



# ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

## School Directory

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

# Reremoana Primary School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Adam Manukau	Presiding Member	Elected Sept 2022	June 2025
Julie Cowan	Principal	Ex officio	
Merv Giam	Parent Representative	Re-elected Sept 2022	June 2025
Olivia Marks	Parent Representative	Elected Sept 2022	June 2025
Raymond Koole	Parent Representative	Elected Sept 2022	June 2025
Renee Maxwell	Parent Representative	Elected Sept 2022	June 2025
Janine Baker	Staff Representative	Elected Sept 2022	June 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired</b>
Ilanthe Jones	Presiding Member	Re-elected May 2019	May 2022
Jenny Collins	Parent Representative	Elected May 2019	May 2022
Sharon Paewhenua	Parent Representative	Co-opted May 2019	May 2022
Chris Scott	Parent Representative	Re-elected May 2019	May 2022
Angela Wu	Parent Representative	Elected May 2019	May 2022
Sharren Bailey	Staff Representative	Re-elected May 2019	May 2022

# REREMOANA PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

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Analysis of Variance

Kiwisport

Good Employer Disclosure

# Reremoana Primary School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Adam Manukau

Full Name of Presiding Member

DocuSigned by:

Adam Manukau

Signature of Presiding Member

01 June 2023

Date:

Julie Cowan

Full Name of Principal

DocuSigned by:

Julie Cowan

Signature of Principal

31 May 2023

Date:

# Reremoana Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	3,987,792	4,240,385	4,026,540
Locally Raised Funds	3	244,835	231,850	129,703
Interest Income		8,583	2,500	3,124
<b>Total Revenue</b>		<b>4,241,210</b>	<b>4,474,735</b>	<b>4,159,367</b>
<b>Expenses</b>				
Locally Raised Funds	3	143,984	153,730	53,669
Learning Resources	4	2,561,417	2,667,052	2,708,647
Administration	5	274,591	236,545	220,100
Finance		4,872	5,454	3,714
Property	6	1,286,576	1,484,894	1,184,947
Other Expenses	7	555	1,332	1,332
Loss on Disposal of Property, Plant and Equipment		-	-	836
		<b>4,271,995</b>	<b>4,549,007</b>	<b>4,173,245</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(30,785)</b>	<b>(74,272)</b>	<b>(13,878)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(30,785)</b>	<b>(74,272)</b>	<b>(13,878)</b>

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

# Reremoana Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		873,279	873,280	884,637
Total comprehensive revenue and expense for the year		(30,785)	(74,272)	(13,878)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,500	-	2,520
<b>Equity at 31 December</b>		861,994	799,008	873,279
Accumulated comprehensive revenue and expense		861,994	799,008	873,279
<b>Equity at 31 December</b>		861,994	799,008	873,279

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

# Reremoana Primary School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	74,161	270,258	513,624
Accounts Receivable	9	199,334	196,092	227,469
GST Receivable		30,418	18,174	18,174
Prepayments		13,119	25,222	25,222
Investments	10	470,006	170,006	70,006
Funds Receivable for Capital Works Projects	17	3,570	-	-
		<u>790,608</u>	<u>679,752</u>	<u>854,495</u>
<b>Current Liabilities</b>				
Accounts Payable	13	312,827	263,852	255,228
Revenue Received in Advance	14	38	2,340	2,340
Provision for Cyclical Maintenance	15	-	12,250	8,280
Finance Lease Liability	16	20,578	21,866	19,792
Funds held for Capital Works Projects	17	-	-	78,241
		<u>333,443</u>	<u>300,308</u>	<u>363,881</u>
<b>Working Capital Surplus/(Deficit)</b>		457,165	379,444	490,614
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	498,306	548,053	520,291
Work in Progress		49,203	-	-
Intangible Assets	12	-	-	555
		<u>547,509</u>	<u>548,053</u>	<u>520,846</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	115,375	102,349	93,175
Finance Lease Liability	16	27,305	26,140	45,006
		<u>142,680</u>	<u>128,489</u>	<u>138,181</u>
<b>Net Assets</b>		<u>861,994</u>	<u>799,008</u>	<u>873,279</u>
<b>Equity</b>		<u>861,994</u>	<u>799,008</u>	<u>873,279</u>

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

# Reremoana Primary School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		887,776	926,731	796,023
Locally Raised Funds		247,765	216,665	125,830
Goods and Services Tax (net)		(12,244)	(13,897)	29,415
Payments to Employees		(543,841)	(491,597)	(426,454)
Payments to Suppliers		(418,262)	(437,351)	(429,246)
Interest Paid		(4,872)	(5,454)	(3,714)
Interest Received		8,583	2,500	3,124
Net cash from/(to) Operating Activities		164,905	197,597	94,978
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(121,629)	(97,762)	(52,930)
Purchase of Investments		(400,000)	129,994	
Proceeds from Sale of Investments		-	-	350,588
Net cash from/(to) Investing Activities		(521,629)	32,232	297,658
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19,500	-	2,520
Finance Lease Payments		(20,428)	(23,275)	(17,621)
Funds Administered on Behalf of Third Parties		(81,811)	-	125,398
Net cash from/(to) Financing Activities		(82,739)	(23,275)	110,297
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(439,463)</b>	<b>206,554</b>	<b>502,933</b>
Cash and cash equivalents at the beginning of the year	8	513,624	63,704	10,691
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>74,161</b>	<b>270,258</b>	<b>513,624</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



# Reremoana Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Reremoana Primary 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

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

###### **Useful lives of property, plant and equipment**

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

**Critical Judgements in applying accounting policies**

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

**Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

**Recognition of grants**

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

**c) Revenue Recognition****Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Finance Lease Payments**

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

**e) Cash and Cash Equivalents**

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

**f) Accounts Receivable**

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

**g) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

**h) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

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

**i) Intangible Assets****Software costs**

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

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

**j) 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, annual leave earned, by non teaching staff, to 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) 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 Revenue and Expense.

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

**m) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is 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.

**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 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**o) Financial Instruments**

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

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

**p) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**q) Budget Figures**

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

**r) Services received in-kind**

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

## 2. Government Grants

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	887,776	800,656	819,083
Teachers' Salaries Grants	2,028,721	2,152,623	2,269,542
Use of Land and Buildings Grants	1,071,295	1,287,106	937,915
	<b>3,987,792</b>	<b>4,240,385</b>	<b>4,026,540</b>

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

## 3. Locally Raised Funds

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	39,297	40,000	43,555
Fees for Extra Curricular Activities	122,948	130,000	43,517
Trading	26,172	26,750	15,131
Fundraising & Community Grants	56,418	35,100	27,500
	<b>244,835</b>	<b>231,850</b>	<b>129,703</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	115,013	130,000	38,361
Trading	13,380	14,230	4,682
Fundraising and Community Grant Costs	15,591	9,500	10,626
	<b>143,984</b>	<b>153,730</b>	<b>53,669</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>100,851</b>	<b>78,120</b>	<b>76,034</b>

## 4. Learning Resources

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	35,501	38,650	45,563
Equipment Repairs	271	800	496
Information and Communication Technology	18,919	21,000	19,537
Library Resources	2,811	2,500	3,070
Employee Benefits - Salaries	2,359,978	2,452,439	2,509,750
Staff Development	46,013	48,200	29,795
Depreciation	97,924	103,463	100,436
	<b>2,561,417</b>	<b>2,667,052</b>	<b>2,708,647</b>

**5. Administration**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	8,490	9,476	8,240
Board Fees	3,055	4,195	3,570
Board Expenses	9,098	8,800	3,761
Communication	6,126	6,650	7,176
Consumables	12,891	16,500	16,427
Other	27,618	27,480	25,827
Employee Benefits - Salaries	190,996	145,464	140,867
Insurance	7,627	8,500	6,012
Service Providers, Contractors and Consultancy	8,690	9,480	8,220
	<u>274,591</u>	<u>236,545</u>	<u>220,100</u>

**6. Property**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	19,790	14,700	13,890
Consultancy and Contract Services	52,489	47,000	42,870
Cyclical Maintenance Provision	13,920	21,424	53,758
Grounds	20,649	12,000	11,502
Heat, Light and Water	28,732	34,000	24,276
Repairs and Maintenance	19,070	14,053	48,266
Use of Land and Buildings	1,071,295	1,287,106	937,915
Security	9,473	8,300	7,129
Employee Benefits - Salaries	51,158	46,311	45,341
	<u>1,286,576</u>	<u>1,484,894</u>	<u>1,184,947</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. Other Expenses**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>(Unaudited)</b>	
Amortisation of Intangible Assets	555	1,332	1,332
	<u>555</u>	<u>1,332</u>	<u>1,332</u>

**8. Cash and Cash Equivalents**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Bank Accounts	74,161	270,258	413,624
Short-term Bank Deposits	-	-	100,000
Cash and cash equivalents for Statement of Cash Flows	<u>74,161</u>	<u>270,258</u>	<u>513,624</u>

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

**9. Accounts Receivable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	2,686	16,541	7,918
Banking Staffing Underuse	11,305	-	40,000
Teacher Salaries Grant Receivable	185,343	179,551	179,551
	<u>199,334</u>	<u>196,092</u>	<u>227,469</u>
Receivables from Exchange Transactions	2,686	16,541	7,918
Receivables from Non-Exchange Transactions	196,648	179,551	219,551
	<u>199,334</u>	<u>196,092</u>	<u>227,469</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	470,006	170,006	70,006
Total Investments	<u>470,006</u>	<u>170,006</u>	<u>70,006</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2022</b>	\$	\$	\$	\$	\$	\$
Building Improvements	230,208	-	-	-	(17,203)	<b>213,005</b>
Furniture and Equipment	143,688	19,000	-	-	(26,486)	<b>136,202</b>
Information and Communication Technology	67,945	51,326	-	-	(30,578)	<b>88,693</b>
Leased Assets	64,250	3,513	-	-	(21,620)	<b>46,143</b>
Library Resources	14,200	2,675	(575)	-	(2,037)	<b>14,263</b>
<b>Balance at 31 December 2022</b>	<b>520,291</b>	<b>76,514</b>	<b>(575)</b>	<b>-</b>	<b>(97,924)</b>	<b>498,306</b>

The net carrying value of ICT equipment held under a finance lease is **\$46,143 (2021: \$64,250)**

	<b>2022 Cost or Valuation</b>	<b>2022 Accumulated Depreciation</b>	<b>2022 Net Book Value</b>	<b>2021 Cost or Valuation</b>	<b>2021 Accumulated Depreciation</b>	<b>2021 Net Book Value</b>
	\$	\$	\$	\$	\$	\$
Building Improvements	347,929	(134,924)	<b>213,005</b>	347,929	(117,721)	<b>230,208</b>
Furniture and Equipment	602,456	(466,254)	<b>136,202</b>	583,456	(439,768)	<b>143,688</b>
Information and Communication Technology	410,721	(322,028)	<b>88,693</b>	359,395	(291,450)	<b>67,945</b>
Leased Assets	82,103	(35,960)	<b>46,143</b>	78,590	(14,340)	<b>64,250</b>
Library Resources	55,774	(41,511)	<b>14,263</b>	55,341	(41,141)	<b>14,200</b>
<b>Balance at 31 December</b>	<b>1,498,983</b>	<b>(1,000,677)</b>	<b>498,306</b>	<b>1,424,711</b>	<b>(904,420)</b>	<b>520,291</b>



## 12. Intangible Assets

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

	Acquired software	Internally generated software	Total \$
<b>Cost</b>			
Balance at 1 January 2021	3,997	-	<b>3,997</b>
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2021 / 1 January 2022	3,997	-	3,997
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022	3,997	-	3,997
<b>Accumulated Amortisation and impairment losses</b>			
Balance at 1 January 2021	2,110	-	<b>2,110</b>
Amortisation expense	1,332	-	<b>1,332</b>
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2021 / 1 January 2022	3,442	-	3,442
Amortisation expense	555	-	555
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022	3,997	-	3,997
<b>Carrying amounts</b>			
At 1 January 2021	1,887	-	1,887
At 31 December 2021 / 1 January 2022	555	-	555
At 31 December 2022	-	-	-

### *Restrictions*

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

### *Capital commitments*

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2021: \$nil)

**13. Accounts Payable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	116,008	82,190	65,325
Accruals	8,490	-	8,240
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	185,343	179,551	179,551
Employee Entitlements - Leave Accrual	2,986	2,111	2,111
	<u>312,827</u>	<u>263,852</u>	<u>255,227</u>
Payables for Exchange Transactions	312,827	263,852	255,227
	<u>312,827</u>	<u>263,852</u>	<u>255,227</u>

The carrying value of payables approximates their fair value.

**14. Revenue Received in Advance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Other revenue in Advance	38	2,340	2,340
	<u>38</u>	<u>2,340</u>	<u>2,340</u>

**15. Provision for Cyclical Maintenance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	101,455	101,455	76,097
Increase to the Provision During the Year	13,920	21,424	53,758
Use of the Provision During the Year	-	(8,280)	(28,400)
Provision at the End of the Year	<u>115,375</u>	<u>114,599</u>	<u>101,455</u>
Cyclical Maintenance - Current	-	12,250	8,280
Cyclical Maintenance - Non current	115,375	102,349	93,175
	<u>115,375</u>	<u>114,599</u>	<u>101,455</u>

**16. Finance Lease Liability**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	23,756	21,866	20,843
Later than One Year and no Later than Five Years	29,535	26,140	4,239
Future Finance Charges	(5,409)	-	(1,394)
	<u>47,882</u>	<u>48,006</u>	<u>23,688</u>
<b>Represented by</b>			
Finance lease liability - Current	20,578	21,866	19,745
Finance lease liability - Non current	27,304	26,140	3,943
	<u>47,882</u>	<u>48,006</u>	<u>23,688</u>

**17. Funds Held for Capital Works Projects**

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

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

**Represented by:**

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

<b>2021</b>	<b>Opening</b>	<b>Receipts</b>	<b>Payments</b>	<b>Board</b>	<b>Closing</b>
	<b>Balances</b>	<b>from MoE</b>		<b>Contributions</b>	<b>Balances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
MOE Property - 5YA Carpet	4,441	-	-	-	4,441
MOE Property - LSC Office	-	73,800	-	-	73,800
Totals	<u>4,441</u>	<u>73,800</u>	<u>-</u>	<u>-</u>	<u>78,241</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	78,241
Funds Receivable from the Ministry of Education	-

## 18. Related Party Transactions

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

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

## 19. Remuneration

### Key management personnel compensation

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

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,055	3,570
<i>Leadership Team</i>		
Remuneration	440,455	431,057
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>443,510</u>	<u>434,627</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	80 - 90
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits		

### Other Employees

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

<b>Remuneration</b>	<b>2022</b>	<b>2021</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	2.00	3.00
110 - 120	1.00	0.00
130 - 140	0.00	1.00
	<u>3.00</u>	<u>4.00</u>

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

## 20. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$0	\$0
Number of People	0	0

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Additional funding wash up payment:

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) Contract for LSC Office, which will be fully funded by the Ministry of Education. \$73,800 has been received of which \$77,370 has been spent on the project to date; and

(b) Contract for new Fence to be completed in 2023. This project is partly funded by the Ministry and \$12,481 has been received of which \$61,684 has been spent on the project to balance date. This project has been approved by the Ministry. BoT contribution for this project is \$75,252.

(Capital commitments at 31 December 2021: \$Nil)

### 23. 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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents	74,161	270,258	513,624
Receivables	199,334	196,092	227,469
Investments - Term Deposits	470,006	170,006	70,006
Total Financial assets measured at amortised cost	<u>743,501</u>	<u>636,356</u>	<u>811,099</u>

#### Financial liabilities measured at amortised cost

Payables	312,827	263,852	255,227
Finance Leases	47,883	48,006	64,798
Total Financial Liabilities Measured at Amortised Cost	<u>360,710</u>	<u>311,858</u>	<u>320,025</u>

### 24. Events After Balance Date

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

## Independent Auditor's Report

# To the readers of Reremoana Primary School's Financial statements For the year ended 31 December 2022

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

### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 1 June 2023. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

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

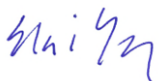
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### Independence

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

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

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

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



# Charter 2022 -2025

BoT Chair: Ianthe Jones  
Principal: Julie Cowan  
Signed off by BoT:

# Vision & Mission statement

Learn, Grow, Succeed

*At Reremoana School we:*

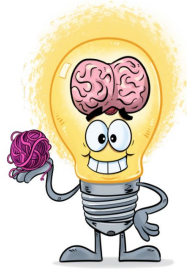
- Learn to learn and learn together*
- Nurture wellbeing and growth*
- Aspire to succeed and make a difference*

# Language of Learning

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



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



## Be Creative

- Wonder and ask questions
- Generate innovative ideas
- Imagine possibilities
- Solve Problems
- Synthesise ideas and information to create something new

"Curious Exploration"

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

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



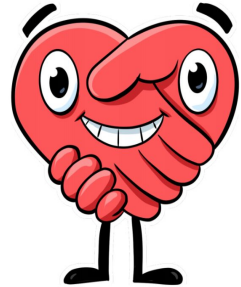
## Be Resilient

- Take responsibility for managing myself
- Set goals and make plans
- Use my initiative and motivation to get things done
- Accept and learn from mistakes
- Have a 'Can Do' attitude to challenge and change

"Bounce Back"

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

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



## Be Respectful

- Care for myself
- Care for others
- Care for the environment

"Consider my Choices"

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

Passion Kailikitunga Commitment Generosity Passion Kailikitunga Commitment Generosity Passion Kailikitunga Commitment



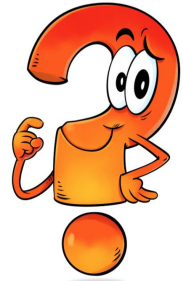
## Be a Contributor

- Find ways to contribute and take action
- Participate positively
- Understand the rights and responsibilities of cyberspace

"Do Good Because Good is Good to Do"

Passion Kailikitunga Commitment Generosity Passion Kailikitunga Commitment Generosity Passion Kailikitunga Commitment

Awareness Confidence Discernment Initiative Awareness Confidence Discernment Initiative Awareness Confidence Discernment



## Be a Thinker

- Make Connections
- Investigate and Analyse
- Decide, Argue and Form Opinions
- Reflect
- Think about my thinking

"Thoughtfully Critical"

Awareness Confidence Discernment Initiative Awareness Confidence Discernment Initiative Awareness Confidence Discernment

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



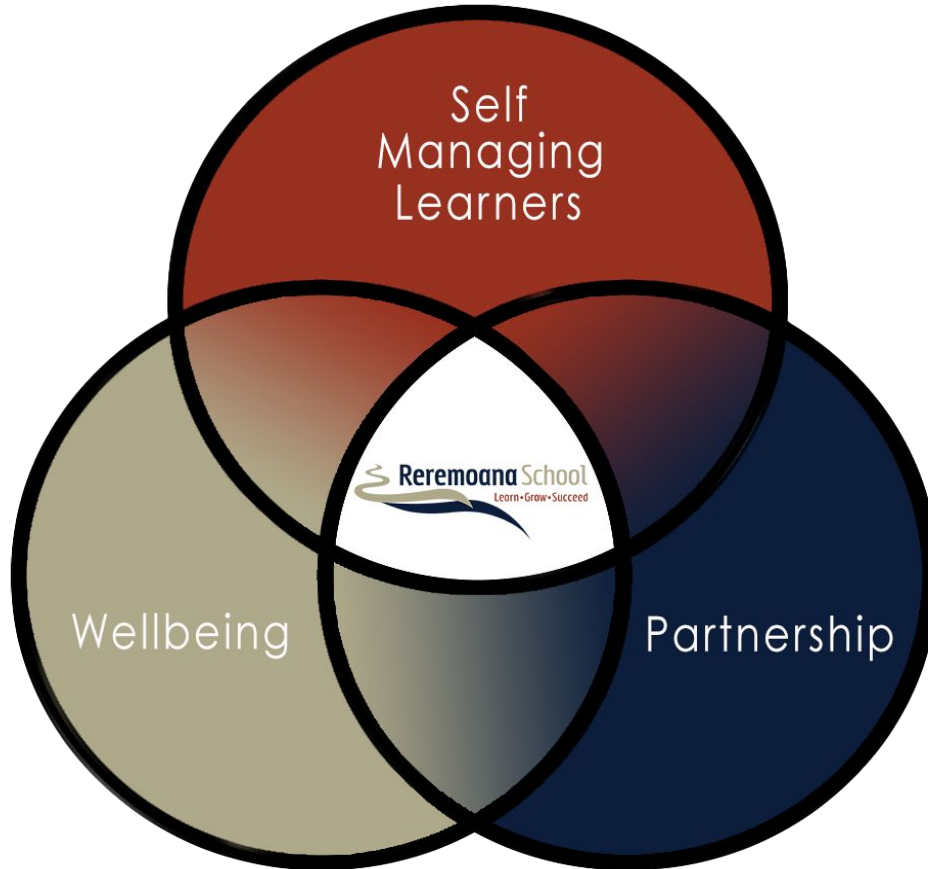
## Be Collaborative

- Take an active role in a team
- Accept diversity and difference
- Show leadership
- Negotiate and compromise when needed
- Deal with conflict situations appropriately

"Team Work makes the Dream Work"

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

# Themes for direction 2021-2025



# Self managing learners

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

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

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

Supports all aspects of Language of Learning

\*Akonga (**noun**) student, pupil, learner, protégé.

## **2022 Annual goals:**

- Work with Evaluations Association on AFL PLD with lead teachers and lead teachers with teachers within reading
- Teachers engage in Teaching as inquiry using me and my school data (reading engagement)
- Teams will set targets to improve reading engagement and achievement - see individual team targets
- Complete a mathematics programme review and critique schoolwide

# Self-managing Learners

Strategic Goal	To develop learning focused environments that grow engaged, confident and self managing learners
Annual Goals 2022	<ul style="list-style-type: none"> <li>• Work with Evaluations Association around AFL PLD for lead teachers (Team Leaders, Within School Teachers, identified/interested teachers) within reading</li> <li>• Teachers engage in Teaching as inquiry using me and my school data (reading engagement)</li> <li>• Teams will set targets to improve reading engagement and achievement - see individual team targets</li> </ul>
Targets	<p>Team targets:</p> <p>Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our Year two students.</p> <p>Pukeko: Accelerate achievement through lifting of engagement in reading for 63% of our Year 4 students who are below or well below expectation.</p> <p>Tui: Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 &amp; 6 Tui students currently sitting below expectation.</p> <p>Kereru: Accelerate achievement through lifting of engagement in reading for 50% of Year 7 &amp; 8 Kereru Team students that are below and well below the expected levels.</p>
Baseline data	<a href="#">2020 data</a> - engagement, progress, achievement



# Wellbeing/Hauora

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

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

Language of Learning links: Be respectful and Be resilient

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

## **2022 annual goals**

- Implement and refine our school wellbeing model based Te Whare Tapa Wha
- Implement FRIENDS resilience programme (adults and students)
- Implement SKODEL and Zones of Regulation, and teachers use these to monitor student wellbeing.



*The attached is not from our Kahui Ako or school - but used as reference, student friendly explanation of Te Whare Tapa Wha*

## [MoH Te Whare Tapa Wha info](#)

# OUR WELLBEING

**Hauora** (Mason Durie, 1994) - Te whare tapa wha model  
 "Feeling good and functioning well"

**Our pathway:** We are growing a safe and inclusive culture built on relationships of empathy and trust.

<p style="text-align: center;"><b>Physical wellbeing</b></p> <p style="text-align: center;"><b><i>Taha tinana</i></b></p> <p style="text-align: center;"><i>We eat healthy            We keep active            We make space for rest and sleep</i></p>	<p style="text-align: center;"><b>Mental and emotional wellbeing</b></p> <p style="text-align: center;"><b><i>Taha hinengaro</i></b></p> <p style="text-align: center;"><i>We are positive and kind to ourselves and others            We bounce back from tough things            We are reflective and self aware            We self regulate our behaviour            We are confident and optimistic            We work towards goals and expect success</i></p>
<p style="text-align: center;"><b>Spiritual wellbeing</b></p> <p style="text-align: center;"><b><i>Taha wairua</i></b></p> <p style="text-align: center;"><i>We are connected with our culture            We are comfortable in our identity            We know and use our strengths            We have a sense of purpose</i></p>	<p style="text-align: center;"><b>Social wellbeing</b></p> <p style="text-align: center;"><b><i>Taha whanau</i></b></p> <p style="text-align: center;"><i>We interact with others in positive ways            We build relationships of mutual support            We have a sense of belonging            We give to others and our community</i></p>

**Our goal:** To be empowered as agents of change in our own lives and communities, to experience success in our achievements.

# Partnership

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

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

Language of Learning links: Be collaborative

## **2022 annual goals**

- Explore NZ History curriculum
- Strengthen communication to ensure it is meeting the needs of stakeholders and communicates learning (not just events)
- Staff and community partner to reestablish a range of cultural groups
- Engage with PLD school wide around Te Ao Maori and Tiriti partnership

# NELP & Reremoana School direction

We will engage with MoE support to unpack NELP and weave what good looks like throughout our planning. We will begin to take actions as outlined in NELP as they link to our strategic goals and business as usual.

As a starting point:

As a PB4L and Restorative Practice school and in line with our partnership and wellbeing goals we wish to put learners at the centre and ensure our school is safe and inclusive. We are committed to reducing barriers to education for all.

Our self managing learners goal and the targets we set help us to ensure every akonga gains sound foundational skills (language, literacy and numeracy as well as supporting quality teaching and leadership).

## LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

## BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

## QUALITY TEACHING AND LEADERSHIP

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

## FUTURE OF LEARNING AND WORK

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

1

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

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

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

4

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

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

5

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

6

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

7

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

### WHAT GOOD LOOKS LIKE:

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

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

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

### WHAT GOOD LOOKS LIKE:

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

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

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

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

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

### WHAT GOOD LOOKS LIKE:

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

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

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

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

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

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

### WHAT GOOD LOOKS LIKE:

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

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

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

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

### WHAT GOOD LOOKS LIKE:

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

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

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

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

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

### WHAT GOOD LOOKS LIKE:

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

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

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

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

### WHAT GOOD LOOKS LIKE:

Teaching and learning focuses and responds more closely to workplace needs

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

A more active careers service supports clearer learning and employment pathways

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

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

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

## OBJECTIVE 1

## OBJECTIVE 2

## OBJECTIVE 3

## OBJECTIVE 4

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THE CENTRE

Learners with their whānau are  
at the centre of education

BARRIER  
FREE ACCESS

Great education opportunities and outcomes  
are within reach for every learner

QUALITY TEACHING  
AND LEADERSHIP

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

FUTURE OF LEARNING  
AND WORK

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

1

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

Ask learners/ākonga, whānau  
and staff about their experience  
of racism, discrimination  
and bullying, and use that  
information to reduce these  
behaviours

Have processes in place to  
promptly address and resolve  
any complaints or concerns  
about racism, discrimination  
and bullying

Create a safe and inclusive  
culture where diversity is valued  
and all learners/ākonga and staff,  
including those who identify as  
LGBTQIA+, are disabled, have  
learning support needs, are  
neurodiverse, or from diverse  
ethnic communities, feel  
they belong

2

Have high aspirations for every  
learner/ākonga, and support  
these by partnering with their  
whānau and communities to  
design and deliver education  
that responds to their needs,  
and sustains their identities,  
languages and cultures

Partner with family and whānau  
to equip every learner/ākonga to  
build and realise their aspirations

Help staff to build their  
awareness of bias and low  
expectations, and of how these  
impact learners/ākonga, staff  
and whānau

Identify and respond to learner/  
ākonga strengths, progress and  
needs, and learner/ākonga and  
whānau aspirations

Build relationships with Māori,  
involve them in decision making,  
and partner with them to support  
rangatiratanga, and Māori  
educational success as Māori

Collaborate with Māori  
communities to invest in,  
develop and deliver Māori-  
medium learning

3

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

Work with whānau and  
Pacific families to identify and  
understand barriers that may  
prevent learners/ākonga from  
accessing, participating or  
remaining engaged in schooling,  
and work to address them

Ensure disabled learners/ākonga  
and staff, those with learning  
support needs, gifted learners/  
ākonga, and neurodiverse  
learners/ākonga are safe  
and included in their school or  
kura, their needs are supported,  
and that learning support  
programmes are robust and  
effective

Where possible, reduce non-fee  
costs, including costs associated  
with BYOD<sup>2</sup> policies, and take  
advantage of policies to reduce  
financial dependence on families  
and whānau

2. Bring your own device.

4

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

Ensure all learners/ākonga  
have ongoing opportunities  
to develop key capabilities,  
including communication,  
problem solving, critical  
thinking and interpersonal skills

Identify learners/ākonga who  
are not making sufficient  
progress in key foundation  
skills, and adjust learning  
opportunities, teaching  
approaches and supports,  
including seeking additional  
support from specialists

Value the heritage languages  
spoken by Pacific learners/  
ākonga, and provide  
opportunities to use and to  
build on them

5

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

Seek advice from Māori on  
how best to include tikanga  
Māori in values, practices and  
organisational culture

Use development opportunities  
for teachers/kaiako and leaders  
to build their teaching capability,  
knowledge and skills in te reo  
Māori and tikanga Māori

Talk with learners/ākonga  
and staff about why correct  
pronunciation of te reo Māori  
is important, and provide them  
with opportunities to learn and  
practice without judgement

6

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

Identify gaps in teaching  
capability and invest in  
opportunities for teachers/  
kaiako and staff to strengthen  
teaching, leadership and  
learning support

Develop teacher/kaiako  
confidence and competence to  
teach diverse learners/ākonga  
with varying needs, and to  
appropriately modify teaching  
approaches

Expect and support teachers/  
kaiako to build their  
understanding of learners/  
ākonga contexts, including  
languages spoken at home,  
histories, stories and cultural  
values, to provide culturally  
responsive teaching

7

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

Support learners/ākonga to see  
the connection between what  
they're learning and the world  
of work

Break down ethnic,  
gender and socioeconomic  
stereotypes around education  
and career pathways, including  
for girls and young women

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



# Alfriston Kahui Ako



## 2021 aspirations and draft plan

ALFRISTON KAHUI AKO  
A Community that is equitable and  
excellent in all we do.



What will make a positive difference  
for our learners?

# 2022 Annual Planning & Analysis of Variance





# Self-managing Learners

Strategic Goal	To develop learning focused environments that grow engaged, confident and self managing learners
Annual Goals 2022	<ul style="list-style-type: none"> <li>• Work with Evaluations Association on AFL PLD with lead teachers and lead teachers with teachers within reading</li> <li>• Teachers engage in Teaching as inquiry using me and my school data (reading engagement)</li> <li>• Teams will set targets to improve reading engagement and achievement - see individual team targets</li> <li>• Complete a mathematics programme review and critique schoolwide</li> </ul>
Targets	<p>Team targets:</p> <ul style="list-style-type: none"> <li>• Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our ELL (20) Year two students.</li> <li>• Pukeko: Accelerate achievement through strengthening of phonological and early reading skills for 44% (24) year 3 students</li> <li>• Tui: Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 &amp; 6 Tui students currently sitting below expectation.</li> <li>• Kereru: Accelerate achievement through lifting of engagement in reading for 50% of Kereru Team Boys that are below and well below the expected levels.</li> </ul> <p><i>NB - accelerate means progress greater than expected in 1 year</i></p>
Baseline data	<p><u>2020 data</u> - engagement, progress, achievement No 2021 EOY data due to covid lockdown</p>

Actions	Who	Outcomes (what have we achieved) <i>Pull out relevant things from BoT report</i>	Analysis & Evaluation <i>(how well did it work? did it make enough difference?)</i>	Next Steps
<p>AFL</p> <ul style="list-style-type: none"> <li>-Trish to facilitate PLD staff meetings and catch up for new teachers</li> <li>-Julie to work with Lead Teachers to observe each other and hold Practice Analysis Conversations (PACs)</li> <li>-Trish and Lead Teachers to observe all other teachers and hold Practice Analysis Conversations (PACs)</li> <li>-Lead Teachers to provide support such as modelling for their teachers.</li> </ul>	<p>Julie Lead Teachers Trish (from Evaluation Associates)</p>	<p><a href="#">AFL organisation doc</a></p> <p>Staff identified individual goals - some teachers now focusing on extending AFL practice into writing or other curriculum areas.</p> <p>Have had changes of lead teacher - Nathana joined Lead Teacher team as Bonnie went on leave</p> <p>AFL PLD moved into bringing AFL practice into Writing and also Language of Learning.</p> <p>Lead Teachers are starting to lead PACs</p>	<p>Lead Teacher model working well to meet individual teacher needs</p> <p>Teachers have all made progress into their AFL practice.</p>	<p>2023 - embed and extend individual and team practice through a model of coaching any new staff and group sharing of videos/feedback</p> <p>Sustain the AFL model through ongoing internal PLD</p>
<p>Kahui Ako teachers and Team Leaders to lead collaborative teaching as inquiry in their teams around reading engagement</p>	<p>Bonnie, Amy, Tls</p>	<p>Staff meetings allocated to TAI, All teams identified initiatives to implement and monitor</p> <p>Teams shared their TAI process with whole teaching staff and board.</p>	<p>Teachers have a good understanding of teaching as inquiry and most teams followed a robust process where initiatives were implemented, monitored and reviewed.</p>	<p>2023 PLG model for teaching as inquiry</p>
<p>Each team to set a reading achievement target and an action plan to achieve this target.</p>	<p>Tls</p>	<p>See team annual plans and data discussion within this document</p>	<p>See team annual plans and data discussion within this document</p>	<p>Data in 2022 shows targets could be set in reading, writing or maths as there is a range of needs showing</p>

Actions cont	Who	Outcomes (what have we achieved) <i>Pull out relevant things from BoT report</i>	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
<p>Reading Engagement team</p> <ul style="list-style-type: none"> <li>-Collaboratively plan and facilitate staff meetings</li> <li>-Find and share relevant research related to reading engagement</li> <li>-Find and share good reading pedagogical practices</li> <li>-Find and share reading resources which support best practice and engagement</li> <li>-Develop opportunities school wide to celebrate and engage in reading engagement</li> <li>-Look at how we use school wide resources like the library to increase engagement</li> <li>-Use the data gathered from stakeholders to generate some supports for reading at home</li> </ul>	<p>Amy, Danielle, Bonnie</p> <p>With support from Marama, Kerry</p>	<p>Reading at home zoom meetings held with very low attendance - recordings shared</p> <p>CoL teachers leading TAI sessions and supporting teams - including sharing research/readings and facilitating discussion</p> <p>Teacher observation is showing children reading more (teachers reading to them or children reading themselves)</p> <p>Parent feedback/teacher observation that children are choosing to read at home</p> <p>Observing greater reading stamina (able to sustain focus on a book for longer)</p> <p>Systems and routines have been implemented in teams to encourage and celebrate reading</p>	<p>Reading engagement team didn't have the momentum they were building at the start of 2022.</p> <p>Teams TAI showed greater engagement but do we have a much greater love of reading yet?</p>	<p>One PLG to build upon and sustain this area and then spread the learning around engagement into other curriculum areas.</p>
<p>Maths review will investigate</p> <ul style="list-style-type: none"> <li>-What is current practice across our school (strengths and gaps, needs etc)</li> <li>-What are some of the current maths approaches and which might suit our akonga</li> </ul>	<p>Karien, Thevinia, Marama</p>	<p>Surveyed teachers around practice and confidence</p> <p>Karien and Julie attended JIT maths session as part of NZPF road show. (Unfortunately JIT is not available for 2023 through MoE but resources are available online)</p> <p>Staffing issues didn't allow for observations or more indepth data collection</p>	<p>Momentum wasn't gained in this area unfortunately so all hoped outcomes weren't achieved. We have some knowledge of where teachers are at but weren't able to gather more indepth info</p>	<p>Take teachers through what's on NZ maths - give time to explore - encourage exploration of and incorporation of plans/resources - rich open tasks</p>

## End of Year summary

For 2023 have 2 PLGs in this area - one focusing on AFL strategies to extend and embed that work and progress. The other to focus on sustaining and extending the reading engagement work.

We still have a range of staff abilities in AFL - due to time they have had PLD eg new to our school or how easily they have adopted this pedagogy. Leadership work in Leading by Learning will aim to further this by equipping leaders with better learning conversation skills and strategies

# Wellbeing/Hauora

Strategic Goal	<i>To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga</i>
Annual Goals 2022	<ul style="list-style-type: none"><li>• To implement and refine our school wellbeing model based Te Whare Tapa Wha</li><li>• Implement FRIENDS resilience programme (adults and students)</li><li>• Implement SKODEL and Zones of Regulation, and teachers use these to monitor student wellbeing.</li></ul>
Baseline data (from 2019/2020)	<ul style="list-style-type: none"><li>• <a href="#"><i>2019 Wellbeing@School data</i></a> - showed student strategies and culture could improve.</li><li>• <i>In 2020 we had 14 students in Year 5-8 for whom we had serious concerns and who had expressed feelings of self harm or suicide that we were aware of, a number of these had acted on these feelings.</i></li><li>• <i>Learning Support register, - 24 students who raise some concerns in the wellbeing space, although their reason for being on the register might not primarily be about wellbeing</i></li><li>• <i>In our 2020 Me and My School data a number of Year 7 &amp; 8 students didn't feel people cared about each other in this school and didn't feel comfortable talking to the teachers about a problem.</i></li></ul>

Actions	Who	Outcomes (what have we achieved) <i>Pull out relevant things from BoT report</i>	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
<p>Build on RTLB collaborative project (<a href="#">link</a>) -use of RTLB resources and expertise around wellbeing and Te Whare Tapa Wha</p> <p>Refine a school wellbeing model/plan using Te Whare Tapa Wha and the tiered intervention model of PB4L - model/plan shows all the actions we take as a school and supports we offer to build wellbeing in the 4 areas and at the different tiers of need</p> <p>Implement FRIENDS resilience programmes for students across the school</p> <p>Implement SKODEL for Years 5-8, use data at a individual and school level</p> <p>As part of RTLB project provide PLD for junior school teachers on zones of regulation - teachers monitor and observe student placement</p> <p>Ensure improving wellbeing (for staff and students) is part of our culture and decision making</p>		<p><i>M3 subscription renewed for 2022 - being used in some classes</i></p> <p><i>Model now has elements on it - how do we turn this into a cohesive plan of when and what is taught (includes and goes beyond health curriculum)</i></p> <p><i>FRIENDS taught across the school, focus now on maintaining. Review of this included parent and teacher feedback.</i></p> <p><i>Skodel being used in Year 5-8 - term 3 working on visibility and engagement of this</i></p> <p><i>RTLB have provided resources</i></p> <p><i>Wellbeing aspect on Friday meeting</i> <i>Wellbeing@School survey completed in Term 3 2022</i> <i>Working with a community member (clinical psychologist) to host a mental health series for parents</i></p>	<p><i>Changes in what we 'offer' means model keeps changing - also needs to show development through ages/leves</i></p> <p><i>Lacked fidelity as teachers and students didn't find engaging - feedback didn't show much impact</i></p>	<p><i>Explore Mitey to see if this will build on FRIENDS</i></p> <p><i>Still need to access and use data</i></p>

## End of Year summary

Not building the momentum required to make in roads in this area. Still lacking coherence and robustness. Sparklers work is a valuable resource. Wellbeing at school data hasn't been investigated robust and actions taken informed by this. Resilience have increased in focus but not a systematic way of developing the skills and strategies required over schooling. Have a bank of resources available including those from MoE. Lots of work to do in this area still

# Partnership

Strategic Goal	To work in partnership with our community to improve learning outcomes for all akonga
Annual Goals 2022	<ul style="list-style-type: none"> <li>● Explore NZ History curriculum</li> <li>● Strengthen communication to ensure it is meeting the needs of stakeholders and communicates learning (not just events)</li> <li>● Staff and community partner to reestablish a range of cultural groups</li> <li>● Engage with PLD school wide around Te Ao Maori and Tiriti partnership</li> </ul>
Baseline data (from 2020 consultation)	<ul style="list-style-type: none"> <li>● <i>Community consultation suggested communication could be improved. That parents wanted to know more about what opportunities were coming up and what learning was going to take place (rather than just after it)</i></li> <li>● <i>A few years ago our cultural groups were flourishing possibly due to the fact that cultural practices took place during school hours</i></li> <li>● <i>We found that the uptake of these groups were not great if students had to commit outside of school hours or during lunchtimes</i></li> <li>● <i>A lack of knowledge/expertise of staff makes it hard to run the groups and we therefore need to draw on the knowledge of the community where possible</i></li> </ul>

Actions	Who	Outcomes (what have we achieved) <i>Pull out relevant things from BoT report</i>	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Each team to teach an inquiry learning unit using NZ histories curriculum and to engage in any PLD MoE provides to unpack this curriculum		Matariki celebration of learning Some teachers has seen NZ histories webinar NZ histories used in integrated curriculum Te Tiriti o Waitangi included in setting up for success in term 1 teaching	Teachers are beginning to develop understanding of this curriculum area. MoE PLD via curriculum lead wasn't useful	Continue to unpack as a school
Team and school newsletters to provide information about upcoming learning and events as well as celebrating learning done. Let parents know of trials and auditions coming up		Planning to survey community again in late Term 3 Termly team newsletters have gone out Newsletters (school and team) have let parents know about trials/auditions Team FB groups share learning Live streaming of events such as Rehu Tai	Anecdotal feedback is positive around our communication over the past year - a positive of covid has been frequent communication across multiple channels. Moving to HERO will add further coherence.	Need to survey around communication - do this once Hero has been used for a while
Seek community expertise and time to help with re-establishing our cultural groups.		Cultural groups re-established - and a set time across the school for these. Live streaming of cultural sharing eg Te Wiki o Te Reo Maori	Cultural celebrations and cultural sharing is more 'normalised' as part of our school culture. Some cultural groups have more traction than others. Providing expertise is challenging.	
Engage in school wide PLD around Te tiriti o te Waitangi and Te Ao Maori -inquire into staff current understandings and practice -Work with Kahui Ako and iwi/Marae to build relationships and gather the local stories and tikanga -		Moved PLD provider. Signed up for Niho Taniwha with Evaluation Associates. Niho Taniwha has begun - engaged teaching and support staff at ToD. Kahui Ako has engaged with Manurewa Marae Contact with Manurewa Marae around waharoa project School wide Matariki (including the ELCM) and Te Wiki o Te Reo Maori celebrations Team set up around holding Te Ao Maori as fundamental, sharing resources and ways to increase Te Ao Maori in classrooms. Karakia across the school has been promoted as well as increasing use of te reo Maori kupu	Yet to make much progress in Niho Taniwha space but staff have generally engaged well and needs identified. This has been challenging for some staff members. Karakia being used in most classes, and greater use of kupu indicate progress in this area	

End of Year summary



**Team target:** Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our ELL (20) Year two students.



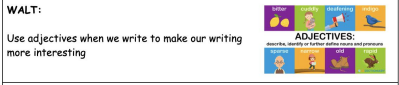
## Self Managing Learners

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Links to AFL e.g make sure we have regular time in teams to discuss things related to AFL and share practice, review AFL Matrix as a team	Team	We have spent time in team meetings and holiday meetings to analyse our own practice and find mutual understandings of expectations for AFL	AFL practice has improved as a whole across the team and is used more consistently - particularly in Literacy	AFL PLG to develop consistent use of AFL across school Teachers to continue to use AFL consistently Teachers to observe each other to develop practice
Complete observations of one another and share examples of good practice (AFL lead teachers Sophie and Amy, Manreet PCT observations, Amy as mentor teacher, Sophie as TL)	Team	Teachers shared AFL videos and resources within the team	AFL practice has improved as a whole across the team and is used more consistently - particularly in Literacy	Use more Release time to observe one another
After staff meetings recap and talk about take aways in our team meetings E.g Sheena and Louise PLD	Team	Made changes in our programmes e.g mixed ability independent reading groups in PH2 as a result of conversations from PLD	As our practice is ever growing and changing, we are adapting ourselves to meet the needs of our learners.	Extend ourselves by sharing back recaps and take aways from personal readings sourced by the team
Teaching a "mini unit" about 'identifying ourselves as learners' e.g being a learner, learning pit (introducing vocabulary)	Team	Students began to identify strengths that they see in themselves as a learner and talk about things they like to learn about. This drove our planning.	Children continue to talk about things they enjoy learning about which can help drive our practice.Children understand that school is a place we come to learn and learning can be fun.	Continue to delve deeper into what it means to be a learner e.g the learning pit

Team target: Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our ELL (20) Year 2 students.



## Self Managing Learners

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Collaborative Teaching Inquiry - Led by Amy, Focused on Reading Engagement within our school	Team	Introduced Better Start Literacy/Structured Literacy into our Reading Programme Making explicit links between Reading/Writing/Phonological Awareness	Children are more confident to sound out words and have a deeper understanding of how to do that (e.g at the beginning of the year would just parrot that 'we need to sound out' where now children are explaining that they need to sound out the first sound, middle sounds, end sounds and blend them together Seeing a transfer into writing - children more confident to sound out words and seeing more 'correct' sounding out, making connections	Kiwi/PH1: Implementing BSLA programme and gathering second round of data in 10 weeks PH2: Word Chains as part of Letters and Sounds programme including nonsense words- Applying for Y2 BSLA for 2023 Involving whānau with tips and tricks to improve reading engagement and continuing to share celebrations etc
Writing Slips 	Team	Children are beginning to identify and talk about what their WALT is Children referring to WALT in Writing	Children can look back on their writing afterwards and begin to explain if they have met the LI - e.g I can see I used 2 adjectives so I have met the WALT	Expand this into other curriculum areas

Team target: Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our ELL (20) Year 2 students.



## Self Managing Learners

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Goal Setting in Appraisal	<b>Team</b>	Sophie has met with Karien to set goals Team have had initial goal setting meeting with Sophie (Amy, Manreet, Danielle and Thevinia)	Our appraisal process this year was heavily interrupted due to sickness, reliever shortages and being time poor	Next year more time must be set aside to complete appraisal process thoroughly.
Better Start Literacy Programme (through University of Canterbury)	<b>Danielle, Karen, Amy, Manreet</b>	Week 5 term 3 we began implementing the BSLA. We tested the children at the beginning of the programme and started the programme for the levels the children at. Children were gaining confidence with letter sounds.	The teachers liked the structured lessons plans. A challenge is that it takes a lot of time to get through all the groups this may even out once teachers become more fluid with the programme.	Continue on in term 4 and 2023. Year 2 teachers will study the programme next year.

Team target: Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our ELL (20) Year 2 students.



## Well-Being Hauora

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Weekly teaching of Friends Resilience. Pro-actively engaging with whanau in this programme through Facebook posts. Celebrating what we have learnt so that we can re-enforce the concepts at home.	Team	Wall displays to refer back to e.g what do our emotions look like, FRIENDS acronym,  Weekly learning shared through Facebook to whanau	Feedback from some parents suggest they identify their child using language from FRIENDS at home to regulate themselves	Continuing to dip into the relevant parts of FRIENDS and re-teaching during BOY set up and where needed Next year we investigate the use of Mitey in our hubs
Teaching of the Zones of Regulation and Te Whare Tapa Wha (Links to Friends Resilience)	Team	Resources dropped by RTLB Promoting use of language in class Children using self management strategies e.g quiet space when feeling heightened	Did not effectively introduce the programme	Teach the programme authentically
Celebrating student success and next steps with students and whanau through newly created Celebration Books	Team	A central place for learning to be documented shared A cohesive document for students Y0-2	It has become a way to explain to parents that we celebrate progress rather than talk about meeting 'deadlines'	Continue the use of celebration books for Y0-2 in 2023
Creating a support system for teachers within our team to keep each other supported e.g checking in with each other, shared planning	Team	Planning is shared and accessible to all Delegation of planning and workload Frequent check ins on each other to feel supported		Continue to share workload through collaborative and extend on this by cross hub collaboration as well as within

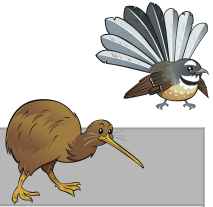
Team target: Piwakawaka: Accelerate achievement through strengthening phonological awareness in Reading for 65% of our ELL (20) Year 2 students.



## Well-Being Hauora

<b>Actions</b>	<b>Who</b>	<b>Outcomes</b> (what have we achieved)	<b>Analysis &amp; Evaluation</b> (how well did it work? did it make enough difference?)	<b>Next Steps</b>
Mitey	Sophie	Will trial 'Mitey' Kindness free trial programme in Term 4.	Piwakawaka Hub 2 trialled the free programme. Kids enjoyed the drama and movement side of the programme. Was relevant and authentic to a NZ context.	Looking forward to digging deeper into the programme in 2023 (wider than just the free trial).

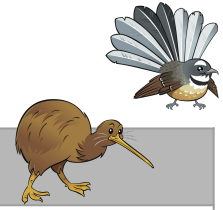
Team target:



## Partnership

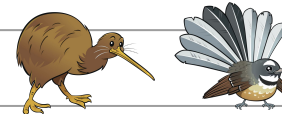
Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Regular communication with whanau about learning celebrations, next steps and learning programmes in our class	Team	Shared learning through Facebook posts (whole class learning), email, phone calls, three-way Zoom conferences, in parent meetings	Celebration books are an effective tool for this	Begin to use HERO as a communication and learning celebration tool
Communication with whanau such as team newsletters, google meet picnic, emails to parents, parent/teacher conferences, phone calls to parents, information surveys	Team	Team newsletters - gone home each term. This term featured a 'Reading Engagement' FAQ section 'Love of Reading' Engagement Evening Google Meet Picnic Three Way Conferences 'Hub' learning posts to Facebook		Seek voice from Whanau - did it work? Was it enough?
Inviting parents to cultural celebrations	Team	Matariki Celebration - Huge uptake and positive feedback from Whanau	Parents have enjoyed engaging with cultural celebrations and the use of Facebook, livestream and Zoom to connect.	
Sophie work with Nikki as partnership leader	Sophie	Each Kaitiaki starts the day with a Karakia and understands the basic reasoning behind why we say one Kupu introduced in hubs Beginning to learn teaching of Tikanga Maori	Teachers more confident using Tikanga Māori in class Children confidently say Karakia and know basic phrases	Begin work through 2023 PLG groups

Team target:



## Partnership

<b>Actions</b>	<b>Who</b>	<b>Outcomes</b> (what have we achieved)	<b>Analysis &amp; Evaluation</b> (how well did it work? did it make enough difference?)	<b>Next Steps</b>
Participating in Niho Taniwha TOD Identifying next steps as individuals and a team to improve our practice in Te Reo Māori	Team	Explicit vocabulary teaching of Te Reo in relation to our weekly big/shared books Teaching to include Te Reo vocabulary in Writing		



The Kiwi and Piwakawaka team started the year off with a real need to develop oral language skills, social skills and support children to establish friendships and communicate with their peers

- A focus on a combination of structured Literacy and Learning through play

*Balancing the needs of social development through play as well as building a 'foundation for learning' including a sound understanding of what being a learner looks like, letters and sounds knowledge, basic principles of numeracy and literacy*

- We see significant growth in children's ability to socialise, consider the perspectives of others and by doing so treating one another with respect and ability to resolve conflict
  
- Our TAI was **based around how can we transfer our letters and sounds programme (phonological awareness) into reading?**
- We now have 4 kaiako trained in Better Start Literacy with the remaining Year 0-2 teachers enrolled for next year which we look forward to implementing across the team, we used decodable texts across hubs, students had targeted groups with LA for letters and sounds and decoding, target groups worked with BSLA trained LA's in decoding and segmenting, Literacy based days (letters and sounds, reading including shared and guided, writing, handwriting 4 x a week minimum)
- We have made significant progress in students understanding of letters and sounds, decoding words and a stronger literacy foundation
- Junior School → the foundation of learning. In general children appear happy, settled and comfortable at school. Confidence of children as learners has grown dramatically
- We are aware that children in Year 1 are sitting roughly 50% at Beginning Level One of the Curriculum. Many of these children began as "pre-writers" and therefore HAVE made significant progress. This will be truly represented through progression reporting next year!
-



Team: Pukeko [Teaching as inquiry, Pukeko team](#)

Team target: Accelerate achievement through strengthening of phonological and early reading skills for 44% (24) year 3 students



Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Gathering of baseline data which included pre-assessment for Letters and sounds and running records	Karien	Picking up on students that are achieving very low in comparison with previous years within Literacy particularly amongst Year 3's	We have picked up that our suspicions were correct as most of the low readers showed a correlation with low score in Phonological awareness	Grouping students according to needs and working on collaborative Literacy blocks
Teacher survey	Karien	Trying to gather information on teacher knowledge and confidence addressing gaps in phonological awareness	It was great as we have identified a clear need for teachers to learn more about teaching of Spelling and phonological awareness to students at a lower level. Af	Professional Development in the Letters and Sounds programme for the Pukeko team teachers
Looking into Literacy programmes and timetables across kaitiaki's in the Pukeko team so that a more collaborative approach can be followed.	Karien and Sarah	Team undertook RTLB training around the Letters and Sounds Programme early Term 2. All children in the team underwent assessment to be able to assess their level and the range of teaching needs. Teaching of letters and Sounds started term 2 Week 8 across the Team, allowing for teachers to concrete there understanding of the programme.	Children made progress and a need for a high phase of teaching was identified, this was started in Term 3 week 7 and taken by a TA	Work towards looking at Reading across the team. Teachers across each hub have a wide range of levels.



Team: Pukeko [Teaching as inquiry. Pukeko team](#)

Team target: Accelerate achievement through strengthening of phonological and early reading skills for 44% (24) year 3 students

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
<p>Gather reading levels for the team across. Develop collaboration in Reading to the benefit of the children and for teacher well being</p> <p>Follow up from the TOD 26/8/22 working in collaboration</p>	Sarah	<p>Term 3 Week 7 all reading data to be in so that reading across the team instead of hubs can start Week 9. <a href="#">Data</a></p> <p>Team will have a discussion in Team Meeting Week 8 around individuals and who will take each group.</p>		
AFL implementation	Team	Analysing practice, working with Trish from Education Associates to achieve the best possible outcome for our children in their learning.		Ongoing throughout the year

**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.



## Self Managing Learners

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Must do / can do lists to allow for independent learning	Team	This has helped the children to learn to manage their time, manage distractions and focus on learning. Many make good choices, freeing the teacher up to spend more time working with individuals and groups	For most children this went really well. They gained a lot of independence and time management skills.	Some children will need more guidance and support to transition to working independently. We could introduce it slowly and then group the children
Co-constructing success criteria	Team	This has been hugely successful in supporting the children with understanding their learning and how to be successful - there is a focus on being a good learner and not just finishing a task	Excellent. This helped with understanding and engagement and the children became very proficient	Continue to do this with children
Self and peer feedback	Team	Through honest self and peer feedback (based on success criteria) the children can see how they are progressing and see where they can improve. This has led to deeper understanding of their learning and what they need to do to be successful	Great start, took a while but they got into it	Repeated learning and discussion about what quality feedback looks like. Establish team wide tools early on
Progressions in their books	Team	By having all the progressions visible and in their books, the children are able to see what they have achieved and are partners in	Helped some of them.	Need these to be in all books for different curriculum areas and continue to refer to them

**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.



## Self Managing Learners

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
SHARP reading	Claire	Halfway through: the target group has shown an improvement in their ability to read unknown words and most of them are more confident	For some of the children it worked nicely and supported their reading. Others had a high rate of absenteeism and did not benefit	Introduce earlier in the year
Market Day Inquiry - children got into groups and chose what they would do for their market day and prepared it all themselves	Teachers	Many groups worked very well and showed excellent self-management and resilience. They had a lot of agency over what they wanted to learn and do. They chose their own groups and learned to work with children who would support their learning. Some chose poor groups and have seen the results (not been very successful)	Worked well, children enjoyed it. The learning side could have had more to it - we ran out of time with so much teacher illness.	Won't hold again but will look at more core learning in an inquiry



**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.

## Wellbeing - Hauora

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Participating in Niho Taniwha TOD Identifying next steps as individuals and a team to improve our practice in Te Reo Māori	Team	Explicit vocabulary teaching of Te Reo in relation to our weekly big/shared books Teaching to include Te Reo vocabulary in Writing	Speaking, seeing and using te reo Māori daily helped normalise the language and helped Māori feel confident in their identity. There was an improvement in the casual use of te reo Māori, where students would speak it naturally without being asked.	Continue to plan for te reo Māori as find authentic opportunities in the classroom to make connections to matauranga Māori and te reo Māori.
FRIENDS programme - working through the programme weekly to grow children's wellbeing and resilience	All	Many children showed some increased resilience	Based on what we see there was some improvement but off the self reflections and data, less so	Mitey?
Regular fitness breaks	All	Very helpful for focus in class as well as health (emphasis is made to the children about keeping healthy - te whare tapa whā)	Doing fitness as a team has helped create a team feeling, shared planning has helped ease teacher workload	Continue regularly
Support for each other when ill	Teachers	We have supported one another with stepping in when we have been affected by COVID	Lots of stress in this space - lots of support and kindness	Great team support, continue
Opportunities for sport	Courtney	Students are exposed to sport competitions	Learning skills and competing	

**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.



## Wellbeing - Hauora

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Cultural Groups	All Staff	Students being able to embrace, celebrate and share their culture within the kura community. Chance to share with whole kura during celebrations.	Many children participated and learned. Some showed great respect for new cultures	Consider ways to encourage all students to join a group, to feel part of a group and connected.
Extra curriculars - mathex	Claire	The students who participated in Mathex gained a lot of confidence in themselves as mathematicians and were keen to pursue more extra maths learning	Mathex went really well. The team was engaged and excited	Train sooner so as not to take up so much break time. Try to encourage more girls to participate
Sport and play	Teachers	We use PE lesson times to teach a variety of physical skills	PE is always a great part of the programme.	



**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.

## Partnership

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Participating in Niho Taniwha TOD Identifying next steps as individuals and a team to improve our practice in Te Reo Māori	Team	Explicit vocabulary teaching of Te Reo in relation to our weekly big/shared books Teaching to include Te Reo vocabulary in Writing		
Communication with whānau such as team newsletters, google meet picnic, emails to parents, parent/teacher conferences, phone calls to parents, information surveys	Team	Communication has been more focused around learning and events rather than just notices. This has helped the families to feel more included in the classroom and to know what learning is taking place	Many of the people we spoke to were pleased about what they saw. They loved seeing cultural posts and photos rather than just notices	Share learning and photos more next year
Inviting parents to cultural celebrations (update here with uptake on this)		Whānau have been invited to events throughout the school year (most have been through digital media due to Covid restrictions)	We had a good number of parents come to watch the cultural celebrations in person and online.	Continue invitations and sharing
Love Reading parent workshop	All	Based on requests from parents after we sent out our reading google surveys, we created a workshop (online) where we discussed what we do during reading and how they can	Only 1 parent showed up and asked some questions. Nobody else commented on it. Could not see if it made	More discussion with whānau about what support they would actually make use of



**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.

## Partnership

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Te Wiki o Te Reo Māori <a href="#">Link to Tui Team Plan</a>	Tui Kaiako & Tui ākonga and community	Our Tui team led and organised our Tuesday Zoom Hui with our kura and community. Ākonga Māori were given the opportunity to share their Pepeha and be the experts.	We had some community feedback that they really enjoyed seeing their tamariki celebrating their culture and being proud of who they were!	Incorporate more into daily learning rather than just over a week
Tui Team Te Wiki o Te Reo Māori Rotation <a href="#">Link to Tui Team Plan</a>	Tui Kaiako & Tui ākonga	Our Tui Team organised a Te Wiki o Te Reo Māori Rotation. Kaiako picked a different area to focus on. This day was all about celebrating te ao Māori.	Ākonga were very engaged during the rotation. Excited to learn more about te ao Māori.	
Karakia and Waiata Daily	Tui Team	We have engaged our tamariki and normalised waiata, karakia and speaking te reo Māori. Students are able to make connections to their role as Tauivi/pākeha and how they are contributing towards being a good treaty partner. This also allows the celebration of Māori culture to occur naturally.	Students have a deeper understanding of historical factors that have taken place and are now beginning to understand their role as a treaty partner.	Continue next year





**Team target:** Accelerate achievement through lifting of engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.

## Partnership

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Matariki	Tui Team & Whole school	We had invited our Māori community to share knowledge, history and their kōrero, asking them to bring in a special taonga to share with everyone.	We had really great community engagement where students whānau enjoyed and supported.	Continue to seek opportunities within our community and whānau to celebrate Māori culture. Consider ways to engage Māori throughout the year.
Police exhibition	Tui Team	The Tui team connected with our local police station and created a display to celebration Matariki. We joined 2 zooms with some Policing staff and sung waiata and shared our karakia.	Students enjoyed connecting with our wider community. Students were proud of their learning and found it more meaningful knowing it was going to be placed in a Police station.	Continue to maintain the relationships with Whaea Char to continue to create more opportunities.
NZ Histories	Nikki Teachers	In term one Nikki did a rotation through the Tui Team and taught the migration of Māori story and tikanga of pōtai and the kakahu. We created hub kakahu to be displayed. Term 4 - looked at various important events.	Students have been embracing tikanga māori throughout the year including saying the karakia, singing waiata. Engaged in history learning.	Deeper units on history and perspectives taking.

Learn target. Accelerate achievement through increasing engagement in reading for 80% of our Year 5 & 6 Tui students currently sitting below expectation.

<b>Actions</b>	<b>Who</b>	<b>Outcomes</b> (what have we achieved)	<b>Analysis &amp; Evaluation</b> (how well did it work? did it make enough difference?)	<b>Next Steps</b>
Reading logs to track reading stamina and progress	All teachers	Set up logs	Didn't work - not all the children were actively on board, fell away	
Reading responders to increase engagement / Chapter Chat	All teachers	Kids really enjoyed the activities, engagement was high	They enjoyed the reading and the story. The comprehension and task involvement was not great	Increase the number of comprehension questions and tasks - have done this through Chapter Chat



**Team target:** Accelerate achievement through lifting of engagement in reading for 50% of Kereru Team Boys that are below and well below the expected levels.

## Self Managing Learners

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Implement the Sharp Reading Programme for Y8 students who have a reading age of below 10 years	Nathana	<p>After the first 10 week intervention, PROBE testing showed:</p> <ul style="list-style-type: none"> <li>1 student is now reading age 12-13 (1 year's progress in 10 weeks)</li> <li>1 students is now reading age 8.5-9.5 (1 year's progress in 10 weeks)</li> <li>1 student is now reading age 8-9 (6 months of progress in 10 weeks)</li> </ul> <p>10 Students from Hub 2 who are reading around age 10 are included in another 2 Sharp Groups.</p>	<p>It made a good amount of difference which showed it is worth continuing pursuing.</p> <p>Students in these groups have shown that they have gained more strategies for decoding unknown words, even if this isn't showing in their post-data yet.</p>	<p>The student who is now reading age 12-13 will not be in the next intake for Sharp as he is now reading at/very near his actual age level. The other two students will complete another rotation of the Sharp intervention in the hopes that they will maintain and further their progress.</p> <p>Work with the team if we feel this intervention will work with our students next year.</p>
<a href="#">TAL</a> in Reading	Team	<ul style="list-style-type: none"> <li>Kereru H1 begin each day with silent reading; students know this and this has increased reading mileage.</li> <li>Kereru H2 Non-fiction Reading Challenge has shown an increase in</li> </ul>	<ul style="list-style-type: none"> <li>Student reading frequency and mileage has increased.</li> </ul>	<ul style="list-style-type: none"> <li>Continue these and explore other options to increase engagement in reading</li> </ul>



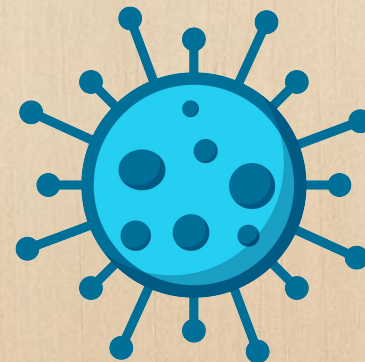
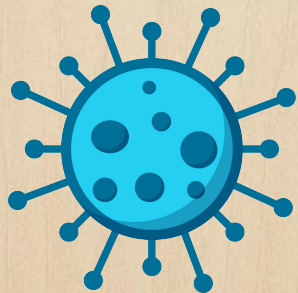
## Well-Being Hauora

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
FRIENDS Resilience programme and communicated this with families.	Team	Shared with whānau about our learning in FRIENDS on Facebook.	Increased student vocabulary about emotions and managing difficult situations, but engagement wasn't as high as it could be.	Build on skills students have developed through other programmes.
SKODEL check ins, talking about these at team meetings	Team	Janine included this in the notices to remind the team. Increased number of check ins and students providing reasoning behind their check in status.	Hub 1 has more consistent check ins than Hub 2.	Hub 2 teachers to do more teaching around SKODEL's purpose and set dedicated time for check ins.
Expanding on wellbeing by using resources from Sparklers and around Te Whare Tapa Whā e.g. gratitude journal	Team	Gratitude journaling and reflection included by teachers. Referring to Te Whare Tapa Whā when students are feeling low - which area do you need a boost in.	Students have increased their ability to articulate what they are grateful for, naming their emotions, and what they need help with.	Continue developing gratitude and reflection in students through Sparklers and other available resources.

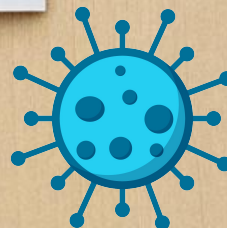
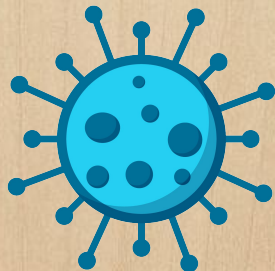


## Partnership

Actions	Who	Outcomes (what have we achieved)	Analysis & Evaluation (how well did it work? did it make enough difference?)	Next Steps
Communicating to whānau about our learning via Facebook e.g. Technology photos of our learning, sharing about our Reading programme	Team	More regular sharing about our learning on Facebook, which has seen some engagement from whānau	Increased whānau engagement with our page.	Continue to post about student achievements and learning. Include student voice posts/reflections about what we are doing at school.
NZ Histories - planning as a team in Term 3; making sure that we are working as partners in Te Tiriti.	Team	<ul style="list-style-type: none"> <li>Incorporated time at our team meetings to work on our integrated curriculum plan through an NZ Histories lens.</li> <li>Nikki Vaai came to a Team Meeting and spoke about holding Te Ao Māori as fundamental and what we want to achieve and how this can be done in our team.</li> <li>As partners in Te Tiriti, team members have made goals around Niho Taniwha to work on.</li> </ul>	<ul style="list-style-type: none"> <li>This is ongoing.</li> <li>We talked about our next goals in this, (teaching about tapu and noa)</li> <li>Increased use of reo in classes.</li> <li>Teachers are engaging in active reflection about their practise as Tangata Tiriti.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure we are communicating with whānau effectively about our learning in this.</li> <li>Continue normalising reo and teaching tikanga in our classes.</li> <li>Continue to review and adjust our goals as we meet them and get new students.</li> </ul>



Data Discussion  
Analysis of  
Variance  
Reremoana  
School 2022



## Years and Curriculum Levels



### mid year expectations

New Zealand Curriculum		B	M	L	B	M	L	B	M	L	B	M	
		1			2			3			4		
Year 8	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	7.5-8.5	8.5-9.5	9.5-10.5	10	11	12	12-13		
Year 7	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	7.5-8.5	8.5-9.5	9.5-10.5	10-11	12	12-13			
Year 6	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage e6	Stage 6	Stage e7	Stage 7	
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	7.5-8.5	8.5	9.5	9.5-10.5	10-11	12	12-13		
Year 5	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage e6	Stage 6	Stage e7	Stage 7	
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Purple Gold	8.5	9.5	9.5-10.5	10-11	12	12-13		
Year 4	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage e6	Stage E6	Stage 6	Stage e7	Stage 7	
	Running record/Probe	Mag, Red, Yellow	Blue, Green	Orange, Turquoise, Purple	Gold	8.5-9.5	9.5-10.5	10-11	12	12-13			
Year 3	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage 6	Stage 7	
	Running record/Probe	Mag, Red, Yellow 5-6	Blue, Green 6.0-6.5	Orange, Turquoise 6.5-7.5	Purple Gold 7.5-8.5	8.5-9.5	9.5-10.5	10-11	12	12-13			
Year 2	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	
	Running record/Probe	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Purple Gold	8.5-9.5	9.5-10.5	10-11	12	12-13			
Year 1	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	

	Running record	Mag, Red, Yellow 5-6	Blue, Green 6-6.5	Orange, Turquoise 6.5-7.5	Purple Gold 7.5-8.5	8.5-9.5							
NE Year 0	e-asTTie	1B (NE)	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5						
	Running record	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Gold 7.5-8.5	8.5-9.5	9.5-10.5	10-11	12 yrs	12-13			
New Zealand Curriculum		B	M	L	B	M	L	B	M	L	B	M	
		1			2			3			4		

### End of year expectations

New Zealand Curriculum		B	M	L	B	M	L	B	M	L	B	M	L	B
		1			2			3			4			B
Year 8	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	7.5-8.5	8.5-9.5	9.5-10.5	10	11	12	12-13.5			
Year 7	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	7.5-8.5	8.5-9.5	9.5-10.5	10-11	12	12-13.5				
Year 6	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage e6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	7.5-8.5	8.5	9.5	9.5-10.5	10-11	12	12-13.5	13.5+		
Year 5	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage e6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8
	PROBE	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Purple Gold	8.5	9.5	9.5-10.5	10-11	12	12-13.5	13.5+		
Year 4	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage e6	Stage E6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8

	Running record/Probe	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Purple Gold	8.5-9.5	9.5-10.5	10-11	12	12-13.5	13.5+			
Year 3	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage 6	Stage 7	Stage 7	Stage 8
	Running record/Probe	Mag, Red, Yellow 5-6	Blue, Green 6.0-6.5	Orange, Turquoise 6.5-7.5	Purple Gold 7.5-8.5	8.5-9.5	9.5-10.5	10-11	12	12-13.5	13.5+			
Year 2	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8
	Running record/Probe	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Purple Gold	8.5-9.5	9.5-10.5	10-11	12	12-13.5	13.5+			
Year 1	e-asTTie	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5	Stage E6	Stage E6	Stage 6	Stage e7	Stage 7	Stage 8	Stage 8
	Running record	Mag, Red, Yellow 5-6	Blue, Green 6-6.5	Orange, Turquoise 6.5-7.5	Purple Gold 7.5-8.5	8.5-9.5	9.5-10.5	10-11	12 yrs	12-13.5	13.5+			
NE Year 0	e-asTTie	1B (NE)	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
	Numeracy	Stage 0-1	Stage 2-3	Stage 4	Stage E5	Stage E5/5	Stage 5							
	Running record	Mag, Red, Yellow	Blue, Green	Orange, Turquoise	Purple Gold 7.5-8.5	8.5-9.5	9.5-10.5	10-11	12 yrs	12-13.5	13.5+			
New Zealand Curriculum		B	M	L	B	M	L	B	M	L	B	M	L	B
		1			2			3			4			



# The year that was 2022

This year has been the first time we have been able to be learning full time at school all year - yay.

Unfortunately we have not made the gains in the academic data that we would have hoped this year. That has meant that rather than an improvement in the data as I had hoped when I presented this mid year - there actually looks like a decline in some places. If the percentage has stayed the same or similar to mid year it means that students have made expected progress over the second part of the year. If it has improved that means that some students have made **ACCELERATED** progress, if it has decreased it means that some students haven't made expected progress.



We as a school will look for further trends and patterns when we do the matched data next year and present a more detailed analysis but this is the snapshot ending 2022

# School wide Expectations

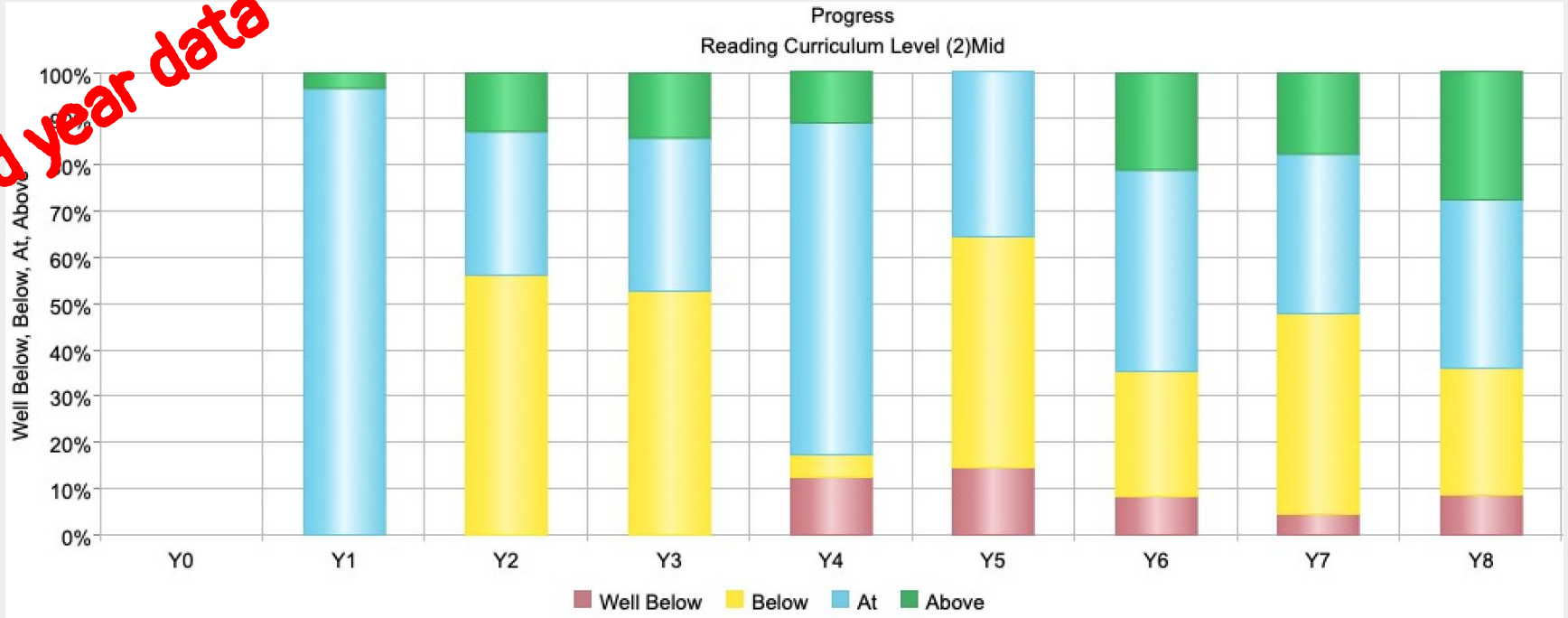
Across the school in Reading in 2022 we have

61% of students reading at or above expected level



Year 1	Year 2	Year 3	Year 4
See BSLA data	57% (44% mid year) Improvement of 13%	62% (47% mid year) Improvement of 15%	69% (83% mid year) Decrease of 14%
Year 5	Year 6	Year 7	Year 8
47% (35% mid year) Improvement of 12 %	68% (65% mid year) Improvement of 3%	59% (52% mid year) Improvement of 7%	54% (64% mid year) Decrease of 10%

**Mid year data**

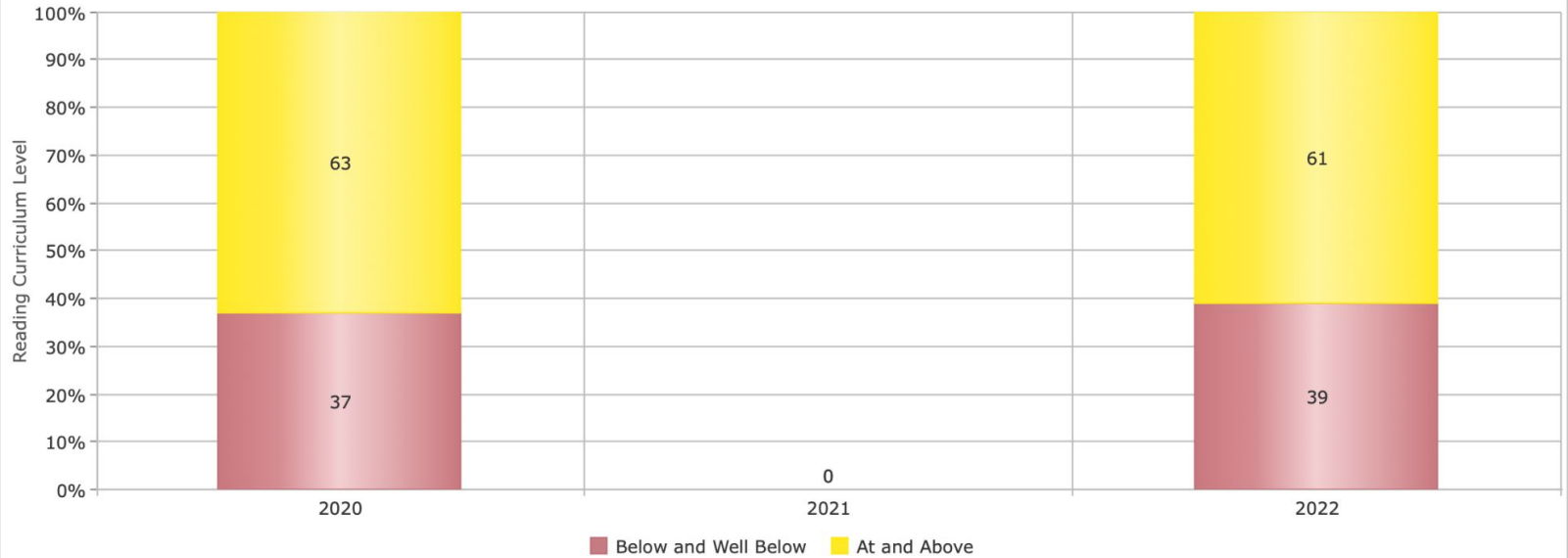


We are aware the Y4 data looks different to most year groups, after more scrutiny we know that almost 50% of students are sitting at 2B. They will all need to make progress to ensure they stay at the expectation the is is why the current AT band looks so big.

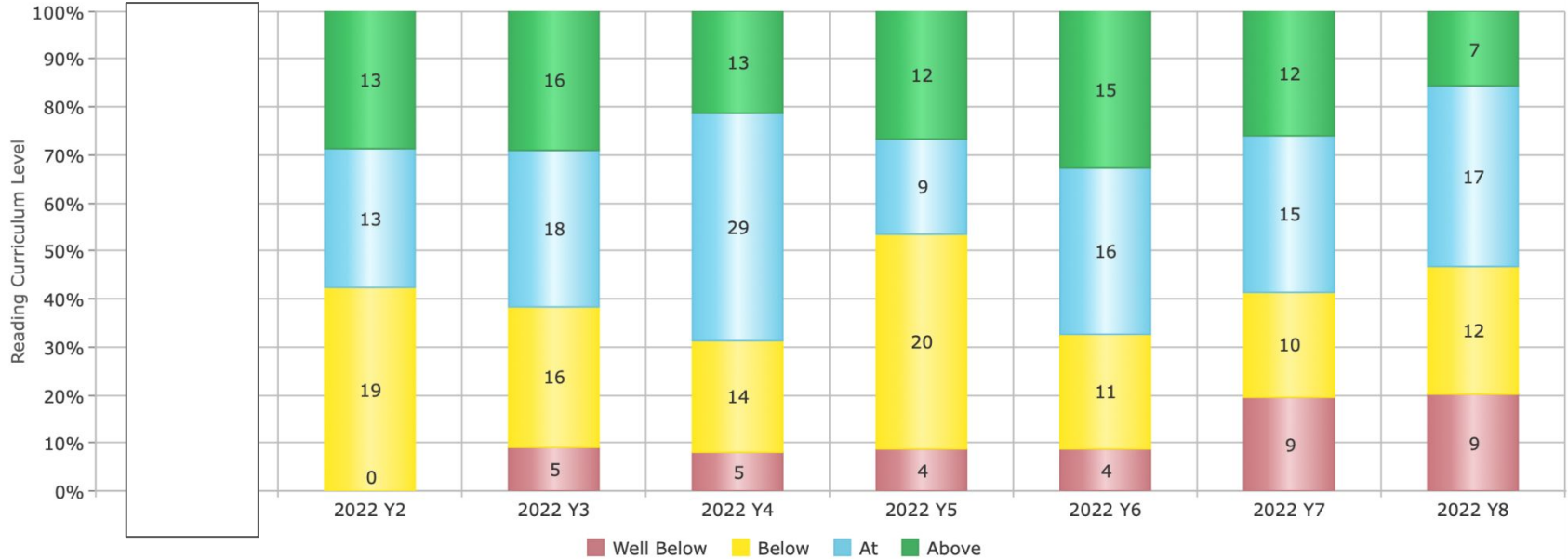
	<b>2020</b>	<b>2021</b>	<b>2022</b>
% At and Above	63	0	61
% Below and Well Below	37	0	39

**Reading Curriculum Level Achievement 2020 - 2022**

2020 - 2022



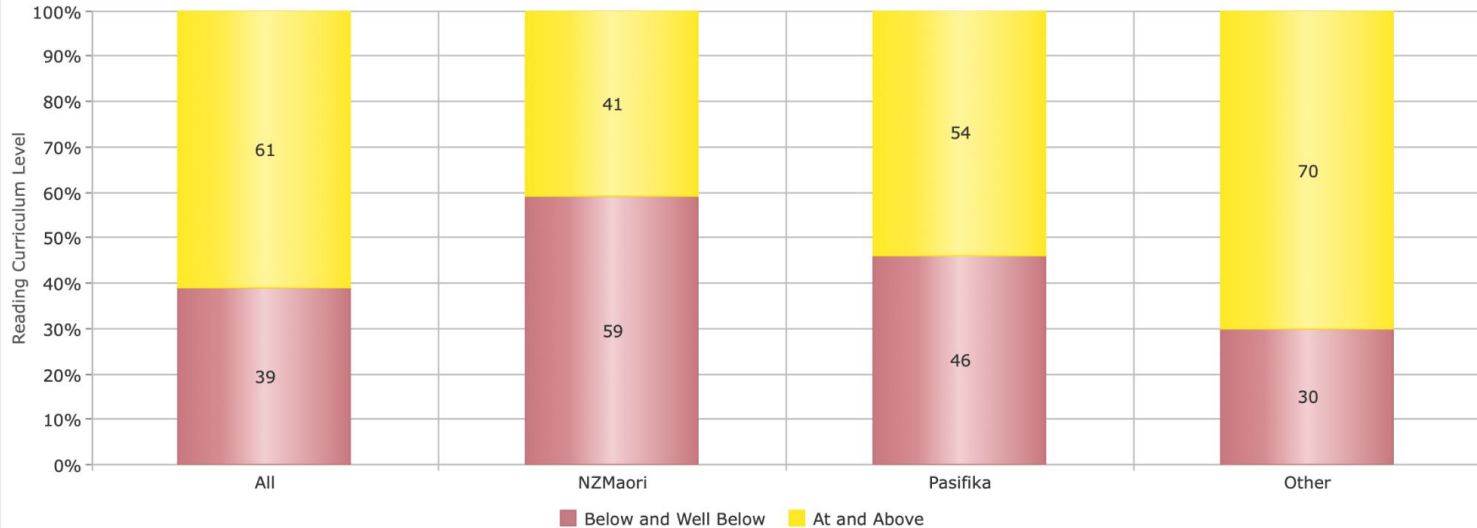
**Reading Curriculum Level Achievement By year Level**  
2022



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2020	63	44	50	71
	2021				
	2022	61	41	54	70
% Below and Well Below	2020	37	56	50	29
	2021				
	2022	39	59	46	30

**Reading Curriculum Level Achievement By Ethnicity**

2022



# School wide Expectations

Across the school in Writing in 2022 we have

44% of students working at or above expected level

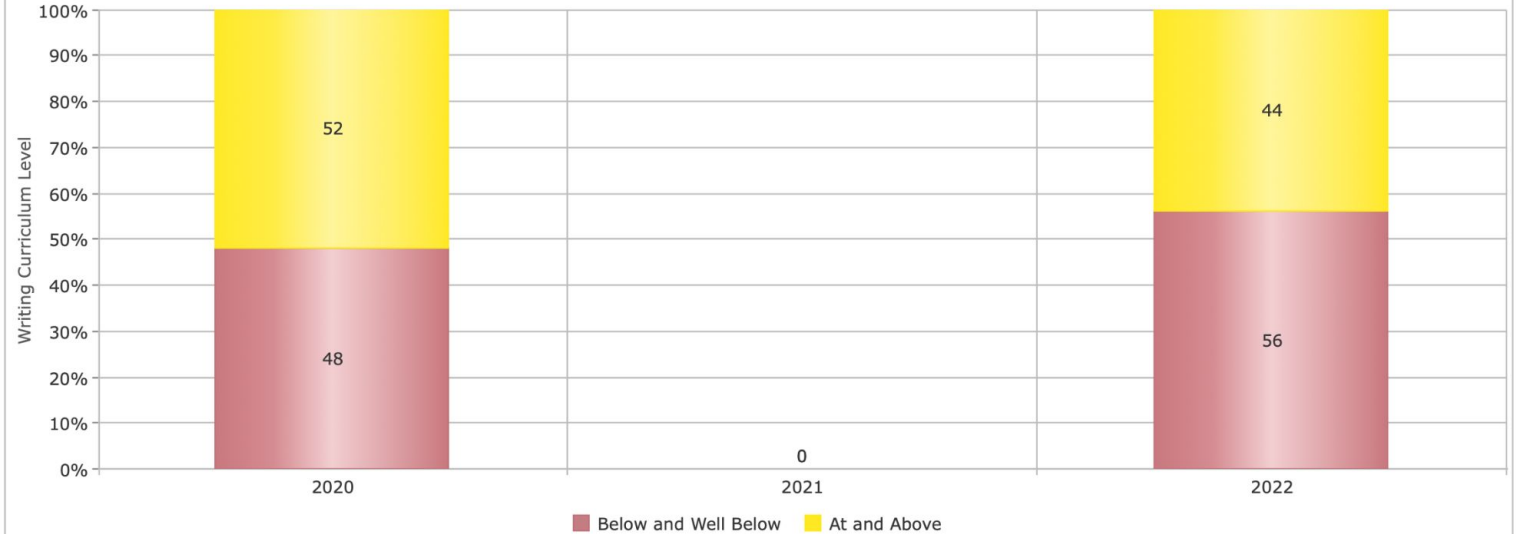


Year 1	Year 2	Year 3	Year 4
<b>51%</b> (100% mid year) Decrease of 49%	<b>52%</b> (60% mid year) Decrease of 8%	<b>24%</b> (37% mid year) Decrease of 10%	<b>60%</b> (66% mid year) Decrease of 6%
Year 5	Year 6	Year 7	Year 8
<b>31%</b> (27% mid year) Improvement of 4%	<b>63%</b> (63% mid year) No change	<b>19%</b> (22% mid year) Decrease of 3%	<b>31%</b> (32% mid year) Decrease of 1%

### All Students Achievement Writing Curriculum Level 2020 - 2022

	2020	2021	2022
% At and Above	52	0	44
% Below and Well Below	48	0	56

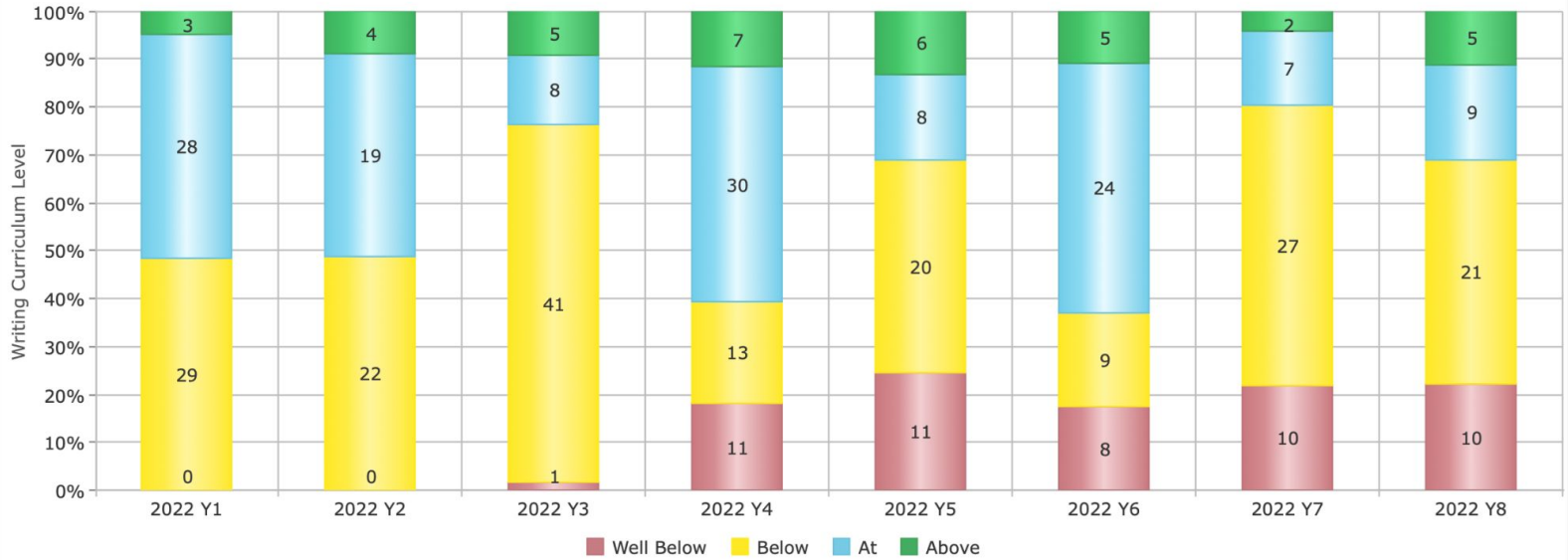
**Writing Curriculum Level Achievement 2020 - 2022**  
2020 - 2022



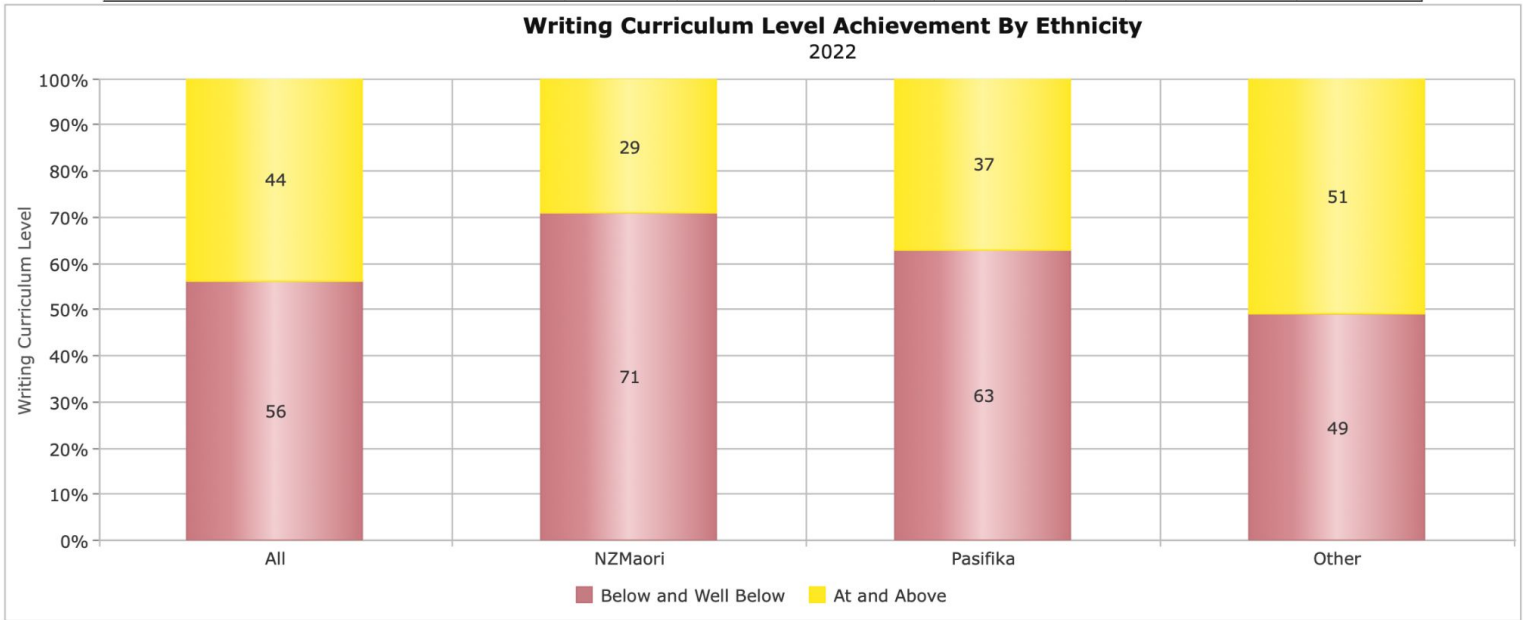


### Writing Curriculum Level Achievement By year Level

2022



<b>by Ethnicity</b>		<b>All Students</b>	<b>NZ Maori</b>	<b>Pasifika</b>	<b>Other</b>
% At and Above	<b>2020</b>	52	40	39	58
	<b>2021</b>				
	<b>2022</b>	44	29	37	51
% Below and Well Below	<b>2020</b>	48	60	61	42
	<b>2021</b>				
	<b>2022</b>	56	71	63	49



# School wide Expectations

Across the school in Mathematics in 2022 we have

62% of students working at or above expected level

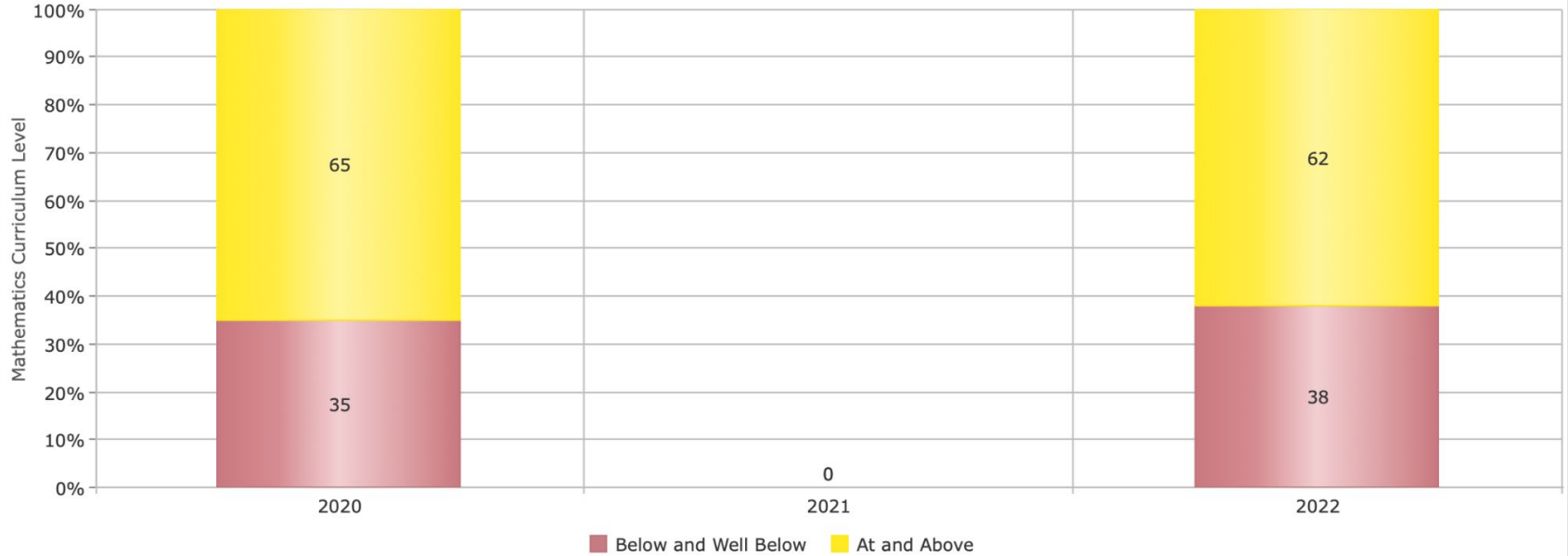


Year 1	Year 2	Year 3	Year 4
<b>80%</b> (100% mid year) Decrease of 20%	<b>74%</b> (96% mid year) Decrease of 22%	<b>53%</b> (68% mid year) Decrease of 15%	<b>78%</b> (75% mid year) Decrease of 3%
Year 5	Year 6	Year 7	Year 8
<b>44%</b> (33% mid year) Decrease of 11%	<b>64%</b> (38% mid year) Improvement of 26%	<b>30%</b> (39% mid year) Decrease of 9%	<b>49%</b> (51% mid year) Decrease of 2%

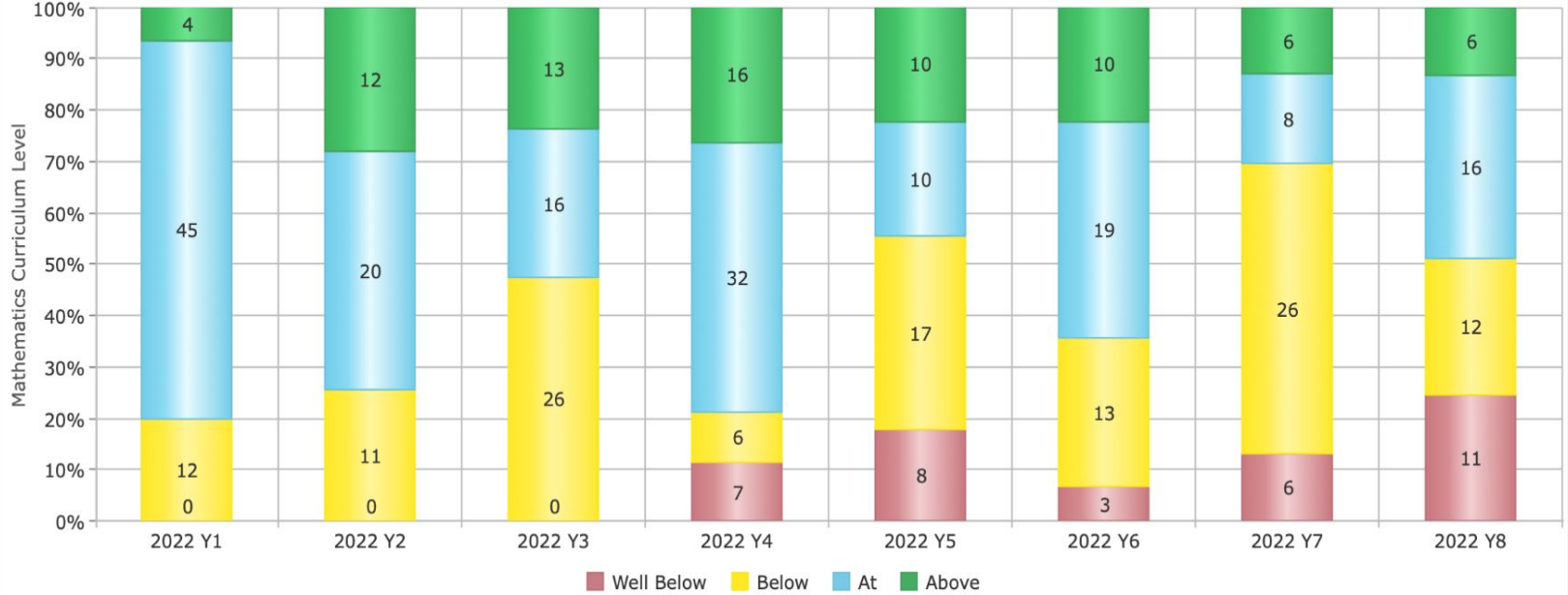
	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>% At and Above</b>	65	0	62
<b>% Below and Well Below</b>	35	0	38

**Mathematics Curriculum Level Achievement 2020 - 2022**

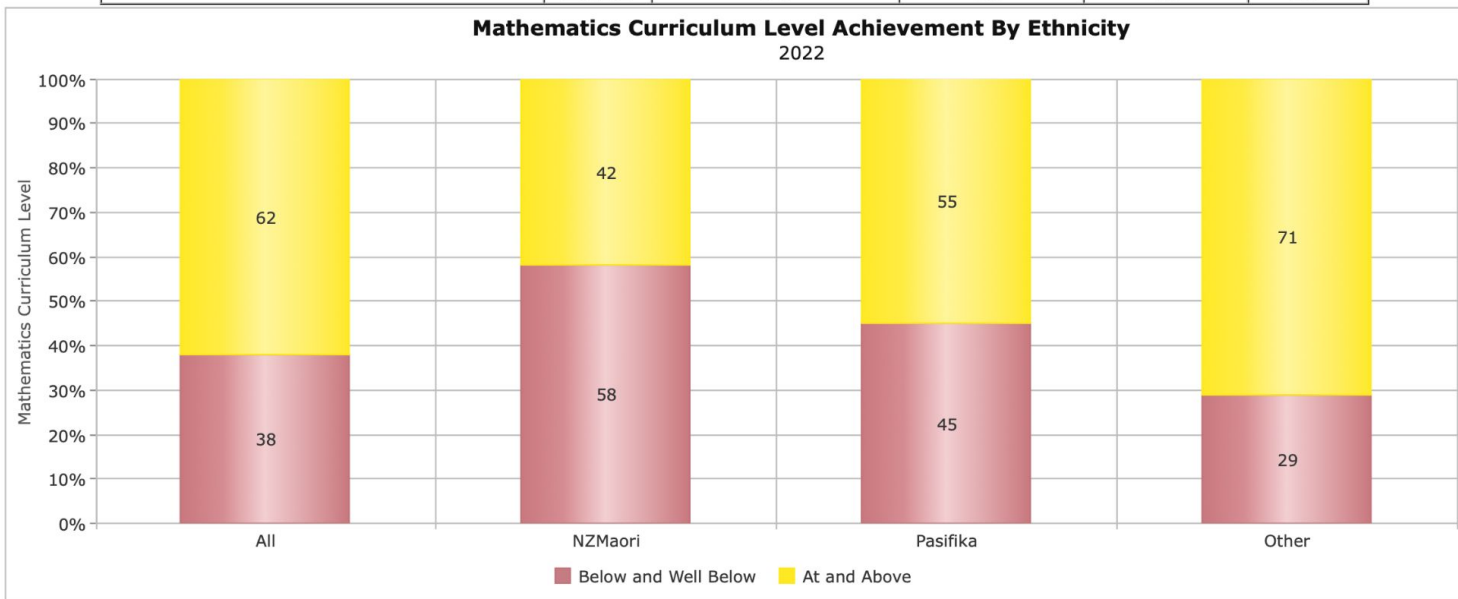
2020 - 2022



**Mathematics Curriculum Level Achievement By year Level**  
2022



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2020	65	46	47	74
	2021				
	2022	62	42	55	71
% Below and Well Below	2020	35	54	53	26
	2021				
	2022	38	58	45	29



# School wide Expectations

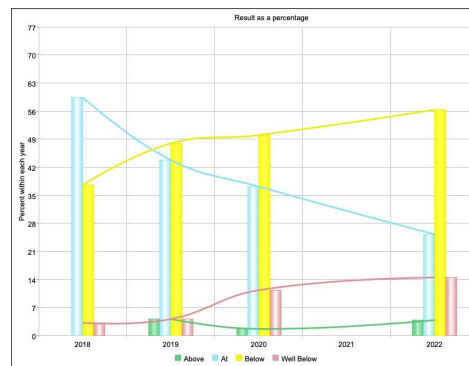
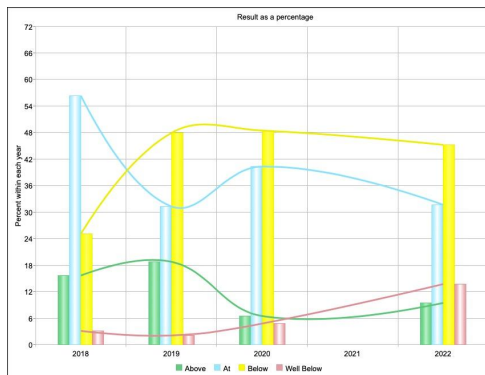
## Maori Students Achievement across the school

We have around 94 students who identify as Maori in our school.  
(Some students identify as both Maori and Pasifika so there is some crossover in this space)

- 41% of these students are working at or above expectation in Reading. This is a decrease of the numbers of students meeting the expectation by 3% on the end of year 2020 data.
- 29% of these students are working at or above expectation in Writing. This is a decrease of the numbers of students meeting the expectation by 11% on the end of year 2020 data.
- 42% of these students are working at or above expectation in Mathematics. This is a decrease of the numbers of students meeting the expectation by 4% on the end of 2020 data.



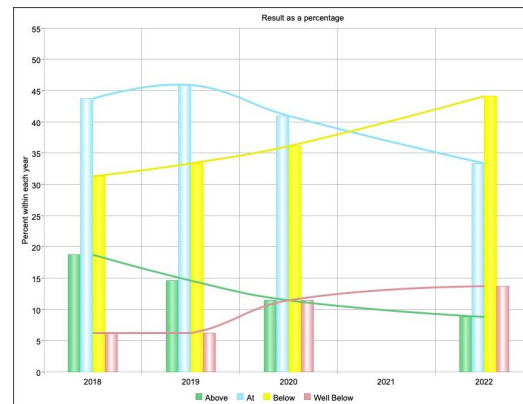
Year group	Number of students
1	6
2	9
3	14
4	12
5	14
6	6
7	12
8	19



Reading

Mathematics

Maori Students data more detail





# School wide Expectations

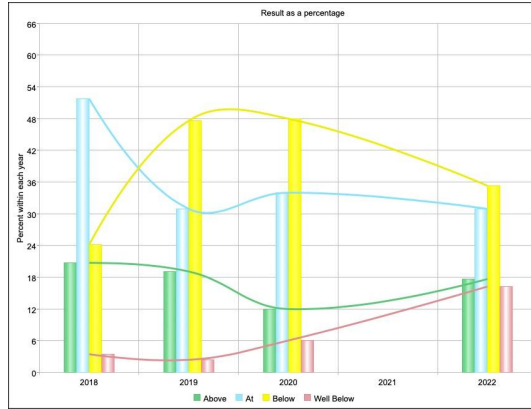
## Pacific Peoples Achievement across the school

We have around 72 students who identify as Pacific Peoples in our school. (Some students identify as both Maori and Pasifika so there is some crossover in this space)

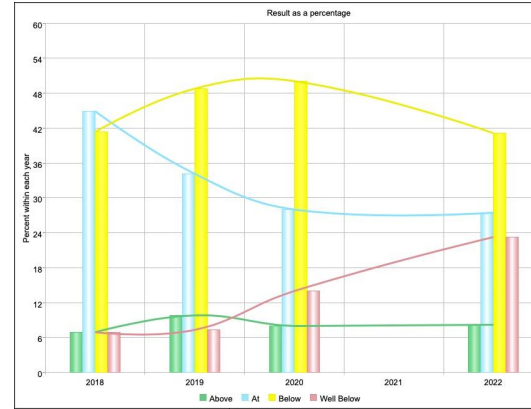
- 54% of these students are working at or above expectation in Reading. This is an improvement of the numbers of students meeting the expectation by 4% on the end of year 2020 data.
- 37% of these students are working at or above expectation in Writing. This is a decrease of the numbers of students meeting the expectation by 2% on the end of year 2020 data.
- 47% of these students are working at or above expectation in Mathematics. This is an improvement of the numbers of students meeting the expectation by 8% on the end of 2020 data.



Year group	Number of students
1	5
2	4
3	10
4	9
5	11
6	7
7	11
8	11

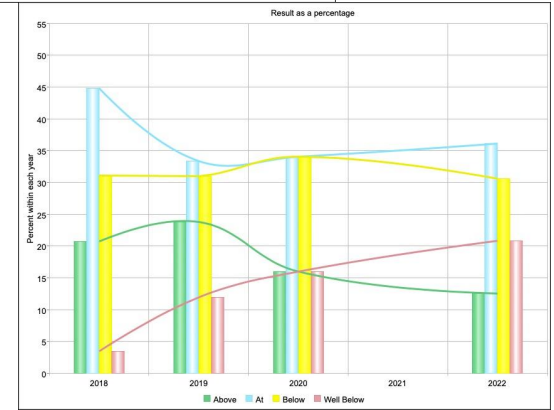


Reading



Writing

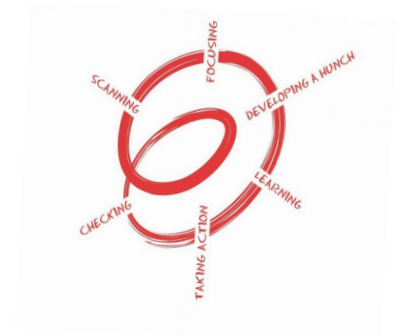
Mathematics



Pacific Peoples Data - More detail

Team Leaders, Amy  
and Karien

# Teaching As Inquiry



Teaching As Inquiry aim- to Improve, not prove.

We want to improve student learning and achievement by improving our practice.

It involves

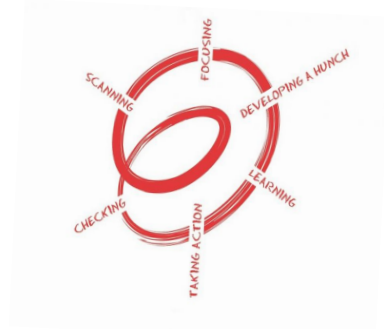
- a continuous cycle of investigating student learning
- identifying an area to improve - thinking critically about the link between teacher action and student learning
- coming up with a 'hunch' or theory about what teacher action would best support that change in student outcome
- learning from research
- trying out a modified practice
- checking the effectiveness of the intervention

# Collaborative Teaching As Inquiry

*Building  
Capacity in  
the area of  
Collaborative  
Inquiry*

- ❑ 'A **whole school approach**' with a starting point of 'Reading Engagement'- this was informed by 'Me and My School Survey' Data, COL direction and Charter Goals. Our Aim - Develop collective knowledge about what Reading Engagement is and what it looks like at Reremoana School
- ❑ We worked within our school structure of 4 teams to develop **collaborative inquiries**
- ❑ We had **flexibility within teams** to develop different main actions across classes
- ❑ Our Aim - Develop collective knowledge about what Reading Engagement is and what it looks like at Reremoana School

# Collaboratively Working Through The TAI Spiral



## ❑ SCANNING

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

## ❑ FOCUSING

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

## ❑ DEVELOPING A HUNCH

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

## ❑ NEW LEARNING

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

## ❑ TAKING ACTION

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

## ❑ CHECKING

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

## Collaborative Teaching As Inquiry

Each team developed an agentic, authentic TAI focus

# Reading Engagement



### **Kiwi/ Piwakawaka TAI Focus:**

What effect does improving phonological awareness have on reading engagement?

### **Pukeko TAI Focus:**

To improve reading engagement by implementing a structured phonological awareness programme.

### **Tui TAI Focus:**

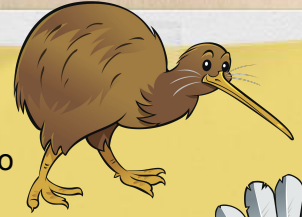
What effect does clarity have on reading engagement?

### **Kereru TAI Focus:**

Changing reading behaviours to increase frequency in personal reading

# Piwakawaka & Kiwi

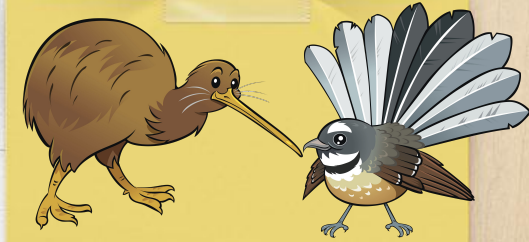
- Started the year off with a real need to develop oral language skills, social skills and support children to establish friendships and communicate with their peers
- A focus on a combination of structured Literacy and Learning through play  
*Balancing the needs of social development through play as well as building a 'foundation for learning' including a sound understanding of what being a learner looks like, letters and sounds knowledge, basic principles of numeracy and literacy*
- We see significant growth in children's ability to socialise, consider the perspectives of others and by doing so treating one another with respect and ability to resolve conflict
- Our TAI was **based around how can we transfer our letters and sounds programme (phonological awareness) into reading?**
- We now have 4 kaiako trained in Better Start Literacy with the remaining Year 0-2 teachers enrolled for next year which we look forward to implementing across the team, we used decodable texts across hubs, students had targeted groups with LA for letters and sounds and decoding, target groups worked with BSLA trained LA's in decoding and segmenting, Literacy based days (letters and sounds, reading including shared and guided, writing, handwriting 4 x a week minimum)
- We have made significant progress in students understanding of letters and sounds, decoding words and a stronger literacy foundation
- Junior School → the foundation of learning. In general children appear happy, settled and comfortable at school. Confidence of children as learners has grown dramatically
- We are aware that children in Year 1 are sitting roughly 50% at Beginning Level One of the Curriculum. Many of these children began as "pre-writers" and therefore HAVE made significant progress. This will be truly represented through progression reporting next year!



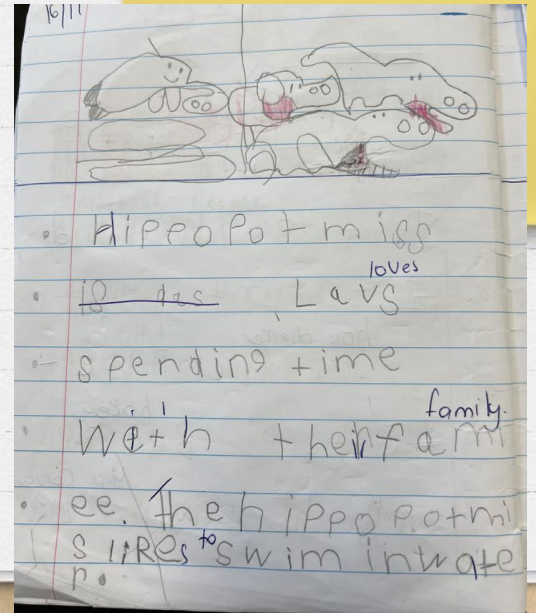
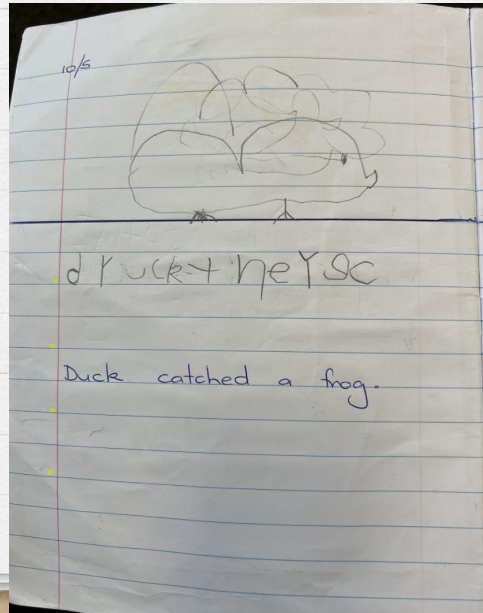


# Piwakawaka & Kiwi

Some images to show progress, although this may not be represented in achievement data



	Silver	24					
		23			Passed PROBE 7-8		Passed PROBE 7-8
	Gold 8 years	22					
		21					
	Purple 7.5 years	20					9.5.22
		19			25.8		
After 2 Years	Turquoise 7 years	18					
		17		11.22		16.10.22	
	Orange 6.5 years	16					
		15	25.10.22		31.5.22	31.5.22	6.4.22
After 1 Year	Green 6 years	14		25.10.22			
		13				May	
	Blue	12		7.9.22			
		11					
	Yellow	10					
		9		9.8.22			
After 6 mths	Red	8	14.06.22				
		7					
	Magenta	6					
		5					
		4					
		3					
		2					
		1					



## *BSLA Reading - What is it?*

The Better Start Literacy Approach is a structured approach to literacy instruction for year 0-2 classrooms, to support children's early reading, writing and oral language success. It has been developed by a team of experts through the University of Canterbury specifically for our New Zealand educational and cultural context and controlled research trials have proven its effectiveness.

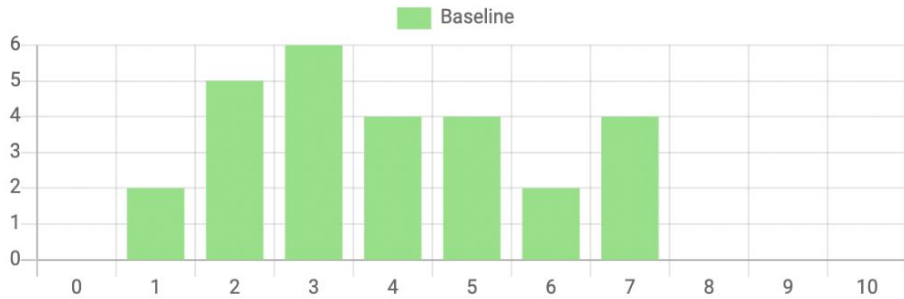
The approach incorporates carefully designed monitoring assessments focused on critical early skills known to influence reading success including letter-sound knowledge, phonological awareness, oral language, word reading and spelling. It monitors children's literacy growth in their first year of school and provide specific direction for teaching at the class and individual level.

Evidence-based  
literacy instruction to  
foster literacy success  
for all young learners

Baseline Band Letter Sound (Total)	Ten Week Band Letter Sound (Total)
Step 3	
Step 2	Step 3
Step 3	
Step 3	
Step 2	Step 3
Step 2	Step 3
Step 3	
Step 2	Step 3
Step 3	
Step 1	Step 3
Step 2	Step 3

Expected to move up a band after 10 weeks. Ideally after 10 weeks at school - step 3. If not Tier 2 support can be put in place.

Phoneme Blending Frequency Distribution by Score



# Pukeko

TAI - To improve reading engagement by implementing a structured phonological awareness programme



- At the start of the year under Mrs Fourie as Team Leader it was identified that there was a need to address an issue with reading and the teaching of phonics. This was set as the target for the team with their Teaching as Inquiry
- Staff has expressed in a survey that there was a need for some more subject knowledge training. Teachers were trained by RTLB in the Letters and Sounds Programme.
- As Team Leader I started in June, and prior to this I had met with Mrs Fourie and discussed where to after the staff training. All learners were assessed to find their Phase within the Scope and sequence of Letters and Sounds.
- Each teacher took responsibility for a phase within the scope and sequence to consolidate their learning and understanding and confidence in teaching phonics. After 6 weeks it was deemed necessary that some learners needed to move, the majority were moved up to the next phase. In team meetings Letters and Sounds was discussed weekly and individual learners progress.
- Over Term 3 and 4 the teaching of letters and sounds has shown that learners, are applying the skills from the lessons in their reading and writing.
- There was a need for a 5th group and were fortunate to have a Learning assistant work with the RTLB to train in delivering to the small group.

# Pukeko

## Result of the TAI

Letters and Sounds	Term 2 Data	Term 4 - EOY Data
Phase 2	34%	-
Phase 3	39%	16%
Phase 4	27%	50%
Phase 5	-	34%

From the student voice collected it was evident that learners felt more confident with phonics and teachers have seen this in the reading lessons



### Letters and Sounds: Principles and Practice of High Quality Phonics Notes of Guidance for Practitioners and Teachers



Primary  
National Strategy

Department for  
Education and Skills

Ref: 0000-0000000000

Creating Opportunity  
Promoting Excellence

84% of students moved at least 1 phase.

**Where to next?** We shall roll out the Letters and Sound Programme across the team from Week 6 in Term 1 alongside reading across the team.

# Tūī



TAI - focus on using clarity and the AFL process to improve engagement in reading lessons ([summary of results of student voice surveys](#))

- **What we did:**
  - Used Chapter Chat was a fun and engaging way to practise the skills they were learning (very popular)
  - Actively used AFL process across all reading lessons (shared, guided) and regularly spoke about what it means to be a learner
- **What we have seen at the end of the year:**
  - **Increase in interest across many text types** - indicates that they now have more exposure to different types of texts and enjoyment in a greater variety
  - **Like reading at school almost the same**, up slightly
  - Being an **effective reader has gone from 78% positive to 82%**, impact of AFL - the children understand better what it means to be "effective" and why it is important
  - Popular comments in both the survey and student voice for reports was that the novel study was enjoyable (hub 1) and both hubs enjoyed Chapter Chat
  - **Resilience in reading has improved** - 79% felt like they don't give up when it is tricky and this is now 84%
  - There has been an improvement in their ability to talk about their learning - student voice conducted with a sample of the children showed that half of them liked to have thorough discussions about the LI and SC, while the rest felt they didn't need it because they were already capable (these opinions aligned with their ability)

# Tūi



Target: Accelerate achievement through lifting of engagement in reading for **80%** of our Year 5 & 6 Tui students currently sitting **below expectation**

- OTJ from mid to end year: 23% below to 19% below (not counting well below). One moved from well below to below. Combined year 5 and 6, only looking at “below” (not well below) and only taking into consideration those who were here from the beginning of the year / term 2 (so we had OTJs for them)
- Out of those who were below at the beginning of the year, 51% are now “at”. We did not meet our target however, we saw improvement and progress in the achievement in all but 5 children. These 5 have recognised learning difficulties or are bilingual.
- Overall in the team: Data (probes) 55% made 1 or more than a years progress; 22% made 2 or more years’ progress; 21% less than a year
- Hunches: throughout the year, attendance has been very spotty and in the first 2 terms we had many children and teachers out for extended periods due to COVID protocols. This has continued to have an impact on stability and consistency of our classroom programme and routines.

Plans for next year / next steps:

- 5 week focused target groups
- More regular data checks across the team to keep an eye on progress
- Introducing clarity / AFL process earlier
- Focus on progressions again
- Maintain more regular communication regarding expectations and current situations

# Tūi



<b>Reading</b> /104 Students Since our mid year reports		<b>Writing</b> /104 Students Since our mid year reports		<b>Maths</b> /104 Students Since our mid year reports	
Same	15	Same	21	Same	21
Up 1 sub-level	49	Up 1 sub-level	51	Up 1 sub-level	45
Up 2 sub-levels	27	Up 2 sub-levels	30	Up 2 sub-levels	32
Up 3 sub-levels	13	Up 3 sub-levels	2	Up 3 sub-levels	6
Down	0	Down	0	Down	0



# Kereru

TAI: We knew that reading frequency improves student outcomes, so we took different approaches to this.

In Hub 1 students read before school and for the first 10 minutes of school each morning. Changes in reading behaviours and engagement were noticed by teachers, and we have plans to continue this for next year. In Hub 2 we wanted to incentivize students to read - we created a Non-Fiction reading challenge. We found that it didn't appeal as much as we hoped to our target audience, but those who usually read of their own volition added non-fiction texts to their reading list.

We will be addressing this data next year by:

- Progression tracking (enables us to clearly see what needs to be taught for students to make progress)
- 5 week targets to monitor progress
- Moderation across the Tui and Kereru teams
- Self-managing learners and clarity around learning



# Kereru

<b>Writing</b> /103 Students Since our mid year reports		<b>Reading</b> /103 Students Since our mid year reports		<b>Maths</b> /103 Students Since our mid year reports	
Same	20	Same	49	Same	44
Up 1 sub-level	47	Up 1 sub-level	40	Up 1 sub-level	46
Up 2 sub-levels	23	Up 2 sub-levels	10	Up 2 sub-levels	9
Up 3 sub-levels	2	Up 3 sub-levels	0	Up 3 sub-levels	2
Down	10*	Down	4*	Down	2*

103 students counted out of 106, as the other 3 students do not have mid year data

\*Nathana to speak to this





**Reremoana School**  
**Health and Physical Education 2022**

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

*To provide students at Reremoana School with:*

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

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



## Aims of Kiwi Sport

To increase the number of school-aged children participating in organised sport

Increase the availability and accessibility of sport opportunities for all school-aged children.

Support children in developing skills that will enable them to participate effectively in sport.

## Expenditure for 2022 Physical Education and Physical Activity

### Physical Education Expenses Transactions

Reremoana Primary School

For the period 1 January 2022 to 31 December 2022

DATE	SOURCE	DESCRIPTION	REFERENCE	DEBIT	CREDIT	RUNNING BALANCE	GROSS	GST
<b>Physical Education Expenses</b>								
25 Feb 2022	Payable Invoice	Janine Baker - Air horns	Reimbursement Feb 22	65.22	-	65.22	75.00	9.78
8 Jun 2022	Payable Invoice	Hart Sport - Wobble board	191322A	33.91	-	99.13	39.00	5.09
6 Aug 2022	Payable Invoice	Amy Muir - Netball and Sports bibs	Reimbursement 6.8.22	152.09	-	251.22	174.90	22.81
19 Aug 2022	Payable Invoice	Janine Baker - Sports containers	Reimbursement 19.8.22	13.04	-	264.26	15.00	1.96
19 Aug 2022	Payable Invoice	Janine Baker - Netball voucher thankyou	Reimbursement 19.8.22	104.35	-	368.61	120.00	15.65
13 Sep 2022	Payable Invoice	Hart Sport - Hart Hockey Ball - Yellow	IN 196185A	5.39	-	374.00	6.20	0.81
20 Sep 2022	Payable Invoice	Courtney White - Mouthguards	Reimbursement 20.9.22	50.43	-	424.43	58.00	7.57
28 Sep 2022	Payable Invoice	A1 School Line Marking - Line marking of netball and basketball courts	H795546	660.00	-	1,084.43	759.00	99.00
1 Oct 2022	Payable Invoice	Hart Sport - Netball and hockey balls	196185	150.17	-	1,234.60	172.70	22.53
1 Oct 2022	Manual Journal	Reclass general ledger - Reclass general ledger	#98629	74.36	-	1,308.96	85.51	11.15
22 Oct 2022	Spend Money	The Warehouse - Aero howlers for Athletics Day		191.30	-	1,500.26	220.00	28.70
1 Nov 2022	Payable Invoice	Manurewa Contributing Schools Sports Account (MPSSA) - Fee for withdrawing	Cancellation Fee	130.43	-	1,630.69	150.00	19.57
15 Nov 2022	Payable Invoice	Hart Sport - Whistles	198278	46.09	-	1,676.78	53.00	6.91
6 Dec 2022	Payable Invoice	Hart Sport - Air horn	198278A	20.00	-	1,696.78	23.00	3.00
6 Dec 2022	Spend Money	Macpac retail - Sports jackets		295.63	-	1,992.41	339.98	44.35
15 Dec 2022	Payable Invoice	Brad Gardiner - Coaching	Coaching	173.91	-	2,166.32	200.00	26.09
<b>Total Physical Education Expenses</b>				<b>2,166.32</b>	<b>-</b>	<b>2,166.32</b>	<b>2,491.29</b>	<b>324.97</b>
<b>Total</b>				<b>2,166.32</b>	<b>-</b>	<b>2,166.32</b>	<b>2,491.29</b>	<b>324.97</b>

*We are entitled to \$6289.04 through our operations grant.*

We also use the Kiwisport grant to provide release for teachers to take children to participate in sport events such as cluster days, approximately 10 days per year. We financially contribute to the Central Counties Sports Association and Manurewa Primary Schools Sports Association.

### Participation in organised sports as a percentage of the school roll

2018 – 99% of the school roll

2019 -99% of the school roll

2020 - 99% of the school roll

2021- 99% of the school roll

2022- 99% of the school roll

## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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

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

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

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

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

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