Rotorua Primary School - Pukeroa Oruawhata
Annual Report 2023

Rotorua Primary School - Pukeroa Oruawhata

Vision
Te Uru O Te Whetu / Guided by the star

Vision Statement
Every Ngāti Whakaue taonga who comes to RPS, will thrive academically, culturally, and socially, and become a confident, capable, and culturally connected individual who contributes positively to Ngāti Whakaue, Aotearoa, and the world.

Purpose
To honour and celebrate the unique cultural identity of our tamariki as Ngati Whakaue and use this as the foundation for their success as life-ling learners, future leaders, and champions of their heritage.

School Strategy
"Create a caring, supportive, and culturally safe environment for our tamariki to experience innovative learning that fosters creativity, curiosity, critical thinking, collaboration and communication and prepares them for life's challenges"

Achievements
We are really proud of our academic achievements in accelerated learning for writing, reading, maths. Our sports and cultural programme continues to excel and our relationships with our taonga, whanau and the community are solid.

Successes
Our school successes are highlighted and can be viewed on our school web page beginning with our teaching and learning narrative which will give you an insight to how we learn at Rotorua Primary School - Pukeroa Oruawhata.
Our web page will also give you an insight to our Sport & Cultural Prizegiving, Junior Prizegiving, Senior Prizegiving, The Engineering Club, ECO Warriors, School Tours, New Zealand Aquabot Champions, International Students and our many other

successes.

Challenges
Our challenge is to ensure every taonga has the opportunity to fulfill our school wide vision and purpose.
Able to fill their toolbox of life with the knowledge and skills required to choose a career pathway of their choice.

Opportunities
There are numerous opportunities we implement in our teaching and learning setting at Rotorua Primary School - Pukeroa Oruawhata. For future teaching and learning within our school we are currently planning to implement Apple Education Professional Development, Artificial Intelligence, Health & Well Being App, An Aotearoa Innovation Centre to leverage teaching and learning and the business.

Risks
There are no risks

Board of Trustees

Strategic Goals

Strategic Plan for Theory for Improvement

Rotorua Primary School is using the Theory for Improvement model to monitor and track progress of the 2023 - 2024 Strategic Plan. A theory for improvement comprises a set of linked ideas about processes and products that lead to improved outcomes for students. It is a powerful way of explaining, evaluating and improving practice (Timperley). This theory for Improvement describes why and how the school's strategic plan, once fully implemented, will result in sustainable gains in student achievement, agency and engagement.

Practices that underpin our Theory for Improvement

Evaluative thinking and questioning approach: Evaluative thinking enables staff to gather and interpret data and evidence that provides feedback about progress towards the long-term outcomes. It is iterative, continuous and requires teachers and leaders to continually question the impact of identified actions described in the implementation plan. Teachers will use the '*Spiral of inquiry'* and ERO resource '*Effective School Evaluation'* to continually monitor that the evaluative discussions are resulting in positive changes towards long term outcomes.

Effective pedagogy and innovative teaching practices: Teachers have the greatest effect on student learning (Hattie, 1999). Quality teaching is identified by research as a key influence on high quality outcomes for diverse students (Alton Lee, 2003). It is therefore essential that teachers engage in high quality professional learning and development opportunities that not only improve their teaching practices but also contribute to increased student achievement, agency and engagement.

Data collection and analysis: Clear and coherent systems, processes and tools will effectively monitor and track implementation and progress of the improvement plan. This will enable teachers and leaders to continually monitor and check the strategies and actions that need to be adjusted or changed. The ERO resource *School Evaluation Indicators* (2016) will support teachers and leaders to identify the indicators that will show levels of success of the improvement plan.

It is also important that teachers have the knowledge, skills and understanding to collect, analyse and use data to provide teaching opportunities that are specific to the needs of students. Teachers will refer to the school's assessment schedule when collective qualitative and quantitative data about their students.

ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

STRATEGIC GOALS		SHORT TERM OUTCOME APRIL		MEDIUM TERM OUTCOMES AUGUST		LONG TERM OUTCOMES DECEMBER
Strategic Goal 1 URU WHETU To establish clearly defined procedures and routines that result in increased positive behaviour and well-being. **NELP Obj 1-1, 1-2 NELP Obj 2-3 NELP Obj 3:5**		School-wide expectations, programmes and tools that promote positive behaviour and well-being are clearly articulated to staff, taonga and whānau.	➤	Effective and engaging classroom practices and management systems have increased taonga engagement in learning.	➤	Increased engagement in learning has impacted positively on progress and achievement in key learning areas.

ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

STRATEGIC GOALS		SHORT TERM OUTCOME APRIL		MEDIUM TERM OUTCOMES AUGUST		LONG TERM OUTCOMES DECEMBER
Strategic Goal 2 AKO To provide targeted **support** and **resources** that empower kaiako to deliver quality **programs** embedded in effective teacher **practice.** **NELP Obj 1:1, 1:2 NELP Obj 2:3, 2-4 NELP Obj 3-5, 3-6**		New resources/tools (print and digital) to support teacher programs and understanding of Aotearoa history (Localised Curriculum) are	➤	New resources/tools (print and digital) for assessing knowledge and understanding of Aotearoa history are implemented fully in the classroom	➤	Teachers share a deeper understanding of effective teacher practice. This is evident in stronger teacher practice and classroom programs that utilise new resources and tools.

ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

STRATEGIC GOALS		SHORT TERM OUTCOME APRIL		MEDIUM TERM OUTCOMES AUGUST		LONG TERM OUTCOMES DECEMBER
Strategic Goal 3 MATIHIKO To create/foster classroom environments that strengthen digital capability, fluency and innovation of all learners as they engage and achieve in learning opportunities across the curriculum **NELP Obj 1-2** **NELP Obj 2-3, 2-4** **NELP Obj 3-5, 3-6**		Teachers are using digital tools and apps effectively to co-construct with students appropriate and relevant learning opportunities that impact positively on their engagement and achievement in literacy (and science)	➤	The number of teachers and learners using collaborative online spaces to co-construct and assess quality learning opportunities has increased significantly	➤	Increased digital capability, fluency and innovation for all learners has impacted positively on their engagement and achievement, particularly in literacy (and science

ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024

STRATEGIC GOALS		SHORT TERM OUTCOME APRIL		MEDIUM TERM OUTCOMES AUGUST		LONG TERM OUTCOMES DECEMBER
Strategic Goal 4 AROMATAWAI **Increased achievement:** To accelerate achievement of all taonga in literacy and mathematics, with a specific focus on (our target) groups. **NELP Obj 1-1, 1-2** **NELP Obj 2-3, 2-4** **NELP Obj 3-5, 3-6**		Teachers have used current assessment data and evidence as the basis for shaping and delivering class programmes that have impacted positively on learning.	➤	Effective and targeted teaching and learning programmes have contributed to a decrease in the number of taonga needing additional, specialised support in literacy and mathematics.	➤	At least 60% of our taonga have made accelerated progress in literacy and/or mathematics.

ROTORUA PRIMARY SCHOOL THEORY FOR IMPROVEMENT PLAN 2023 - 2024			
STRATEGIC GOALS	**SHORT TERM OUTCOME APRIL**	**MEDIUM TERM OUTCOMES AUGUST**	**LONG TERM OUTCOMES DECEMBER**
Strategic Goal 5 KORI TINANA To Increase the number of students participating in sports at Rotorua Primary School compared to last year and identify specific students that do not participate for various reasons. **NELP Obj 1-1, 1-2** **NELP Obj 2-3** **NELP 3-5, 3-6**	Team has identified students that do not participate in sports due to: ● geographic location. (Cannot get to games) ● skill / confidence levels ● unhealthy lifestyle habits / lack of whanau support involvement ● financial limitations	More students are participating in sports and games activities in and outside school.	The number of students participating in and whanau supporting sports and games activities has increased

Annual Target/Goal - AOV

Ngā Mahi *I aha mātou?* *What did we do?*	Ngā Whakataunga *I ahatia?* *What was the outcome?*	Ngā take mō te rerekētanga *He aha i pērā ai?* *Reasons for variance?*	Arotakenga *Me ahu pēhea ināianei?* *Where to next?*
● [Alignment of Rūmaki Curriculum Levels](#)	Alignment of Rūmaki Curriculum areas specific to RPS has been completed to ensure Rūmaki kaiako have a clear understanding of what levels their taonga should be reaching	Kaiako overcome with confusion as to what parts & levels of the curriculum (TMoA) needed attention due to changes with the Marau (HTHR), and introduction of Structured Literacy and MNP	● Kaiako will continue with PLD run by Kia Atamai and offered by COL
● E-tap service and improvement for data entry ● Assessment data collected and entered on to e-tap	E-tap portal has been mended to meet correct alignment of Levels and ensure data is giving a clear and fair indication of the levels tamariki are working at	Data that was being collected in previous years was entered into a flawed E-tap portal which did not give an accurate reading on where tamariki were in their learning	● E-tap data portal to be updated further to include an area to log SL data for kaiako to track student development in this area
● Incredible Years PLD	IYT: Two of our Rūmaki kaiako are now trained in *Incredible Years* to support us with managing behaviours and building positive relationships in class	Due to high behaviours and diversity in learning needs, this course helped these particular kaiako resolve issues that they were experiencing in Terms 1-2	● We have enrolled our next Rūmaki BT *Tania Tumai* onto 2023 Rūmaki IYT course
● Target Group Presentations	Target group presentations have presented kaiako achieved movement in data across all year levels	Target presentations have helped Rūmaki kaiako see the value in their efforts of trying to accelerate learners- they have enjoyed the process overall	● Kaiako to continue to work with their target groups and report back to management 2 x yearly
● CRT release used to assess, plan for teaching and learning	CRT release used well - BT kaiako recording their *use of release time* which shows assessment, reports, and marking done during this time	Our new BT programme has given well-needed structure to the BT's which helps them to utilise their time well	● Kaiako and BT's expected to continue to report back on documented *use of release time*
● Teacher Planning ● Appraisal checks of all	Planning is improving, some kaiako needing further support in	N/A	● PLD in Spotlight

staff Term 4	this area. Changing to spotlight next year with PLD to introduce this Still awaiting PLD to support the use of the New Marau when it comes out	N/A	● Spotlight WALTs to be updated with new Marau ● PLD in New Marau ● Kaiako to continue to focus on their Appraisals and next steps for teaching council standards
● Focusing on Deliberate Acts of Teaching and modelling these daily	Deliberate acts of teaching used in modelling books (teacher checklists)	Kaiako are becoming more confident in using Modelling books, some kaiako still needing support.	● Kaiako continue using Modelling Books, LI and SC and will observe expert kaiako
● Kaiako provided feedback and feedforward in student workbooks	Feedback and feedforward to students will continue through written form in workbooks and following a marking rubric	Ongoing practice by kaiako	● Marking Rubric being developed by our Literacy Team to be consistent across Rūmaki & Auraki
● Teacher Weekly Reflections	Kaiako have been reflecting on subject areas each week	Reflections are checked and responded to regularly	● Kaiako will reflect on **RPS Teaching Expectations** in 2023
● ICT used daily during Math and Reading planning for teaching and learning	Kaiako were given Apple PLD with Paula to improve teacher practice of iPads and Apps	ICT team created a teaching resource in Te Reo and English to support the teaching of Apple apps	● This resource is continued to be used, Layla is available to support kaiako
● Kaiako trialled MNP but rūmaki have continued to use Poutama Tau instead ● Maths Whizz in Years 4-8	Kaiako have done their best to continue to teach Poutama Tau with little training and with the confusion around MNP	N/A	● Professional Development for all Rūmaki staff with Poutama Tau
● Rukuhia Rārangahia PLD https://tmoa.tki.org.nz/Mataiako/Rukuhia-Rarangahia	E-asTTle testing dropped from Rūmaki due to not aligning with a Rūmaki philosophy of assessment	Senior Leadership supported expertise and advice from the Rūmaki team and Kia Atamai to remove unnecessary tests from our busy schedule	● Continue with Kia Atamai PLD to empower & educate kaiako to be able to make professional decisions about their ākonga

● Mahi by Mahi - Structured Literacy with Mahina Selby-Law	Junior kaiako have excelled in teaching SL and are accelerating their tamariki in Pānui & Tuhituhi	2022 Y0-4 doing SL 2023 Y0-3 doing SL	● Mahina to continue 1:1 PLD to support kaiako during 4 dates in W2 & W4 2023
● Academic Review Day Term 3 to share data with whānau	Positive feedback from kaiako and whānau Relationships built with whānau	Had not had an academic review day since Pre-2019 (due to Covid)	● Continue with 2 School Reports and 1 Academic Review Day yearly

Ahu whakamua 2023: *Planning for 2024*

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

- Continue with PLD support by Mahi By Mahi - Mahina Selby-Law
- Continue with Structured Literacy approach across the school
- Continue with monitoring and tracking of our target students including our students
- Classroom observations by our Team Leaders
- Teach and assess a structured reo-ā-waha programme across Tau 0-8
- PLD sessions during staff meetings
- Teacher planning is sound and accurate based on assessment data and that kaiako are teaching to the gaps
- Teach activities that assist students to develop their thinking, collaborate together and to problem solve
- Assessment capable learners by sharing with students their own assessment data for Pānui, Tuhituhi & Pāngarau
- Continue to share the learning and language of e-asttle with our taonga and whanau
- Continue to share the learning and language of Assessment capable learning with our taonga and whanau
- Promote and continue to to implement Assessment Cabale learning and strategies across the whole school
- 6 monthly tuhituhi moderation sessions within team hui
- Teacher Appraisals for 2024

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
- Incredible Years PLD - Teacher Weekly Reflections - Target Group presentations Term 1 & 4 - Math - No Problem Observations Term 3 - Assessment data collected and entered on to e-tap - Bi-weekly CRT release in teams - CRT release used to assess, plan for teaching and learning - Planning and Appraisal checks of all staff Term 4 - Math Whizz across the school - ICT used daily during Math and Reading planning for teaching and learning - Focusing on Deliberate Acts of Teaching and modelling these on a daily basis *(Questioning, Modelling, Prompting, Explaining, Giving feedback. Talk Moves)* - Teachers are monitoring and tracking their target students through own observations and anecdotal note taking using modeling books and own forms - Teachers math lessons have been planned to cater to Target students learning needs - Teachers discuss and encourage their students everyday to articulate their Learning Intentions and	-Teachers have embedded processes and are providing extra support for Target students, reporting back regularly -Generally all of our target students have made or exceeded the 30pt gain aspiration -The reading data indicates massive improvements in accelerated learning -The math data indicates solid improvements in accelerated learning -Senior teachers are continuing to engage in the Maths No Problem program and seeing consistent improvement -Teachers are proficient with the Structured Literacy program and have enhanced this with use of the Structured Literacy Reading Skills Record -ICT continues to be a massively valuable part of classroom programs	Teachers have continued to focus on the 5 key components of Best Practice being planning,teaching, assessing, reflecting, and targeting. Target groups, reflections and observations have supported teachers to reflect on their teaching practice and to make modifications to achieve the best outcomes for our taonga. Group presentations that focus on teaching programs, differentiated learning and multiple teaching approaches particularly in regard to target students has helped to build teacher capacity; we are learning from each other and are accountable to each other and we are better teachers for it. Improvements in accelerated growth in reading are most likely due to strong engagement with the Structured Literacy program. Every kaiako in Auraki follows the structured literacy program every day. The results of this are visible in the improvements	- Attention to planning, teaching and resourcing of Te Reo Māori to assist in embedding routines that support our 5 Reo Rua classes - Bi-weekly team meetings to embed the practice of sharing math concepts and lessons to build teacher knowledge in the DMIC program - Modify and/or plan to modify assessments so that Structured Literacy Readings Skills Records are used, as well as DMIC assessments and Reo-ā-waha - Teachers to continue to work with their target groups and report back to teams regarding teaching approaches and student progress - Teachers to continue using modelling books, Learning Intentions and Success Criteria - Teachers to continue to reflect on their practice using targeted reflections

Success Criteria for math, questioning them on their understanding ● Teachers provided feedback and feedforward in student workbooks ● Teachers identified and taught self-regulation strategies in math, in order for the students to become assessment capable, when they were stuck in the learning pit ● e-asTTle data gathered for our taonga from year 4-8 to support teachers to cater lessons to the learning needs ● iDeal - Structured Literacy - Marion Kirby Tern 4 ● In-school support for all staff with target groups ● Academic Review Day Term 2 and 4 to share data with parents and whānau	-Planning is stored communally and checked regularly -Reflections are shared communally and feedback is given regularly -Teachers are consistently engaging with the tracking processes and reporting back	in our reading and writing data.	● Teachers to continue to work towards good teaching and learning pedagogy (through PLD) ● Teachers to continue to assess and to keep themselves upskilled in all our major Curriculum areas ● Teachers continue to analyse their assessment to data to identify strengths, weaknesses and areas for improvement ● Teachers continue to use assessment data and OTJ's to identify trends in learning needs for their taonga ● Teachers to continue to focus on their Appraisals and next steps for teaching council standards ● Teachers continue to work toward our Best Practice teaching model of plan- teach- assess- reflect- target. ● Leaders continue to work on maintaining clear lines of communication and having high expectations for our staff and our taonga to achieve the

			best possible outcomes for our kaiako and taonga

Planning for Next Year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

- Embed DMIC norms and routines across junior classes with seniors to follow next year
- Consistent bi-weekly math PLD for DMIC to increase teacher knowledge
- Embed consistent practices that grow and support Te Reo Māori across our five Reo Rua classes
- Ensure that every second week we have PLD sessions for our Staff Meetings
- Ensure that Waihanga is taught consistently across all classes
- Continue with E-asTTLe Professional Development and Target group focus with our in-school support
- Continue with monitoring and tracking our target students including our students that need additional support
- Continue with Math - No Problem approach across the senior school
- Continue with Structured Literacy approach across the whole school
- Ensure we continue with classroom observations by our Team Leaders
- Ensure teacher planning is sound and accurate based on assessment data and that teachers are teaching to the gaps - remembering about extension students, target learners and priority learners
- Ensure e-asttle is used to help teachers and students identify the gaps in their teaching and learning
- Mixed ability grouping and the Tuakana Teina strategy has been extremely beneficial for the teaching and learning of our teachers and students
- Ensure that activities taught are assisting the students to develop their thinking, collaborate together and to problem solve
- Ensure we continue to feed in the language and vocabulary of learning
- Continue to push our students to become assessment capable learners by sharing the students e-asttle and in class assessment data for Reading, Writing and Mathematics.
- Teachers to continue to update Inquiries regularly to reflect on what is working and what we need to do next
- Continue to share the learning and language of e-asttle with our taonga and whanau
- Continue to share the learning and language of Assessment capable learning with our taonga and whanau
- Promote and continue to to implement Assessment Cabale learning and strategies across the whole school
- Regular moderation sessions within team meetings
- Continue to plan and teach to the gaps identified through school wide assessment data
- Continue with Teacher Appraisals for 2024

Evaluation and Analysis of the Schools Student's Progress and Achievement

RŪMAKI DATA

TUHITUHI

In Ruma Tekau mā Wha 86% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Tahi 44% of Below and Well Below students made accelerated progress.

In Ruma Tekau 83% of Below and Well Below students made accelerated progress.

POUTAMA TAU

In Ruma Tahi 100% of Below and Well Below students made accelerated progress.

In Ruma Rua 73% of Below and Well Below students made accelerated progress.

In Ruma Toru 100% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Wha 100% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Tahi 100% of Below and Well Below students made accelerated progress.

In Ruma Tekau 97% of Below and Well Below students made accelerated progress.

PĀNUI HAERE

In Ruma Tahi 100% of Below and Well Below students made accelerated progress.

In Ruma Rua 73% of Below and Well Below students made accelerated progress.

In Ruma Toru 100% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Wha 90% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Tahi 100% of Below and Well Below students made accelerated progress.

In Ruma Tekau 33% of Below and Well Below students made accelerated progress.

KŌRERO

In Ruma Tahi 38% of Below and Well Below students made accelerated progress.

In Ruma Rua 8% of Below and Well Below students made accelerated progress.

In Ruma Toru 90% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Wha 71% of Below and Well Below students made accelerated progress.

In Ruma Tekau mā Tahi 29% of Below and Well Below students made accelerated progress.

In Ruma Tekau 100% of Below and Well Below students made accelerated progress.

AURAKI DATA

WRITING

In Year Two, 36% of students made accelerated progress.

In Year Three, 13% of students made accelerated progress.

In Year Four, 7% of students made accelerated progress.

In Year Five, 22% of students made accelerated progress.

In Year Six, 38% of students made accelerated progress.

In Year Seven, 40% of Below and Well Below students made accelerated progress.

In Year Eight, 100% of students made accelerated progress.

READING

In Year Three, 16% of students made accelerated progress.

In Year Four, 50% of students made accelerated progress.

In Year Five, 58% of students made accelerated progress.

In Year Six, 71% of students made accelerated progress.

In Year Seven, 77% of students made accelerated progress.

In Year Eight, 64% of students made accelerated progress.

MATHS

In Year Three, 28% of students made accelerated progress.

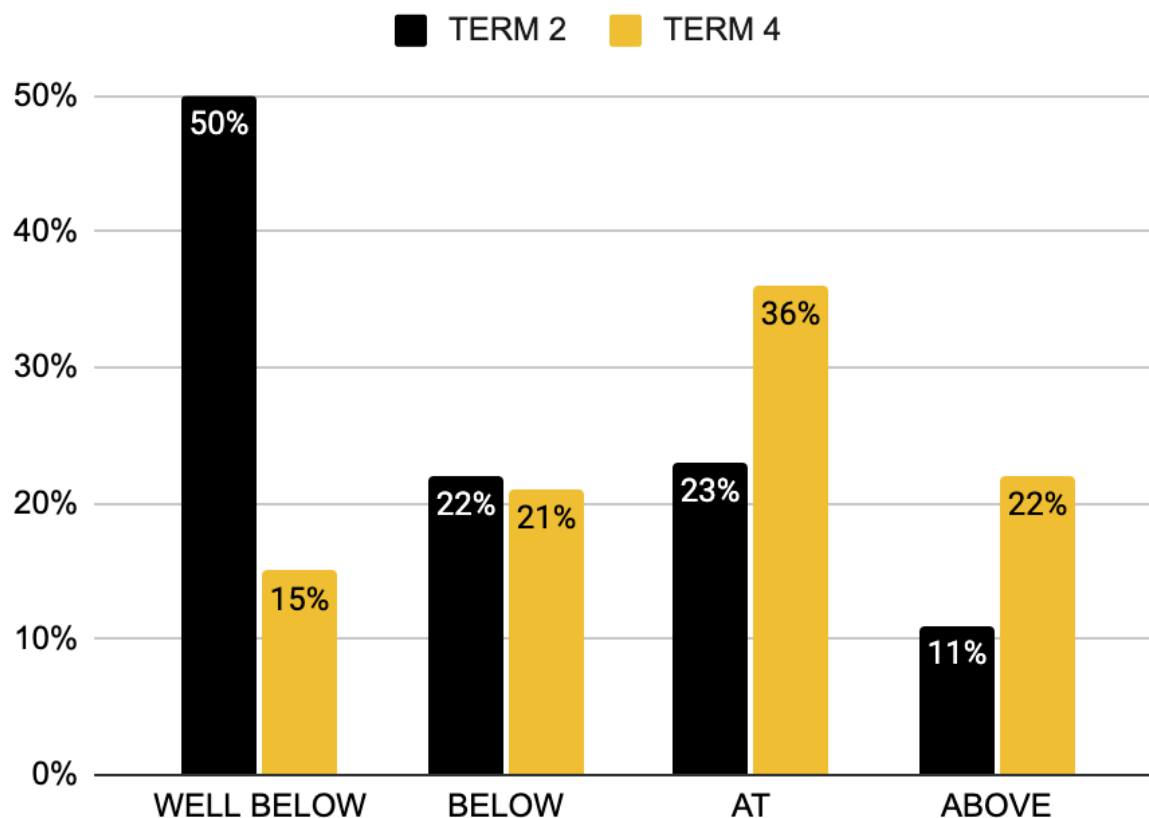In Year Four, 43% of students made accelerated progress.

In Year Five, 56% of students made accelerated progress.

In Year Six, 50% of students made accelerated progress.

In Year Seven, 50% of students made accelerated progress.

In Year Eight, 19% of students made accelerated progress.
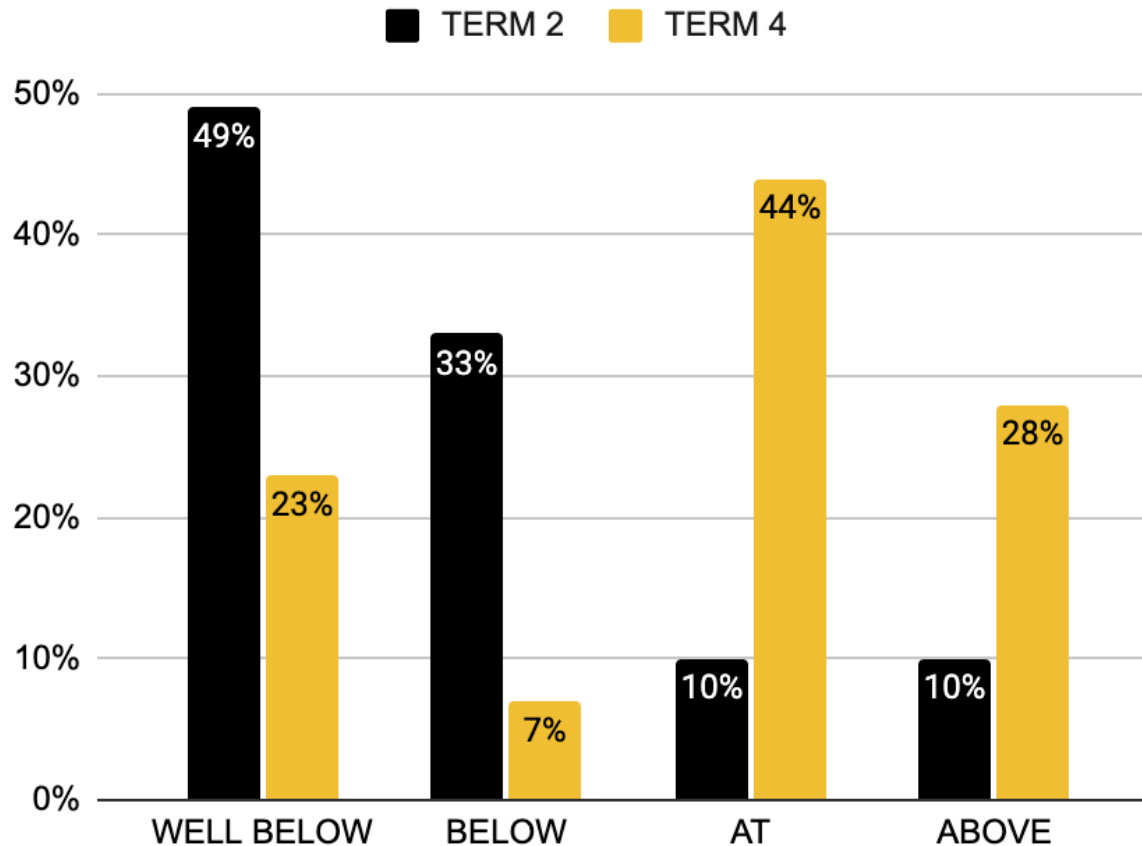
WHOLE SCHOOL PĀNUI DATA

■ TERM 2   ■ TERM 4

Pānui Haere/Reading Data Schoolwide

- The kura has decreased from 72% of students at Well Below and Below in Term 2 to 36% at Well Below and Below. That means we have moved half of the Well Below and Belows to At and Above within one school year.
- The kura has increased from 34% At and Above to 58% At and Above
- The biggest shift came in Moving the Well Below students. This category decreased by two thirds from their original data in Term 2 at 50% to 15% by Term 4.

- The number of students Above doubled throughout the year.

WHOLE SCHOOL TUHITUHI DATA

■ TERM 2   ■ TERM 4

	WELL BELOW	BELOW	AT	ABOVE
TERM 2	49%	33%	10%	10%
TERM 4	23%	7%	44%	28%

Writing/Tuhituhi Data Schoolwide
- The kura has decreased from 82% of students at Well Below and Below in Term 2 to 30% at Well Below and Below. That means we have moved 50% of the Well Below and Below students to At and Above within one school year.

- The kura has increased from 20% At and Above to 72% At and Above
- The biggest shift came in Moving the At students. This category quadrupled, increasing from10% in their original data in Term 2 to 44% in Term 4.
- The number of students Above more than doubled throughout the year
- The number of students Well Below was more than halved by Term 4.

WHOLE SCHOOL PANGARAU DATA

■ TERM 2   ■ TERM 4

	WELL BELOW	BELOW	AT	ABOVE
TERM 2	74%	10%	14%	9%
TERM 4	12%	17%	35%	21%
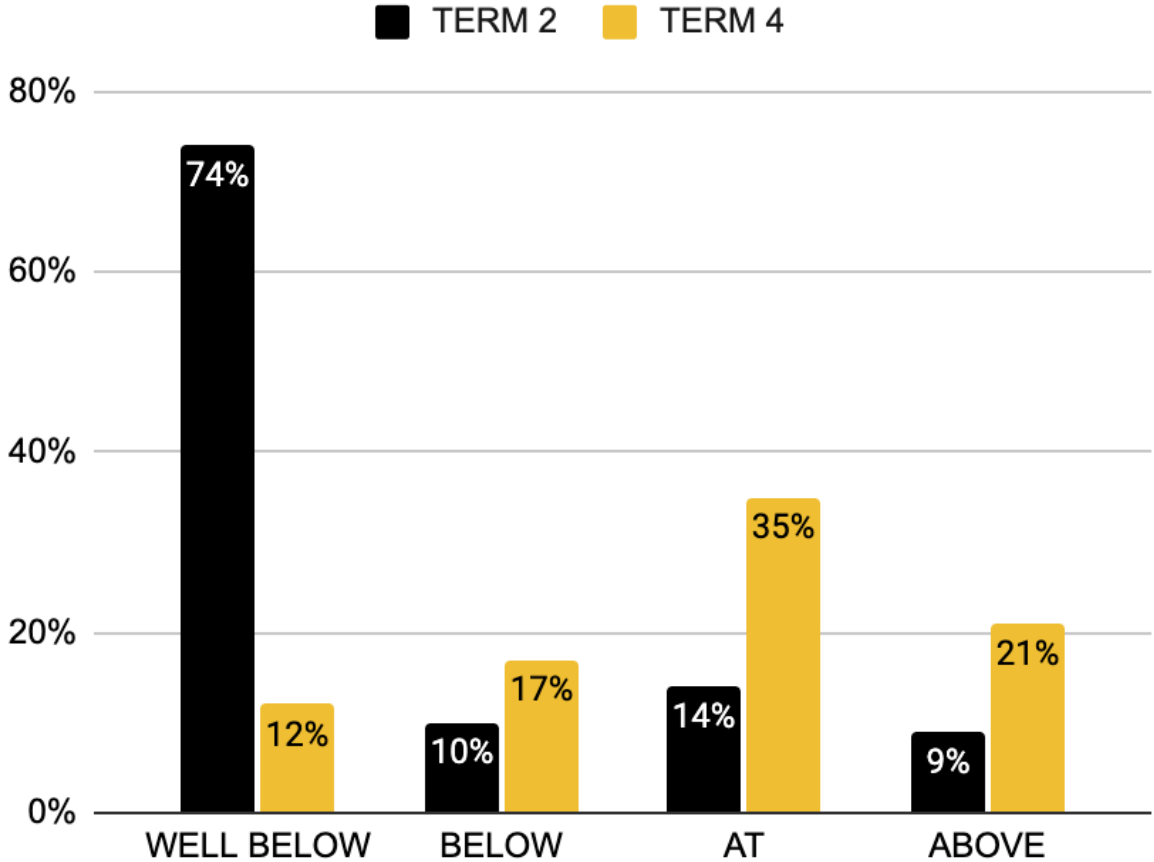
Pangarau Data Schoolwide

- The kura has decreased from 84% of students at Well Below and Below in Term 2 to 22% at Well Below and Below. That means we have moved 62% of the Well Below and Below students to At and Above within one school year.
- The kura has increased from 23% At and Above to 56% At and Above
- The biggest shift came in Moving the Well Below students. This category decreased by more than 60% from their original data in Term 2 at 74% to 12% by Term 4.
- The number of students Above more than doubled throughout the year
- The number of students At was more than doubled by Term 4.

Te Tiriti o Waitangi Effect

What's happening in the school?	- All classes are culturally responsive environments. Te Reo Māori is visible in all classrooms and the school enjoys a close relationship with Mana Whenua, Ngāti Whakaue - The Marau is used to guide planning and teaching in 14 out of 17 class programs - The school has developed and supported five new Reo Rua classes - A total of 14 out of 17 classes now delver 30% and plus of their programs in Te Reo Māori. With over 95% of our school population being Māori students, the community asked for more Reo classes and this is how we have met that need. - Strong school wide expectations for Karakia, Waiata, Haka, which is supported practically through resources, professionally through PD, with outside help from volunteers as well - A stronger alignment, awareness and adherence to the Te Arawa Maramataka as a way of measuring time - A school wide approach to learning about and celebrating Matariki, which includes a week long rotations program through the school,

	and culminates in the senior Matariki Ball ● **4 Kaiako performed at Matatini level with their respective haka roopu, one of whom was in the team that took out the Duncan McIntyre trophy for first place. All 4 kaiako contribute actively to our kura kapahaka program.**
What's happening in the iwi and community space?	● **2 teachers are in partnership with Te Taumata o Ngāti Whakaue to develop the He Pātaka Kōrero resource. The project has 3 clear parts - Resources developed by the iwi that contain their local knowledge, planning developed by the Taumata to support teachers to teach from the resource, and Teaching resources developed in collaboration with the Kura and the Taumata as a form of practical support for kaiako wanting to to learn and teach our localised Ngāti Whakaue curriculum** ● **9 teachers have engaged with Ngati Whakaue to do their Ahurea o te Reo course in the first half of this year. More teachers are expected to join in the second intake in July. All teachers on this course nominated themselves and have been highly committed to a rigorous program.** ● **7 teachers engaged with Ngati Whakaue to participate in their Kura Reo, which was a 4 day language course in the Term 1 school holidays. These teachers all intend to attend future Kura Reo.**
What's happening in CoLs space?	● **Our Rumaki unit has teamed up with the new senior Rumaki class at Selwyn school to do sports together, in Te Reo Māori** ● **These two units together will offer a sports day for all the Rumaki classes in our CoL, to promote Te Reo Māori and to foster Whanaungatanga between our kura.** ● **14 of our kaiako are engaged in phase two of Taiao Aronui - a professional development program that looks at Science and the Taiao through a uniquely Māori view point. 9 of the teachers doing this program have already been committed to this kaupapa for the**

	last two and a half years. The program requires participants to attend wānanga over 3-4 days, twice per year. There's also a commitment to sharing knowledge and resources as well as active reflections. This particular cohort have a strong emphasis on Ngāti Whakauetanga, but is inclusive of the wider Te Arawa iwi.

Statement of compliance with Employment Policy

Reporting on the principals of being a good employer	
How have you met your obligations to provide good safe working conditions?	Yes. As per our school policies available at School Docs
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Our equal employment opportunity programme is based on our policy for everyone who applies for employment in our school. Yes. As per our school policy
How do you practice impartial selection of suitability qualified persons for appointment?	This is achieved through our job description criteria marking schedule
How are you recognising; • The aims and aspirations of Māori • The employment requirements of Māori, and • Greater involvement of Māori in the Education Service?	90% of our teaching staff are Maori. 96% of our school roll is Maori Senior Management - Principal, Deputy Principal, Assistant Principal, Leadership Team x 4 are also Maori Yes. Maori representation is equal and equitable in our school
How have you enhanced the abilities of individual employees?	Ensuring every individuals health & wellbeing is at the forefront of our thinking.
How are you recognising the employment requirements of	As per the Teaching Professional Standards

women?	
How are you recognising the employment requirements of persons with disabilities?	As per the Teaching Professional Standards

Reporting on Equal Employment Opportunities (EEO)	
Do you operate an EEO programme/Policy?	Yes
Has this policy been made available to staff?	All staff, teachers and our community have access to all policies via School Docs
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes via staff meeting/s
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	No
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes. The Principals Board of Trustees Report to The Board of Trustees under Compliance
Does your EEO programme/policy set priorities and objectives?	No

Financial Statements

Statement of Responsibility Signed and Dated

At Auditors

Statement of Comprehensive Revenue and Expense

At Auditors

Statement of Changes in Net Assets/Equity

At Auditors

Statement of Financial Position

At Auditors

Statement of Cash Flows

At Auditors

Notes to Financial Statements

At Auditors

Independent Auditor's Report signed and dated

At Auditors