th year, the very in-depth and intellectual self-review processes we have developed and conducted, annually, over the past 13 years (refer to each year's {2009 - 2021} Annual Report: 'Review and Analysis') and dovetail with our specific year, ie. 2023, focus areas. We will use the evaluating for improvement questions around:

- What is the current state for learners and the school conditions that support them?
- What is happening for learners and what do we know about equity and excellence for all – for Maori, Pacific and learners with additional needs?
- How do we analyse and synthesise findings to validate and verify our strategic priorities and actions for improvement?

It is also important we reflect on how we have continued our equity and excellence drive since our last major ERO review in 2017. What have we done to maintain this, but more importantly how has our constant drive for improvement and quality to develop even further and deeper improvements for all our students and whanau?

1. MAORI

(A) Promoting the success of Maori students

The use of Ka Hikitia – Managing for Success

1) How effectively do staff understand and apply the principles of Ka Hikitia - <i>Managing for Success</i> ?	<i>Yes. All in their own way, based on their level of competency our staff recognise and value our Māori culture, language, and identity. We have a Māori Practice Leader, Cultural Focus Group and a Te Ao Māori module teacher who are all responsible for ensuring that staff are being responsive to individual needs; and building positive relationships between schools, whānau and communities.</i>
2) What actions has the school taken to directly improve the success of Maori students (<i>as a result of Ka Hikitia – Managing for Success</i>)?	<i>As a school we ensure we are integrating Māori perspectives into our curriculum and creating a supportive and inclusive learning environment for staff and students. Staff show commitment to upskill themselves, we begin each staff meeting with PD to ensure our teachers understand how to cater for their Māori learners.</i>
3) What evidence does the school have to show that these actions have made substantial improvements to the engagement and achievement of Maori students?	<i>Various operational plans show improvements and the progress made to support the achievement of our Māori learners - Māori Achievement Plan, Attendance Plan, Beginning/Middle/End of Year Achievement Plans as well as the engagement in Te Ao Māori modules.</i>

<p>4) How effectively does the board understand and apply <i>Ka Hikita – Managing for Success</i> as part of its decision-making processes?</p>	<p><i>Our Board are well informed of all that we do here at Manurewa Intermediate. They are supportive of us as leaders to take responsibility for Māori students' presence, engagement, and achievement in all aspects of our school life.</i></p>
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<p>(B) Engaging Maori students</p>	
<p>1) What processes does the school use to gather feedback from Maori students about their learning?</p>	<p><i>Throughout the year, there are multiple opportunities where we are gathering feedback from our students. These involve surveys about our school, discussions with our Student Councils and through our Te Ao Māori module subject. These then feed into our Achievement and Operational Plans in order to make developments the following year.</i></p>
<p>2) How effectively do these processes support Maori students to confidently share their feedback and opinions?</p>	<p><i>I think sharing their voice and being heard, is something our students are used to they are confident to share their opinions and give ideas about what can be improved at our school.</i></p>
<p>3) What feedback have Maori students provided about whether the curriculum is engaging and relevant?</p>	<p><i>They enjoy our Language Week celebrations and what they have learned during Languages and Te Ao Māori. They like having the opportunity to get what they require to realise their own unique potential and succeed in their lives as Māori. 71% of students feel like their Teachers make them excited about learning and 77% feel like their teacher makes them want to learn more.</i></p>
<p>4) What feedback have Maori students provided about the quality of teacher-student relationships?</p>	<p><i>In our most recent survey with students, it is good to see the increase from 2022 to 2023, ie 62% to 69% of students feel like their teacher knows them well, however, it is interesting to see this percentage below 70%. As reflective teachers and leadership, we are working on strategies we can implement or do differently to ensure our students believe that we know them well and are able to build quality relationships with the students in our class.</i></p>
<p>5) What action has the school taken as a result of this feedback?</p>	<p><i>There is a good commitment by the staff to upskill themselves, in collaboration with their students and other staff in relation to how they can improve this. Ongoing reflection and adaptation of practices through Assessment for Learning PD is in place to better meet the needs of not only our Māori students but all our students.</i></p>
<p>6) How well does the school monitor and report on the effectiveness of these actions?</p>	<p><i>We have strategies in place to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and Te Ao Māori strategies for achieving equitable outcomes for Māori students and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori are detailed within our various Operational Plans.</i></p>

<p>7) How well does the school promote and make te reo Maori and tikanga Maori accessible to all students across the curriculum?</p>	<p><i>All the time! Our Practice Leader and Cultural Focus group are models of this for all teachers, integrating Māori perspectives, Te Reo me ona Tikanga that can be used across all subject areas. We are conscious of the fact that our students have grown up as urban Māori so have not necessarily grown up in and around Reo Māori or Tikanga Māori. Through pōwhiri, Class Marae Stays, the Legend of Manurewa and Reo Māori language learning we are able to cater for all our students.</i></p>
<p>8) How well does the school foster supportive student leaders and/or role models for Maori students?</p>	<p><i>This is something we do really well. We have a Cultural Council made up of 10 students who fit the demographic of our school. These students are chosen based on their leadership and knowledge of their culture and are therefore role models for our other Māori students.</i></p>
<p>9) How well are Maori students supported to develop and reach goals for their learning?</p>	<p><i>Our students are encouraged to know their potential and feel supported to set goals and take action, to enjoy their success as Maori! This was evident in our most recent survey with 84% of our students feeling that their teachers definitely help them achieve their learning goals. In saying this, what is good for Māori students should be good for ALL students. Just because they are Māori doesn't mean we should be doing things differently for them. Our curriculum is inclusive and we want ALL our students to feel supported to develop and reach their learning goals!</i></p>
<p>10) How well are Maori students supported to develop career pathways that help them reach potential?</p>	<p><i>Each year we have a focus on Careers where students are able to learn about a career of their choice in more depth. It would be good to liaise with more Māori career pathways and have people come in to share this with our students.</i></p>

<p>(C) Engaging Maori whānau</p>	
<p>1) What processes does the school use to consult and engage with the whanau of Maori students?</p>	<p><i>Each year, during Terms 2 and 4 we hold a Fono/Hui to engage with our whānau and seek their feedback and ideas about what we are doing well as a school and what they would like to see us improve. This is done either through korero and discussions over kai, surveys and or brainstorming. Feedback is always given and received well.</i></p>
<p>2) How effectively do these processes support whanau to confidently share their feedback, concerns, and opinions about what is happening in the school?</p>	<p><i>The community we live in sometimes creates barriers to getting our whānau in and we are always looking at different ways to engage our whānau at school. During our Student Involved Conferences, we can have between 87% and 92% of our whānau engage with their child's learning, but when it comes to a Fono/Hui (only two nights across with whole year) our parents are less inclined to attend. This is and always has been something we are working on and constantly thinking about.</i></p>
<p>3) How does the school involve whanau in supporting their students and the school activities?</p>	<p><i>See above</i></p>

4) How effective are these processes and how can these be strengthened further?	<i>See above</i>
5) The presence of Maori students	<i>According to our last attendance report (most recent data from MOE): In Term 1 2023, we have had 62% of Māori students attending between 90-100% of the time, and 27% of Māori students attending between 80-90% of the time.</i>
6) How well does the school support Maori students to feel they can be successful learners?	<i>See question 9 from the section above</i>
7) What specific initiatives has the school implemented to support Maori student presence at school?	<p><i>We are huge on being at school on time and in the right uniform! There is not a single strategy that is used to encourage our students to attend school, instead it is a combination of a range of things:</i></p> <ul style="list-style-type: none"> <i>- Contacting whānau as soon as they are absent</i> <i>- Having open and positive lines of communication with parents</i> <i>- Ensuring our students enjoy being here and want to come here</i> <i>- Providing a range of different experiences and opportunities for them both inside and outside of the classroom</i> <i>- Follow up, follow up, follow up</i> <i>- Poutoko Hapori to engage our families/students in Education</i>
8) How does the school evaluate the effectiveness of these initiatives to improve Maori student presence?	<i>We are consistently evaluating these initiatives and they all dovetail with our various operational plans - Māori Achievement Plan, Attendance Plan as well as our Operational Plans based on our 5 Strategic goals.</i>
9) What data does the school have about truancy, stand-downs, suspensions, and exclusions for all students over time (eg. the last five years)	<p><i>Musac Edge is our SMS system where we keep all notes about truancy, stand-downs, suspensions and exclusions over time. Staff are constantly reminded and informed of any changes and follow-up is made to ensure notes are provided for any of the above reasons.</i></p> <p><i>DP: Pastoral Care maintains ongoing files and reports about any stand-downs and suspensions over time.</i></p>
10) How does the school use the analysis of this data about truancy, stand downs, suspensions, and exclusions (over time) to improve the presence and engagement of Maori students?	<p><i>On a weekly/daily basis, relevant DP's and our Poutoko Hapori engage with this data to support not only our Māori students to attend school, but all our students. Plans are put in place for individual students to support their engagement back into school life.</i></p> <p><i>We also have an Attendance Plan where the analysis of data about truancy, suspensions and exclusions is reflected over the course of the year.</i></p>

(D) The achievement of Maori students	
1) How well does the school analyse assessment information to provide useful information about the academic achievement of Maori students over time?	<i>Manurewa Intermediate has very robust processes to analyse the achievement of Māori students. Our primary mechanism to analyse the achievement of students is our achievement reports which are written three times a year. In all reports, the achievement of Māori is reported on. The primary data referred to is OTJ data. Commentary and analysis within the reports can give a breakdown of Māori achievement relative to other demographics.</i>
2) What trends or patterns are evident in the academic achievement of Maori students over time?	<i>Māori students within both the 'Needs Support' and 'Working Towards' categories make progress and move within the curriculum. Māori boys (particularly in Needs Support) make marginally greater progress than girls. These trends are supported by the assessment data we have collected throughout the year.</i>
3) How does the school use this information to improve the academic achievement of students?	<i>Manurewa Intermediate uses this information in a range of ways. One example is analysis from achievement reports is used to make changes to how tracking of student achievement is managed at MI. A key change that will be made for 2024 is the sharing of target student achievement data with teachers to allow them to monitor these student's achievement levels closely. This will not only support our Māori students on the cusp of 'At Expectation' improvement, but it will help ALL our students make progress.</i>
4) What specific initiatives has the school put in place to raise the academic achievement of Maori students?	<ul style="list-style-type: none"> - <i>Rasing Capacity Groups (RCGs) consistently focus on helping teachers raise their capacity as teachers based on their own specific focus.</i> - <i>Our appraisal process is also an initiative that gives teachers the opportunity to reflect on their practice and how well they cater for the needs of Māori students.</i> - <i>Passions Pods are required to show how they adhere to the principles of the Treaty of Waitangi.</i> - <i>Reading Champion who reads in small groups with children who need the extra push</i> - <i>Numicon/High Fliers initiatives</i>
5) How well does the school monitor and report on the effectiveness of these initiatives?	<p><i>There are multiple ways in which we monitor and report on the effectiveness of these initiatives:</i></p> <ul style="list-style-type: none"> - <i>Curriculum objectives</i> - <i>Strategic Goal reflections</i> - <i>Individual teacher OAF reflections and observations</i> - <i>Surveys</i>
6) How well does the board use information about the achievement of Maori students in its decision making?	<i>Achievement report data is shared with the BOT where comprehensive analysis is provided and explained. Specific reference is made to not only our Māori students but to all demographics at MI and how they are progressing as the year goes on.</i>

2. PASIFIKA

(A) Promoting the achievement of Pasifika students

<p>1) To what extent has Pacific student presence improved?</p>	<p><i>We are huge on being at school on time and in the right uniform! There is not a single strategy that is used to encourage our students to attend school, instead it is a combination of a range of things:</i></p> <ol style="list-style-type: none"> 2) <i>Contacting whānau as soon as they are absent</i> 3) <i>Having open and positive lines of communication with parents</i> 4) <i>Ensuring our students enjoy being here and want to come here</i> 5) <i>Providing a range of different experiences and opportunities for them both inside and outside of the classroom</i> 6) <i>Follow up, follow up, follow up</i> 7) <i>Poutoko Hapori to engage our families/students in Education</i>
<p>8) To what extent has Pacific student engagement improved?</p>	<p><i>Pasifika student engagement can be inferred from the continual growth of involvement in extracurricular activities and the celebration of cultural identity through cultural groups and language weeks. These initiatives not only provide opportunities for personal growth and cultural expression but also indicate a more inclusive and supportive educational environment for all of our Pasifika students.</i></p>
<p>9) To what extent has the board of trustees' knowledge and understanding of Pacific issues improved?</p>	<p><i>Manurewa Intermediate has improved the Boards awareness and understanding of Pacific issues by implementing targeted initiatives. Integrating Pacific perspectives into the curriculum and extracurricular activities contributes to creating a more inclusive and culturally sensitive learning environment. While acknowledging the progress made, we emphasise our commitment to continuous learning and adaptation to better meet the evolving needs of our Pacific community.</i></p>
<p>10) To what extent has the school's engagement with its Pacific community improved?</p>	<p><i>We have a wide range of events tailored to our Pasifika community, such as Boys Night Out, Girls Night In, Whānau Fono/Hui and Student Involved Conferences. These events cover a broad spectrum of interests and needs, showcasing our commitment to engaging with our Pasifika community on various fronts. These events are designed specifically with our Pasifika community's cultural and social needs in mind.</i></p>
<p>11) To what extent has student achievement in literacy and numeracy improved?</p>	<p><i>Through targeted efforts and initiatives, we have witnessed steady progress in both literacy and numeracy outcomes. The implementation of intervention programmes, such as AWS, High Fliers, Numicon, ESOL and ongoing professional development for staff has contributed to the observed improvements. The commitment to addressing the unique needs of diverse student demographics, including Pacific students, further underscores our dedication to enhancing literacy and numeracy outcomes for all.</i></p>

<p>12) To what extent has the quality of achievement information improved?</p>	<p><i>There have been measures put in place to enhance the accuracy, depth, and relevance of achievement data. This improvement is reflected in the comprehensive analysis where specific attention is given not only to overall academic performance but also to the progress of diverse demographic groups, including Pacific students.</i></p>
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3. STUDENTS WITH SPECIAL NEEDS

(A) School culture and leadership for including students with high needs

<p>1) To what extent do the staff expect to adapt their practice to support the achievement of students with high needs?</p>	<p>Teachers are expected to differentiate their lessons to accommodate the individual learning needs of all their students including those with special needs. Needs can vary being both physical and learning but most cases can be supported by adaptations in the classroom. Professional development was provided to all staff to support this focussing on differentiation by; content, process, product and environment.</p>
<p>2) How caring is the culture of our school towards students with high needs?</p>	<p>Extremely, and I don't say that lightly. Despite our large size and specialised nature there is an expectation that all teachers who might encounter a student know about them. There are a number of milestones and stop gaps to ensure this happens. These include robust transition discussions, the wall of fame (visual LSR wall with pictures) and discussion at staff meetings about our more complex needs students.</p>
<p>3) To what extent do staff have access to a wide range of knowledge, strategies, and networks to support students with high needs and their whānau/families?</p>	<p>Staff have access to a wide variety of services though this is always an area for development:</p> <ul style="list-style-type: none"> - LSC provides support with professional development and bespoke plans for specific kids - Teachers (and students) are referred to RTLB for bespoke support for students with complex needs - LSC is also responsible for communicating with whānau with support from the DP: Guidance and Support

(B) Teamwork, working with families, using information and transactions

<p>1) To what extent do we hold internal meetings, and meetings with external people, to support students with special needs?</p>	<p>Meetings are frequent and robust. Weekly meetings are held to discuss students of concern and the progress with support for various students. These are attended by the MoE: Learning Support Service manager, RTLB Liason and all members of the Guidance and Support team.</p>
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<p>2) To what extent does our relationships with the parents of students with high needs support the inclusion and achievement of these students?</p>	<p>The recent role of Learning Support Coordinator, which is funded by the Ministry has as part of its guidelines the specific purpose of creating and maintaining robust relationships with whānau.</p> <p>Our LSC is incredibly good at this and is the primary contact for our more complex learners. Nirvana fosters those relationships who making herself available at almost all times and whānau have contacted her during weekends and evenings to positive outcomes.</p>
<p>3) How well do we use various forms of information about students including information about achievement, social and physical skills, to better include and support students with high needs?</p>	<p>Data is reviewed regularly and IEPs with whānau are held twice a year to formalise the process of goal setting, review of progress and transition as the student approaches Year 9.</p> <p>Additionally, students are discussed weekly during the Guidance and Support Hui with all internal agencies having an opportunity to comment on a variety of factors including attendance, resent testing, behaviour and other observations. Interventions are put in place quickly and those supporting are held accountable during the same meetings.</p>
<p>4) To what extent does the school have the systems, coordination, links with external agencies, and internal expertise to support the transaction of students with high needs both to and from their school?</p>	<p>The transition process is incredibly robust and has multiple processes to support students smoothly moving in and out of the school. Some of these are:</p> <ul style="list-style-type: none"> - Transition meetings during Term Four with local high schools to support students moving to Year 9 - Transition meetings during Term Four with contributing Primary Schools to assist with support and class placement. - Transition documents which were agreed upon by the local intermediate schools to ensure there is robust information being passed on to high school and received from primary schools. - Transition visits

<p>(C) Cultural identity, ORS, individual learning programmes, and school safety</p>	
<p>1) To what extent do we support the cultural identity of students with high needs?</p>	<p><i>Student's cultural identity is supported and celebrated in a variety of ways including:</i></p> <ul style="list-style-type: none"> - <i>Participating in Cultural Enrichment every Wednesday (a performance-based programme around culture)</i> - <i>Participating in the Language Weeks in Form class</i> - <i>A form time subject in Term 1 - Languages where students are learning about different languages and/or Te Reo Maori</i> - <i>Buddy system to support those with High needs in the classroom</i> - <i>LA support for specific high needs students or groups of students</i>
<p>2) To what extent are the school's ORS applications accepted by GSE?</p>	<p><i>It's concerning to note that, out of our recent ORS applications, only one has received approval, and that was specifically for a student with vision needs. Unfortunately, despite the severity of certain cases, applications addressing learning needs have consistently faced rejection. It would be valuable to ascertain the specific reasons behind these declinations for a</i></p>

	<i>more informed approach moving forward.</i>
3) To what extent do all teaching staff know how to develop differentiated programmes for students with high needs?	<i>Professional development has been a huge focus around this in 2023. Staff have been developed however as part of our review it's clear that staff are asking for more focussed PD around the needs of specific students.</i>
4) To what extent do the school's IEPs provide specific, measurable, attributable, realistic, and time-bound goals for student achievement?	<i>Meetings for our IEP students are all deliberately designed to be SMART targetted.</i>
5) How do we know that students with high needs are safe from bullying?	<i>Robust systems are put in place around all behavioural situations however there is also a in school system called SKODEL for students to submit or report bullying concerns. Additionally high needs students are supported by Learning Assistants and the interactions with other students are closely monitored</i>

5. Statement of compliance with employment policy

OPERATIONAL PLAN ANALYSIS:
2023 EEO Programme and Good Employer

FOCUS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 WOMEN	1.1. To recognise the employment requirements of women	<ul style="list-style-type: none"> • Encourage women to attend career courses • Continue to promote the use of non-sexist language by all staff and community • To make staff, management and parents aware of the importance of non-sexist actions through modelling, staff meetings and newsletters 	<ul style="list-style-type: none"> • Principal • Leadership team • Staff 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Continually ensuring that leadership at all levels across Manurewa Intermediate actively demonstrate and promotes non-sexist behaviour in their actions, language, and decision-making. • All leadership and staff model examples of non-sexist language, behaviour, and actions. • Threads of gender equality, diversity, and the importance of non-sexist actions are evident during Whānau, Staff and Passion Pod meetings • Using Student Involved Conferences as a platform to discuss and promote non-sexist behaviour by making links to Hauora and our deliberate teaching on children's development and well-being. • Where required, from the feedback of staff and/or community, address feedback received, making any adjustments and improvements to continuously enhance awareness and understanding of non-sexist actions.

<p>2 FOR THOSE WITH DISABILITIES</p>	<p>2.1 To recognise the employment requirements of persons with disabilities</p>	<ul style="list-style-type: none"> Engage with all applicants regardless of apparent disabilities Ensure physical environment reflects the needs of persons with disabilities 	<ul style="list-style-type: none"> Principal Leadership team Staff 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Ensuring we are familiar with relevant laws and regulations surrounding the rights and accommodations of persons with disabilities. We continually ensure that the recruitment process is accessible to all individuals, including those with disabilities. This may involve providing accessible application forms (in terms of delivery, electronically, hand-written etc) as well as how we accommodate various interviewing approaches (in-person, zoom, google meet etc). We have ensured that the design of the physical workspace to be accessible and usable by everyone, regardless of abilities. We consider aspects such as ramps, accessible bathrooms and assistive technologies.
<p>3 MAORI</p>	<p>3.1 To recognise the aims and aspirations of Māori</p>	<ul style="list-style-type: none"> Continually include specific lines of communication around aims and aspirations in mentoring programme, Mid and End Cycle Appraisals 	<ul style="list-style-type: none"> Principal Leadership team 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> We acknowledge the Treaty of Waitangi and its principles of partnership, participation, and protection and implement this within the aims and aspirations of Māori. We ensure these principles are upheld in decision-making and policy development also.
<p>3.2 To recognise the employment requirements of Māori</p>	<ul style="list-style-type: none"> When a position is available, advertise using Maori newspapers, local radio stations, ethnic councils, runanga, iwi and women's groups, gazette and local papers 	<ul style="list-style-type: none"> Principal 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Our leadership and staff have developed a deep understanding of Māori culture, values, customs, and protocols – tikanga. We implement Te Reo Māori across MI in all aspects. Continually implement diversity and inclusion that specifically address the needs and aspirations of Māori employees. We have always incorporated culturally inclusive practices in the recruitment process, such as acknowledging Māori qualifications and experience, and promoting diversity at all levels of MI. 	

	3.3 Ensure greater involvement of Māori in the staff profile	<ul style="list-style-type: none"> • Ensure their specific cultural, language and learning ideas are implemented schoolwide • Leading Te Wiki ō Māori • Involved in cultural focus groups 	<ul style="list-style-type: none"> • Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> • We are extremely supportive of cultural leave to allow Māori employees to observe Tangihanga • We continuously review employment policies, practices, and outcomes to identify areas for improvement and make necessary adjustments to better support Māori on staff.
4 OTHER ETHNIC GROUPS	4.1 Encourage applications from competent NZ trained European Teachers	<ul style="list-style-type: none"> • Actively seek out NZ trained European teachers 	<ul style="list-style-type: none"> • Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Our school values, morals and structures reflect that of competent, European trained teachers in terms of work environment, support, teaching philosophies, and career development. • We advertise across a range of platforms including Social Media, (after the Ed Gazette) • We have strong connections and partnerships with educational institutions (locally and outside of Auckland) to reach out to their alumni and/or graduates, especially those with European backgrounds.
	4.2 Seek potential employees from outside of New Zealand	<ul style="list-style-type: none"> • Engage via Zoom technology with overseas applicants who may enhance the global outlook and exposure for our students 	<ul style="list-style-type: none"> • Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> • We always clearly outline the qualifications, experience, and specific skills required for teaching positions to provide a comprehensive and strong understanding of what it is to work at Manurewa Intermediate. • Making continual connections with international recruitment/employment agencies to aid in getting the best applicants for Manurewa Intermediate. • We continually provide comprehensive information and support regarding relocation, work visas, Teachers Council requirements and settling into New Zealand where needed. • We leverage our current overseas staff to share testimonials and success stories, highlighting their positive

5 INDIVIDUAL EMPLOYEES	5.1 To enhance the abilities of individual employees	<ul style="list-style-type: none"> • Advertise effectively to encourage applicants that reflect our vision and values. This may be via Website, Education Gazette, Word of mouth, Headhunting • Recognition system in place via cards, memos, flowers etc from The Board and Principal 	<ul style="list-style-type: none"> • Principal and/or Associate Principal 	✓	✓	✓	✓	<p>experiences teaching at Manurewa Intermediate.</p> <ul style="list-style-type: none"> • We always clearly articulate our vision, and values, ensuring that all stakeholders, including employees and/or potential candidates, have a clear understanding of what we stand for and are out to achieve. • Our Job Description, for specific roles, are clear and precise outlining transparency and direction for employees and/or current staff. • Our Website, YouTube Channel and Social Media platforms have effective media and videos that showcase the daily life, teaching environment, and success stories of Manurewa Intermediate. Video content is engaging and provides an authentic glimpse into the culture and values of our place. • Continually providing support for our staff during moments of celebration, birthdays, as well as during times of grief and hardship. This includes offering personal support, thoughtful gifts, flowers, and essential moral and emotional support, led by our Principal and Leadership team. We implement a caring and compassionate community within our school. • We continually consider qualifications, experience, skills, and potential to contribute effectively to our staff culture and student outcomes • Our interview process consists of structure and a predetermined set of questions based on the selection criteria.
5.2 To practice impartial selection of suitably qualified people for appointment		<ul style="list-style-type: none"> • All applications are gone through thoroughly and fairly • Clearly defining the qualifications and skills required for the position. • Create a job description and job specification that outline the essential qualifications and competencies. 	<ul style="list-style-type: none"> • Principal • Leadership Team 					

6 MEN	6.1 To have more effective male teachers as role models	<ul style="list-style-type: none"> Developing a standardised interview process with a set of predetermined questions that are relevant to the job requirements. All candidates are asked the same questions to reduce bias. Actively seek out effective male teachers 	<ul style="list-style-type: none"> Principal Leadership Team 	✓	✓	✓	<ul style="list-style-type: none"> Our interview panel represents a diverse range of leadership, backgrounds, perspectives and skill-set with cultural diversity to ensure multiple viewpoints reducing individual bias. Continually conduct referee and reference checks to validate the candidates' qualifications, experience, and performance history.
7 EEO	7.1. To report on our EEO programmes and policy	<ul style="list-style-type: none"> Programme/policy includes training to raise awareness of issues which may impact An EEO Coordinator is appointed to coordinate compliance with requirements Regular reporting is completed Priorities and objectives are set Make plan available to staff, including training where needed 	<ul style="list-style-type: none"> Principal and/or Associate Principal The Board 	✓	✓	✓	<ul style="list-style-type: none"> Through our website, Facebook and other social media outlets we continually highlight the positive impact and importance of male teachers and Learning Assistants at Manurewa Intermediate. This also emphasises their role in providing diverse perspectives and serving as crucial role models, especially for male students. Through our Leadership structure and staff culture we challenge the societal stereotypes and biases about teaching being a predominantly female profession and promote a culture that recognises and appreciates gender diversity
							<ul style="list-style-type: none"> Principal is our EEO Coordinator, supported by a Focus Group of staff Ensuring all reporting is led by the wider Leadership team and includes input from all staff over a detailed review timeline All reports, reviews and plans are made available to staff

<p>8 GOOD EMPLOYER REPORT</p>	<p>8.1 To report on the principles of being a Good Employer</p>	<ul style="list-style-type: none"> • Ensure we have met our obligations to provide good and safe working conditions • Our EEO programme has been fulfilled and reported on here and addressed any issues 	<ul style="list-style-type: none"> • Principal • The Board 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • We provide an overview of the Strategic Goals and all Operational Plans, which includes vision statement, values to all staff. • We continually explain the importance of being a good employer in the context of achieving educational goals, achievement and analysis. • We are utterly transparent in sharing initiatives and policies in place to prioritise the physical and mental well-being of all staff. • Continually emphasise health and safety protocols within the workplace as well as including all staff on focus groups here for review throughout the year.
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6. Financial Statements

The Financial Statement in the following pages includes:

Statement of Responsibility

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school.

Statement of Comprehensive Revenue and Expense

This statement summarises the revenue and expense of the school over the financial year. It shows whether the school has managed to operate within the funding they have received.

Statement of Changes in Net Assets/Equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school, (this is known as 'equity') in the financial statement.

Statement of Financial Position

This statement shows everything the school owns (assets) and everything it owes (liabilities) as at 31 December 2023.

Statement of Cash Flows

This statement shows all cash received and all cash paid by the school over the financial year.

Notes to the Financial Statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent Auditor's Report

This report is prepared by the auditor of the school and is included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school.

6. Annual Financial Statements

Index

Page Statement

<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6-18</u>	Notes to the Financial Statements
	Independent Auditor's Report

Manurewa Intermediate 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.

Gary Lance Rogers
Full Name of Presiding Member

Iain Clark Taylor
Full Name of Principal

G Rogers
Signature of Presiding Member

Iain Taylor
Signature of Principal

28-5-2024
Date:

28 May, 2024.
Date:

Manurewa Intermediate School
Iain Taylor - Principal
M.Ed.Mgmt., B.Ed., DipRec & Sp.,
PG.Dip.Sch.Mgmt., Dip. Tehg., T.T.C.
Principal's email: iain@manurewaint.school.nz

76 Russell Road, Manurewa,
Manukau, 2102
Ph 09 266 8268
Fax 09 267 5633

Manurewa Intermediate 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	9,948,870	7,909,750	9,637,648
Locally Raised Funds	3	203,502	321,500	503,697
Interest		89,632	15,000	43,002
Other Revenue		56,753	-	-
Total Revenue		10,298,757	8,246,250	10,184,347
Expense				
Locally Raised Funds	3	62,730	30,500	49,653
Learning Resources	4	6,242,672	5,864,596	5,743,712
Administration	5	1,336,408	367,271	1,272,595
Interest		19,645	20,000	26,925
Property	6	2,170,471	1,956,950	2,082,181
Loss on Disposal of Property, Plant and Equipment		2,852	-	4,982
Total Expense		9,834,778	8,239,317	9,180,048
Net Surplus / (Deficit) for the year		463,979	6,933	1,004,299
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		463,979	6,933	1,004,299

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

Manurewa Intermediate 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		5,001,596	5,001,594	3,997,297
Total comprehensive revenue and expense for the year		463,979	6,933	1,004,299
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		41,264	-	-
Equity at 31 December		5,506,839	5,008,527	5,001,596
Accumulated comprehensive revenue and expense		5,506,839	5,008,527	5,001,596
Equity at 31 December		5,506,839	5,008,527	5,001,596

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.

Manurewa Intermediate School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	52,765	108,552	144,396
Accounts Receivable	8	546,494	610,000	614,184
GST Receivable		89,057	-	26,657
Prepayments		60,121	12,000	10,357
Investments		1,506,931	1,630,723	2,480,064
Funds Receivable for Capital Works Projects	15	14,340	-	27,999
		<u>2,269,708</u>	<u>2,361,275</u>	<u>3,303,657</u>
Current Liabilities				
GST Payable		-	22,000	-
Accounts Payable	11	964,639	606,721	778,232
Revenue Received in Advance	12	116,616	15,000	14,978
Provision for Cyclical Maintenance	13	26,000	-	25,846
Finance Lease Liability	14	117,024	114,530	105,478
Funds held for Capital Works Projects	15	33,019	-	59,407
		<u>1,257,298</u>	<u>758,251</u>	<u>983,941</u>
Working Capital Surplus/(Deficit)		<u>1,012,410</u>	<u>1,603,024</u>	<u>2,319,716</u>
Non-current Assets				
Property, Plant and Equipment	10	4,755,785	3,661,943	3,003,677
		<u>4,755,785</u>	<u>3,661,943</u>	<u>3,003,677</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	211,075	211,075	170,094
Finance Lease Liability	14	50,284	45,365	151,702
		<u>261,359</u>	<u>256,440</u>	<u>321,796</u>
Net Assets		<u>5,506,839</u>	<u>5,008,527</u>	<u>5,001,596</u>
Equity		<u>5,506,839</u>	<u>5,008,527</u>	<u>5,001,596</u>

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

Manurewa Intermediate 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		2,914,723	2,568,415	3,016,480
Locally Raised Funds		355,133	306,982	497,683
Goods and Services Tax (net)		(62,400)	48,657	(48,651)
Payments to Employees		(1,075,577)	(1,264,327)	(895,855)
Payments to Suppliers		(920,826)	(1,187,609)	(809,325)
Interest Paid		(19,645)	(20,000)	(26,925)
Interest Received		89,565	19,660	25,497
Net cash from/(to) Operating Activities		1,280,973	471,778	1,758,904
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	609
Purchase of Property Plant & Equipment (and Intangibles)		(2,266,053)	(1,185,274)	(862,382)
Purchase of Investments		973,133	849,341	(1,131,227)
Net cash from/(to) Investing Activities		(1,292,920)	(335,933)	(1,993,000)
Cash flows from Financing Activities				
Furniture and Equipment Grant		41,264	-	-
Finance Lease Payments		(108,223)	(140,285)	(100,955)
Funds Administered on Behalf of Other Parties		(12,726)	(31,404)	(138,342)
Net cash from/(to) Financing Activities		(79,685)	(171,689)	(239,297)
Net increase/(decrease) in cash and cash equivalents		(91,632)	(35,844)	(473,393)
Cash and cash equivalents at the beginning of the year	7	144,396	144,396	617,789
Cash and cash equivalents at the end of the year	7	52,764	108,552	144,396

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

Manurewa Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Manurewa Intermediate 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 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 20.

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.

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) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) 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.

f) 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.

g) 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.

h) 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.

i) 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	10–33 years
Furniture and equipment	05–10 years
Information and communication technology	03–10 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

k) 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received from Trusts 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.

m) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

q) 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.

r) Budget Figures

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

s) 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	3,807,952	2,459,750	3,905,502
Teachers' Salaries Grants	4,577,167	4,000,000	4,298,271
Use of Land and Buildings Grants	1,563,751	1,450,000	1,433,875
	<u>9,948,870</u>	<u>7,909,750</u>	<u>9,637,648</u>

The school has opted in to the donations scheme for this year. Total amount received was \$132,851.

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	83,330	6,000	304,690
Fees for Extra Curricular Activities	30,338	6,000	25,670
Trading	9,000	9,000	9,000
Fundraising & Community Grants	26,000	27,000	26,001
Other Revenue	54,834	273,500	138,336
	<u>203,502</u>	<u>321,500</u>	<u>503,697</u>
Expense			
Extra Curricular Activities Costs	35,821	20,000	34,890
Trading	-	500	-
Other Locally Raised Funds Expenditure	26,909	10,000	14,763
	<u>62,730</u>	<u>30,500</u>	<u>49,653</u>
	<u>140,772</u>	<u>291,000</u>	<u>454,044</u>

Surplus/ (Deficit) for the year Locally Raised Funds

Beyond Horizons Charitable Trust donated \$ 148,692 for various school activities, events and a contribution towards the construction of the board funded swimming pool.

Four Winds Foundation donated \$10,000.

Te Hononga Akoranga COMET donated \$20,000.

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	284,680	307,200	266,222
Equipment Repairs	35,378	45,500	40,007
Library Resources	6,162	7,400	8,420
Employee Benefits - Salaries	5,361,535	4,867,996	4,865,702
Staff Development	25,481	66,500	57,060
Depreciation	529,436	570,000	506,301
	<u>6,242,672</u>	<u>5,864,596</u>	<u>5,743,712</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,692	8,721	8,496
Board Fees	2,580	3,000	2,690
Board Expenses	5,135	11,500	5,635
Healthy School Lunch Expenses	1,022,739	-	949,808
Communication	11,759	18,000	13,389
Consumables	10,773	13,000	9,424
Operating Leases	802	500	-
Other	49,042	63,850	47,745
Employee Benefits - Salaries	156,770	181,000	175,251
Insurance	28,116	27,700	20,157
Service Providers, Contractors and Consultancy	40,000	40,000	40,000
	<u>1,336,408</u>	<u>367,271</u>	<u>1,272,595</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	39,040	47,000	36,874
Consultancy and Contract Services	108,692	110,000	92,769
Cyclical Maintenance	41,135	43,000	66,489
Grounds	20,057	13,500	15,979
Heat, Light and Water	108,259	95,000	90,046
Repairs and Maintenance	124,183	61,450	171,558
Use of Land and Buildings	1,563,751	1,450,000	1,433,875
Security	29,063	16,000	15,393
Employee Benefits - Salaries	136,291	121,000	159,198
	<u>2,170,471</u>	<u>1,956,950</u>	<u>2,082,181</u>

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. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	50,765	106,552	142,396
Short-term Bank Deposits	2,000	2,000	2,000
Cash and cash equivalents for Statement of Cash Flows	<u>52,765</u>	<u>108,552</u>	<u>144,396</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	460	25,000	460
Receivables from the Ministry of Education	-	-	23,000
Interest Receivable	19,727	15,000	19,660
Banking Staffing Underuse	105,914	110,000	205,664
Teacher Salaries Grant Receivable	420,393	460,000	365,400
	<u>546,494</u>	<u>610,000</u>	<u>614,184</u>
Receivables from Exchange Transactions	20,187	40,000	20,120
Receivables from Non-Exchange Transactions	526,307	570,000	594,064
	<u>546,494</u>	<u>610,000</u>	<u>614,184</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,506,931	1,630,723	2,480,064
	<u>1,506,931</u>	<u>1,630,723</u>	<u>2,480,064</u>
Total Investments			

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings	1,548,484	2,000,106	(2,854)	-	(219,069)	3,326,667
Furniture and Equipment	287,727	117,280	-	-	(96,406)	308,601
Information and Communication Technology	318,974	61,994	-	-	(132,338)	248,630
Motor Vehicles	56,967	77,855	-	-	(30,672)	104,150
Leased Assets	733,148	18,352	-	-	(42,568)	708,932
Library Resources	58,369	8,821	-	-	(8,383)	58,807
Balance at 31 December 2023	<u>3,003,669</u>	<u>2,284,408</u>	<u>(2,854)</u>	<u>-</u>	<u>(529,436)</u>	<u>4,755,787</u>

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

The net carrying value of assets held under a finance lease is \$x 2023: \$708,931.

The net carrying value of asset held under a finance lease is \$x 2022: \$733,148.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	6,724,240	(3,397,573)	3,326,667	4,728,469	(3,179,985)	1,548,484
Furniture and Equipment	1,038,439	(729,838)	308,601	929,032	(641,305)	287,727
Information and Communication Technology	980,238	(731,608)	248,630	938,881	(619,907)	318,974
Motor Vehicles	182,095	(77,945)	104,150	104,240	(47,273)	56,967
Leased Assets	865,518	(156,588)	708,930	847,172	(114,019)	733,153
Library Resources	117,460	(58,653)	58,807	108,638	(50,270)	58,368
Balance at 31 December 2023	9,907,990	(5,152,205)	4,755,785	7,656,432	(4,652,759)	3,003,673

Included in Buildings is Work in Progress relating to the pool costing \$1,562,212. The expected completion date of the pool is 31 May 2024 at which point the school will start depreciating its asset.

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	362,242	60,000	232,005
Accruals	5,821	6,721	6,496
Employee Entitlements - Salaries	492,981	460,000	459,481
Employee Entitlements - Leave Accrual	103,595	80,000	80,250
	<u>964,639</u>	<u>606,721</u>	<u>778,232</u>
Payables for Exchange Transactions	964,639	606,721	778,232
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>964,639</u>	<u>606,721</u>	<u>778,232</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	16,760	-	10,000
Other revenue in Advance	99,856	15,000	4,978
	<u>116,616</u>	<u>15,000</u>	<u>14,978</u>

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	195,940	170,094	129,451
Increase to the Provision During the Year	41,135	40,981	66,489
Provision at the End of the Year	<u>237,075</u>	<u>211,075</u>	<u>195,940</u>
Cyclical Maintenance - Current	26,000	-	25,846
Cyclical Maintenance - Non current	211,075	211,075	170,094
	<u>237,075</u>	<u>211,075</u>	<u>195,940</u>

14. 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	127,697	124,530	124,317
Later than One Year and no Later than Five Years	52,665	50,365	162,861
Future Finance Charges	(13,054)	(15,000)	(29,998)
	<u>167,308</u>	<u>159,895</u>	<u>257,180</u>
Finance lease liability - Current	117,024	114,530	105,478
Finance lease liability - Non current	50,284	45,365	151,702
	<u>167,308</u>	<u>159,895</u>	<u>257,180</u>

15. 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 7.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Distribution Boards	14,977	-	-	-	14,977
Overhead Cable Conduits	18,041	-	-	-	18,041
Refurbish 35,36&37	(27,998)	32,129	(44,058)	39,927	-
Library Resource Room Refurbishment	26,384	1,310	(35,560)	7,867	1
Lighting Replacement to LED	-	129,060	(171,759)	28,359	(14,340)
Totals	<u>31,404</u>	<u>162,499</u>	<u>(251,377)</u>	<u>76,153</u>	<u>18,679</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	33,019
Funds Receivable from the Ministry of Education	(14,340)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Distribution Boards	14,977	-	-	-	14,977
Overhead Cable Conduits	18,041	-	-	-	18,041
Fire Alarm and Communication System	(53,394)	22,851	(4,909)	35,452	-
Refurbish 35,36&37	171,589	-	(231,990)	32,403	(27,998)
Replace Roof Gutters	25,126	-	(25,126)	-	-
New office for LSC	(6,594)	7,299	(10,190)	9,485	-
Library Resource Room Refurbishment	-	62,402	(36,019)	-	26,384
Totals	<u>169,745</u>	<u>92,552</u>	<u>(308,234)</u>	<u>77,340</u>	<u>31,404</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	59,404
Funds Receivable from the Ministry of Education	(27,998)

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
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16. 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.

17. 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>	7	7
Remuneration	2,580	2,690
 <i>Leadership Team</i>		
Remuneration	1,042,755	994,138
Full-time equivalent members	7	6
Total key management personnel remuneration	<u>1,045,335</u>	<u>996,828</u>

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance 1 member Garry and Property 1 member Garry committees that meet monthly and quarterly respectively. 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 1

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	230-240	220-230
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

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	5.00	3.00
110-120	5.00	1.00
120-130	5.00	4.00
130-140	0.00	0.00
140-150	1.00	1.00
210-220	1.00	-
	<u>17.00</u>	<u>9.00</u>

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

18. Compensation and Other Benefits Upon Leaving

There is no 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.

19. 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).

The Board was notified of a claim of \$x alleging a breach of contract. The Board has not recognised this matter in the financial statements because the likelihood of the claim surfacing is not probable as there is no substance to the matter.

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.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$ 42,613 (2022:\$1,1782,105) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Distribution Boards	25,000	-	25,000
Overhead Cable Conduits	20,596	-	20,596
			-
Total	214,371	171,758	42,613

21. 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	52,765	108,552	144,396
Receivables	546,494	610,000	614,184
Investments - Term Deposits	1,506,931	1,630,723	2,480,064
Total financial assets measured at amortised cost	<u>2,106,190</u>	<u>2,349,275</u>	<u>3,238,644</u>

Financial liabilities measured at amortised cost

Payables	964,639	606,721	778,232
Finance Leases	167,308	159,895	257,180
Total financial liabilities measured at amortised cost	<u>1,131,947</u>	<u>766,616</u>	<u>1,035,412</u>

22. Events After Balance Date

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

23. 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 Manurewa Intermediate School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Manurewa Intermediate School (the School). The Auditor-General has appointed me, Bonita Swanepoel, using the staff and resources of William Buck Audit (NZ) Limited, 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 18, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 May 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 for our 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 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, arise from section 134 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 comprises the information included in the annual report being the Kiwisport Funding, Statement of Compliance with Employment Policy, Members of the Board of Trustees and Statement of Variance: progress against targets, How we have given effect to Te Tiriti o Waitangi and Evaluation of the school's students' progress and achievement but does not include the financial statements, and our auditor's report thereon.

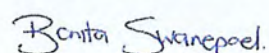
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 the School.



Bonita Swanepoel
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand

7. Report on Other Special and Contestable Funding

2023 Operational Plan

MOE Attendance and Engagement Initiative

Objectives:

1. To investigate and implement initiatives that provide a welcoming environment where New Entrant ākonga feel safe.
2. To investigate and implement initiatives that provide engaging learning that reflects identity, language and culture.
3. To investigate and implement initiatives that develop educationally powerful connections with New Entrant ākonga and whānau.
4. To investigate and implement initiatives that increase attendance within New Entrant, Years 0 and 1.

OBJECTIVES (MOE Directive)	ACTIONS TO ACHIEVE	LED BY	POSSIBLE TIME FRAME Priority Actions		ANALYSIS - Outcome and Future Focus
			2023 T1	2023 T2	
<p>1. To investigate and implement initiatives that provide a welcoming environment where New Entrant ākonga feel safe.</p>	<ol style="list-style-type: none"> 1. Work alongside the primary school staff to organise an Open Day for the incoming New Entrant students and whānau to attend. 2. Work with community programmes to organise the Open Day. 3. Develop opportunities for whānau to connect with the schools. 4. Connect with the primary schools to create contacts and develop relationships. 5. Work with primary schools on engagement with their students. 	<p>Charlotte Fox</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p>	<p>1.1 All the primary schools that wanted to have had an Open Day and have now had one. This was attended by different families and successful enrolments were completed.</p> <p>1.2 Continued to liaise with Plunket and if more Open Days happen will continue to build on this aspect.</p> <p>1.3 The Open Days were a great way to connect with the families. There has also been discussion around having other cultural days, markets and whole school events that the community can continue to be a part of. Through the initiative of the attendance project that MSS have incorporated this is another great way to work with whānau. Wiri have also been doing a lot of work with the positive communication that they have with their whānau which has seen an increase in attendance. It will be great to see this continuing to happen and touch base with the schools in the next term.</p> <p>1.4 Now that the contacts have been set up it will be great to keep this going and having the relationships develop further. This will allow for further initiatives to take place and make it easier for us to connect and follow through.</p>

				<p>1.5 This aspect is one that I have not really had the time to develop so maybe something that we keep building on with the schools. Now that they have had the Open Days we can look at how they are actually engaging with the students. This would be something that could develop into the AC2 Operational Plan.</p>
<p>2. To investigate and implement initiatives that provide engaging learning that reflects identity, language and culture.</p>	<ol style="list-style-type: none"> 1. Ensure all cultures are aware of the opportunities available. 2. Connect with different community programmes to increase awareness. 3. To develop learning opportunities that reflect the students' cultural identity. 	<p>Charlotte Fox</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p>	<p>2.1 By utilising all the ECEs it was a great way to connect with all the different cultures within the area.</p> <p>2.2 Connecting with Plunket was a great way to connect with the community.</p> <p>2.3 This objective can be celebrated through the different language weeks that are held and utilising the strengths of the child and the whānau. This will be individual to the different schools and how they celebrate the identity through their MAP and PAP plans.</p>
<p>3. To investigate and implement initiatives that develop educationally powerful connections with New Entrant ākonga and whānau.</p>	<ol style="list-style-type: none"> 1. Develop relationships with primary schools, New Entrant teams and junior team leads. 2. Work with ECEs and develop relationships to increase awareness of school visits for New Entrants. 3. Develop community awareness of Open Days. 4. Increase awareness of the transition process within ECEs. 5. Create links between ECEs and primary schools especially the New Entrant Teams. 	<p>Charlotte Fox</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>3.1 These relationships will continue to develop and will invite them to the ECE Huis. So that they can share ideas and concerns across the Col.</p> <p>3.2 Visiting the new ECEs was a great way to begin to build those relationships. Then they can take those contacts and early relationships and build with the primary schools so that they all know what school ready is and can organise transition visits.</p> <p>3.3 Through drop offs and the use of technology within the ECE they were able to alert the community to the Open Days and encourage more of their families along.</p> <p>3.4 Wiri have been doing a great deal of work with the ECEs and inviting them along to sessions where they discussed the processes and some of the key questions that the ECEs had. It was also really interesting to see how the other schools have developed those relationships and making the ECEs aware of what goes on. This will also continue to be explored through the ECE huis where we can have open discussions and if the New Entrant team join us then more of those issues and questions can be answered directly.</p> <p>3.5 Now that the links have been made it is important that they are developed and the</p>

<p>4. To investigate and implement initiatives that increase attendance within New Entrant, Years 0 & 1.</p>	<ol style="list-style-type: none"> 1. Increase even more so the effective communication between ECEs and primary schools. 2. Develop communication and relationships with community providers and Attendance Officers. 3. Develop attendance strategies with primary schools to increase engagement from the community at the NE level. 4. Create opportunities for the students and whānau to visit schools. 5. Work with ECEs and primary schools to organise Open Days for individual contributing schools from differing ECEs. 	<p>Charlotte Fox</p> <p style="text-align: center;">↓ ↓ ↓ ↓ ↓ ↓</p>	<p>4.1</p> <p>4.2</p> <p>4.4</p> <p>4.5</p>	<p>4.3</p> <p>4.4</p>	<p>relationships continue to provide better opportunities for our students.</p> <p>4.1 As previously stated this has been developed very effectively within certain schools and we hope to see these relationships flourish through the different methods.</p> <p>4.2 The communication and relationships have been started with the community providers. The schools have their own individual relationships with their given Attendance Officers.</p> <p>4.3 One school has successfully come up with their own attendance strategy that they are trialling to see how they can further support these students. We can look at expanding this into other schools if they are keen.</p> <p>4.4 The Open Day provided an opportunity for the students to visit the schools with their whānau. This hopefully enabled the whānau to ask any questions and get any concerns answered. Some of the schools have also discussed creating more opportunities for the whole school to engage with the community more and invite the ECEs along too.</p> <p>4.5 All Open Days have been completed and more ECEs than those within the CoL were connected with. Hopefully they keep up this connection and develop relationships with them.</p>
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This plan is a living document. Actions taken by individual schools may change based on research and need.

Regional Response Fund – Report Template

Name of Provider: Kāhui Ako o Manurewa

Name of initiative/project: Engagement and Attendance Initiative for Manurewa Community

Name of Ministry Project Lead: Eugenie Hiliate

Narrative Report

1. Number of students that have been impacted by this initiative

Across the five contributing schools there are 654 students within Years 1 & 2. The percentage of students in the schools that are Maori and Pasifika are approximately 90%. On average for Maori the attendance percentage sits around 75-80% in most schools for Years 1 & 2. The average for the Pasifika students is slightly higher with 80-85% attendance. There was varied interest in the Open Days but all of them shared really positive feedback. This was really good to see and it will be interesting to see the students come through and enter the school. At Manurewa West they only had three families attend but they all then enrolled at the school. Rowandale had a mixture of students that attended that were already interested in the school and had 10 families come through that were already enrolled or enrolling. The main reason was due to already having siblings at the school and knew about it. With Manurewa South they had families attend where two of them had already been to the school with their ECE but attended this time with families and another who had noticed the flyer and attended due to that and they are all starting school next term.

2. Whether the intended outcomes/activities of the initiative have been achieved

The intended outcomes for the initiative were to improve attendance and engagement for Years 1 & 2. They have been partially achieved through some of the smaller activities done by individual schools. On an overall basis there has not been enough time for the results to be analysed. As we were looking at the relationship between ECE's and the New Entrant teams at school we have been building the relationships between them, building the trust with the community and whānau and encouraging the parents to visit the school. This will take time to

show the outcomes, but will continue even though this project funding has ended.. We need to assess it again later in the year and look at the uptake in enrolments for the school and evaluate the relationships. There needs to be more time allowed as the students have not enrolled or started yet and so the attendance will not be reflected until maybe Term 3 or 4.

3. Lessons learnt during the contractual period of this initiative.

Some of the lessons that I have learnt over this period have been around relationships, communication, dealing with stakeholders and initiatives and programmes that are already in place or being trialled around attendance and engagement.

The building of, and development of existing and new relationships has been key throughout this initiative. I have spent time developing relationships with the Principals and key members of the different schools which has been really informative. I have reached out to other community support groups, for example Plunket, and we have begun to develop a relationship with them and seeing how we can use them to connect with whānau. We have also explored new connections with more of the ECEs in the area that feed into the different schools. Open communication has been key to being able to explore the initiative and get answers and give information. It has been important that we use this time wisely and to be able to get the best out of each other.

Through conversations held with the teams and modelling the process that is in place at Manurewa Intermediate, has led to the development of another small initiative within one school - Manurewa South. This initiative concentrated on a target group of children in Years 1 & 2 who had attendance of less than 70%. They followed a similar process to one that we already do at MI. They contacted the family on the first day to find out why they were not at school, then a follow up call would be made if the child is still away and then using one of their staff members to then make a home visit if they were still not attending to see what support was needed. There were seven in the target group, with two now taken off the roll and the other five, still being tracked. It will be really good to be able to keep popping in and seeing how this is working later on in the term and look at how the home visits helped and supported the families.

One school did not want to do the Open Day as they already had other programmes in place to help and support with attendance. Since doing these programmes they have noticed an increase in the attendance figures. The programmes revolved around the communication that they had with the families and the positivity of this communication.

4. Any issues or barriers, if any, that have arisen over the reporting period

Some of the issues or barriers that have arisen during this time have included the time allotted to get the programme completed and the evidence collected. As stated previously the reporting time was so close to the Open Days being held that it was not enough time to look at the improvement in attendance. Most of the students, if not all, will not be at school currently. This means that I cannot track their attendance yet. It would have been good to have more time to be able to consider the overall impacts of the initiative.

Some of the schools were more restrictive on the attendees, one school only wanted to invite those that had already expressed an interest or had siblings at the school. Another school invited five of the local ECEs to the event. While others had a wide range of ECEs and it was emailed out to the Kāhui Ako members. This would affect the audience and the number and type of people that would be coming through.

5. Anything that could have been done differently

What I would do differently? There are aspects that I would shift or amend and some where I would also run something completely differently. It would be great to have a longer time frame to look at and analyse the data. It would help us to see the true impact and would open up further suggestions and solutions.

I would have done more work with some of the ECEs and the New Entrant teachers to look in more depth at more of the contributing ECEs and also those ECEs that have not had any contact with the primary schools but are in the same area. This would be a longer project to cultivate and analyse the relationships and the positions of both stakeholders. It is very important to, while making sure that the ECEs are having those links and going to visit the schools, that it does not become too overwhelming for the NE teachers and classes. It would have been good to have been able to visit the schools during the Open Days and supported the schools and teachers. Ensuring that all the teachers got to have more time to spend with the whānau to properly develop that trust ready for when the students start school.

In regards to the other initiatives that were trialled and completed. I would like to see this expanded and maybe trialled in other schools. This would be a good way to look at the impact over a shorter period of time. It would have been good to trial this in all the schools to see the impact that was had. Or maybe had a control group and then there could have been further analysis on the impact. It is important that this continues and I will try to ensure that it does. Along with the attendance intervention it would have been really interesting to see how the staff were used to do the home visits and the connections that they have with the community and whether that has an impact. This could affect how they are received by the families and could destroy the trust that had already been built or further enhance it.

Along with the other initiative that was started by MSS I would have liked to have spent more time on the engagement aspect and developed some professional development or been in and made observations to see where there were gaps and how the teachers could be best supported.

6. Future aspirations including alignment with any future programmes of work

In the future there are several aspects that I would like to consider and act on. I would like to keep building on the Open Days that we have had and see how they can be developed and used in the future. Along with the Open Days I would like to keep working on the relationships between the ECE and the NE. These relationships are key and will allow us to develop a stronger connection and work more closely on future projects. I would like to do further research into how the community interacts with the schools. This would be quite intense and need lots of research and conversations with the community and utilising staff that the community already know so that they feel more comfortable and are able to have an open conversation.

Developing a way to track the students that are starting at 6yo and seeing if there is a pattern or a commonality between them. This could be completed by having a follow up interview with the parents to see if there was anything that could have been done differently or if there was a way to build up the trust with them.

I would like to expand the initiative and scale it up to include more of the schools or even have a target group from each year. This would be really interesting to see how the relationships develop and the impact that it has on the students attendance. One other option could be instead of exploring those that are under 70%, go for those that are in the 70-80% range. This means that they are coming to school regularly but may just need some assistance to help increase their attendance.

It would also be good to develop some engagement, maybe through identifying the barriers that the children have towards their learning which is then affecting their attendance. Professional development activities could then be developed and delivered to the schools or by going on and working with the teachers in different activities and seeing how they can be supported.

7. Findings and recommendations

In conclusion it has been hard to get definitive findings from this initiative yet and would be something that would need revisiting. There have also been other external influences on the attendance this year. This has been a result of the extreme weather that we have been having and the alert system being used which has made the parents worried. They have been picking up students early and not sending them to school when we have had heavy rain. I have learnt a lot from doing this initiative and it has been great to have had those conversations with the Principals and Senior Leadership Team. In the future it would be good to see what comes from the programme that MSS have taken on and how they have scaled it up if they have. I would like to see if the schools continue to do the Open Days and how they can be supported with that in the future.

Note that the information provided should be non-identifying unless permission to publish has been obtained in writing from all identifiable parties.
Please email completed report to Schools.AKcontracting@education.govt.nz

Name: Charlotte Fox



Signature:

Date: 25th June 2023

8. Kiwisport Funding



MANUREWA INTERMEDIATE SCHOOL

Kiwisport Reporting 2023

Manurewa Intermediate has received \$13,272.92 in the Kiwisport funding initiative within our operational funding for 2023.

As per previous years, this funding has gone towards the employment of additional staffing in the form of Learning Assistants for sports coaching and mentoring; and for sports coaching assistance from Counties Manukau Sport. This decision was made once again as we believed this would continue to have an immediate and direct impact on increasing student participation in organised sport. This proved to be accurate again as we won numerous interschool local and national sporting events.

The value of continued Kiwisport funding for the project is that the programme becomes entrenched in the school and the community, which in turn allows for more opportunities for students to participate in sport. This student-centered delivery allows children to develop fundamental movement skills and basic sport skills across a range of sports. The increase in physical activity through sport has also highlighted a decrease in behaviour management issues.

Whilst we only received \$13,272.92, we spent a lot more on this for these roles.

Iain Taylor
PRINCIPAL