

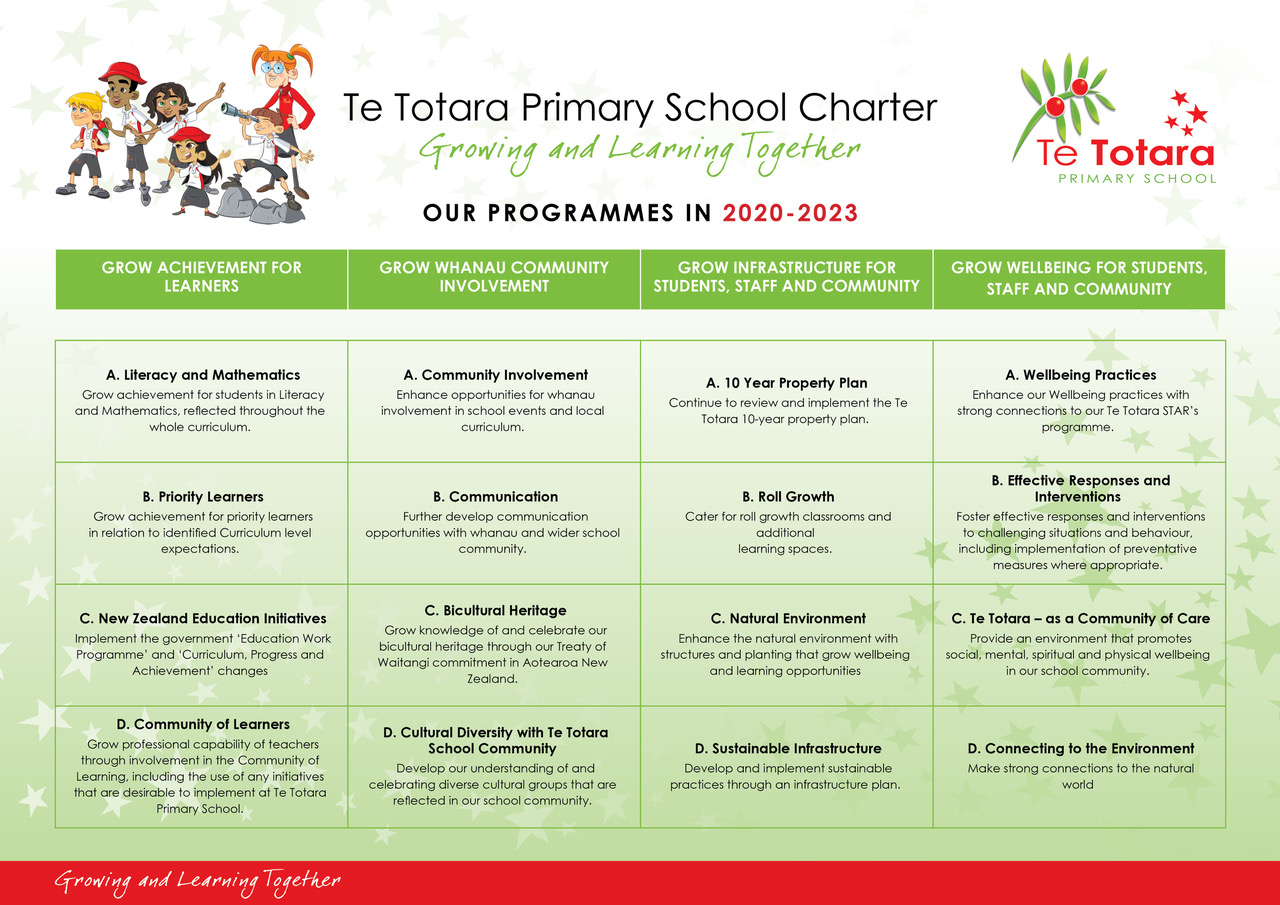
**Analysis of Variance of Strategic**

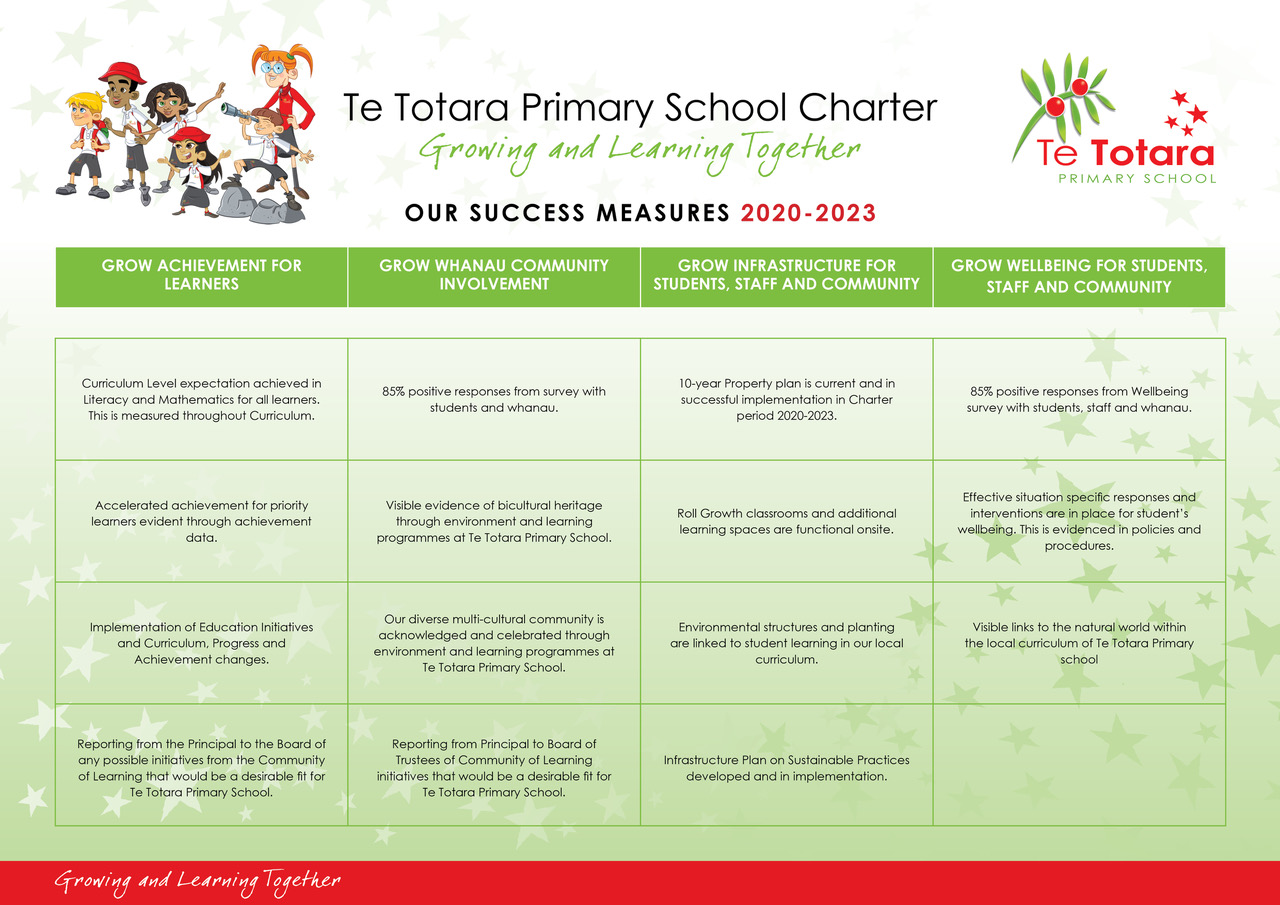
**and Annual Plan 2022**

**Contents and Background**

|  |  |
| --- | --- |
| **Pages 1-3** | [***Strategic Plan 2020-2023***](#bookmark=id.gjdgxs) ***This sets out the aims of the School over a four year period.*** |
| **Pages 4-5** | [***Map of Action***](#bookmark=id.30j0zll) ***This sets out when the plan will be implemented.*** |
| **Pages 6-18** | [***Annual***](#bookmark=id.1fob9te) ***Plan 2022 Details the Actions, Responsibilities, Resourcing and Monitoring of the plan in July and December.*** |
| **Pages 19-21** | ***Achievement Data 2022 Tables of year end data in Reading, Writing and Mathematics to evaluate 2022 Targets*** |
| **Pages 22-31** | ***Specific Targets to Achieve Actions 2022* *Details the targets we set to lift achievement, data and analysis of results.*** |

|  |  |
| --- | --- |
| **Principal’s Endorsement:** | **16/02/2023** |
| **Board of Trustees Chair:** | **16/02/2023** |
| **Submission date to Ministry of Education:** | **06/03/2023** |





**MAP OF ACTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grow Achievement**  **for Learners** | **2021** | **2022** | **2023** |
| **Literacy and**  **Mathematics** |  |  |  |
| **Priority Learners** |  |  |  |
| **New Zealand Education Initiatives** |  |  |  |
| **Community of Learners (Te Pae Here Kãhui Ako)** |  |  |  |
| **Grow Whanau Community involvement** |  |  |  |
| **Community Involvement** |  |  |  |
| **Communication** |  |  |  |
| **Bicultural Heritage** |  |  |  |
| **Cultural Diversity within Te Totara Community** |  |  |  |
| **Grow Infrastructure** |  |  |  |
| **10 Year Property Plan** |  |  |  |
| **Roll Growth** |  |  |  |
| **Natural Environment** |  |  |  |
| **Sustainable Infrastructure** |  |  |  |
| **Grow Wellbeing for Students, Staff and Community** |  |  |  |
| **Wellbeing Practises** |  |  |  |
| **Effective Responses and Interventions** |  |  |  |
| **A Community of Care** |  |  |  |
| **Connecting to the Environment** |  |  |  |

**1.Grow Achievement for Learners; Priority and other Learners (N.E.L.P. Objectives 1:2, 2:3, 2:4, 3:5 and 3:6)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. Literacy and Mathematics**  Curriculum Expectations in Literacy are achieved through high quality teaching and learning.  (N.E.L.P. 1:2, 2:3, 2:4, 3:6) | Responsible: DP,  Accountable: P, DP, AP, Leaders, Teachers, Learning Support  Consult: Staff  Inform: P, BOT | -Develop opportunities for strategic thinking and actions of the leadership team to support schoolwide literacy programmes e. g. expos, school guidelines, quality assurance practices.  -Professional development in early literacy practices. Focus areas: Better Start Literacy Professional Development facilitated by with Elspeth Oliver (R.T. Literacy).  -Continue focus on high quality feedback/feed forward and writing moderation processes. | -Share Literacy Data and report with: Staff, BOT and C.O.L.  -5 teaching staff training in ‘Better Start Literacy Approach’ in first half of the year. 3 staff in second half year. Programme, (funded by the MoE, delivered by University of Canterbury)  -Funded assessment and release days  -Targeted Teacher Aide support in Reading and Writing in Yr 1-2. | Teacher Only Day  analysis of 2021 data.  -by Feb 8, 2022  -Jan-Feb Staff and Team meetings  (Term 1-4)  -March 2022  -Ongoing Term 3 Exemplar and school-wide moderation.  -Year End Review of 2022 data. | Reading  -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, Maori students, Pasikika students, target year level - end Yr 2.  Writing  -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 90% for Maori students, 88% for Pasifika students, 91% target year level - end Yr 5. | **July 2022:** Curriculum expectations in Literacy are reinforced through regular team meetings with Senior Leaders.  Quality Assurance checks of teacher planning, and implementation processes completed Terms 1& 2 2022.  ‘Better Start Literacy’ professional development underway for five Year 1 teachers. PLD is with University of Canterbury and Resource Teacher of Literacy facilitating. Application lodged for 3 more New Entrant teachers for second half of 2022 - successful.  Links created to our new Learning Plan reporting format.  **December 2022:** Strong Student achievement made despite challenges of Covid 19 infection and isolation. 93% of ‘all students’ achieve expectation levels in Reading and Writing.  B.S.L.A. professional development completed for 8 learning areas. |
| **A. Literacy and Mathematics**  Curriculum Expectations in Mathematics are achieved through high quality teaching and learning.  (N.E.L.P. 1:2, 2:3, 2:4, 3:6) | Responsible: DP,  Accountable: P, DP, AP, Leaders, Teachers, Learning Support  Consult: Staff  Inform: P, BOT | -Develop strategic thinking and actions of leadership team to support schoolwide mathematics programmes e. g. expos, quality assurance practices, professional goals, ‘seed learning’ discussions.  -Professional development with staff new to Te Totara. Targeted staff meetings particularly to Yr 3-4.  -Review effectiveness of practice in Year 1-2 through observations, specific feedback and resources  -Implement Te Totara Local Curriculum Maths progressions and guidelines. | -C.O.L. in-school team leading teacher inquiries in Maths  -Yr 1-2 staff P.D.  -Targeted Teacher Aide support in Maths particularly in Yr 3-6.  -0.4 FTTE Teaching and Learning Time. | -Teacher Only Day analysis of 2021 data.  -Deputy Principal leading ‘check in’ reviews each term with leadership team  -Year End Review of 2022 data. | Mathematics  -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 89% for Maori students, 88% for Pasikika students, 90% target year level - end of Yr 4. | **July 2022:** Curriculum expectations in Mathematics reinforced through team meetings with Senior Leaders.  Quality Assurance checks of teacher planning, and implementation processes completed Terms 1& 2 2022  Deputy Principal leading COL in-school and team leaders implementing our revised planning and assessment priorities and processes. Links created to our new Learning Plan reporting format.  **December 2022:**  Pleasing student achievement made. 93% of ‘all students’ achieve cohort expectation levels in Maths |
| **B. Priority Learners**  Priority Learners- continue to target lifting achievement, focus on Equity and Excellence  (N.E.L.P. 1:2, 2:3,  2:4, 3:6) | Responsible: DP,  Accountable: P, DP, AP, Leaders, Teachers, Learning Support  Consult: Staff  Inform: P, BOT | -Develop opportunities for strategic thinking and actions of the leadership team, in goal setting and learning support for priority learners.  -Focus on differentiated class programmes.  -Initiate contact with whanau within the first school month of identified Priority Students.  -Regular update of Priority Learners document with quality teaching that works with the Learner.  -Review mid and year end data, link to forward planning for 2022. | -Michele 0.4 FTTE with Priority learner’s role  -Learning Support Coordinator position 1 FTTE and .4 FTTE (Michele)  - Teacher aide targeted support  -0.4 FTTE Teaching and Learning Time  -C.O.L. In School and Across School Leaders. | Ongoing  Ongoing  June/Dec 2022 | -Priority Learners and groups - Maori, Pasifika, European, Asian, Male, Female are within 3% of expected achievement levels and above. This is 91% in curriculum levels in Reading, Writing and Maths. | **July 2022:** Clear identification of these learners from 2021 year-end achievement data. Coaching role maintained through Priority Learners leader and Learning Support Coordinators roles.  Mid-year progress report reflects pleasing gains:  [*Priority learners update Feb-July 2022*](https://tetotaraschoolnz-my.sharepoint.com/personal/annef_tetotara_school_nz/Documents/Desktop/Priority%20Learners%20Reporting/2022%20Feb-July%20Report%20to%20Board%20of%20Trustees%20On%20Priority%20Learners%20Progress%20and%20Achievement%20Actions%20.docx)  **December 2022:**  There is a pleasing trend of acceleration in achievement for many of these learners which we will continue to build on in our learning and remediation programmes in 2023.  [Priority Learners Progress and Achievement Report Feb-Dec 2022](https://tetotaraschoolnz-my.sharepoint.com/personal/annef_tetotara_school_nz/Documents/Desktop/Priority%20Learners%20Reporting/Priority%20Learners%20Progress%20and%20Achievement%20Report%20Feb-Dec%202022.docx) |
| **B. Priority Learners**  Learning Support Coordinator Positions  (N.E.L.P. 1:2, 2:3,  2:4, 3:6) | Responsible: P, AP, priority Learners Leader  Accountable: P, AP, Learning  AP, Learning Support Coordinators  Consult: P, AP, DP,  Inform: P, COL, M.O.E, B.O.T. | **-** Implementation process continues for our Learning Support Coordinator.  -Appraisal of our Full time LSC completed and new goals and actions set.  Link transferred staffing from Te Ao Marama to priority learner’s leader and create LSC aspects of her role.  -Base roles within existing successful contexts at Te Totara.  -Clearly identify roles for each LSC/Priority Learners leader/E.S.O.L. team so unnecessary duplication is not occurring within roles. Each person is positively contributing in an effective manner. | -M.O.E. resourcing:  -1.00 FTTE Learning Support coordinator based at Te Totara  -0.46 of a shared Learning Support coordinator based at Te Ao Marama  Transition time for A.P. & Priority Learners leader. | February 2022  Ongoing 2022 | -Learning Support Coordinators have an effective functional relationship with Senior Leadership and Team Leaders.  -Learning Support Coordinators implementing 2022 Annual Plan.  -Trust of staff is developed  -Effective working practices are in place with Senior Leaders, Team leaders, teachers and support staff.  -Learning Support delivery is ‘best practice’ model  -Successful liaison with M.O.E. | **July 2022:** Role definition completed in Feb 2021 for fulltime LSC/Priority Learners leader and part time L.S.C./E.S.O.L. team members  -Appraisal of our Full time LSC deferred to Term 3 due to Covid interrupting timeframes.  -Staffing transferred from Te Ao Marama (0.42) to priority learner’s leader and created LSC aspects of her role.  -L.S.C. team working well, guided in Term 1 by Jennie Brook-Watt (SENCO and AP), Term 2 liaison through Michele Gordon.  **December 2022:** Good progress continued in 2022. The transfer of .42 staffing L.S.C. provided a more flexible and appropriate delivery for Te Totara. Staff professional development in Gifted Education continued in Term 3 2022.  -Appraisal of our Full time LSC completed in Term 4. Goals and 2023 Job Description will be reflected in a new planning format from Teachers Council. |
| **B. Priority Learners**  Consolidate teacher capability & responsiveness to needs of students who are English Language Learners (Priority students), lifting achievement and whanau involvement.  (N.E.L.P. 1:2, 2:3,  2:4, 3:6) | Responsible: AP  Accountable: P, AP, Learning Support Coordinators, E.S.O.L. teachers  Consult: P, DP, AP, Staff  Inform: P, BOT | **-**Discuss Language Learning Pathways Years 1-8 documentation to the teachers on Teacher Only Days prior to school starting.  -Upskill E.S.O.L. teacher in data retrieval and digital skills  **-**Utilise strengths of E.S.O.L. teachers, Priority Learners leader and Team Leaders to support teachers, through modelling, sharing of and working alongside teachers in their context.  **-**Include in professional goals for Teachers.  **-**PLD sessions with staff to support them in their role, focus on academic and social language.  [LEARNING SUPPORT PLAN 2022](https://tetotaraschoolnz-my.sharepoint.com/:w:/g/personal/annef_tetotara_school_nz/ES0MSQLjtsFCjl86OH7qaKAB_iVAj2tJUqKnR5QtbiOliA) | M.O.E. resourcing for Teacher, Teacher Aide  Time as detailed below:  -1.0 FTTE for ELLP, with a component on using the resourcing for Teacher support (1 staff member 0.6.  $40,000 Teacher Aide time to support E.S.O.L. literacy programmes e.g., Talk to Learn, Alien Talk, Oral Language Support, STAR’s Learning.  -PLD for E.S.O.L. staff to support assessment and teaching programmes. | Jan 2022  Ongoing throughout 2022  Ongoing throughout 2022 | -E.L.L.P. decisions are made by teachers in a confident and consistent manner  -Professional Goals achieved for Teachers,  -Student Targets for Learning are met and students evidencing strong progress towards second language acquisition during years at Te Totara.  -Funding is secured through twice yearly reporting to Ministry of Education (1 March and 1 August.) | **July 2022:** First half year E.L.L.P. data gathered and sent to M.O.E. Support with groups and in-class by our E.S.O.L. teachers. Professional development sessions held for individual and groups of teachers.  Staff meeting held with language enhancement ideas for teachers. Drop-in sessions re E.L.L.P. judgements held in Feb and June 2022.  **December 2022:** Second half year E.L.L.P. data collated for M.O.E. funding return. Judgements supported and moderated by ESOL/L.S.C. team. Additional funding secured. E.L.L.P. students’ evidence solid, secure progress in their learning. |
| **C. New Zealand Education Initiatives**  Digital Technology  curriculum plans link in year level programmes.  (N.E.L.P. 1:2, 2:3,  2:4, 3:6) | Responsible: P, DP  Accountable: DP, Teachers  Consult: Staff  Inform: BOT | -Teachers self-review in this area have led to 2022 goals in own learning area.  -Utilise the expertise of staff members as part of ongoing PLD programme for teacher.  -Team Leaders developing teaching programmes at year levels including Planning and Assessment sheets (P &A’s).  - Full implementation evidenced with growing capability and confidence in team year level programme in place for 2022.  -Kaahui Ako Digital Technology resources being utilised through class programmes. | -Ongoing budget for Curriculum resources  -Teaching and Learning time.  -All teachers complete the Digital Passport Workshops 1 and 2. | Teacher Only Days January  Continued PLD during 2022 | -Programmes evident in planning and classroom delivery, Performance Management system self-review.  -Digital Technology curriculum in full implementation in 2022. Coherent Learning Pathways are evident. | **July 2022:** Teachers have professional goal in Digital Technology. Beebots, Sphero’s and coded Lego construction in use in school. P.T.A. funded new Lego Spike purchases through donations. Strategic purchasing in this area Student Digital leaders have been trained in their use and available to assist staff. Digital Technology in acknowledged in across curricular units. Our Kaahui Ako have Digital Technology resources available to borrow. Across School teacher working with D.P. in guiding and supporting teachers.  **December 2022:** Donation from PTA led to additional purchase of 12 Lego Spike kits for middle/senior school. P.D. Kaahui Ako resource kits borrowed through Digital Tech lead Frank Young. |
| **C. N.Z. Education Initiatives**  Utilise Education system to support student achievement  (N.E.L.P. 1:2, 2:3,  3:6) | Responsible: BOT, P, DP, AP, Staff  Accountable: P, BOT  Consult: Students, Teachers, Whanau,  Inform: P, BOT, MOE | -A raft of changes in education are planned, keep abreast of these, plan and implement to ensure there is a continued focus on equity and excellence.  -Continue implementation at Te Totara of the National Education and Learning Priorities (N.E.L.P.)  -Familiarise Board and staff with the National Education and Learning Priorities (NE.L.P.).  -Plan how N.E.L.P. priorities are best achieved within our context. Assess how we might shift focus so that the priorities become part of our everyday practice.  -Review current policies (as per review cycle) and practices in place, identify links to the N.E.L.P. priorities. | -Review and discuss with Leadership team the M.O.E. Strategic Plan for Education.  -Time, allocate these discussions and responses within school and BOT meetings.  -Tools and resources to be shared by the Ministry of Education.  - Senior Leadership and Leadership time. | Ongoing  N.E.L.P. came into effect 13 Nov 2020  Term 1.  Term 1, 2021 through to full implementation in 2025. (Timeline altered late 2021 to reflect impact of Covid 19 pandemic.  2022-2023. | -School runs smoothly, with a continued focus on what is best for students, staff and community.  -Targets in relation to student achievement are met.  -Understanding of N.E.L.P. priorities are developed during 2021-2023.  -Implementation process begins through policy and procedural review cycle.  -Alignment of practice begins. | **July 2022:** M.O.E. National Education and Learning Priorities discussed with Leadership team in Term 1. Understanding of MOE priorities are developing. Review of current aspects and priorities in relation to N.E.L.P.  M.O.E. has released revised NZ Curriculum refresh timetable (Term 1). Principal attended workshop in June, facilitated by NZPF and MOE personnel to outline curriculum refresh objectives, the format and timeframes 2021-2025. Te Totara is a pilot school for Social Sciences Aotearoa NZ Histories curriculum, additional implementation feedback provided in April 2022.  **December 2022:** M.O.E. clarified revised timeline to NZ Curriculum Refresh. Te Totara continues with our own reviews and strengthening of our local curriculum. Aotearoa/N.Z. History in full implementation |
| **D. Community of Learners**  -Monitor Oral Language/  Writing achievement level gains over past 2 years.  -Consolidate Teacher capability & achievement through key Inquiries in Maths  (N.E.L.P. 1:2, 2:3,  2:4, 3:6) | Responsible: DP  Accountable: P, DP. AP  Consult: P, AP, COL  Inform: BOT | -Continue to monitor student achievement in Oral Language, implementing necessary responses to develop this further, including how we are lifting student achievement in this area.  -Consolidate Key indicators to show value added with Feb and Nov 2022 data to reflect progress.  -Use data to plan deliberate acts of teaching through curriculum.  -C.O.L. in-school teachers support teachers to grow their Maths by learning through their own inquiries.  -Support the targeted professional development sessions by Deputy Principal with implementation plan | -COL Resourcing through targeted time.  -Senior Leadership support with growing C.O.L. in-school staff capabilities.  Deputy Principal time | Ongoing  Ongoing particularly with new personnel  Ongoing 2022 | -Oral Language indicators in use, with pre and post analysis.  -Increased student proficiency evident through staff feedback in Oral Language and Writing.  -Positive achievement evident in end-of-year data.  -Diagnosis of learning needs through inquiry and high-quality teaching to enhance Maths learning. | **July 2022:** Oral Language indicators in use throughout school. Beginning of the year data gathered in Feb.  Analysis completed for crafting hunches and planning for learning interventions for student’s next steps development.  Kaahui Ako C.O.L. In-school teachers facilitating Maths inquiry processes for the teachers in their year levels. All teachers have identified their hunches based on student needs and individual inquiries are underway, ongoing from Term1 2022.  **December 2022:**  Maths inquiries were able to be completed and increased focus with our priority learners and teacher development are reflected in our data. |
| **D. Community of Learners**  Continue to strengthen student ownership and wellbeing through Learning/ Student Agency and our learning area wellbeing.  (N.E.L.P. 1:2, 2:3,  2:4, 3:5, 3:6) | Responsible  DP, P, AP  Accountable  Leadership, C.O.L. In-school and Across School Teachers, Teachers and Students  Consult  Students, Teachers, Whanau,  Inform  Principal, BOT | **-**Collate and analyze state of current practices, include surveying students, teachers, and whanau.  **-**Examine research and other contexts of learning.  **-**Come to a shared understanding of practices to support student ownership and agency within their learning settings.  **-**Implement a P.L.D. programme to support teachers and students to strengthen ownership of learning to learn.  **-**Include in-school C.O.L. teachers and Leaders professional goals and Inquiries to support them in their practice.  -Involve C.O.L. Across School personnel using practices that are based on ‘Rongohui te Hau’ model to develop culturally responsive practices that link to enhanced student agency. | -Teaching and Learning Time 0.4 FTTE to support professional goals  - PLD through COL across school positions  -Staff Meeting  Team meetings  -Targeted resource buying  -C.O.L. Across School personnel working with in-school teachers. | Ongoing  Term 2-3 2022  Term 2-3  2022 | -Survey students  -Survey Teacher  -Planning and Assessment sheets  -Quality Assurance  -Teacher Inquiries and reflections.  -Student agency evident through curriculum planning and classroom practice.  -Culturally responsive practices aligned to Te Tiriti o Waitangi is in evidence throughout the school. | **July 2022:** Student surveys completed in wellbeing area in Feb 2022 to identify student needs and goals for active involvement this year.  Teacher inquiries underway in Maths curriculum. Increasing student achievement and agency in this area.  Professional development in this area: T.O.D Jan 2022, Term 1 and Term 2 staff meetings and Kaahui Ako T.O.D June 2022.  **December 2022:** We collected year end data in our Wellbeing surveys as detailed in this document Target 1. We will take data again at the beginning 2023 for teachers to focus their needs analysis and class culture goals on. |

**2.Grow Whanau and community involvement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. Community Involvement**  Consult & implement new MOE guidelines for Charters, Annual and Strategic plans for 2020-2023  Undertake consultation with community on the health component of the curriculum  (N.E.L.P. 1:1, 1;2, 2:3, 3:5, 3:6) | Responsible: BOT, Principal  Accountable: BOT, Senior Leadership  Consult: BOT, Staff and Community  Inform: BOT, Community | -Consult and update the Charter, Strategic and Annual plan each year to reflect community and Ministry of Education Guidelines.  -Ensure that the community views are considered and reflected in school programmes and decisions.  -Prepare the Board of Trustees for the new planning and reporting framework that comes into effect on 1 January 2023.  -Strategic and Annual Plans are to increasingly reflect National Education Learning Priorities (N.E.L.P.)  -Undertake consultation on our health and wellbeing curriculum as required every two years and reflect community wishes in the health programme. | -Time to consider revised guidelines from MOE for 2022 and beyond  Time to consult with community.  Discussion led by Principal at B.O.T. meetings. Need to upskill new Board after Sept election.  -Survey creation and analysis | New planning format adopted, ongoing review to ensure guidelines are updated twice a year.  By 1 January 2023  Health consultation by end of Term 3 2022. | -Charter format (March 2020 – 1 Jan 2023) reflected full community consultation.  -Yearly implementation of the strategic intent of the Charter. reflecting community decisions.  -Clear communication to the community is evident.  -Curriculum programming is shared. Consultation undertaken and actions taken are communicated to the school community. | **July 2022:** Ministry of Education guidelines followed during development of 2020-2023 Charter and 2022 Annual Plan. The strategic intent of the Charter is being implemented in the 2022 Annual Plan. Required documentation (2021 Analysis of Variance, Charter Strategic and 2022 Annual Plan) lodged with M.O.E. by March 2022. Acknowledged as compliant with all expectations.  -Health Curriculum consultation ideas reviewed to include Te Whare Tapa Wha and latest programming in this area. Parent consultation Google doc under preparation for Term 3.  **December 2022:** Health Curriculum community consultation completed during Term 4. Responses collated ready to present to School Board in March 2023. |
| **A. Community Involvement**  Enhance opportunities for whanau involvement in school events and local curriculum  (N.E.L.P. 1:2, 2:3,  2:4, 3:6) | Responsible  P, DP, AP,  Teachers  Accountable: All  Consult  Staff, Whanau and students  Inform  B.O.T. Whanau | -Meet the Teacher facilitated by Zoom and Seesaw.  -P.T.A. Events as allowed by Covid limitations.  -Learning Plan discussions (student, teacher and whanau), co-constructed goals. Term 1 – through Zoom, Term 3 in person.  -Weekly assemblies to share learning. Photos shared through Te Totara Facebook.  -Term 1 Social Sciences unit – Te Tiriti o Waitangi  -Schoolwide Arts Exhibition – Term 1 (Families visit)  -Sports teams coaches and managers  -Sports days  -Learning Expos Terms 2 & 3  -Senior Production  -Year 6 leavers  -Volunteers thank you event  -Year End Celebration Dec 2022. | -Time from Senior leadership and teaching team  -Publicity for events via Seesaw, website, Facebook and newsletter.  -Sports team leaders to facilitate  -Transport costs $500  -Transport costs $500  -Budget $3000  Unit for production facilitator $4000  -Budget: $500  -Budget $100  -Budget: $1100 | Feb 2022  Ongoing  Weeks 8-10  Term 1  Ongoing  Term 1 2022  Term 1 2022  Term 2-3 2022  Sept 2022  Dec 2022  Dec 2022  Dec 2022 | -Many opportunities for Whanau to be involved and connected to Te Totara school life.  -P.T.A. supported by school staff and community  Families are active participants in student learning plans.  -Vibrant school life with many opportunities for involvement in Sports, the Arts and local Curriculum.  -Successful year end events reflecting high levels of community involvement. | **July 2022:** Opportunities for Whanau involvement have occurred:  -Meet the Teacher evening in Feb  -P.T.A. Events – Affected by Covid Red settings. Three ice block days held for students. PTA AGM -June 2022  -Weekly team assemblies-families invited in Term 2  -Sports teams in Term 1 & 2. Families involved as coaches and managers.  -Learning Plan discussions  - Art Exhibition Afternoon and Evening viewing for families – May 2022  -X Cross Challenge, Parents attended to support their children. Coffee cart was on site. Great atmosphere.  **December 2022:** Pleasing level of community events achieved in another challenging year. Highlights were Senior Production, Athletics days, Year 6 Leavers Supper and Celebration.  The flexibility and ‘nimbleness’ of our responses lead to a high level of community confidence and engagement. |
| **B. Communication**  Keep community informed through Social Media including Facebook, Website TTTV, Seesaw  (N.E.L.P. 1:1) | Responsible  Digital Leader, admin team, Teachers  Accountable  P  Consult  BOT  Inform  BOT | -Enhance electronic school signage.  -Install an external electronic noticeboard.  -Ensure community and parents/caregivers have current and relevant information relayed to them with translation into own language.  -Use TTTV to help parents with School events and ways of working i. e. drop off zone use, Moonlight drive pedestrian rules.  -Use Seesaw and TTTV to share our learning and goals to community.  -Be prepared for any extension of Home Learning as a Covid 19 Alert Level response. Use Seesaw portal as this was successful in earlier outbreaks. | - $35,000 from school funding  -Time and resourcing for Digital Leader,  -Digital Student Leaders developing TTTV episodes every 2 weeks.  -Teachers responsible for enhanced learning, funding as needed. | Ongoing  Term 1/2 2022  Ongoing  Ongoing through school year  As required. | -Community are well informed, include feedback from community survey if needed.  -Positive feedback from community regarding the communication channels we have.  -Families interacting with students and teachers via Seesaw both inside and outside of school as determined by pandemic responses. | **July 2022:** T.T.T.V. and Seesaw active Term 1& 2. Senior Leadership team receives weekly updates of Seesaw activity by students, staff and families.  Weekly newsletters online and in print form, as requested.  Translatable via Te Totara website.  Facebook posts are frequent and relevant with information sharing, coverage of events and enhancing community interest in our school.  Enrolment information for schools we contribute to publicised to families.  Board of Trustees seeks school community feedback through newsletter, as part of monthly policy review process.  Publicity shared with community regarding upcoming BOT elections. May-June 2022.  Outdoor electronic signage designed. ordered through Canon - March 2022.  **December 2022** As in previous years a ‘Single Point of Communication’ was continued through Principal. Website, Facebook, Seesaw notices and learning portal, Newsletters and school App alert meant families were informed. Very positive feedback. Frustrating delays to the outdoor signage. Not ‘fit for purpose’, options being presented to rectify issues. To complete in Term 1 2023. |
| **C. Bicultural Heritage**  Tikanga and Te Reo expectations and support, continue the programme of Te Reo support through Curriculum for teachers.  -Grow teacher knowledge of Aotearoa/New Zealand History through Kahui Ako links with Tanui and Ngati Wairere.  (N.E.L.P. 1:2, 2:3,  2:4, 3:5, 3:6) | Responsible: P, DP, AP, Teachers  Accountable  Senior Leadership, Whanau committee, Haka Hiva for Kapa Haka,  teachers  Consult  Staff, Whanau  Inform  B.O.T. Whanau | -Continue to support Tikanga in all learning areas.  -Reinforce previous professional development.  -Increase proficiency of staff in Te Reo Maori.  -Support individual teachers through their own te reo development through Te Wananga o Aotearoa.  -Link this to Performance Management processes. Staff self-review their own development in Appraisal conversations and set goals.  -Through Kapa Haka performances host whanau events to enhance regular consultation with Maori community.  -Continue implementation of **Te Takanga o Te Wā and Aotearoa New Zealand’s histories curriculum** as a key area in our local curriculum.  -Kaahui Ako Teacher only Day for all teachers in Te Pae Here Professional Learning Day:’ **Mahia te mahi, hei whakapakari i ngaa hononga’** (Working to strengthen relations with our stakeholder groups.) The main focus of the day will be our relationships with Ngaati Wairere, Waikato Tainui, and each other.  -Additional Focus areas are to support a knowledge and appreciation growth of Matariki in our schools.  -Also place based education which will strengthen our collaborative work with Ngaati Wairere. *‘Begin where your feet are.*’ | -0.2 FTTE to support teacher’s growth in Tikanga  $4000 unit for Whanau staff member  2022 – 19 teachers have committed to 6 month Te Reo course.  -Tikanga funding including Haka Hiva Kapa Haka programme $8700  -Hospitality funding $500  Teacher Only Day Staffing cost for all part time teachers to attend on a non-working day  Kaahui Ako project for each school to produce digital presentation of their own ‘story’ - $2000 | Tikanga support from early Term 1  Kapa Haka and Staffroom Te Reo -all year  Twice a year  May & Oct 2022  Term 1-2 2022  Teacher Only Day with  Kaahui Ako schools –  3 June 2022  Matariki public holiday – Friday 24 June 2022  By Nov 2022 | -Ongoing Tikanga programme.  -Acknowledgement of staff professional growth through performance management process.  -Staff have new 2022 goals in Tikanga and Te Reo.  - Student knowledge and participation in bicultural practices is increasing.  -Whanau attendance at Kapa Haka and other school events is high and consultation is positive.  -Maori community have a forum to share ideas.  -Te Totara continues our development of new NZ History Social Sciences document that we started last year.  -Term 1 Te Tiriti o Waitangi focus  Term 2 Matariki focus.  -A sense of each school in our Kaahui Ako having a sense of ‘who they are and where they have come from in their local history. Shared through Kaahui Ako portal. | **July 2022:** High focus area continued in 2022. Active Kapa Haka with large student numbers of all ages started in Term 2 under Orange Covid setting 2.  Teachers working on own tikanga and Te Reo goals as per the ‘Standards for the Teaching Profession’; Te Tiriti o Waitangi partnership – *‘Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.’*  Presiding Board of Trustee member including Principal and Deputy Principal (Staff Rep) attended workshop 2 of NZSTA Te Tiriti o Waitangi – Tikanga, Hamilton. (June 2022.)  Staff developing their own & student’s knowledge of Aotearoa NZ History, particularly on NZ Wars in our Waikato rohe. This is a Kaahui Ako C.O.L. and Ngaati Wairere initiative.  All full time and part time teachers participated in Kaahui Ako C.O.L. Teacher Only Day – 3 June 2022.  **December 2022** Haka Hiva leading weekly Kapa Haka culminating in celebration performance.  Te Tiriti o Waitangi professional growth led by Deputy Principal in 2022  Teacher Appraisals in Nov-Dec highlighted the importance of teacher’s growing their Te Reo proficiency. Nineteen staff are undertaking professional development course in 2022.  'Torohia Te Ao Māori' course through Education Perfect. Completion of this course is not due until the end of February 2023 |
| **D. Cultural Diversity**  Develop our understanding of and celebrating diverse cultural groups that are reflected in our school community.  (N.E.L.P. 1:2,2:3,  2:4, 3:5, 3:6) | Responsible  BOT, P  Accountable  P, D.P. A.P. Staff, Diversity leader  Consult  BOT, Community Liaison, Families  Inform  BOT, Community | -Community Liaison officer reaches out to families  -Community committee has staff member with a unit around Diversity.  -Talents of the Pasifika Academy (T.O.P.A.) developing Te Totara Pasifika cultural group, performances shared across school and wider community three times a year.  -Significant cultural events are linked to local curriculum.  -Term 1 focus ‘Te Totara – our Place’ and Te Tiriti o Waitangi.’  -Continue to add to the flags of our cultural groups displayed in the Matariki Hall. | Marise Crow  $4000 unit for staff member  Budget: $1500  $800 for named flags | Ongoing  Ongoing  As new cultural groups enrol. | -Our community feel comfortable and connected to Te Totara School  -Diversity of community is acknowledged and valued  -Strong Pasifika group in place, high student participation.  -A rich understanding of cultural expression is developed within our students  -Flags acknowledging the cultural groups at Te Totara are a visible sign of our diverse heritage | **July 2022:** Continued outreach to community families this year to enhance attendance and support pastorally, due to ongoing effect of Covid 19 pandemic.  Kapa Haka and T.O.P.A. have both been in operation since the Orange setting in Term 2.  Significant cultural festival links to the curriculum have been resourced by our Diversity unit holder.  More emphasis on Matariki festival and events as we build our knowledge in this festival in preparation for the new public holiday in 2022.  New flags added in the Matariki hall, as required.  **December 2022** T.O.P.A. leading weekly TOPA Pasifika culminating in celebration performance. Showcase event held with Hamilton mayor to highlight Fono events in 2023. |

**3.Grow infrastructure for Students, Staff and Community**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. 10 Year Property Plan**  Complete all remaining actions of 5YA Property plan.    Develop a new 10YPP.  (N.E.L.P. 1:1, 2:3) | Responsible: BOT, P  Accountable:  BOT, Staff  Consult:  BOT, Staff  Inform: BOT, MOE | -Complete remaining 5 YA property plan - flooring replacement in Ra and Earth blocks (carpets/lino).  -Final two School Investment Projects (S.I.P) completed by beginning of 2022 school year (hall ceiling replacement, Autex in Administration block and staffroom.)  New 10YPP  -Contractors to complete a condition assessment on drainage, roofing, plumbing, heating and electrical for the new 10YPP  -School Evaluation of Physical Environment (SEPE) completed  -Develop further works programme from a review of school upgrade needs and future projects. | -5 YA Year plan  -School Investment Package funding $400,000.  -Proposed Projects  Drainage - $100,000  Roofing- $80,000  Lighting-$100,000  Heat Pumps-$200,000  -Total Priority 1-2 projects -$480,000  -Remainder for Priority 3 projects (school priority choices)  $236,000 (5YA) and $200,000 (AMS)  $436,000 - Total | 5 YA Plan completes in June 2022  2 February 2022  Jan/Feb 2022  October 2021 for 2022  Mid 2022- 2032 | -Earth and Ra block flooring refurbishment underway in Dec/Jan holiday break.  -School Investment projects are completed by end of 2 February 2022.  -School Evaluation for 10YPP completed.  -An upgrade works schedule has been developed and an effective plan is underway. | **July 2022:**  - Upgrade of interiors of Earth and Ra block (carpets and lino) -Jan 2022.  - All School Investment Projects completed – Feb 2022  -School Evaluation for 10YPP completed, upgrade areas incorporated in 10YPP – April 2022  -An upgrade works schedule developed and 10 YPP has been signed off by BOT and MOE – 1 July 2022.  **December 2022** Project Manager engaged for the Security and Drainage projects. We are awaiting on the quotes in order to schedule this work. Process in this area seems to be slow in getting underway. |
| **B. Roll Growth**  Liaise with MOE over roll growth and subsequent implications on future building work.  (N.E.L.P. 1:1, 2:3) | Responsible: P, BOT  Accountable: BOT  Consult: BOT, MOE  Inform: BOT, MOE | -Completion of two roll growth classrooms announced by Minister of Education:  -New Learning area is connected to the Matawhero block to make that a block of 5.  -Current Kopu block of two classrooms is shifted back towards the northern boundary and new roll growth classroom is added to the western end of this block. Veranda is redeveloped to link these areas.  -MOE agreement to retain for future growth, the area vacated by the closure and removal of the Barnado’s early childhood centre, on MOE leasehold land. Removal of buildings.  Land restored as additional playing area linked to the orchard area in the medium term. | -Ministry of Education roll growth funding.  -Liaison time with MOE and possible consultation with staff and community  Ongoing dialogue with M.O.E. | Determined by M.O.E.  Kopu block shifted Term 4 2021. Kopu refurbishment and new builds completed April 2022  August 2022  September 2022 | -Additional learning areas completed and incorporated to allow for well-managed roll growth.  -New Learning areas complete in a timely manner and linked cohesively to existing structures, reflecting our pedagogy. Ground development and new garden structures around this block.  -Any future developments are well planned and allow the school to focus on student learning in appropriate infrastructure. | **July 2022:** Roll Growth project is now completed with the successful movement of the Kopu block, the new Kopu classroom and the new Matawhero classroom cohesively linked to the original blocks.  The surrounding areas have new topsoil and have been hydroseeded. Grass growth has been strong. A new garden is to be developed in this area.  **December 2022**  Good grass growth, Garden is underway with trees transplanted successfully from Barnardos. Further planting to occur. Picnic tables have been installed under the trees in the orchard area. |
| **C. Natural Environment**  Enhance the natural environment with structures and planting that grow wellbeing and learning opportunities  (N.E.L.P. 1:1,1:2, 2:3,) | Responsible: P, BOT  Accountable: Leadership, Staff Caretakers, School Council,  Consult: PTA, BOT, Students, staff  Inform: BOT, Community | -Develop additional garden areas at Te Totara, especially in the area between Kopu, Milky Way and Neptune.  -Increase the student seating areas in the natural environment.  -Enhance planting and structures to encourage student investigation and participation  -Identify clear links to the natural environment in the Yearly curriculum overview.  -Install some natural playground challenges around the field perimeter | -School Council Planning from 2021-2022 $2000  -In conjunction with P.T.A. and school budget  $15,000 | Autumn 2022  Autumn and Spring 2022  Ongoing | -Student’s visible enjoyment of physical activity & environmental experiences.  -Learning is holistic using environmental and cultural motivation.  -Students increasingly interacting with the Natural World being developed. | **July/December 2022:** See Charter Strand on Wellbeing Action D - “Connecting to the Environment. |
| **D. Sustainable Infrastructure**  Develop and implement sustainable practices through an infrastructure plan.  (N.E.L.P. 1:1,1:2, 2:3, 3:5, 3:6) | Responsible: P, BOT  Accountable: P, BOT, Staff, Students  Consult: BOT, MOE  Inform: BOT, MOE | -Explore current models of sustainable practice within schools from small changes to larger projects.  -Continue to focus on reduced energy usage and solar energy. School Investment Project funding for this. Solar installation complete.  -Survey completed of lighting. Upgrade of all lighting to energy saving LED’s as they need to be replaced.  -Add to a plan for more sustainable practices at Te Totara e. g. phase out single use plastic, reduce paper waste, increase reuse practises, composting increase for school gardens.  -Continue to make staff and students aware of sustainable practices via curriculum and day to day school functioning. | -Time for senior staff to explore this.  -Determine on Solar energy provider and installer. S.I.P. Funding $152,000 (GST incl) allowed.  $1500 each year  Student Leaders enviro committee  -Partnership between BOT & Leadership to develop this. | Term 1-2 2022  Solar completed  Term 4 2021, curriculum focus 2022  Ongoing as part of 10YPP lighting upgrade  Ongoing  Ongoing | -Completion of a Sustainable Infrastructure plan  - Solar energy integrated into curriculum and day to day practises at Te Totara.  -Sustainable practices underway at Te Totara  -Student knowledge of and involvement in sustainability increasing. | **July 2022:** Solar panels are in place and fully functional. Solar panel information to increase student knowledge of this sustainable energy is available through ‘real time’ performance monitoring on all iPad Apps - Feb 2022.  Replacement of lighting to energy saving LEDs throughout school a 10YPP project. Kopu block completed - July 2022.  Student Enviro group active in the areas of school gardens, composting and single use plastic recycling -April 2022.  **December 2022**  Curriculum focus in this area has led to sharing of quality student writing in assembly on single use plastic initiatives.  Solar panels are working very well. Live tracking of their performance is integrated into school life. |

**4. Grow Wellbeing for Students, Staff and Community**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. Wellbeing Practices**  **-**Support wellbeing and positive school culture through mindfulness programmes for students and staff.  (N.E.L.P. 1:1, 1:2, 2:3, 3:5) | Responsible: Senior leadership and Wellbeing committee  Accountable: P  Consult: Staff, Students, community  Inform: B.O.T. | Continue implementation of a Te Totara Wellbeing programme incorporating aspects of Mindfulness, Tikanga, linked with our STAR’s programme.  -Continuing these programmes across the school: Zones of Regulation, Proprioceptive Techniques and linking/reinforcing all programmes to our STAR’s.  -Contract for Employment Assistance to support staff wellbeing… [www.eapservices.co.nz](http://www.eapservices.co.nz/) | -Additional resource purchasing  -Time for Assistant Principal to work with class teachers  -Funding of Employee Assistance programme; $3500 per year. (Includes E.A.P. and staff annual flu injections.) | ‘Mindfully Me’ curriculum programme Terms 1 2022.  -Ongoing Mindfulness, STAR’s, Zones of Regulation regularly and as needed.  -Incorporate aspects of ‘Te Whare Tapa Wha’ into Mindfully Me focus area. Term 1 2022  - E.A.P – ongoing 2022. | -Student, parent and staff feedback on Mindfulness programmes.  -Classroom teachers feel confident to deliver the mindfulness programme to their learning area.  - A unique Te Totara Wellbeing programme is developed and being regularly implemented in all learning areas. | **July 2022:** Professional development on our January 2022 Teacher Only days on ‘Te Whare Tapa Wha.’ Teachers upskilled on this and incorporated this into Term 1 ‘Mindfully Me’ unit.  Zones of Regulation, Proprioceptive Techniques and linking/reinforcing all programmes to our STAR’s, are all ways we have maintained our wellbeing practises throughout the year.  Student wellbeing surveys taken in Feb 2022 in the learning areas. Teachers have analysed the results for areas to focus on in their classroom culture and own needs.  Staff have been supported to access E.A.P. services as needed, through the 2022 budget.  -Wellbeing week is Week 5 of each term. Focus on 5 ways of learning (Posters) and Te Whare Tapa Wha.  **December 2022**  Student wellbeing surveys completed.  Students’ wellbeing was a high priority in terms of discussions, activities, and support materials through learning areas. Wellbeing committee meets twice a term. In school C.O.L. teachers developing a Staff wellbeing survey to implement in 2023. |
| **B. Effective Responses and Interventions**  Foster effective  responses and interventions to challenging situations and behaviour, including preventable measures, where appropriate.  (N.E.L.P. 1:1, 1:2, 2:3, 3:5) | Responsible  P, DP, AP, BOT (as appropriate)  Accountable  P, DP, AP, BOT  Consult: Staff, Families, COL  Inform: BOT, MOE, Families, Staff | -Continue to develop wellbeing programmes as detailed above.  -Regular review of Policies and Procedures: Stand down, Suspensions and Exclusions policy  Student Behavior Policy.  -Implement with staff the Prevention of Bullying policy and Procedures.  -Continue to work closely with supporting agencies and families to create sustained and effective interventions for their children.  -Continue professional development of staff in the Incredible Years for Teachers Programme.  -Health and Wellbeing programmes reviewed and linked to the C.O.L. Taakaro-Ora programme. Liaise with their staff for advice.  -Health Curriculum Consultation with the community  -Principal to continue P.L.G. with Principal colleagues and Evaluate Facilitator.  -Principal attends NZ Principal’s Conference, Christchurch. | -Research into current approaches and responses  -Additional resource purchases  - Time for Senior Leadership/Staff meeting.  -Targeted Teacher and Teacher Aide time to support students.  -Guest Teacher Release for three teachers on the ‘Incredible Years’ programmes.  -Kaahui Ako  -MOE contract funded  -$1000 Conference  & Accommodation. | Ongoing 2022  Ongoing 2022  Teacher Only Day 2022  Ongoing 2022  Terms 1-3 2022  Ongoing  Term 3 2022  Twice per term  September 2022 | -Responses are effective with positive interventions in place.  -Students feel supported and that we can ‘make a difference’ with them.  -Learning within social situations is occurring relevant to the child’s developmental needs.  -Families/Whanau are in partnership with the school and appropriate external agencies if needed.  -School Leadership and staff have ongoing professional development opportunities in this area.  Principal involved in Professional Networks and Development. | **July 2022:** Wellbeing meetings held twice a term throughout Terms 1& 2.  Learning Support meetings scheduled Weeks 5 and 10 of Terms 1 & 2.  Student Behaviour policy followed with all issues and interventions. Shared with families.  Student Behaviour Management policy reviewed as part of Policy Review schedule (June 2022).  Bullying Prevention and Response policy reviewed. (June 2022). Bullying Procedural response document is working well as a checkpoint and guidance procedure. Families invited to feedback on these policies through the June newsletters.  **December 2022**  Ongoing interventions through Learning Support processes with Ministry of Education Special Education and pastoral support agencies. Always proactive in this area. Principal unable to attend Principal’s conference due to a close family bereavement. Will attend again in 2023. |
| **C. Te Totara – as a community of Care**  Provide an environment that promotes social, mental, spiritual and physical wellbeing in or school community.  (N.E.L.P. 1:1, 1:2, 2:3, 3:5) | Responsible: Senior leadership and Wellbeing committee  Accountable: P  Consult: Staff, Students, community  Inform: B.O.T. | -Support families in need in both pastoral, practical ways and emotional support links where appropriate.  -Always commit to enhancing the dignity of the individual with students, staff and families.  -Sensitive engagement with support agencies.  -No barriers to participation in Curriculum programmes and the greater ‘life of our school.’  -Reinforce importance of Te Totara Community Liaison role.  -Staff Counselling available as needed.  -Social events for school and staff.  -School Council representatives across school facilitated by Year 3-4 Team Leaders  -Year 6 Student Leaders facilitated by Yr 5/6 Team Leaders  -Active engagement with neighbouring preschools.  -Student pastoral and transition leaders  -Active engagement with retirement village.  -Preschool visits  -School Tours for visitors. | -Curriculum trips are subsidised or fully paid for by school operations grant to reflect inclusive practices  -High quality secondhand uniforms given to families  -Te Totara stationery & aquatics funded for some families  -Marise Crow, additional hours as required  -Funding of E.A.P. for staff $3500 per year  -Fortnightly morning tea & other events  Badges for Student Leadership and School Council $1000  -Weekly visits by student transition leaders.  -Performance by choir and productions  $5000  -Morning tea invitation for village neighbours. $250  -Junior team leader release 0.1  -School Tours | Ongoing 2022  Ongoing 2022  Ongoing 2022  Term 1,2&4 2022  Ongoing  Fortnightly  Term 1 2022  -Term 3 2022  Weekly  Terms 3 and 4 2022  Term 4 2022  Weekly  4 school tours across term (non-Covid time) | - Te Totara community feels supported in times of need.  -Equity of student access to opportunities within our school curriculum  -Partnership between families, school and agencies (where appropriate) are based on trust, positive and affirming.  -Staff and community feel supported with a high degree of relational trust and a sense of fun.  -Te Totara is seen as a ‘large family’ with caring staff and atmosphere who are here to help.  -Students leadership skills are being developed.  -Students are being prepared for their next learning environments.  -Strong bonds are maintained with preschool centres and retirement village close by.  -Te Totara Primary School is active and well-thought of throughout our local community. | **July 2022:** Ongoing pastoral support for families in need:  -Stationery packs given to twelve families in February 2022.  -Uniform assistance funding provided throughout the year as well.  -Sandwiches and fruit for students without lunches. Monitored and followed up as necessary.  -Attendance is analysed weekly, discussed at Friday Administration meetings with Senior Admin staff and Leadership.  -Support for agencies working with students and families – Term 1 & 2 2022, including Oranga Tamariki, Ngaa Rina Awhina, Lawyers for Children and Separated parents, Parentline, MOE Psychologists & Support staff working with our trauma children and families, R.T.L.B. service.  -All students participate in curriculum programmes that are inclusive of needs. Operational funding subsidises trips, performances and visiting authors.  Close relationship between Te Totara and Hamilton North Satellite unit. Links with Orion & Ra teams to their Junior and Senior classes.  - Five School Tours occur each term.  - Matawhero Team leader visited contributing preschools (Term 1 and 2). Frequent preschool visits to Te Totara.  -126 Year 6 students have Leadership roles. Student Council is active.  - Support dog Milo is in training at Te Totara and has a visible presence at school. He has worked with Darren from Mindfulness for Dogs and is doing well.  **December 2022:** Senior leadership and teaching teams continued to be active with the community in pastoral areas to ensure students and family needs are met. Evening held with Darren from Mindfulness for Dogs for the community. Team Leaders constructed own Team Strategic Plan document in the Wellbeing strand aligned to Annual Plan format acknowledging specific actions and year end reviews. |
| **D. Connecting to the Environment**  Make strong connections to the natural world.  (N.E.L.P. 1:1, 1:2, 2:3, 5:8) | Responsible  DP  Accountable  P, DP, AP  Consult  P  Inform  BOT | -Incorporate new planting, garden and seating areas into our curriculum programmes.  This is mainly focused on the Kopu redevelopment and new builds area.  -Share responsibility for our school vegetable garden with rostered teaching teams.  -Strengthen environmental education with composting and recycling practises  -Leisure areas linked to natural environment on the perimeter of the school.  -Seek opportunities to investigate the natural world through local curriculum e. g. stories from Ngati Wairere, science links with the Kukutaaruhe Fairfield Project gully restoration, artworks, Camp.  -Make connections with learning through the environment. | -$2000 for ongoing planting and maintenance  -C.O.L. Te Pae Here | Autumn and Spring 2022  Each term  Term 2-4 2022  Term 2-4 2022  Ongoing 2022 | - Groundworks and seating areas enhanced around the school to develop student’s social interactions.  -School vegetable garden is planted with seasonal produce.  -Students learning about the cycles of nature and how to look after living things.  -Teachers increasingly interacting with the Natural World through co-constructed curriculum opportunities with students.  -Student’s ‘notice’ and make connections to the natural world. They develop the NZ Curriculum values of inquiry and curiosity. | **July 2022:**  Teaching teams visit and work on vegetable garden each term.  Vegetable garden has been planted with seasonal produce. Compost making has occurred. Active student Enviro committee.  Student council working on ideas for the new areas in front of Kopu block. Seating and artworks being developed. New garden in that area has been outlined and a plan to be developed.  Planning meeting held with Playground Creations regarding a concept plan for natural playground structures around the perimeter of the back field. June 2022.  Matariki focus June-July 2022.  **December 2022:** We have continued to update the existing art in our environment and plan for new plantings and development. Plans have been completed for enhancing physical activities with natural confidence course on field perimeter. Initial monies set aside for ‘seeding’ the project. Deposit of $15,000 paid from 2022 budget. Significant money budgeted in 2023 with grant applications supplementing the cost. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2022 Curriculum Level Expectations Reporting**    **Te Totara Primary School – All Students.**  **Data from Year End Reporting 15/12/2022** | | | |  |  |  |  |  |  |  |
| **Reading** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | **14** | | **2%** | **33** | **5%** | **555** | **79%** | **97** | **14%** | **699** |
| **Māori** | **3** | | **3%** | **7** | **7%** | **82** | **76%** | **15** | **14%** | **107** |
| **Pasifika** |  | |  | **1** | **7%** | **12** | **80%** | **2** | **13%** | **15** |
| **Asian** | **3** | | **1%** | **15** | **5%** | **238** | **79%** | **44** | **15%** | **300** |
| **N.Z. European/Pākehā** | **4** | | **2%** | **6** | **3%** | **146** | **80%** | **27** | **15%** | **183** |
| **All other Ethnicities incl Other European** | **4** | | **4%** | **4** | **4%** | **77** | **82%** | **9** | **10%** | **94** |
| **Male** | **8** | | **2%** | **17** | **5%** | **274** | **79%** | **49** | **14%** | **348** |
| **Female** | **6** | | **2%** | **16** | **5%** | **281** | **78%** | **48** | **15%** | **351** |
|  |  | |  |  |  |  |  |  |  |  |
| **Reading** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  | |  | **2** | **4%** | **48** | **96%** |  |  | **50** |
| **End of Year 1** | **6** | | **5%** | **14** | **13%** | **82** | **74%** | **9** | **8%** | **111** |
| **End of Year 2** | **1** | | **1%** | **4** | **5%** | **55** | **71%** | **18** | **23%** | **78** |
| **End of Year 3** | **2** | | **2%** | **3** | **3%** | **92** | **85%** | **11** | **10%** | **108** |
| **End of Year 4** | **2** | | **2%** | **8** | **7%** | **83** | **73%** | **21** | **18%** | **114** |
| **End of Year 5** | **1** | | **1%** | **1** | **1%** | **107** | **90%** | **10** | **8%** | **119** |
| **End of Year 6** | **2** | | **2%** | **1** | **1%** | **88** | **74%** | **28** | **23%** | **119** |
| **2022 Curriculum Level Expectations Reporting**    **Te Totara Primary School – All Students. Data from Year End Reporting 15/12/2022** | |  |  |  |  |  |  |  |  |  |
| **Writing** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | **10** | | **1%** | **42** | **6%** | **626** | **90%** | **21** | **3%** | **699** |
| **Māori** | **2** | | **2%** | **13** | **12%** | **90** | **84%** | **2** | **2%** | **107** |
| **Pasifika** |  | |  | **2** | **13%** | **13** | **87%** |  |  | **15** |
| **Asian** | **1** | | **1%** | **12** | **3%** | **277** | **92%** | **10** | **4%** | **300** |
| **N.Z. European/Pākehā** | **4** | | **2%** | **8** | **5%** | **162** | **86%** | **9** | **7%** | **183** |
| **All other Ethnicities incl Other European** | **3** | | **3%** | **7** | **8%** | **84** | **89%** |  |  | **94** |
| **Male** | **8** | | **2%** | **31** | **9%** | **300** | **86%** | **9** | **3%** | **348** |
| **Female** | **2** | | **1%** | **11** | **3%** | **326** | **93%** | **12** | **3%** | **351** |
|  |  | |  |  |  |  |  |  |  |  |
| **Writing** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  | |  | **2** | **4%** | **48** | **96%** |  |  | **50** |
| **End of Year 1** | **2** | | **2%** | **7** | **6%** | **101** | **91%** | **1** | **1%** | **111** |
| **End of Year 2** | **1** | | **1%** |  |  | **76** | **98%** | **1** | **1%** | **78** |
| **End of Year 3** | **1** | | **1%** | **4** | **4%** | **102** | **94%** | **1** | **1%** | **108** |
| **End of Year 4** | **1** | | **1%** | **12** | **10%** | **92** | **81%** | **9** | **8%** | **114** |
| **End of Year 5** | **2** | | **2%** | **9** | **7%** | **107** | **90%** | **1** | **1%** | **119** |
| **End of Year 6** | **3** | | **2%** | **8** | **7%** | **100** | **84%** | **8** | **7%** | **119** |
| **2022 Curriculum Level Expectations Reporting**    **Te Totara Primary School – All Students. Data from Year End Reporting 15/12/2022** | |  |  |  |  |  |  |  |  |  |
| **Maths** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | **2** | | **1%** | **44** | **6%** | **622** | **89%** | **31** | **4%** | **699** |
| **Māori** |  | |  | **13** | **12%** | **91** | **85%** | **3** | **3%** | **107** |
| **Pasifika** |  | |  | **2** | **13%** | **12** | **80%** | **1** | **7%** | **15** |
| **Asian** |  | |  | **10** | **3%** | **275** | **92%** | **15** | **5%** | **300** |
| **N. Z. European/Pākehā** | **1** | | **1%** | **8** | **4%** | **163** | **89%** | **11** | **6%** | **183** |
| **All Other Ethnicities incl Other European** | **1** | | **1%** | **11** | **12%** | **81** | **86%** | **1** | **1%** | **94** |
| **Male** | **1** | | **1%** | **21** | **6%** | **302** | **87%** | **24** | **6%** | **348** |
| **Female** | **1** | | **1%** | **23** | **7%** | **320** | **90%** | **7** | **2%** | **351** |
|  |  | |  |  |  |  |  |  |  |  |
| **Maths** | **Not At** | | | **Working Towards** | | **At** | |  | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  | |  | **2** | **4%** | **48** | **96%** |  |  | **50** |
| **End of Year 1** |  | |  | **3** | **3%** | **108** | **97%** |  |  | **111** |
| **End of Year 2** |  | |  | **8** | **10%** | **60** | **77%** | **10** | **13%** | **78** |
| **End of Year 3** | **1** | | **1%** | **12** | **11%** | **93** | **86%** | **2** | **2%** | **108** |
| **End of Year 4** |  | |  | **10** | **9%** | **99** | **87%** | **5** | **4%** | **114** |
| **End of Year 5** |  | |  | **7** | **6%** | **109** | **91%** | **3** | **3%** | **119** |
| **End of Year 6** | **1** | | **1%** | **2** | **2%** | **105** | **88%** | **11** | **9%** | **119** |
|  |  | |  |  |  |  |  |  |  |  |

**Te Totara Primary School Targets to lift Achievement 2022**

There are four specific targets for 2022, relating to Wellbeing, Reading, Writing and Mathematics. Each has a context relevant that promotes Equity and Excellence in our School. The targets reflect the National Administration guidelines of a focus in Years 1-8 in Literacy and Numeracy (Targets 2-4), as well as providing a safe physical and emotional environment (Target 1).

**Target 1-Wellbeing**

**Background:** Te Totara Primary School has a belief that student and staff wellbeing are fundamental to a safe and inclusive environment that fosters Equity and Excellence. In 2018 a Wellbeing Committee was formed and each year we continue to have a committee to support this. Confidential Surveys across all year levels was taken. In Years 1-4 this was a school designed format and in Year 5 & 6 the Wellbeing survey from NZCER was used. It is the responsibility of the Senior Leadership, Wellbeing committee, Team Leaders along with staff and students to support these gains.

In terms of education we feel we are ‘breaking new ground’ as there is only currently a survey available through NZCER for Year 5-6 students. We felt that we needed to gain more knowledge from developing our own consistent surveys for the rest of our students, but it has been a challenge to align this and has opened up some questions about some of the aspects of the Year 5-6 surveys. The feedback was that children are comfortable in answering those question about whether they do that or not for themselves but were not sure if they could answer it in terms of all the other children in the school as they as individuals didn’t know about everyone. This led to us designing our own surveys in the same vein as the NZCER surveys for all our learners. They are tailored to the Year level of the children e. g. for our Year 1 children we have picture responses for 20 basic questions.

In many areas of the school the data levels are already very high, so we need to be more specific about the Wellbeing Expectation levels we hope to achieve and target our actions towards this. It needs to parallel the concept behind our curriculum Expectation levels in academic areas. This development of expectations was part of our Annual Plan goals for 2022 under the Charter focus area of ‘**Grow Wellbeing for Students, Staff and Community.’** In the area of human wellbeing within social groupings the emotional state of our learners is always fluid and dynamic as it is not only impacted on by attitudes and events at school but also by the home and community as well. Emotional states will often change dependent on a number of variables, the overall aim at our school is for children to be safe and secure so that they can learn and achieve with success. Rich conversations were held with our staff and other stakeholders as we probed further into our 2021 data, looked at some of the variations, also reviewed our research processes, then honed our expectations and action plan for 2022.

**The agreed target areas are:**

* Student knowledge and understanding of guidelines and acceptable practices about behaviour
* What to do if someone is hurt or bullied
* A sense of belonging to Te Totara Primary School and feeling safe here
* Students treat others with respect
* Include children who are left out
* Listening to others viewpoint.

**Expected Target:** Equity and Excellence Target of **91%** or better.

Targets for Wellbeing are from the results of Wellbeing Survey in 2021. These were finalised before the February 2022 BOT meeting with staff, including the wellbeing committee having been consulted. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements

**End of Year Outcome - 2022:**

As a result of the consultation process the 2020-2023 Charter contains a major focus area ‘**Grow Wellbeing for Students, Staff and Community.’**

In line with our 2020-2023 Charter action plan we have continued extensive work in this area. This includes:

* Wellbeing committee has met twice a term to discuss action and review outcomes, leading to further actions. Minutes of these meetings have been circulated across the school which are also shared as reports to the B.O.T for their discussion and input.
* We have funded the Employment Assistance programme for our staff to access support in areas of need.
* Year 2-6 teachers who have previously trained in Mindfulness have continued to incorporate aspects of the programme in their classes. The programme focuses on developing student’s resilience techniques to alleviate anxiety, development of positive relationships and outcomes.
* Te Whare Tapa Wha and ‘Movewell’ resources were used in classes to support the wellbeing of students. At the beginning of the year classes began with a Whanaungatanga topic focusing on belonging, relationships, and culture. The Treaty of Waitangi was a focus where classes developed their own treaty.
* Wellbeing focus within learning areas includes Zones of Regulation (sometimes referred to as STARS Zones) and the Te Totara STARS programme as well as Mindfulness. This way we are creating a wellbeing programme and response that relates to our school’s needs and culture.
* Work has continued in the programmes for Year One and New Entrant students with our Assistant Principal and Junior Team Leaders taking a major role. This is strongly connected to the Zones of Regulation, Proprioception and our STARS oral language learning.
* Covid impacted on numbers of students surveyed (particularly those students in Year 2 at the beginning of the year).
* For Year 5 & 6 students Covid may have impacted them on ‘not feeling safe’ at school in February 2022, 87% compared to November results of almost 93%.
* COL team completed Year 0 surveys and noticed how these younger students in particular were affected by the ‘moment’ they were in for example, many just wanted to add ‘happy’ yes faces and a few others were visibly tired and wanted to go home so choose the ‘no’ option to most questions. We also felt that there were too many questions in the survey to keep this group of children engaged for the length of the survey.
* Wellbeing surveys have been done in February 2022 from Year 1-6 and repeated in November 2022 from Year 0-6. This was completed digitally with each question set as required, the same language used for answers and on separate goggle forms for ease of whole school data collation. Each child has access to their own survey on the iPad using google forms. The questions have been revised and presented in a ‘child friendly’ manner appropriate to our student needs and wellbeing targets.

The results have been collated and analysed with a focus on the target areas below:

**Wellbeing Targets – Year Level Breakdowns**

* **Student knowledge and understanding of guidelines and acceptable practices about behaviour**

|  |  |  |
| --- | --- | --- |
|  | **Term 1, 2022** | **Term 4, 2022** |
| **Year 0** | Not in this survey | 39/69= 56.5% |
| **Year 1** | 69/88 = 78.4% | 82/91= 90.1% |
| **Year 2** | 63/68 = 92.6% | 79/80 = 98.75% |
| **Year 3-4** | 228/236 = 96.6% | 233/235 = 99.2% |
| **Year 5-6** | 219/220 = 99.5% | 240/242 = 99.1% |
| **Totals** | 579/612 = 94.6% | 673/717= 93.9% |

* **Know what to do if someone is hurt or being bullied**

|  |  |  |
| --- | --- | --- |
|  | **Term 1, 2022** | **Term 4, 2022** |
| **Year 0** | Not in this survey | 67/69 = 97.1% |
| **Year 1** | 85/88 = 96.6% | 98/91= 97.8% |
| **Year 2** | 65/68 = 95.6 | 72/80 = 90% |
| **Year 3-4** | 225/236 = 95.3% | 224/235=95.3% |
| **Year 5-6** | 216/220 = 98.2% | 236/242 = 97.5% |
| **Totals** | 591/612 = 96.5% | 697/717 = 97.2% |

* **A sense of belonging to Te Totara Primary School and feeling safe here.**

|  |  |  |
| --- | --- | --- |
|  | **Term 1, 2022** | **Term 4, 2022** |
| **Year 0** | Not in this survey | 65/69 = 94.2% |
| **Year 1** | 79/88 = 89.8% | 91/91 = 100% |
| **Year 2** | 64/68 = 94.1% | 76/80 = 95% |
| **Year 3-4** | 219/236 = 92.8% | 220/235=93.6% |
| **Year 5-6** | 193/220 = 87.7% | 225/242 = 92.9% |
| **Totals** | 555/612 = 90.6% | 677/717 = 94.4% |

* **Treat others with respect**

|  |  |  |
| --- | --- | --- |
|  | **Term 1, 2022** | **Term 4, 2022** |
| **Year 0** | Not in this survey | 63/69 = 91.3% |
| **Year 1** | 86/88 = 97.7% | 91/91 = 100% |
| **Year 2** | 67/68 = 98.5% | 79/80 = 98.75 |
| **Year 3-4** | 229/236 = 97% | 228/235=97.9% |
| **Year 5-6** | 212/220 = 96.4% | 232/242 = 95.8% |
| **Totals** | 594/612 = 97% | 693/717 = 96.7% |

·

* **Include children who are left out**

|  |  |  |
| --- | --- | --- |
|  | **Term 1, 2022** | **Term 4, 2022** |
| **Year 0** | Not in this survey | 63/69 = 91.3% |
| **Year 1** | 83/88 = 94.3% | 88/91 = 96.7% |
| **Year 2** | 64/67 = 95.5% | 73/80 = 91.25% |
| **Year 3-4** | 230/236 = 97.5% | 227/235 =97.61% |
| **Year 5-6** | 200/220 - 90.9% | 208/242 = 85.9% |
| **Totals** | 577/612 = 94.2% | 659/717 = 91.9% |

* **Listening to others’ viewpoints**

|  |  |  |
| --- | --- | --- |
|  | **Term 1, 2022** | **Term 4, 2022** |
| **Year 0** | Not in this survey | 64/69 = 92.8% |
| **Year 1** | 83/88 = 94.3% | 91/91 = 100% |
| **Year 2** | 66/67 = 98.5% | 78/80 = 96.25 |
| **Year 3-4** | 195/236 = 82.6% | 198/235 = 84.3% |
| **Year 5-6** | 212/220 = 96.4% | 208/242 = 85.9% |
| **Totals** | 556/612 = 90.8% | 639/717 = 89.1% |

**Next Steps 2023:**

* Continue to involve C.O.L in-school teachers in these Wellbeing processes
* Analysis of results with our staff and explore strategies to improve outcomes in specific year groups
* Incorporate Treaty of Waitangi and Cultural competencies in this process via the 2023 Collaborative inquiry process.
* Year 3-6 clarification of question 9 for students and teachers - bullying is not okay in our school
* Continue to implement surveys with each class twice yearly during Feb and Nov
* Continue implementation of Te totara Wellbeing strand of the charter through classroom programs based on our Te totara STARS, mindfulness, zones of regulation, class culture and treaty. Begin year with learning programs incorporating Te Whare Tapa Wha and the ‘Movewell’ resource
* Continue access of staff to the E.A.P (Employment Assistance Programme)
* Continue to ensure all staff are familiar with and using the prevention of bullying policy and procedures in a restorative manner.
* Continue to facilitate positive participation of our learning in target areas within the wellbeing surveys
* Teachers use wellbeing week each term to touch base and reflect on target survey questions with students and have discussions on validity of feelings. Unpacking results of the survey with class during wellbeing week. Identify important areas.
* Share with each team of teachers target questions
* Shorten the Year 0 survey to include target questions and a few others.
* Use wellbeing survey to help inform (particularly whanau and cultural questions) linked to collaborative inquiry
* Have a wellbeing survey for staff
* Revisit the staff aspect of wellbeing week, perhaps change the week of the term

**Target 2-Reading, Target 3-Writing and Target 4 Mathematics**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within **3%** of each other and excellence is at least **91%** of students reaching and exceeding curriculum levels achievement.

Targets for 2021 reflect these measures and were finalised before the February 2022 BOT meeting, these were shared with the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that are set have come from the 2021 Curriculum Level Expectations Reporting which contained achievement data on all of our students from the 2021 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2021 (i.e. data collected in November 2020). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

**Targets - How did we go?**

A very challenging year in education with the continuing impact on schooling of the COVID 19 pandemic. Teachers have continued to identify these learners from the data and throughout the year, setting ongoing learning goals and interventions for them whilst in school and in lockdown situations. The use of our Seesaw app which is so familiar to our whanau as the online learning portal was successful for staff, families and students. Our Learning Support staff worked very hard to differentiate programmes which offered support for our most vulnerable learners across these core curriculum areas.

In general terms given all the difficulties of the year our levels of achievement remained quite strong with the across year level targets for students being achieved across reading, writing and mathematics. We have some specific areas of focus going forward for some groups and year levels of learners which will be reflected in the Charter, Strategic and Annual Plan – 2023.

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 699) | 91% (637 students) at or above | **93% (652 students)** **at or above** | **Target met** |
| Maori students (Total - 107) | 90% (96 students) at or above | **91% (97 students) at or above** | **Target met.** |
| Pasifika students (Total - 15) | 90% (14 students) at or above | **93% (14 students) at or above** | **Target met.** |
| After 2 Years at school (Total -78) | 88% (69 students) at or above | **94% (73 students) at or above** | **Target met.** |

**Analysis:**

* **All Four targets** set in the 2022 Annual Plan **were achieved**.
* Increased resourcing for Reading Recovery from .8 support teachers to 1.0 support teachers certainly assisted the goal around the

Year 2 level. We are looking forward to the Better Start Literacy Approach professional development extending through to Year 2

in 2023.

* The Priority Learners lead teacher role was successfully in the transition of the Learning Support Coordinators roles in 2022. Priority

Learners’ role is valuable in showing large shifts in achievement, recommendation is to continue in 2023 as a coaching focus with

teachers with a close analysis of individual student and group learning needs. It is flexible and responsive to our target students.

**Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 699) | 91% (637 students) at or above | **93 % (647 students) at or above** | **Target met.** |
| Maori students (Total -107) | 90% (96 students) at or above | **86% (92 students) at or above** | **Target not met** |
| Pasifika students (Total - 15) | 90% (14 students) at or above | **87% (13 students) at or above** | **Target not met** |
| Year 6 students (Total - 119) | 89% (106 students) at or above | **91% (108 students) at or above** | **Target met** |

**Analysis:**

* **Two out of Four** targets set in the 2022 Annual Plan were achieved.
* Maori students not achieved. Four students did not reach expected Curriculum level despite making progress.
* Pasifika student’s target not achieved. This is the difference of 1 student. Progress has occurred.
* Professional development sessions and resources were supplied for staff by the Deputy Principal during the year.
* Consider the needs of male learners, cultural groups and student agency when determining contexts.
* Use high quality literature and models to clarify effective writing across genre to the learners.

**Maths**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 699) | 91% (638 students) at or above | **93% (653 students) at or above** | **Target met** |
| Maori students (Total - 107) | 89% (95 students) at or above | **88% (94 students) at or above** | **Target not met** |
| Pasifika students (Total - 15) | 90% (14 students) at or above | **87% (13 students) at or above** | **Target not met** |
| Year 4 students (Total - 114) | 89% (102 students) at or above | **91% (104 students) at or above** | **Target met** |

**Analysis**

* **Two out of Four** targets set in the 2022 Annual Plan were achieved
* Maori student’s target not achieved. This is the difference of 1 student. Progress occurred.
* Pasifika student’s target not achieved. This is the difference of 1 student. Progress occurred.
* Our focus work with the Bruce Moody progressions translating into Te Totara expectation implementation has been a positive move. The teachers have clarity reflected in their planning and assessment processes. This work will be continued through the maths strand areas in 2023.