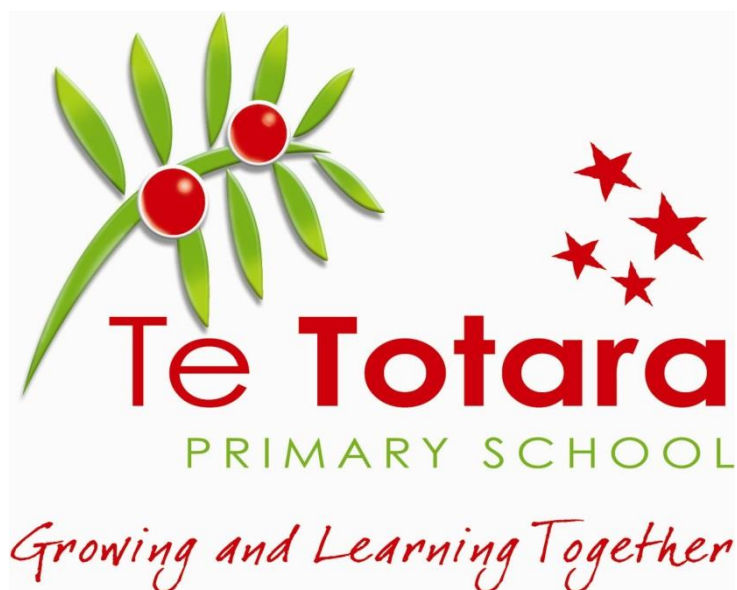


Analysis of Variance of Strategic and 2023 Annual Plan



Our Aim and Values

Growing and Learning Together

Our Purpose

For our school community to be:

- ★ **Smart Decision** makers leading to individual excellence and positive reinforcement of oneself, the school culture and whole community
- ★ **Trying our Best** to achieve success, grow and develop new skills, meet targets, and surpass expectations
- ★ **Always Learning** and growing individual and team academic, professional, and social skills
- ★ **Respectful** at all times of cultures, beliefs, and decisions within our school and wider community. Embrace cultural diversity and encourage the learning of Te Reo Maori and Tikanga
- ★ **Self-Managing** and taking ownership for learning, motivating, and celebrating success

About Te Totara Primary School



- Located at 31 Hector Drive, in the fast-growing Rototuna suburb in Northeast of Hamilton, New Zealand
- Opened in January 2008 with 58 students, at December 2023 had 809 students
- Has 38 Learning areas, that includes two Satellite classes from Hamilton North Special School, an Administration area that includes resource area and offices, also a Multipurpose area containing a Hall and Staff Lounge
- Has an Individual Learning plan for each student and teacher to help them develop and fulfil our Mission of "Growing and Learning Together".
- Has a diverse community, with over 35 different nationalities (using the Ministry of Education designations), making for a great school. This includes 37.3 % NZ European, 12.4 % Maori students, 1.5 % Pasifika, 14.8 % Chinese, 8.5 % Indian, 10.5 % African and 15.0 % other nationalities including 'other European'.
- Has a supportive community who are active in the school through groups such as the School Board (who govern the school) Parent Teacher Association and Whanau.
- Is an active member of Te Pae Here, Kaahui Ako, a large Community of Learning situated in the North-Eastern area of Hamilton City.
- Strong links have been established with Ngati Wairere, through the cultural report commissioned prior to the opening of Te Totara School and as the stakehold. This report is evidenced within the ethos of the school and visibly linked through the names of the buildings and our Reach for the STAR's programme. This is also reinforced through their stewardship of Te Pae Here, Kaahui Ako.
- As the school has grown strong relationships have also been fostered with Kirikiriroa Marae through the schoolwide visits to this urban marae every second year. This was instigated as a result of consultation with our Maori community who continue to reinforce the importance of this link. Our students have a rich bond to Kirikiriroa and in their pepeha refer to it as 'my marae.' Since the impact of Covid the availability of Kirikiriroa has been diminished so Te Totara has fostered a new relationship with Aratia Community Marae and Fairfield College.
- Runs a Before and After School care programme catering for over 120 students daily.
- For further information visit www.tetotara.school.nz

Strategic Plan 2020-2023 & Annual Plan 2023



Contents and Background

Pages 1-5	Strategic Plan 2020-2023. This sets out the aims of the school over a four year period.
Pages 6-7	Map of Action. This sets out when the plan will be implemented.
Pages 8-21	Annual Plan 2023 Details the Actions, Responsibilities, Resourcing and Monitoring of the plan in July and December.
Pages 22-24	Achievement Data 2023 Tables of year end data in Reading, Writing and Mathematics to evaluate 2023 Targets
Pages 25-29	Specific targets to lift achievement in 2023. Details the targets we have set to lift achievement in Wellbeing
Pages 30-33	Specific targets to lift achievement in 2023. Details the targets we have set to lift achievement in Reading, Writing and Mathematics and analysis of our results.

Principal's Endorsement:		26/01/2024
School Board Presiding Member:		20/02/2024
Submission date to Ministry of Education:		28/02/2024



Te Totara Primary School Charter

Growing and Learning Together



OUR PROGRAMMES IN 2020-2023

GROW ACHIEVEMENT FOR LEARNERS	GROW WHANAU COMMUNITY INVOLVEMENT	GROW INFRASTRUCTURE FOR STUDENTS, STAFF AND COMMUNITY	GROW WELLBEING FOR STUDENTS, STAFF AND COMMUNITY
<p>A. Literacy and Mathematics Grow achievement for students in Literacy and Mathematics, reflected throughout the whole curriculum.</p>	<p>A. Community Involvement Enhance opportunities for whanau involvement in school events and local curriculum.</p>	<p>A. 10 Year Property Plan Continue to review and implement the Te Totara 10-year property plan.</p>	<p>A. Wellbeing Practices Enhance our Wellbeing practices with strong connections to our Te Totara STAR's programme.</p>
<p>B. Priority Learners Grow achievement for priority learners in relation to identified Curriculum level expectations.</p>	<p>B. Communication Further develop communication opportunities with whanau and wider school community.</p>	<p>B. Roll Growth Cater for roll growth classrooms and additional learning spaces.</p>	<p>B. Effective Responses and Interventions Foster effective responses and interventions to challenging situations and behaviour, including implementation of preventative measures where appropriate.</p>
<p>C. New Zealand Education Initiatives Implement the government 'Education Work Programme' and 'Curriculum, Progress and Achievement' changes</p>	<p>C. Bicultural Heritage Grow knowledge of and celebrate our bicultural heritage through our Treaty of Waitangi commitment in Aotearoa New Zealand.</p>	<p>C. Natural Environment Enhance the natural environment with structures and planting that grow wellbeing and learning opportunities</p>	<p>C. Te Totara – as a Community of Care Provide an environment that promotes social, mental, spiritual and physical wellbeing in our school community.</p>
<p>D. Community of Learners Grow professional capability of teachers through involvement in the Community of Learning, including the use of any initiatives that are desirable to implement at Te Totara Primary School.</p>	<p>D. Cultural Diversity with Te Totara School Community Develop our understanding of and celebrating diverse cultural groups that are reflected in our school community.</p>	<p>D. Sustainable Infrastructure Develop and implement sustainable practices through an infrastructure plan.</p>	<p>D. Connecting to the Environment Make strong connections to the natural world</p>



Te Totara Primary School Charter

















Growing and Learning Together

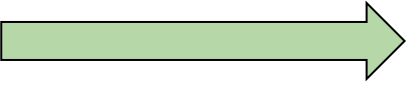
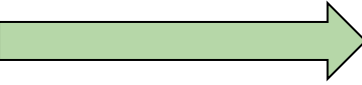




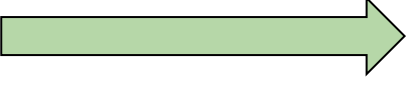
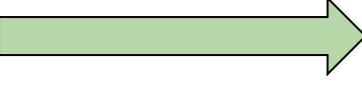










OUR SUCCESS MEASURES 2020-2023

GROW ACHIEVEMENT FOR LEARNERS	GROW WHANAU COMMUNITY INVOLVEMENT	GROW INFRASTRUCTURE FOR STUDENTS, STAFF AND COMMUNITY	GROW WELLBEING FOR STUDENTS, STAFF AND COMMUNITY
<p>Curriculum Level expectation achieved in Literacy and Mathematics for all learners. This is measured throughout Curriculum.</p>	<p>85% positive responses from survey with students and whanau.</p>	<p>10-year Property plan is current and in successful implementation in Charter period 2020-2023.</p>	<p>85% positive responses from Wellbeing survey with students, staff and whanau.</p>
<p>Accelerated achievement for priority learners evident through achievement data.</p>	<p>Visible evidence of bicultural heritage through environment and learning programmes at Te Totara Primary School.</p>	<p>Roll Growth classrooms and additional learning spaces are functional onsite.</p>	<p>Effective situation specific responses and interventions are in place for student's wellbeing. This is evidenced in policies and procedures.</p>
<p>Implementation of Education Initiatives and Curriculum, Progress and Achievement changes.</p>	<p>Our diverse multi-cultural community is acknowledged and celebrated through environment and learning programmes at Te Totara Primary School.</p>	<p>Environmental structures and planting are linked to student learning in our local curriculum.</p>	<p>Visible links to the natural world within the local curriculum of Te Totara Primary school</p>
<p>Reporting from the Principal to the Board of any possible initiatives from the Community of Learning that would be a desirable fit for Te Totara Primary School.</p>	<p>Reporting from Principal to Board of Trustees of Community of Learning initiatives that would be a desirable fit for Te Totara Primary School.</p>	<p>Infrastructure Plan on Sustainable Practices developed and in implementation.</p>	

MAP OF ACTION

<u>Grow Achievement for Learners</u>	2022	2023
Literacy and Mathematics		
Priority Learners		
New Zealand Education Initiatives		
Community of Learners (Te Pae Here Kāhui Ako)		
<u>Grow Whanau Community involvement</u>		
Community Involvement		
Communication		
Bicultural Heritage		
Cultural Diversity within Te Totara Community		

<u>Grow Infrastructure</u>		
10 Year Property Plan		
Roll Growth		
Natural Environment		
Sustainable Infrastructure		
<u>Grow Wellbeing for Students, Staff and Community</u>		
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
<p>A. Literacy and Mathematics Curriculum Expectations in Literacy are achieved through high quality teaching and learning.</p> <p>(N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> DP, <u>Accountable:</u> P, DP, AP, Leaders, Teachers, Learning Support <u>Consult:</u> Staff <u>Inform:</u> P, Board</p>	<p>-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.</p>	<p>-Share Literacy Data and report with: Staff, Board and C.O.L. - One Year 1 teaching staff in 'Better Start Literacy Approach' in first half of 2023. One Year 1 teacher in second half of 2023 -Five staff in the Year 2 BLSA programme. This is funded by the M.O.E, delivered by University of Canterbury - Assistant Principal trained as school facilitator -Limited funded assessment and release days, significant school financial input. -Targeted Teacher Aide support in Reading and Writing particularly in Yr 1-2.</p>	<p>Teacher Only Day analysis of 2022 data. -by Feb 8, 2023 -Jan-Feb Staff and Team meetings (Term 1-4) -March 2023 -Ongoing Term 3 Exemplar and school-wide moderation. Dec 2022. Training other staff in 2023 -Year End Review of 2023 data.</p>	<p><u>Reading</u> -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 89% for Māori students, 88% for Pasifika students and 91% target year level at end of Yr 2. <u>Writing</u> -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 89% for Māori students, 88% for Pasifika students and 90% target year level at end of Yr 5.</p>	<p>July 2023: Curriculum expectations in Literacy reinforced through regular team meetings with Senior Leaders. Quality Assurance checks of teacher planning, and implementation processes completed Terms 1 & 2 2023. Dec 2023: 'Better Start Literacy' professional development completed for five Year 2 teachers. 91% of 'all students' achieve expectation levels in Reading and 89% of 'all students' achieve expectation levels in Writing.</p>
<p>A. Literacy and Mathematics Curriculum Expectations in Mathematics are achieved through high quality teaching and learning.</p> <p>(N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> DP, <u>Accountable:</u> P, DP, AP, Leaders, Teachers, Learning Support <u>Consult:</u> Staff <u>Inform:</u> P, Board</p>	<p>-Develop opportunities for strategic actions of leadership team to support schoolwide maths programmes e. g. expos, quality assurance practices, professional goals, 'seed learning' discussions at team meetings. -Professional development with staff new to Te Totara. Targeted staff meetings particularly to Yr 3-4 level. -Review effectiveness of practice Year 3-6 through observations, specific feedback, resource support. -Implement Te Totara Local</p>	<p>-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 FTE Teaching and Learning Time. -Deputy Principal to facilitate this through Team Leaders -Deputy Principal and C.O.L. in-school team leading development of maths strand expectations and implementation</p>	<p>-Teacher Only Day analysis of 2022 data. -Deputy Principal leading 'check in' reviews each term with leadership team Term 3 2023 -Year End Review of 2023 data.</p>	<p><u>Mathematics</u> -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 88% for Māori students, 87% for Pasifika students and 90% target year level at end of Yr 5.</p>	<p>July 2023: Curriculum expectations in Mathematics reinforced through team meetings with Senior Leaders. Quality Assurance checks of teacher planning, and implementation processes completed Terms 1 & 2 2023 Deputy Principal leading COL in-school/team leaders implementing strand progressions. Dec 2023: 91% of 'all students' achieve expectation levels in Mathematics.</p>

		Curriculum Maths progressions and guidelines. -Complete implementation expectations in Maths strands				
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)	<u>Responsible:</u> DP, <u>Accountable:</u> P, DP, AP, Leaders, Teachers, Learning Support <u>Consult:</u> Staff <u>Inform:</u> P, Board	-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 2023 mid and year end data and link to forward planning for 2024.	-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 2023	-Priority Learners and groups - Māori, Pasifika, European, Asian, Male, Female are within 3% of expected achievement levels and above. The figure we wish for them to be within 3% of 91% in curriculum levels in Reading and Writing and 92% in Maths.	July 2023: Clear identification of these learners from 2022 year-end achievement data. Coaching role through Priority Learners leader and Learning Support Coordinators roles. Feb-July 2023 Mid-Year Report to School Board On Priority Learners Progress and Achievement Actions .pdf Dec 2023: End of Year report reflects pleasing gains: 2023 Feb-Dec Report to School Board on Priority Learners Progress and Achievement Actions Presented to School Board Feb 2024
B. Priority Learners Learning Support Coordinator Positions (N.E.L.P. 1:2, 2:3, 2:4, 3:6)	<u>Responsible:</u> P, AP, priority Learners Leader <u>Accountable:</u> P, AP, Learning AP, LSC <u>Consult:</u> P, AP, DP, <u>Inform:</u> P, COL, M.O.E, Board	-Review LSC Job Description/Appraisal documentation using new guidelines linked to Teacher's Council professional standards -Appraisal of our full time LSC completed using updated format 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. -Monitor roles for each	- M.O.E. resourcing -1.00 FTTE Learning Support coordinator based at Te Totara -0.42 of a shared Learning Support coordinator based at Te Ao Marama -Transition time for A.P. & Priority Learners leader. -LSC Priority Learners leader working with Principal to develop a succession plan for this position. -Transition time for implementation of succession. -Seamless transition of personnel in place	Term 1 2023 Term 4 2023 October 2023 Ongoing 2023 December 2023	LSC documentation reflects Teacher's Council model -Updated Appraisal model in use for 2023 LSC Appraisal -Learning Support Coordinators implementing 2023 Annual Plan. -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. -Planning place for future transitions of roles with seamless handover.	July 2023: LSC Job Description and Appraisal documentation reflects Teacher's Council model -Updated Appraisal model in use for 2023 LSC Appraisal -Staffing transferred from Te Ao Marama (0.42) to priority learner's leader and created LSC aspects of role. -L.S.C. team working well, guided in Term 1 by Jennie Brook-Watt (SENCO/ AP) and Michele Gordon. Dec 2023: Seamless transition from Jennie to new Assistant Principal Maree Lewis Term 4

		LSC/Priority Learners leader/E.S.O.L. team so duplication is not occurring within roles, each person is contributing in an effective manner. Succession planning in these roles is in place and being implemented.				2023. Roles redefined and reinforced. Succession training continued for part time staff member Kelly Fletcher to Learning Support Coordinator roles and Leader of Mentor teacher due to retirement of Michele Gordon - Dec 2023.
B. Priority Learners Consolidate teacher capability & responsiveness to needs of English Language Learners lifting achievement and whanau involvement. (N.E.L.P. 1:2, 2:3, 2:4, 3:6)	<u>Responsible:</u> AP <u>Accountable:</u> P, AP, Learning Support Coordinators, E.S.O.L. teachers <u>Consult:</u> P, DP, AP, Staff <u>Inform:</u> P, Board	-Discuss Language Learning Pathways Years 1-8 documentation to the teachers on Teacher Only Days prior to school starting. -Continue to upskill E.S.O.L. teacher in data retrieval and digital skills -Utilise strengths of E.S.O.L. teacher, 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 TEAM PLAN 2023	M.O.E. resourcing for Teacher and Teacher Aide \$136,000 Time as detailed below: -0.6 FTE for ELLP, with a component on using the resourcing for Teacher support. \$75,000. \$42,000 (1.4) 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 teacher's assessment and teaching programmes for E.S.O.L.	Jan 2023 Ongoing throughout 2023 February 2023 Ongoing throughout 2023	-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 2023: 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. held in Feb and June 2023. Dec 2023: Second half year E.L.L.P. data collated for M.O.E. funding return. Judgements moderated by ESOL/L.S.C. team. Additional funding secured. E.L.L.P. students' evidence secure progress in their learning. Increasing numbers of non-English speaking learners enrolling second half of 2023.
C. N.Z. Education Initiatives Utilise Education system to support student achievement	<u>Responsible:</u> BOT, P, DP, AP, Staff <u>Accountable:</u> P, BOT <u>Consult:</u> Students, Teachers, Whanau,	-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	-Review with Leadership team the M.O.E. Strategic Plan for Education (N.E.L.P.) -Time, allocate these discussions and responses within school and School Board meetings. -Tools and resources to be shared by the Ministry of	Ongoing N.E.L.P. came into effect 13 Nov 2020 Term 1. By 1 Jan 2023 Term 1, 2022	-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	July 2023: Deputy Principal attended MOE Professional Development on Te Mātaiaho, NZ Curriculum refresh and has led staff meetings around this. Dec 2023: M.O.E. clarified revised timeline to NZ

<p>(N.E.L.P. 1:2, 2:3, 3:6)</p>	<p><u>Inform</u>: P, Board, MOE</p>	<p>Priorities (N.E.L.P.) - New planning and reporting format come into effect for Schools - Familiarize Board and staff with the National Education Learning Priorities (N.E.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.</p>	<p>Education. - Senior Leadership and Leadership time. - Implementation completed for Social Sciences NZ Histories Curriculum. - Feedback school to MOE on draft Literacy and Maths curriculum. - Review and implementation of materials of Literacy and Maths curriculum, as released.</p>	<p>through to full implementation in 2026. 2022-2023</p>	<p>- Implementation process begins through policy and procedural review cycle. - Alignment of practice begins - Literacy and Maths curriculum feedback to M.O.E. reflects our practice model.</p>	<p>Curriculum Refresh. Te Totara continues with our own reviews and strengthening of our local curriculum. Aotearoa/N.Z. History implemented. We are exploring the progressions models and linking these with our current literacy and maths practices. Change of Government has led to some uncertainty in this area. Clarification to occur in 2024.</p>
<p>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)</p>	<p><u>Responsible</u> DP, P, AP <u>Accountable</u> Leadership, C.O.L. In-school and Across School Teachers, Teachers and Students <u>Consult</u> Students, Teachers, Whanau, <u>Inform</u> Principal, Board</p>	<p>- Include in-school C.O.L. teachers and Leaders professional goals and Inquiries to support them in their practice to ensure Te Tiriti o Waitangi is evident in all aspects of the school. - Involve C.O.L. Across School personnel using practices based on 'Rongohui te Hau' model to develop culturally responsive practices that enhanced student agency - Kaahui Ako project for each school to produce digital presentation of their own 'story'</p>	<p>- Teaching and Learning Time 0.4 FTE to support professional goals - PLD through COL across school positions - Staff Meeting Team meetings - Targeted resource buying - C.O.L. Across School personnel. Release days - \$3000 to produce digital presentation.</p>	<p>Ongoing Term 2-3 2023 Term 2-3 2023 Term 1-2 2023 Term 1-2 2023 Term 2-3 2023</p>	<p>- 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. - 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.</p>	<p>July 2023: Student surveys completed in wellbeing area in Feb 2023 to identify student needs & goals for active involvement this year. Staff Wellbeing survey in Term 1 this year, response actions implemented in Term 2. Professional development in this area: Term 1 and Term 2 staff meetings and Kaahui Ako T.O.D June 2023. Kaahui Ako digital presentation planning and script approved by Ngati Wairere. Student presenters practicing ready for filming in Term 3. Dec 2023: Kaahui Ako digital presentation completed and on Te Pae Here Website section Ngaa Puna o Ngaati Wairere https://www.ngaapuna.org/te-totara-primary-school</p>

<p>D. Community of Learners Increase school attendance <u>-Ensure provision of:</u> A welcoming environment where ākonga feel safe. -An engaging curriculum that reflects the identity, language and culture of ākonga. - Develop educationally powerful connections with whānau -Employ teachers who can connect with their ākonga. (N.E.L.P. 1.1,1:2, 2:3,2:4,3:5,3:6)</p>	<p><u>Responsible</u> DP, P, AP <u>Accountable</u> Leadership, Admin Manager Teachers Whanau <u>Consult</u> Students, Teachers, Whanau. <u>Inform</u> Principal, Board</p>	<p>-Highlight responsibility of caregivers and whānau to support ākonga to attend school. -Set clear expectations to prioritise attendance. -use attendance data to identify and respond to issues. - our <u>attendance improvement goals will be aligned with national attendance and engagement strategy.</u> Te Totara Attendance Improvement Goals -develop a clear response to chronic non-attendance -Increase ākonga motivation to attend school. -Work with agencies to understand/raise levels of attendance and support social and economic needs of ākonga and whānau. -Support Community Liason (Marise) frontline role to support schools to intervene early to improve attendance. -Minimise and remove barriers to non-attendance -Work with Kaahui Ako based Attendance Service Te Hononga to bring it close to our schools, iwi and whānau.</p>	<p>Senior Leadership and Admin time through personal follow up with whanua, email responses (holidays during term time) and newsletter.</p> <p>Senior Leadership and Admin to use MOE Everyday Matters data</p> <p>2023 Curriculum focus area and activities (Learning resourcing)</p> <p>MOE funding through Kaahui Ako Additional hours resourcing for Marise</p> <p>School funding for whanau in need (lunches, stationery, uniforms - \$5000)</p> <p>Additional hours resourcing for Marise</p>	<p>Ongoing 2023</p> <p>Ongoing 2023</p> <p>Ongoing 2023</p> <p>Term 1 2023</p> <p>As required with Te Hononga Ongoing 2023</p> <p>Ongoing 2023</p> <p>As required with Te Hononga</p>	<p>-Timely, clear communication to whanau regarding responsibilities towards school attendance.</p> <p>-Expectations to lift attendance in place with all community members aware of their role in this.</p> <p>-Te Totara attendance goals in place linked to M.O.E. guidelines incremental steps from 2023-2025</p> <p>-A rich curriculum programme in place so learners want to be at school.</p> <p>-Attendance data is viewed weekly at Admin meeting. Chronic and declining attendees are highlighted in discussions. -Pastoral support</p> <p>-Referrals made through the Kaahui Ako Te Hononga process for us all to work with families improving attendance</p>	<p>July and Dec 2023: Te Totara Attendance Improvement Targets set and monitored weekly. Weekly data made available to Ministry of Education. Frequent information sharing with our families. Reviewed each Term with M.O.E. data Everyday Matters' Te Totara Attendance Improvement Goal Term Data.pdf Admin meeting each Friday discusses students and their attendance trends. Dec 2023: Above actions continued. On two occasions we have worked with Kaahui Ako Attendance service. Meetings held with families and actions agreed to. Term 3 and 4 updates in documentation: Te Totara Attendance Improvement Goal Term Data - Year End</p>
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2. Grow Whanau and community involvement (N.E.L.P. Objectives 1:2, 2:3, and 3:5)

Action	Who RACI	How	Resourcing	When	Evidence of Success	Status – traffic lights
<p>A. Community Involvement -Consult & implement new MOE guidelines for Charters, Annual and Strategic plans for 2023-2026</p> <p>-Reflect consultation with community on the health component of the curriculum in 2023 (N.E.L.P. 1:1, 1;2, 2:3, 3:5, 3:6)</p>	<p><u>Responsible</u> B OT, Principal <u>Accountable:</u> BOT, Senior Leadership <u>Consult:</u> BOT, Staff and Community <u>Inform:</u> School Board, Community</p>	<p>-Consult and update the 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. -Review current Charter, and Strategic Plan as part of consultation process for new 2 year Strategic Plan for 2024 – 2025 -Strategic and Annual Plans reflect National Education Learning Priorities (N.E.L.P.) -Share with Board consultation on our health and wellbeing curriculum and reflect community wishes in the 2023 health programme.</p>	<p>-Time to consider revised guidelines from MOE for 2023 and beyond</p> <p>Time to consult with community and key stakeholder views.</p> <p>Board time, survey face to face and electronic medium. Whanau input. Hospitality</p> <p>Discussion led by Deputy Principal at B.O.T. meetings -Survey analysis, and presentation.</p>	<p>New planning format adopted, ongoing review to ensure guidelines are updated twice a year. 1 January 2023</p> <p>End of Term 3 -Term 4 Process completed by Dec 2023.</p> <p>-Analysis and presentation to Board and Community Term 1 2023.</p>	<p>-Charter format (March 2020 – Dec 2023) reflected full community consultation. -Yearly implementation of the strategic intent of the Charter. reflecting community decisions. -Clear communication to the community is evident.</p> <p>New Strategic Plan document reflect Te Totara community aspirations and M.O.E. priorities.</p> <p>- Health survey completed late 2022 -Curriculum programming is shared. Consultation information and actions taken are communicated to Board and community.</p>	<p>July 2023: Ministry of Education guidelines followed during development of 2020-2023 Charter and 2023 Annual Plan. 2022 Analysis of Variance, Charter Strategic and 2023 Annual Plan) lodged with M.O.E. by March 2023. Acknowledged as compliant with all expectations by Kym Lenihan (M.O.E. Adviser) -Health Curriculum consultation information and feedback reflected in Sexuality Education unit Term 2 'Navigating the Journey.' Dec 2023: Professional development in Ministry of Education guidelines for 2024-2026 Strategic and 2024 Annual Plan. Community consultation undertaken in Term 4 2023 will inform the plan</p>
<p>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)</p>	<p><u>Responsible</u> P, DP, AP, Teachers <u>Accountable:</u> All <u>Consult</u> Staff, Whanau and students</p>	<p>-Meet the Teacher evening. -P.T.A. Events. -Learning Plan discussions (student, teacher, and whanau), co-constructed goals. Term 1, Term 3. -Weekly assemblies to share learning. Photos shared through Te Totara Facebook. -Term 1 Social Sciences unit – Te Tiriti o Waitangi</p>	<p>-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 (Arts) -Budget \$100</p>	<p>Feb 2023</p> <p>Ongoing</p> <p>Weeks 8-10 Term 1</p> <p>Ongoing</p> <p>Term 1 2023 Term 1 2023</p> <p>Term 2-3 2023</p>	<p>-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. Learning plans reflect community needs</p>	<p>July 2023: Opportunities for Whanau involvement have occurred: -Meet the Teacher evening in Feb -P.T.A. Events – Three ice block days held for students. PTA AGM -June 2023 -Weekly team and school assemblies-families invited -Sports teams in Term 1 & 2. Families involved as coaches and managers.</p>

	<p><u>Inform</u> School Board Whanau</p>	<ul style="list-style-type: none"> -Sports teams coaches and managers -Sports days -Learning Expos Terms 2 & 3 -Junior Production-Term 2 -Schoolwide Arts Exhibition – Term 3 (Families visit) -Year 6 leavers -Volunteers thank you cards & event -End of Year Celebration Dec 2023. - 2023 Yearbook 	<ul style="list-style-type: none"> -Budget: \$1100 -Budget: \$5000 	<p>Sept 2023 Dec 2023 Dec 2023 Dec 2023 Dec 2023</p>	<p>-Vibrant school life with many opportunities for involvement in Sports, the Arts and local Curriculum.</p> <p>-Successful year end events reflecting high levels of community involvement.</p>	<p>-Learning Plan discussions in March.</p> <p>-Junior Production in June with high attendance at 2 matinees and 2 evening performances. Strong focus on enhancing understanding of our reporting processes. Significant work around use of concise plain language reporting to families, whanau and students</p> <p><u>Dec 2023</u> Second half year highlights - Art Exhibition, Athletics days, Year 6 Leavers Supper, and Celebration. High levels of families participated in all events.</p>
<p>B. Communication Keep community informed through Social Media, including Facebook, Website TTTV, Seesaw. (N.E.L.P. 1:1, 1:2)</p>	<p><u>Responsible</u> Digital Leader, admin team, Teachers <u>Accountable</u> p <u>Consult</u> School Board <u>Inform</u> School Board</p>	<ul style="list-style-type: none"> -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 response requiring Home Learning as an impact of public health or weather related. Use Seesaw portal as this is successful with our community 	<ul style="list-style-type: none"> - \$35,000 -Time and resourcing for Digital Leader, -Digital Student Leaders developing TTTV episodes every 2 weeks. -Teachers responsible for enhanced learning, funding as needed. 	<p>Ongoing Term 1 2023</p> <p>Ongoing</p> <p>Ongoing through school year</p> <p>As required.</p>	<p>-Community are well informed, include feedback from community survey if needed.</p> <p>-Positive feedback from community regarding the communication channels we have.</p> <p>-Families interacting with students and teachers via Seesaw both inside and outside of school.</p>	<p><u>July and Dec 2023:</u> 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 publicized to families. School Board seeks school community feedback through newsletter, as part of monthly policy review process. Outdoor electronic signage completed, in use from June 2023.</p>

<p>C. Bicultural Heritage Tikanga and Te Reo expectations and support. Continue the programme of Te Reo support through Curriculum for teachers.</p> <p>-Grow teacher knowledge of Aotearoa/New Zealand History through Kahui Ako links with Tanui and Ngaati Wairere.</p> <p>(N.E.L.P. 1:2, 2:3, 2:4, 3:5, 3:6)</p>	<p><u>Responsible:</u> P, DP, AP, Teachers</p> <p><u>Accountable</u> Senior Leadership, Whanau committee, Haka Hiva for Kapa Haka, teachers</p> <p><u>Consult</u> Staff, Whanau</p> <p><u>Inform</u> School Board, Whanau</p>	<p>-Continue to support Tikanga in all learning areas. -Reinforce previous professional development. -Increase proficiency of staff in Te Reo Māori. -Support individual teachers through their own te reo development through Te Wananga o Aotearoa. -Link this to Performance Management processes. Staff self-review their development in Appraisal conversations and set goals. -Through Kapa Haka performances host whanau events to enhance regular consultation with Māori community. Increase Kapa Haka funding to two hours per week allowing for full school participation. -Continue implementation of Te Takanga o Te Wā and Aotearoa New Zealand's histories curriculum as a key area in our local curriculum. -Also place based education which will strengthen our collaborative work with Ngaati Wairere. <i>'Begin where your feet are.'</i> -Kaahui Ako Teacher only Day for all teachers in Te Pae Here Professional Learning Day: Wellbeing Speakers: - <u>Curtis Bristowe</u> - <i>Enabling teacher wellbeing through a Te Ao Māori lens.</i> - <u>Nathan Wallis</u> - <i>Understanding how the adult brain functions and how this can assist teachers to thrive in change environments</i> - <u>Katherine Berkett</u> - <i>Strategies for teachers to enhance and manage their wellbeing.</i></p>	<p>-0.2 FTE to support teacher's growth in Tikanga \$4000 unit for Whanau staff member</p> <p>2023 – 19 teachers have completed their 6 month Te Reo course. -Tikanga funding including Haka Hiva Kapa Haka programme \$12000 -Hospitality funding\$500</p>	<p>Tikanga support from early Term 1</p> <p>Kapa Haka and Staffroom Te Reo - all year</p> <p>Feb 2023</p> <p>Ongoing 2023</p> <p>Teacher Only Day with Kaahui Ako schools – 2 June 2023</p> <p>Matariki public holiday – Friday 14 July 2023</p>	<p>-Ongoing Tikanga programme. -Acknowledgement of staff professional growth through performance management process. -Staff have new 2023 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. -Māori community have a forum to share ideas. -Te Totara continues our development of new NZ History Social Sciences document that we started last year.</p> <p>Term 1 Te Tiriti o Waitangi focus Term 2 Matariki focus.</p>	<p>July 2023: Strong focus area continued in 2023 with the refresh of NZ Curriculum and Matauranga Māori initiatives. Active Kapa Haka with large student numbers of all ages started in Term 1. Class rotations attending the sessions. Teachers continuing to work on own tikanga and Te Reo goals as per the 'Standards for the Teaching Profession'; Te Tiriti o Waitangi partnership – <i>'Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.'</i> School Board of Trustee member attended workshop 1 of NZSTA Te Tiriti o Waitangi – Tikanga, Hamilton. (June 2023.) Aotearoa NZ History, in full implementation at Te Totara. Working with Kaahui Ako C.O.L. and Ngaati Wairere initiatives. All full time and part time teachers participated in Kaahui Ako C.O.L. Teacher Only Day – 2 June 2023. Dec 2023: Te Totara Kapa Haka participated in Te Pae Here celebration of Te Wiki o Te Reo Maori. Senior Leadership Deputy Principal and Assistant Principal attended professional development on Niho Taniwha in preparation for 2024 implementation schoolwide starting on teacher Only Day in Jan 2024. All staff included.</p>
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<p>D. Cultural Diversity Develop our understanding of and celebrating diverse cultural groups that are reflected in our school community.</p> <p>(N.E.L.P. 1:2,2:3, 2:4, 3:5, 3:6)</p>	<p><u>Responsible</u> BOT, P <u>Accountable</u> P, D.P. A.P. Staff, Diversity leader <u>Consult</u> BOT, Community Liaison, Families <u>Inform</u> School Board, Community</p>	<p>-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.</p>	<p>Marise Crow \$4000 unit for staff member Budget: \$1500 \$800 for named flags</p>	<p>Ongoing Ongoing As new cultural groups enroll.</p>	<p>-Our community feel comfortable and connected to Te Totara School -Diversity of community is acknowledged and valued -Strong Pasifika group in place with high participation from the students -A rich understanding of cultural expression is developed within our students -Flags acknowledging the cultural groups belonging to Te Totara are a visible sign of our diverse heritage</p>	<p>July 2023: Continue outreach to families this year to enhance attendance and support pastorally. Kapa Haka and T.O.P.A. in operation in Terms 1 &2 Significant cultural festival links to the curriculum have been resourced by our Diversity unit holder. New flags added in the Matariki hall, as required. Dec 2023: Our TOPA group participated in a Pasifika Showcase event in Nov which was very well supported by families. The students were very enthusiastic about their involvement and shared this at assembly.</p>
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3. Grow infrastructure for Students, Staff and Community (N.E.L.P. Objectives 1:1, 2:3,)

Action	Who RACI	How	Resourcing	When	Evidence of Success	Status-traffic light
<p>A. 10 Year Property Plan 2022-2032 Commence actions of 5YA Property plan.</p> <p>(N.E.L.P. 1:1, 2:3)</p>	<p><u>Responsible:</u> Board, P <u>Accountable:</u> Board, Staff <u>Consult:</u> Board, Staff <u>Inform:</u> School Board, MOE</p>	<p><u>10YPP 2022-2032</u> -Contractors completed a condition assessment on drainage, roofing, plumbing, heating and electrical for the new 10YPP -School Evaluation of Physical Environment (SEPE) completed. -Implement 5YA works programme from a review of school upgrade needs and future projects. 2023 projects: - Fire and Smoke detector Systems and Security Upgrade - Drainage, roofing, and</p>	<p><u>5YA Projects</u> Drainage - \$100,000 Roofing- \$80,000 Lighting-\$100,000 Heat Pumps-\$200,000 <u>-Total Priority 1-2 projects - \$480,000</u> <u>-Remainder for Priority 3 across 10YPP projects (school priority choices) \$236,000 (5YA) and \$200,000 (AMS)</u> \$436,000 - Total</p>	<p>Mid 2022- 2032 July 2023 September 2023</p>	<p>-School Evaluation for 10YPP completed. -An upgrade works schedule has been developed Plan is underway for 2023-2028 timeframe. Projects are being completed.</p>	<p>July 2023: After significant delays in 2022 by the Project Management process, sound progress is now being made by new project manager. Programme of works scheduled: July - sprinkler upgrade completed, Drainage, Lighting and Roofing scheduled for September holidays. Dec 2023: Drainage project successfully completed in Sept. Roofing mostly completed with Matariki and Admin work to be finished in Jan 2024. Electrical upgrade underway in</p>

		electrical upgrade -Project Manager Engaged for the projects. -Quotes finalised and work completed.				term 4 and will be completed Jan 2024.
B. Roll Growth Liaise with MOE over roll growth, implications on future building work. (N.E.L.P. 1:1, 2:3)	<u>Responsible:</u> P, Board <u>Accountable:</u> Board <u>Consult:</u> Board, MOE <u>Inform:</u> Board, MOE	-MOE agreement to retain for potential future roll growth, the area vacated by the closure and removal of the Barnardo'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.	Ongoing dialogue with M.O.E. and Barnardo's	Determined by M.O.E. July 2023 Term 3 2023	-Any future developments are well planned and allow the school to focus on student learning in appropriate infrastructure.	July 2023: Awaiting the removal of the Barnardo's buildings by their new removal company. This has been delayed by moving company. Now predicted for September. Dec 2023: Barnardo's buildings prepared for removal through Nov-Dec. Buildings removed 8 Jan 2024. Remediation of site. New gardens and play area to be developed 2024.
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,)	<u>Responsible:</u> P, Board <u>Accountable:</u> Leadership, Staff Caretakers, School Council, <u>Consult:</u> PTA, Board, Students, staff <u>Inform:</u> Board, 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 natural playground challenges through a Confidence course around the field perimeter. (4 stages)	-School Council Planning from 2022 - 2023 \$2000 Seating and tables -In conjunction with P.T.A. and school budget \$15,000 deposit \$50,000 to complete Stage 1-2 Apply to grant funding to complete.	Autumn 2023 Autumn and Spring 2023 Solar System unit Term 3 2023 Term 4 2022 Term 1-2 2023 Ongoing 2023	-Student's visible enjoyment of physical activity and environmental experiences. -Learning is holistic using environmental and cultural motivation. -Students increasingly interacting with the Natural World through access to natural infrastructure being developed.	July and Dec 2023: Kopu garden developed and a planting programme is underway. Picnic table seating established under the orchard trees and down the grassed area between Kopu and Neptune. Also, between Earth and Ra by the flax bushes at base of hill. New native garden established by our Enviro school leaders in south-western corner of back field. Stages 1&2 of Confidence Course completed on field perimeter in April. Stages 3&4 were completed in Dec. Excellent project.
D. Sustainable Infrastructure Develop and implement sustainable practices through an infrastructure	<u>Responsible:</u> P, Board <u>Accountable:</u> P, Board, Staff, Students <u>Consult:</u> Board, 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. Grow student knowledge and action	-Time for senior staff to explore this. 100 Kilowatts of Solar on Matariki, Orion and Matawhero roofs Generation \$1500 each year	Term 1-2 2023 Solar curriculum focus 2023 Ongoing as part of	-Completion of a Sustainable Infrastructure plan - Solar energy integrated into curriculum and day to day practices at Te Totara.	July 2023: See Charter Strand on Wellbeing Action D - "Connecting to the Environment. Lighting upgrade feasibility study completed. Currently working through GET's tender process.

plan. (N.E.L.P. 1:1,1:2, 2:3, 3:5, 3:6)	<u>Inform:</u> Board, MOE	around sustainable practices. -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 practices, composting increase for school gardens. -Continue to make staff and students aware of sustainable practices via curriculum and day to day school functioning.	Student Leaders enviro committee -Partnership between BOT & Leadership to develop this.	10YPP lighting upgrade Ongoing Ongoing	-Sustainable practices underway at Te Totara -Student knowledge of and involvement in sustainability increasing.	Dec 2023: Electrical upgrade replacing all lighting in the school with sustainable LED's. Te Totara looking to become an Enviroschool in 2024. To be included in Annual Plan for 2024.
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4. Grow Wellbeing for Students, Staff and Community (N.E.L.P. Objectives 1:1,1:2, 2:3, 3:5 and 3:6)

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)	<u>Responsible:</u> Senior leadership and Wellbeing committee <u>Accountable:</u> P <u>Consult:</u> Staff, Students, community <u>Inform:</u> Board.	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	-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 2023. -Ongoing Mindfulness, STAR's, Zones of Regulation regularly and as needed. -Incorporate aspects of 'Te Whare Tapa Wha' into Movewell focus area. Ongoing 2023 - E.A.P – ongoing 2023. - Flu jabs April 2023	-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 - Staff feel supported in wellbeing initiatives.	July 2023: 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 (students) Week 7 (staff) of each term. Dec 2023: Student wellbeing surveys completed. Student wellbeing a high priority in terms of discussions, activities, and support materials through learning areas. Wellbeing committee meets twice a term.

<p>B. Effective Responses and Interventions</p> <p>Foster effective responses and interventions to challenging situations and behaviour, including implementation of preventable measures, where appropriate.</p> <p>(N.E.L.P. 1:1, 1:2, 2:3, 3:5)</p>	<p><u>Responsible</u> P, DP, AP, Board (as appropriate)</p> <p><u>Accountable</u> P, DP, AP, Board</p> <p><u>Consult:</u> Staff, Families, COL</p> <p><u>Inform:</u> Board, MOE, Families, Staff</p>	<p>-Continue to develop wellbeing programmes as detailed above.</p> <p>-Regular review of Policies and Procedures: Stand down, Suspensions and Exclusions policy</p> <p>- review Student Behaviour Policy in relation to the new guidelines on 'Minimising the use of Physical Restraint in Schools.' New policy if required.</p> <p>-Teachers and authorised staff are to complete mandatory online learning module about new rules and guidelines re physical restraint</p> <p>-Continue to work closely with supporting agencies and families to create sustained and effective interventions for their children.</p> <p>-Continue professional development of staff in the Incredible Years for Teachers Programme with a focus on needs of Autistic students.</p> <p>-Health and Wellbeing programmes implementation linked to the C.O.L. Taakaro-Ora and Movewell programmes. Liaise with their staff for advice.</p> <p>-Principal to continue P.L.G. and P.G.C. learning with Principal colleagues and Evaluate Facilitator.</p> <p>-Principal to attend New Zealand Principal's Conference in Queenstown.</p>	<p>-Research into current approaches and responses</p> <p>-Additional resource purchases</p> <p>- Time for Senior Leadership/Staff meeting. Teacher time</p> <p>-Targeted Teacher and Teacher Aide time to support students.</p> <p>-Teacher Release for two teachers on the 'Incredible Years for Autistic learners.'</p> <p>-Kaahui Ako P.D. for school HPE/Sports leader.</p> <p>-MOE contract funded</p> <p>-\$1500 Conference & Accommodation.</p>	<p>Ongoing 2023</p> <p>Ongoing 2023</p> <p>By May 7, 2023</p> <p>By 7 February 2024</p> <p>Ongoing 2023</p> <p>Terms 1-3 2023</p> <p>One day each term 2023</p> <p>Twice per term as part of Principal's Professional Growth Cycle September 2023</p>	<p>-Responses are effective with positive interventions in place.</p> <p>-Students feel supported and that we can 'make a difference' with them.</p> <p>-Learning within social situations is occurring relevant to the child's developmental needs.</p> <p>-New rules and guidelines are adhered to in terms of the use of physical restraint.</p> <p>-Families/Whanau are in partnership with the school and appropriate external agencies if needed.</p> <p>-School Leadership and staff have ongoing professional development opportunities in this area.</p> <p>-Principal involved in Professional Networks and Development through Professional Growth Cycle (P.C.G.)</p>	<p>July 2023: 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 per review schedule and new physical restraint guidelines reflected in it. (June 2023). Bullying Prevention and Response policy reviewed. (June 2023). Bullying Procedural response document is working well as a checkpoint and guidance procedure. Families invited to feedback on these policies through June newsletters.</p> <p>Dec 2023: Ongoing interventions through Learning Support processes with Ministry of Education and pastoral support agencies. Always proactive in this area. Staff meeting regarding new restraint guidelines, teachers completing online professional development prior to Feb 2024 deadline. Principal attended excellent Principal's conference in Queenstown in November.</p>
<p>C. Te Totara – as a community of</p>	<p><u>Responsible:</u> Senior leadership</p>	<p>-Support families in need in both pastoral, practical ways and emotional support links</p>	<p>-Curriculum trips are subsidised or fully paid for by school reflect inclusive</p>	<p>Ongoing 2023</p>	<p>-Te Totara community feels supported in times of need.</p> <p>-Equity of student access to</p>	<p>July & Dec 2023: Ongoing pastoral support for families in need:</p>

<p>Care Provide an environment that promotes social, mental, spiritual and physical wellbeing in or school community.</p> <p>(N.E.L.P. 1:1, 1:2, 2:3, 3:5)</p>	<p>and Wellbeing committee <u>Accountable:</u> P <u>Consult:</u> Staff, Students, community <u>Inform:</u> Board</p>	<p>where appropriate.</p> <ul style="list-style-type: none"> -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. 	<p>practices</p> <ul style="list-style-type: none"> -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/govt funding -Fortnightly morning tea & other events <p>Badges for Student Leadership \$1000</p> <ul style="list-style-type: none"> -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 	<p>Ongoing 2023</p> <p>Ongoing 2023</p> <p>Term 1, 2 & 4 2023</p> <p>Ongoing</p> <p>Fortnightly (even weeks)</p> <p>Term 1 2023</p> <p>Terms 3 and 4 2023</p> <p>Term 2 2023</p> <p>Term 4 2023</p> <p>Weekly</p> <p>4-5 tours across term</p>	<p>opportunities within our school curriculum</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Stationery packs given to 30 families in February 2023. -Uniform assistance funding and second hand uniforms provided throughout the year. -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 1-4 2023, 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 each term. - Matawhero Team leader visited contributing preschools (Term 1 and 2). Frequent preschool visits to Te Totara. -112 Year 6 students have
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						Leadership roles. Student Council is active. - Support dog Milo has a visible presence at school, working with classes
<p>D. Connecting to the Environment Make strong connections to the natural world.</p> <p>(N.E.L.P. 1:1, 1:2, 2:3, 5:8)</p>	<p><u>Responsible</u> DP <u>Accountable</u> P, DP, AP <u>Consult</u> P <u>Inform</u> Board</p>	<p>-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 practices -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 learning connections through the environment. Solar system (Term 1), Natural Disasters (Term 4) are Science curriculum focus, incorporate aspects of Mātauranga Māori (understanding Maori concepts through a science lens.)</p>	<p>-\$2000 for ongoing planting and maintenance</p> <p>-C.O.L. Te Pae Here</p>	<p>Autumn and Spring 2023</p> <p>Each term 2023</p> <p>Term 2-4 2023</p> <p>Ongoing 2023</p> <p>Term 3 2023</p>	<p>-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.</p> <p>-Teachers increasingly interacting with the Natural World through co-constructed curriculum opportunities with students and whānau.</p> <p>-Student's 'notice' and make connections to the natural world. They develop the NZ Curriculum values of inquiry and curiosity. Te Tiriti o Waitangi is evident in that way we implement curriculum.</p>	<p>July 2023: Student council working on ideas for new areas in front of Kopu block. Seating and artworks being developed. New garden in that area has been established. Native planting on corner field boundary established by Enviro leaders. Playground Creations installed Stages 1 and 2 of our natural playground structures on perimeter of the back field. April 2023. Sponsorship funding applications lodged for Stages 3 and 4 to be completed by year end. Matariki focus July 2023. Dec 2023: Stages 3&4 were completed in Dec. Excellent project. Term 4 Curriculum focus Science and Social Sciences on Natural Disasters. High levels of student interest and family's involvement in this learning topic, including prevention and preparation. Envirofocus focus in 2024.</p>

2023 Curriculum Level Expectations Reporting

Te Totara Primary School – Students who have been at school for a year or longer, plus older Year 0 students.

Data from Year End Reporting 14/12/2023

Reading	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	21	3%	49	6%	586	79%	87	12%	743
Māori	5	4%	12	11 %	84	77%	9	8%	110
Pasifika	1	4%	2	8%	17	75 %	3	13%	23
Asian	8	2%	16	5%	272	81 %	42	12 %	338
N.Z. European/Pākehā	3	2%	7	4%	124	76%	29	18%	163
All other Ethnicities incl Other European	4	4%	12	11 %	89	81%	4	4%	109
Male	13	3%	29	8 %	290	77%	43	12 %	375
Female	8	2%	20	5%	296	81 %	44	12 %	368

Reading	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0			4	9%	42	91%			46
End of Year 1	4	4 %	18	16%	88	80 %			110
End of Year 2	3	2 %	13	11 %	79	64 %	28	23%	123
End of Year 3	2	2 %	6	7%	65	71 %	18	20%	91
End of Year 4	3	3 %	3	3%	87	76 %	21	18 %	114
End of Year 5	6	5 %	4	3%	112	88%	5	4%	127
End of Year 6	3	2%	1	1%	113	86%	15	11%	132

2023 Curriculum Level Expectations Reporting

Te Totara Primary School – Students who have been at school for a year or longer, plus older Year 0 students.

Data from Year End Reporting 14/12/2023

Writing	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	23	3%	64	8%	644	87%	12	2%	743
Māori	3	3%	18	16%	89	81%			110
Pasifika	1	4%	5	22%	16	70%	1	4%	23
Asian	9	2%	17	5%	305	90%	7	3%	338
N.Z. European/Pākehā	3	2%	10	6%	147	90%	3	2%	163
All other Ethnicities incl Other European	7	6%	14	13%	87	80%	1	1%	109
Male	15	4%	39	10%	320	85%	1	1%	375
Female	8	2%	25	7%	324	88%	11	3%	368

Writing	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0			3	6%	43	94%			46
End of Year 1	2	2%	5	4%	103	94%			110
End of Year 2	1	1%	6	5%	113	92 %	3	2%	123
End of Year 3	2	2%	12	13 %	77	85 %			91
End of Year 4	3	2%	19	16%	85	76 %	7	6%	114
End of Year 5	13	10%	3	2%	110	87 %	1	1%	127
End of Year 6	2	1%	16	12%	113	86 %	1	1%	132

2023 Curriculum Level Expectations Reporting

Te Totara Primary School – Students who have been at school for a year or longer, plus older Year 0 students.

Data from Year End Reporting 14/12/2023

Maths	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	9	1%	53	7%	648	87%	33	4%	743
Māori	2	1%	12	11%	92	84%	4	4%	110
Pasifika			6	26 %	17	74%			23
Asian	2	1%	12	3%	306	91%	18	5%	338
N. Z. European/Pākehā			12	7%	142	87%	9	6%	163
All Other Ethnicities incl Other European	5	4%	11	10%	91	84%	2	2%	109
Male	2	1%	25	6%	326	87%	22	6%	375
Female	7	2%	28	7%	322	88%	11	3%	368

Maths	Not At		Working Towards		At				Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0			2	4%	44	96 %			46
End of Year 1			1	1%	109	99%			110
End of Year 2	2	1%	6	5%	97	79%	18	15%	123
End of Year 3	1	1%	18	20%	69	76 %	3	3%	91
End of Year 4	2	2%	8	7%	95	83%	9	8%	114
End of Year 5	4	3%	9	7%	112	88%	2	2%	127
End of Year 6			9	7%	122	92 %	1	1%	132

Te Totara Primary School Targets to lift Achievement 2023

There are four specific targets for 2023, relating to Wellbeing, Reading, Writing and Maths. 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, as well as providing a safe physical and emotional environment.

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. A Wellbeing Committee was formed to support this. Confidential Surveys across all year levels are taken annually. These provided very positive affirmations about the School as well as providing key areas to work on, in order to support students and staff. These surveys are analysed for trends and programme effectiveness and 'next steps' actions informing our yearly Annual Plans. It is the responsibility of the Senior Leadership, Wellbeing committee, Team Leaders along with staff and students to support these gains.

The 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 Surveys in 2023. These have been finalised before the February 2023 Board 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.

The wellbeing surveys are completed digitally, with each child having access to their own individual survey on an ipad using Google Forms. This was great learning for everyone. Senior Management, Team Leaders and in-school COL team collaborated to ensure questions were in line within each level of learning and met each expected target for wellbeing.

End of Year Outcome - 2023:

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 2023 Annual 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 Board 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.
- 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.
- Wellbeing surveys have been done in February 2023 from Year 1-6 and repeated in November 2023 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, 2023	Term 4, 2023
Year 0	Not in this Survey	32/44 = 72%
Year 1	65/93 = 69%	81/103 = 78%
Year 2	101/110 = 92%	126/130 = 96%
Year 3-4	203/208 = 98%	217/222 = 98%
Year 5-6	248/251 = 98%	253/262 = 97%
Totals	617/662 = 93%	709/761 = 93%

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

	Term 1, 2023	Term 4, 2023
Year 0	Not in this Survey	44/44 = 100%
Year 1	86/93 = 92%	101/103 = 98%
Year 2	107/110 = 97%	127/130 = 97%
Year 3-4	196/208 = 94%	212/222 = 96%
Year 5-6	236/251 = 94%	254/262 = 97%
Totals	625/662 = 94%	738/761 = 97%

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

	Term 1, 2023	Term 4, 2023
Year 0	Not in this Survey	38/44 = 86%
Year 1	89/93 = 95%	102/103 = 99%
Year 2	101/110 = 92%	124/130 = 95%
Year 3-4	190/208 = 91%	198/222 = 90%
Year 5-6	228/251 = 91%	229/262 = 87%
Totals	608/662 = 92%	691/761 = 91%

- **Treat others with respect**

	Term 1, 2023	Term 4, 2023
Year 0	Not in this Survey	44/44 = 100%
Year 1	91/93 = 97%	101/103 = 98%
Year 2	108/110 = 98%	130/130 = 100%
Year 3-4	201/208 = 96%	212/222 = 96%
Year 5-6	242/251 = 96%	241/262 = 92%
Totals	642/662 = 97%	728/761 = 96%

- **Include children who are left out**

	Term 1, 2023	Term 4, 2023
Year 0	Not in this Survey	43/44 = 97%
Year 1	92/93 = 98%	101/103 = 98%
Year 2	106/110 = 96 %	130/130 = 100%
Year 3-4	198/208 = 95%	205/222 = 92%
Year 5-6	226/251 = 90%	222/262 = 84%
Totals	622/662 = 94%	701/761 = 92%

- **Listening to others' viewpoints**

	Term 1, 2023	Term 4, 2023
Year 0	Not in this Survey	44/44 = 100%
Year 1	91/93 = 97%	103/103 = 100%
Year 2	109//110 = 99%	130/130 = 100%
Year 3-4	174/208 = 84%	173/222 = 78%
Year 5-6	219/251 = 87%	209/262 = 80%
Totals	593/662 =90%	659/761 = 96%

Next Steps 2024

- Continue to involve COL in-school teachers in these Wellbeing processes.
- Analysis of results with our staff and explore strategies to explore improve outcomes in specific year groups.
- Incorporate Treaty of Waitangi and Cultural Competencies in this process. Integration of Niho Taniwha concepts aligned with teacher professional development e.g., forming a positive, genuine sense of belonging for students, staff and whānau.
- Continue to implement surveys with each class twice yearly during February and November.
- Continue implementation of Te Totara Wellbeing strand of the charter through classroom programmes through Te Totara STARS, Mindfulness, Zones of Regulation and class treaty, Te Whare Tapa Wha and the Movewell resource.
- New staff to be mentored in Mindfulness, Zones of Regulation and Te Whare Tapa Wha.
- Ensure all staff are familiar with and using the prevention of bullying policy and procedures in a restorative manner. All staff will meet the February 7 2024 M.O.E. deadline, to complete Professional Development in the updated Physical Restraint guidelines.
- Continue to facilitate positive participation of our learning in target areas within the Wellbeing surveys.
- After survey is complete teachers need to discuss the results of the survey with their class, identifying important areas/targets survey questions to work on.
- Within teaching teams share results of target questions and where to next.
- Continue access of staff to the E.A.P (Employment Assistance Programme.)
- C.O.L. in-school teachers review the student Wellbeing questions each year and continue to refine and make any changes necessary to ensure relevance, clarity and consistency of questions.

Target 2-Reading

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 2023 reflect these measures and have been finalised before the March 2023 BOT meeting, these will be 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 2022 Curriculum Level Expectations Reporting which contained achievement data on all our students from the 2022 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 2023 (i.e. data collected in December 2022). 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.)

Target 3-Writing

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 2023 reflect these measures and have been finalised before the March 2023 BOT meeting, these will be 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 come from the 2022 Curriculum Level Expectations Reporting which contained achievement data on all our students from the 2022 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 2023 (i.e. data collected in December 2022). 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.)

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 2023 reflect these measures and have been finalised before the March 2023 BOT meeting, these will be 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 come from the 2022 Curriculum Level Expectations Reporting which contained achievement data on all our students from the 2022 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 2023 (i.e. data collected in December 2022). 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?

2023 continued to be a challenging year in education with the continuing impact on schooling of the previous three years of COVID 19 pandemic. Staffing was challenging with staff sickness and the ongoing lack of relieving teachers. The roll has fluctuated with a large number of new students joining us.

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. 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 – 2024.

Reading – target students are those who had Learning Plans at the end of 2022, identified in 2023 as Priority learners.

Students	Target	Performance	Year End Status
All students (Total - 737)	91% (667 students) at or above	91% (673 students) at or above	Target met
Māori students (Total - 110)	89% (98 students) at or above	85% (93 students) at or above	Target not met.
Pasifika students (Total - 23)	88% (20 students) at or above	88% (20 students) at or above	Target met.
After 2 Years at school (Total -119)	90% (107 students) at or above	90% (107 students) at or above	Target met.

Analysis:

- **Three of the four targets** set in the 2023 Annual Plan were achieved.
- Maori students not achieved. Five students did not reach expected Curriculum level despite making progress.
- Increased resourcing for Reading Recovery from .8 support teachers to 1.0 support teachers certainly assisted Year 2 goals. The Better Start Literacy Approach professional development Year 2 in 2023 supported our targets, although it was not in full implementation until mid-year.
- The Priority Learners lead teacher role continued to be a successful part of the Learning Support Coordinators roles in 2023. Priority Learners' role is valuable in showing large shifts in achievement, recommendation is to continue in 2024 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– target students are those who had Learning Plans at the end of 2022, identified in 2023 as Priority learners.

Students	Target	Performance	Year End Status
All students (Total - 737)	91% (667 students) at or above	89 % (656 students) at or above	Target not met.
Māori students (Total -110)	89% (98 students) at or above	86% (92 students) at or above	Target not met
Pasifika students (Total - 23)	88% (20 students) at or above	87% (13 students) at or above	Target not met
Year 5 students (Total - 124)	90% (111 students) at or above	90% (111 students) at or above	Target met

Analysis:

- **One out of Four** targets set in the 2023 Annual Plan were achieved.
- Māori 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 – target students are those who had Learning Plans at the end of 2022, identified in 2023 as Priority learners.

Students	Target	Performance	Year End Status
All students (Total - 737)	91% (638 students) at or above	92% (681 students) at or above	Target met
Māori students (Total - 110)	89% (98 students) at or above	87% (96 students) at or above	Target not met
Pasifika students (Total - 23)	88% (20 students) at or above	87% (17 students) at or above	Target not met
Year 4 students (Total 114)	90% (103 students) at or above	91% (104 students) at or above	Target met
Year 5 students (Total - 124)	90% (111 students) at or above	92% (114 students) at or above	Target met

Analysis

- **Three out of Five** targets set in the 2023 Annual Plan were achieved.
- Māori student's target not achieved. This is the difference of 2 students. Progress occurred.
- Pasifika student's target not achieved. This is the difference of 3 students. Progress occurred.
- Our focus work with the Bruce Moody progressions translating into Te Totara expectation implementation has been a positive move. As part of the Te Mataiaho curriculum refresh process, we have made links between our local curriculum and their maths progression document. The teachers have clarity reflected in their planning and assessment processes. This work will be continued through the maths areas in 2024.