

# Manurewa Central School

## Statement of Variance

### 2023

#### STRATEGIC GOAL 1: Student Learning and Engagement - Ako

#### ANNUAL TARGET/GOAL: Develop Student Agency

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Staff Professional Development in Assessment for Learning (AfL) Practices	<ul style="list-style-type: none"> <li>● Increased teacher confidence in use of AfL strategies</li> <li>● There is consistent use of AfL strategies in writing and as a result we are seeing increased student agency in this area of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff evaluations Feb 2021</li> <li>● Evaluation Associates Scoping Survey June 2022/August 2023 Milestone Report</li> <li>● Student Capability Data 2023</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence indicates a need for consistent levelling and the forming of Overall Teacher Judgements (OTJs) to better align formative and summative assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>● Use of AfL strategies across the curriculum</li> <li>● Develop teacher capability in assessment literacy</li> </ul>
Embedding the language of He Manu Rere	<ul style="list-style-type: none"> <li>● Learning to learn principles are embedding through consistent use of our learner profile - He Manu Rere</li> <li>● Visual images of the profile are displayed in classrooms and certificates are earned</li> </ul>	<ul style="list-style-type: none"> <li>● He Manu Rere evaluation August 2023</li> </ul>	<ul style="list-style-type: none"> <li>● There is now a shared language of learning across the school. The profile is being used to support curriculum delivery and is evident in the hidden curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Raise profile of He Manu Rere with whole school community</li> </ul>

<p>Developing an action plan for our gifted and talented (GAT) learners</p>	<ul style="list-style-type: none"> <li>• Our Kahui Ako inquiry focused on GAT writers and found 'choice' boards to be an effective strategy to engage students</li> </ul>	<ul style="list-style-type: none"> <li>• Kahui Ako Inquiry Presentation - Gifted Learners 2023</li> </ul>	<ul style="list-style-type: none"> <li>• The inquiry focused on strategies to engage GAT students. The workstream needs to broaden to include other staff to ensure we have consistent identification and differentiation for GAT</li> </ul>	<ul style="list-style-type: none"> <li>• Staff professional learning in the use of choice boards and programmes to accelerate learning</li> <li>• Revisit GAT identification tools and update register</li> </ul>
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**ANNUAL TARGET/GOAL: Delivery of Local Curriculum**

<b>ACTIONS</b>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year - where to next?</b>
<p>Strengthening the local curriculum through implementation of NZ Histories (NZ Curriculum Refresh)</p>	<ul style="list-style-type: none"> <li>• Staff professional learning and adoption of know understand, do framework in social sciences</li> <li>• Incorporation of Te ao Māori in redesign of schoolwide curriculum overview</li> <li>• Consistency of approach in planning formats for core subjects and inquiry learning topics</li> <li>• Alignment of our vision, values and teaching principles with the three key principles underpinning the curriculum refresh</li> </ul>	<ul style="list-style-type: none"> <li>• ERO evaluation indicators - Responsive Curriculum Planning</li> <li>• Staff evaluation August 2023</li> <li>• Teaching Learning &amp; the Curriculum May 2023 - What Ākonga Have to Say Curriculum Review</li> <li>• Te ao Māori - MASAM Teacher Voice August 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum redesign provides continuity and progression in all subject areas - Year 1-6</li> <li>• The school is implementing a responsive, localised curriculum. Learners have access to learning and a curriculum that better responds to their cultures, languages, identities, including te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Keep up to date with NZ Curriculum changes and implement in a timely way</li> <li>• Monitor planning and implementation of programmes to ensure changes embed in practice</li> </ul>
<p>Raising Achievement in Reading</p>	<p><b>What did we achieve?</b></p>	<ul style="list-style-type: none"> <li>• Attitude towards reading is good across the school and overall school achievement is 75% at or above age related expectations</li> <li>• In Years 4 -6 Māori and Pacific student attitudes toward reading was reported as lower than that of the general school cohort. The OTJ data confirms 70% at or above expectations and 64% at or above expectations respectively.</li> </ul>		

		<ul style="list-style-type: none"> <li>In Years 2 - 3 at and above age related expectations was reported at 72%, slightly below the overall school achievement. Achievement of Māori and Pacific students was reported as 69% respectively.</li> </ul>
	<b>Evidence</b>	<ul style="list-style-type: none"> <li>End of year data Board Reports (includes OTJs and analysis of e-asTTle/PATs)</li> </ul>
	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<ul style="list-style-type: none"> <li>Reading remains a school strength. However, we have seen a drop in our reading data and the aspirational target of 85% was not met</li> <li>The school has an over representation of students with complex learning needs and English as an additional language. These students are either priority learners and/or targeted learners with Individual Education Plans or participants in intervention programmes. All children's OTJ data is reflected in the overall achievement statistics which has impacted end of year results, particularly for cohorts highly represented by ORS students.</li> </ul>
	<b>Planning for next year - where to next?</b>	<ul style="list-style-type: none"> <li>1 hour daily targeted teaching of reading</li> <li>AfL practices to support rigour in planning and differentiation with a focus on active reflection</li> <li>Planning monitored and programmes regularly evaluated for impact on outcomes</li> <li>Professional learning for teachers in reading assessment materials</li> <li>Focus on teaching all curriculum functions through targeted reading materials that provide breadth and depth as children consolidate levels in order to move to the next</li> <li>Intervention programmes targeted at our lowest achievers including a review of ESOL provision</li> <li>Tracking and Reflection Documents to capture sharing of effective 'accelerated learning' pedagogy and culturally responsive teaching and assessment pedagogies to develop teaching practice</li> <li>Increasing positive attitudes towards reading in our priority learner group</li> </ul>
Raising Achievement in Writing	<b>What did we achieve?</b>	<ul style="list-style-type: none"> <li>Attitudes towards writing are variable across the school and overall school achievement is 62% at or above age related expectations</li> <li>In Years 4 -6 Māori OTJ achievement was reported as 40% achieving at or above age related expectations. This is significantly below the general school cohort attainment. Pacific students in Year 4-6 achieved 67%.</li> <li>Writing achievement in Years 2 - 3 was reported at 56% at or above age related expectations. OTJ achievement for Māori students was reported at 57% and Pacific students at 48%, significantly below the school achievement.</li> </ul>
	<b>Evidence</b>	<ul style="list-style-type: none"> <li>End of year data Board Reports (includes OTJs and analysis of e-asTTle/PATs)</li> </ul>
	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<ul style="list-style-type: none"> <li>We have seen a drop in our writing data and our aspirational target of 80% was not met</li> <li>The effects of COVID lockdowns/moving into shared learning spaces, and staff turnover during 2020, 2021 and 2022 have impacted achievement (particularly those in Year 4, 5 and 6)</li> <li>The school has an over representation of students with complex learning needs and English as an additional language. These students are either priority learners and/or targeted learners with Individual Education Plans or participants in intervention programmes. All children's OTJ data is reflected in the overall achievement statistics which has impacted end of year results, particularly for cohorts highly represented by ORS students.</li> </ul>

	<p><b>Planning for next year - where to next?</b></p>	<ul style="list-style-type: none"> <li>● Review of MCS Writing Rubric</li> <li>● 1 hour dailey target teaching of writing</li> <li>● Teaching across the writing genre as per our Curriculum Overview 2024/2025</li> <li>● Building on AfL practice in writing</li> <li>● Tracking and Reflection Documents to capture sharing of effective ‘accelerated learning’ pedagogy and culturally responsive teaching and assessment pedagogies to develop teaching practice</li> <li>● Additional teacher for writing in Year 5</li> <li>● Review of ESOL Programme - better alignment between class and withdrawal group planning</li> <li>● Priority learner targets - involvement of whānau with regular contact to discuss ways to support at home, particularly for our Māori students</li> <li>● Planning monitored and programmes regularly evaluated for impact on outcomes</li> </ul>
<p>Raising Achievement in Mathematics</p>	<p><b>What did we achieve?</b></p>	<ul style="list-style-type: none"> <li>● Student attitudes towards mathematics is good across the school and overall school achievement is 67% at or above age related expectations</li> <li>● In Years 4 -6 Māori and Pacific student attitudes toward mathematics was reported as lower than that of the general school cohort. The OTJ data confirms 53% at or above expectations and 51% at or above expectations respectively.</li> <li>● In Years 2 - 3, 65% of all students achieved at 65% at or above age related expectations, close to the achievement reported for the whole school (67%). Achievement for Māori students was reported as 63% and Pacific students at 62%</li> </ul>
	<p><b>Evidence</b></p>	<ul style="list-style-type: none"> <li>● End of year data Board Reports (includes OTJs and analysis of e-asTTle/PATs)</li> </ul>
	<p><b>Reasons for any differences (variances) between the target and the outcomes</b></p>	<ul style="list-style-type: none"> <li>● We have seen a drop in our mathematics data and our aspirational target of 80% was not met</li> <li>● The effects of COVID lockdowns/moving into shared learning spaces, and staff turnover during 2020, 2021 and 2022 have impacted achievement (particularly those in Year 4, 5 and 6)</li> <li>● The school has an over representation of students with complex learning needs and English as an additional language. These students are either priority learners and/or targeted learners with Individual Education Plans or participants in intervention programmes. All children’s OTJ data is reflected in the overall achievement statistics which has impacted end of year results, particularly for cohorts highly represented by ORS students.</li> </ul>
	<p><b>Planning for next year - where to next?</b></p>	<ul style="list-style-type: none"> <li>● 1 hour daily targeted teaching of Mathematics</li> <li>● AfL professional learning with a focus on Mathematics</li> <li>● Continue with WiS Inquiry and developing teacher’s mathematical knowledge and pedagogy</li> <li>● Purchasing of concrete learning materials for lower level learners in senior school</li> <li>● Low floor high ceiling learning opportunities to engage all learners, particularly our cusp students</li> <li>● Planning for rigorous number knowledge acquisition across all aspects of number</li> <li>● Frequent ‘check ins’ of progress using formative and summative tools to accelerate progress of less able mathematicians</li> <li>● Planning monitored and programmes evaluated regularly for impact on outcomes</li> <li>● Increasing positive attitudes towards maths and acceleration of learning for our priority learners</li> </ul>

**ANNUAL TARGET/GOAL: Improving Collaborative Inquiry Practice**

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Strengthening links between collaborative inquiry practices and our Professional Growth Cycle	<ul style="list-style-type: none"> <li>Streamlined our systems for capturing active reflection about progress, achievement and changes to teaching practice - collaborative inquiry process can now be followed in each of our reading, writing and mathematics tracking and reflection documents</li> <li>Each area of the school is using the same format for capturing 'naturally occurring evidence' to ensure PGC expectations are met.</li> </ul>	<ul style="list-style-type: none"> <li>August 2023 - collaborative practice evaluation</li> <li>ERO Evaluation Indicators - Te Ara Huarau/School Improvement Framework</li> </ul>	<ul style="list-style-type: none"> <li>The school is taking steps to build professional capability and collective capacity to improve learner outcomes and for ongoing improvement and innovation. Leaders are taking steps to progress professional knowledge-building approaches with teachers to support teaching effectiveness. Taking steps to ensure school-wide leadership approaches, both for and of, teaching and learning, are progressing to develop the school's teaching capability.</li> <li>Quality Practice Statements are not being referred to consistently as a tool to guide our teaching and learning practice.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team will explicitly refer to the QPS when having professional learning and reflection conversations in pod meetings and when they have their midterm 'attestation' checkins</li> <li>Continue to strengthen links between collaborative inquiry and our PGC</li> </ul>
Monitor and review-pedagogical practices, systems and processes in	<ul style="list-style-type: none"> <li>Monitoring and reporting informs the pace of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>August 2023 - inclusive learning environment in an ILE context evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Leadership progresses the improvement agenda and the strategy, aligned</li> </ul>	<ul style="list-style-type: none"> <li>Barriers/challenges to meeting needs of all students in an ILE</li> </ul>

<p>ILE spaces</p>	<p>Leadership collaboratively takes steps to build a culture of relational trust to ensure ongoing organisational capacity building for continuous improvement.</p>		<p>with its priorities. The school uses support to implement well sequenced and timely improvement activities.</p> <ul style="list-style-type: none"> <li>● The following barriers/challenges to meeting the needs of ALL students in an ILE setting were identified by the leadership team: <ul style="list-style-type: none"> <li>- SN</li> <li>- Attendance</li> <li>- Behaviours</li> <li>- Staff changes</li> <li>- Language</li> <li>- Use of TAs</li> <li>- ESOL program</li> <li>- Starting school dates</li> <li>- Parental expectations</li> <li>- Teacher expectations</li> </ul> </li> </ul>	<p>environment will be unpacked and next steps identified in our Annual Implementation Plan 2024</p> <ul style="list-style-type: none"> <li>● Continue to monitor, review and evaluate pedagogical approaches, systems and processes, people and resources as we adapt to our ILE spaces</li> </ul>
<p>Align Kahui Ako inquiries with school goals</p>	<ul style="list-style-type: none"> <li>● Within school teacher inquiries are aligned with both school and Kahui Ako goals</li> <li>● Leadership is modelling and progressing the culturally responsive, improvement-focused approach</li> <li>● Further actions to give effect to Te Tiriti o Waitangi are evident in and impacting positively on learner outcomes and the curriculum. This includes using tikanga Māori, applying learning progressions in te reo Māori me ōna tikanga and broader mātauranga Māori and te ao Māori</li> </ul>	<p>ERO Evaluation Indicators - Te Ara Huarau/School Improvement Framework Kahui Ako presentations by Within School Teachers</p>	<ul style="list-style-type: none"> <li>● Teacher survey indicated that teachers want more professional development in mathematics</li> <li>● Inquiry based maths - Senior Leadership acknowledge the recent changes in staff mean that our knowledge base of leading inquiry maths has depleted</li> <li>● Tātaiako discussions did not take place in 2023 PGC conversations</li> <li>● Mahi Pai trial was successful but will need adapting to fully meet the needs of curriculum coverage at level 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>● Focus for Afl professional learning from external providers will focus on mathematics</li> <li>● Continuation of both Kahui Ako inquiries next year., Maths will focus on developing teachers' pedagogical knowledge and programme delivery, and Te Reo Māori professional learning will ensure a progressive approach to teaching across the school</li> <li>● Repeat of 2021 Māori student survey at the beginning of 2024 for comparative data</li> <li>● Revisit Tātaiako and Tapasā with staff</li> </ul>

	learning for all learners.			
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## STRATEGIC GOAL 2: Educationally Powerful Connections - Whanaungatanga

### ANNUAL TARGET/GOAL: Community Engagement - participation in the strategic direction of the school

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Delivery of our Community Consultation Plan	<ul style="list-style-type: none"> <li>Since our community consultation survey of October 2022, we have continued to develop our methods to engage community in the life of the school</li> <li>Values and dispositions underpinning our He Manu Rere Learner Profile are inclusive of whānau voice</li> <li>Whānau aspirations from the consultation survey October 2022 are also captured in the profile</li> </ul>	<ul style="list-style-type: none"> <li>Equity Index Research Report - NZCER</li> <li>Parent Feedback June 2023</li> <li>Community Consultation Survey October 2022</li> </ul>	<ul style="list-style-type: none"> <li>Strength - New Entrant induction programme in place that deliberately empowers parents and whānau to be involved and feel valued in the life of the school</li> <li>Strength - strong relationships across different layers of the school community, with consistency in understanding and reinforcing of school values</li> </ul>	<ul style="list-style-type: none"> <li>“Launch” He Manu Rere with the community so that the language of learning at MCS is a shared and living initiative with relevance to all</li> <li>Review of our Community Engagement Plan to address issues of engagement in consultative processes including development of a tool to measure impact of parental engagement and reciprocity of systems/processes for whanau school processes</li> </ul>

### ANNUAL TARGET/GOAL: Community Engagement - Involvement in the Local Curriculum

ACTIONS	What did we achieve?	Evidence	Reasons for any	Planning for next year -
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			<b>differences (variances)between the target and the outcomes</b>	<b>where to next?</b>
<b>Forge stronger relationships with mana whenua through the development of NZ History and the work of Ngā Manu Taiko</b>	<ul style="list-style-type: none"> <li>Formation of Te Rōpū Whānau and themes arising from first Hui incorporated into Annual Plan 2024</li> <li>Active engagement with Waikato Tainui and Ngāti Tamaoho through work with Kahui Ako and Ngā Manu Taiko</li> </ul>	<ul style="list-style-type: none"> <li>ERO Evaluation Indicators - Te Ara Huarau/School Improvement Framework</li> </ul>	<ul style="list-style-type: none"> <li>Improved consultation processes are progressing. The strategic plan is well aligned with improvements reflecting whānau consultation. Now, action is needed to realise the vision for Te Rōpū Whānau</li> </ul>	<ul style="list-style-type: none"> <li>Continue work with Ngā Manu Taiko to develop resources to support delivery of local Histories curriculum</li> </ul>
<b>Reinstate curriculum evenings</b>	<ul style="list-style-type: none"> <li>This did not happen this year</li> </ul>		<ul style="list-style-type: none"> <li>No staff available to lead the sessions</li> </ul>	<ul style="list-style-type: none"> <li>Reinstate Reading Together workshops for parents in T1, T2 and T3</li> <li>Reinstate Making Maths Count workshops for parents in T2 and T3</li> </ul>
<b>Involvement in local initiatives</b>	<ul style="list-style-type: none"> <li>We utilise a wide range of community groups to enhance curriculum delivery e.g. Manurewa Marae, Manurewa Squash Club, Manurewa Parenting Hub, Purpose, SWIS, CMS, HALO, Nexus, Whero, Tim Bray Productions, Mana Pacific, New Foundations Trust, Duffy Books, Imitate Me Dance Academy, Youth Yoga, Southern Districts Hockey, Manurewa Netball Assn, Field of Dreams.</li> </ul>		<ul style="list-style-type: none"> <li>Involvement with local initiatives is a strength of the school</li> </ul>	<ul style="list-style-type: none"> <li>Continue to seek opportunities to enhance curriculum delivery for our students</li> </ul>
<b>ANNUAL TARGET/GOAL: Engagement with Families - home/school partnerships</b>				
<b>ACTIONS</b>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any</b>	<b>Planning for next year -</b>



			<b>differences (variances)between the target and the outcomes</b>	<b>where to next?</b>
<b>Review of report format</b>	<ul style="list-style-type: none"> <li>Parent feedback was considered and revised report format produced</li> </ul>	<ul style="list-style-type: none"> <li>Informal feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>Work is still needed to ensure our assessment and reporting data is understood by all parents</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine assessment and reporting systems for clarity and shared understanding so ensure reciprocity aspect of engagement.</li> </ul>
<b>Maximising digital platforms for communication</b>	<ul style="list-style-type: none"> <li>Variety of digital platforms available to support communication</li> </ul>	<ul style="list-style-type: none"> <li>Community Consultation Plan October 2022</li> </ul>	<ul style="list-style-type: none"> <li>Dojo is firmly established in some areas of the school and parent feedback of this medium is positive. Consistency of Dojo across the school is an expectation in 2024</li> </ul>	<ul style="list-style-type: none"> <li>Further enhance the effect of our digital platforms in sustaining productive whānau/school relationships.</li> </ul>
<b>Improve regular attendance rates</b>	<ul style="list-style-type: none"> <li>Our attendance systems and processes are thorough and under constant review as we analyse data trends and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Every Day Matters termly data reports</li> <li>Board reports</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rates show a 3% rise from 2022 - 83.2% to 86.2%</li> <li>More students were attending regularly in Term 4 of 2023 (53.3%) than in the same term of 2022 (44%). In term 2 of 2023 the rate was 60.4%. However this still falls short of our target of 70% regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>Improve regular attendance rates and incidences of lateness (particularly for our Pacific learners)</li> <li>Introduce attendance initiatives</li> <li>Ensure rigour in chasing up ? code with teachers to ensure attendance data captures accurate reasons for absence</li> <li>Teachers to proactively chase up absence in the first instance. SLT to go through ETAP functions to ensure teachers are using the tools available to them in discussions with families.</li> <li>Active monitoring by SLT to chase up hard to reach</li> </ul>

				families (engaging truancy if needed)
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**STRATEGIC GOAL 3: Cultural Capability - Manaakitanga**

**ANNUAL TARGET/GOAL: Māori achieving success as Māori**

<b>ACTIONS</b>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year - where to next?</b>
Work in partnership with the Māori Achievement Collaborative	<ul style="list-style-type: none"> <li>Board workshop exploring their obligations under te Tiriti o Waitangi</li> <li>Staff meetings throughout 2023 provided opportunities for staff to engage in culturally responsive pedagogy linked to; Māori achieving Success as Māori; Unteaching racism</li> </ul>	<ul style="list-style-type: none"> <li>Equity Index Report</li> <li>Student voice captured in Kahui Ako presentation</li> <li>Evaluative discussions and next step planning with MAC facilitator</li> </ul>	<ul style="list-style-type: none"> <li>See below</li> <li>Board will still require follow up sessions to fully engage with Hautū to be able to confidently assess how culturally responsive our school is for Māori students</li> </ul>	<ul style="list-style-type: none"> <li>Working with MAC on following priorities: culturally sustaining practice, Ti Tiriti resources, progression documents, Māori whānau engagement, Common Practice Model (Teaching to the North East), incorporation of te re in reading, writing and maths, understanding of key documentation (Kahikitia, Tātaiako, Hikairo Schema), Hautū workshops for the Board</li> </ul>
Raising Māori achievement	<ul style="list-style-type: none"> <li>Te reo Māori is being</li> </ul>	The following are examples of	The Equity Index Report captures	<ul style="list-style-type: none"> <li>Repeating 2021 Māori</li> </ul>

	<p>used interchangeably in and outside of the classroom</p> <ul style="list-style-type: none"> <li>• Mahi Pai initiative has supported some classrooms to teach regular vocabulary lessons</li> <li>• Teacher confidence is growing in use of te reo Māori,, te ao Māori and Matauranga Māori across the curriculum</li> <li>• Our Kapa Haka group, Whanau Kotahi, is currently supported by Whaea Nettie from Manurewa Marae.</li> <li>• All policies have been reviewed in the last 12 months to ensure we meet TeTiriti obligations</li> <li>• Data is aggregated for priority learners to improve teaching and learning</li> </ul>	<p>new practice; we use karakia in classrooms at the start and end of the day; the children use karakia mo kai over the speaker before lunch; we use an opening and closing prayer for staff meetings; te reo commands are used in classrooms by children and adults, and during whole school assemblies; te reo Maori and English is being used more interchangeably; a te reo based programme, supported by Manurewa Marae, is being trialled in Puriri and Rimu. Our WiS will be exploring programmes/opportunities for teachers of the senior classes to progress teaching and learning beyond simple words and phrases to the use of sentences etc.</p>	<p>our practices such as Kapa Haka, mau rākau, Ngā Manu Tāiko kōrero, toi whakairo, weaving or other mātauranga Māori programmes that we have in place to support ākonga. The report also acknowledges the teaching pedagogies used to improve outcomes for Māori learners e.g. DMIC maths principles, using student’s’ first language as a resource for teaching, drawing on students’ cultural identity for teaching and learning and for implementation of extra-curricular activities. However, our achievement in reading, wring and mathematics shows that Māori students are not always performing as well as her peers.</p>	<p>student survey before the end of the year for comparative data</p> <ul style="list-style-type: none"> <li>• Continue to offer professional learning support for staff (see priorities above)</li> <li>• Continue work of WiS inquiry</li> </ul>
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**ANNUAL TARGET/GOAL: Strengthening cultural identity for all ethnicities in the school**

<b>ACTIONS</b>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances)between the target and the outcomes</b>	<b>Planning for next year - where to next?</b>
Build our arts profile through a cultural lens	<ul style="list-style-type: none"> <li>• Across school participation in diversity weeks each term</li> <li>• Equity Index Report recognises the value we place on equity and diversity through our curriculum, teaching and learning design and the resourcing we have in</li> </ul>	Equity Index Report - NZCER	<ul style="list-style-type: none"> <li>• This is a strength of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build on current practice</li> </ul>

	place to support programmes and initiatives.			
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## STRATEGIC GOAL 4: Wellbeing - Hauora

### ANNUAL TARGET/GOAL: Developing students' social and emotional competencies

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Professional Learning for staff in delivering mental health strategies for children	<ul style="list-style-type: none"> <li>Different initiatives in place across the school e.g. circle time, mindfulness, zones of learning</li> <li>Signed up for Mitey Programme to begin in 2024</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Wellbeing at School Survey 2022</li> </ul>	<ul style="list-style-type: none"> <li>This is an area that the school needs some support with to provide consistency of approach. The Mitey programme will provide this opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Mitey Programme</li> </ul>

### ANNUAL TARGET/GOAL: Strengthening staff hauora

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Consider ways to reduce	<ul style="list-style-type: none"> <li>Continued to streamline</li> </ul>	<ul style="list-style-type: none"> <li>Mitey wellbeing review</li> </ul>	We implement policies that	<ul style="list-style-type: none"> <li>Staff wellbeing initiative</li> </ul>

<p>workload and invest in staff on a personal and professional level</p>	<p>systems to reduce workload after feedback from staff e.g. incorporation of collaborative inquiry processes in our termly tracking and evaluation documents</p> <ul style="list-style-type: none"> <li>• Continuation of EAP</li> <li>• Implementation of Social club initiatives to involve full staff participation in events</li> </ul>	<p>tool November 2023</p>	<p>support positive mental health and wellbeing for all staff that are consistent with Te Tiriti o Waitangi and other relevant legislation - <b>Planning</b></p> <p>We have a confidential process for reporting all staff mental health and wellbeing challenges and needs, including the principal - <b>Planning</b></p> <p>We support staff needs related to positive mental health and wellbeing e.g EAP - <b>Done and looking to the future</b></p> <p>We ensure all staff have access to appropriate professional learning - <b>Planning</b></p> <p>We provide clear guidelines, developed with teaching staff, for the implementation of the curriculum based on the needs of ākonga - <b>Done and looking to the future</b></p> <p>We utilise the Health Curriculum as well as other curriculum areas to address key themes of positive mental health and wellbeing education - <b>Not yet</b></p>	<p>through the Mitey Programme</p> <ul style="list-style-type: none"> <li>• Self care strategies for staff wellbeing to be incorporated into weekly staff meetings</li> </ul>
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