

# PAPAKOWHAI SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



Principal:	Mark Smith
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Ministry Number:	2946
Accountant/Service Provider:	Accounting for Schools Limited

# PAPAKOWHAI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# PAPAKOWHAI SCHOOL

## Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

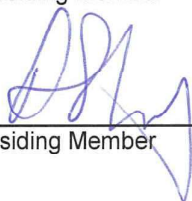
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

ROONEY STRONG

Full Name of Presiding Member



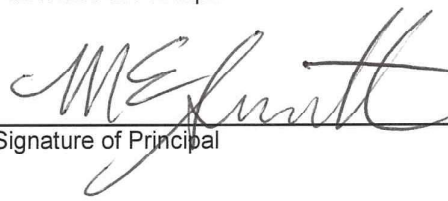
Signature of Presiding Member

23-5-24

Date:

Mark Smith

Full Name of Principal



Signature of Principal

23.5-24.

Date:

# PAPAKOWHAI SCHOOL

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	4,879,542	3,929,964	4,467,821
Locally Raised Funds	3	640,506	611,618	518,376
Interest		18,893	4,000	4,796
		<b>5,538,941</b>	<b>4,545,582</b>	<b>4,990,993</b>
<b>Expenses</b>				
Locally Raised Funds	3	317,825	303,150	285,021
Learning Resources	4	3,758,684	3,288,812	3,582,301
Administration	5	192,185	188,532	196,278
Interest		5,524	6,640	6,008
Property	6	1,248,050	748,225	938,972
Loss on Disposal of Property, Plant and Equipment		510	-	1,960
		<b>5,522,778</b>	<b>4,535,359</b>	<b>5,010,540</b>
<b>Net Surplus</b>		<b>16,163</b>	<b>10,223</b>	<b>(19,547)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>16,163</b>	<b>10,223</b>	<b>(19,547)</b>

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



# PAPAKOWHAI SCHOOL

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Balance at 1 January</b>	935,443	941,377	1,030,008
Total comprehensive revenue and expense for the year	16,163	10,223	(19,547)
Interest			
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	26,175	-	15,768
Capital Contributions to the Ministry of Education	-	-	(90,786)
<b>Equity at 31 December</b>	977,781	951,600	935,443
Accumulated comprehensive revenue and expense	977,781	951,600	935,443
<b>Equity at 31 December</b>	977,781	951,600	935,443
Interest			

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

**PAPAKOWHAI SCHOOL**  
Statement of Financial Position  
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	459,608	354,608	349,510
Accounts Receivable	8	254,291	200,000	252,003
Funds held for Capital Works Projects	16	1,350	-	36,825
GST Receivable		11,171	-	5,762
Inventories	9	3,205	3,500	4,199
Investments	10	30,000	-	-
Prepayments		44,387	20,000	19,997
		804,012	578,108	668,296
<b>Current Liabilities</b>				
Accounts Payable	12	368,340	280,000	298,264
Finance Lease Liability	15	27,408	38,091	30,581
Funds held for Capital Works Projects	16	66,546	-	4,131
Provision for Cyclical Maintenance	14	10,800	1,380	56,468
Revenue Received in Advance	13	69,844	41,702	61,634
Funds held on behalf of North Porirua Kahui Ako	17	1,647	-	-
		544,585	361,173	451,078
<b>Working Capital Surplus/(Deficit)</b>		259,427	216,935	217,218
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	780,165	780,588	760,243
		780,165	780,588	760,243
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	30,414	135	8,390
Finance Lease Liability	15	31,397	45,788	33,628
		61,811	45,923	42,018
<b>Net Assets</b>		977,781	951,600	935,443
<b>Equity</b>		977,781	951,600	935,443

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

# PAPAKOWHAI SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,059,126	960,207	1,037,197
Locally Raised Funds		652,053	597,664	534,189
Goods and Services Tax (net)		(5,408)	5,771	16,391
Payments to Employees		(943,388)	(951,258)	(905,306)
Payments to Suppliers		(593,919)	(563,507)	(574,241)
Interest Paid		(5,524)	(6,640)	(6,008)
Interest Received		17,918	4,250	4,613
Net cash from / (to) the Operating Activities		180,858	46,487	106,835
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		686	-	(764)
Purchase of PPE (and Intangibles)		(158,520)	(168,771)	(73,300)
Net cash from / (to) the Investing Activities		(157,834)	(168,771)	(74,064)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		26,175	75,018	(75,018)
Finance Lease Payments		(8,638)	19,670	(28,857)
Funds Administered on Behalf of Third Parties		99,537	32,694	(99,377)
Net cash from Financing Activities		117,074	127,382	(203,252)
<b>Net increase/(decrease) in cash and cash equivalents</b>		140,098	5,098	(170,481)
Cash and cash equivalents at the beginning of the year	7	349,510	349,510	519,991
<b>Cash and cash equivalents at the end of the year</b>	7	489,608	354,608	349,510

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

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



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Papakowhai School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

#### Reporting Period

The financial reports have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

#### Basis of Preparation

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

#### Financial Reporting Standards Applied

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

#### PBE Accounting Standards Reduced Disclosure Regime

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

#### Measurement Base

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

#### Presentation Currency

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

#### Specific Accounting Policies

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

#### Critical Accounting Estimates And Assumptions

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

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

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

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

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### *Cyclical Maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

##### ***Critical Judgements in applying accounting policies***

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### ***Government Grants***

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

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are

##### ***Other Grants where conditions exist***

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



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

#### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

#### **e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **j) Investments**

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



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### Finance Leases

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

#### Depreciation

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

The estimated useful lives of the assets are:

Equipment	5 - 10 years
Furniture and equipment	5 - 20 years
Hall	3 - 50 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	5 years
Leasehold improvements	50 years
Library resources	12.5% Diminishing value

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### **l) Impairment of property, plant, and equipment and intangible assets**

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

##### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

##### **m) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

##### **n) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

##### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from parents and grants received from the Ministry of Education and charitable organisations where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### p) Funds Held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

##### q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

##### r) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

##### s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

##### t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

##### u) Services received in-kind

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

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,057,307	960,207	1,018,622
Other government grants	1,819	-	18,575
Teachers' Salaries Grants	2,833,600	2,469,757	2,697,343
Use of Land and Buildings Grants	986,816	500,000	733,281
	<b>4,879,542</b>	<b>3,929,964</b>	<b>4,467,821</b>

### 3. Locally Raised Funds

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

#### Interest

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Fees for Extra Curricular Activities	121,330	111,643	110,922
Donations & Bequests	124,062	113,288	111,585
Fundraising & Community Grants	166,653	164,000	110,633
Trading	228,461	222,687	185,236
	<b>640,506</b>	<b>611,618</b>	<b>518,376</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	136,716	121,345	114,149
Trading	181,109	181,805	170,872
	<b>317,825</b>	<b>303,150</b>	<b>285,021</b>
<b>Surplus for the year Locally raised funds</b>	<b>322,681</b>	<b>308,468</b>	<b>233,355</b>

### 4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	82,404	81,812	83,638
Employee Benefits - Salaries	3,493,100	3,025,847	3,316,799
Information and Communication Technology	15,431	15,730	18,236
Library Resources	3,215	2,000	3,288
Staff Development	23,899	15,000	12,869
Depreciation	140,635	148,423	147,471
	<b>3,758,684</b>	<b>3,288,812</b>	<b>3,582,301</b>

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,447	7,447	7,230
Board of Trustees Expenses	1,222	1,730	3,109
Board of Trustees Fees	5,150	5,150	4,730
Communication	3,016	3,168	3,316
Consumables	8,768	9,274	8,494
Employee Benefits - Salaries	118,383	111,516	127,147
Insurance	7,614	7,914	4,876
Other	36,929	38,757	34,018
Service Providers, Contractors and Consultancy	3,656	3,576	3,358
	<u>192,185</u>	<u>188,532</u>	<u>196,278</u>

### 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,465	11,540	11,258
Consultancy and Contract Services	55,941	54,290	48,760
Cyclical Maintenance Provision	29,231	13,000	12,637
Employee Benefits - Salaries	68,394	62,400	58,460
Grounds	9,796	8,386	7,684
Hall Expenses	-	500	2,638
Heat, Light and Water	25,473	25,500	21,833
Rates	5,196	4,919	5,252
Repairs and Maintenance	53,403	60,251	28,192
Security	6,335	7,439	8,977
Use of Land and Buildings	986,816	500,000	733,281
	<u>1,248,050</u>	<u>748,225</u>	<u>938,972</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	248,966	354,608	146,742
Bank Call Account	2	-	2
Short-term Bank Deposits	210,640	-	202,766
Net cash and cash equivalents for Cash Flow Statement	459,608	354,608	349,510

Of the \$459,608 Cash and Cash Equivalents, \$66,546 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2024 on Crown owned school buildings under the School's Five Year Property Plan.

### 8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,641	-	5,978
Interest Receivable	1,225	-	250
Teacher Salaries Grant Receivable	250,425	200,000	245,775
	254,291	200,000	252,003
Receivables from Exchange Transactions	3,866	-	6,228
Receivables from Non-Exchange Transactions	250,425	200,000	245,775
	254,291	200,000	252,003

### 9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,205	3,500	4,199
	3,205	3,500	4,199

### 10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	30,000	-	-



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2023</b>						
Equipment	297,139	79,634	-	-	(37,115)	339,658
Furniture and Equipment	171,815	1,055	(180)	-	(28,027)	144,663
Hall	1	-	-	-	(1)	-
Information Technology	61,418	24,002	(330)	-	(27,351)	57,739
Leased Assets	63,395	30,765	-	-	(37,376)	56,784
Leasehold Improvements	114,688	18,675	-	-	(3,920)	129,443
Library Resources	51,787	6,936	-	-	(6,845)	51,878
<b>Balance at 31 December 2023</b>	<b>760,243</b>	<b>161,067</b>	<b>(510)</b>	<b>-</b>	<b>(140,635)</b>	<b>780,165</b>

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Equipment	524,174	(184,516)	339,658	446,791	(149,652)	297,139
Furniture and Equipment	419,666	(275,004)	144,662	421,549	(249,734)	171,815
Hall	-	-	-	-	1	1
Information Technology	246,633	(188,893)	57,740	226,288	(164,870)	61,418
Leased Assets	142,648	(85,864)	56,784	139,414	(76,019)	63,395
Leasehold Improvements	148,822	(19,379)	129,443	130,147	(15,459)	114,688
Library Resources	183,387	(131,509)	51,878	176,451	(124,664)	51,787
<b>Balance at 31 December</b>	<b>1,665,330</b>	<b>(885,165)</b>	<b>780,165</b>	<b>1,540,640</b>	<b>(780,397)</b>	<b>760,243</b>

The net carrying value of equipment held under a finance lease is \$56,784 (2022: \$63,395).

#### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

### 12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	79,227	280,000	24,007
Accruals	6,420	-	7,230
Employee Entitlements - salaries	266,006	-	255,867
Employee Entitlements - leave accrual	16,687	-	11,160
	<b>368,340</b>	<b>280,000</b>	<b>298,264</b>
Payables for Exchange Transactions	102,334	280,000	42,397
Payables for Non-exchange Transactions - Other	266,006	-	255,867
	<b>368,340</b>	<b>280,000</b>	<b>298,264</b>

The carrying value of payables approximates their fair value.

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	14,004	-	-
Grants in Advance - Ministry of Social Development	7,691	8,000	7,691
Student Fees in advance	48,149	33,702	53,943
	<u>69,844</u>	<u>41,702</u>	<u>61,634</u>

### 14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	64,858	64,858	96,891
Increase to the Provision During the Year	29,231	13,000	12,637
Use of the Provision During the Year	(52,875)	(10,736)	(44,670)
Provision at the End of the Year	<u>41,214</u>	<u>67,122</u>	<u>64,858</u>
Cyclical Maintenance - Current	10,800	1,380	56,468
Cyclical Maintenance - Term	30,414	135	8,390
	<u>41,214</u>	<u>1,515</u>	<u>64,858</u>

The cyclical maintenance provision is based on a cyclical maintenance plan prepared by a Ministry Engaged Consultant.

### 15. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	31,427	38,091	34,897
Later than One Year and no Later than Five Years	33,733	45,788	36,779
Later than Five Years	-	-	-
Future Finance Charges	(6,355)	-	(7,467)
	<u>58,805</u>	<u>83,879</u>	<u>64,209</u>
Represented by			
Finance lease liability - current	27,408	38,091	30,581
Finance lease liability - term	31,397	45,788	33,628
	<u>58,805</u>	<u>83,879</u>	<u>64,209</u>

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

		BOT				
		Opening	Receipts		Contribution/	Closing
2023		Balances	from MoE	Payments	(Write-off to	Balances
		\$	\$	\$	R&M)	\$
Student Toilet Upgrade	Completed	4,131	9,909	(14,040)	-	-
Staffroom Redevelopment	Completed	(36,825)	34,165	(16,015)	18,675	-
Block J, M, S - Heating Upgrad	Completed	-	80,210	(80,500)	290	-
J Block Internal Refurbishment	In Progress	-	120,952	(54,406)	-	66,546
Clearlite Replacement	In Progress	-	3,750	(5,100)	-	(1,350)
Totals		(32,694)	248,986	(170,061)	18,965	65,196

#### Represented by:

Funds Held on Behalf of the Ministry of Education	66,546
Funds Due from the Ministry of Education	(1,350)
	65,196

		BOT				
		Opening	Receipts		Contribution/	Closing
2022		Balances	from MoE	Payments	(Write-off to	Balances
		\$	\$	\$	R&M)	\$
Block A Fire Alarm & Security	Completed	(6,110)	6,825	(2,721)	2,006	-
Replaced Damaged Carpet	Completed	-	29,664	(29,664)	-	-
Student Toilet Upgrade	In Progress	(1,400)	133,075	(127,544)	-	4,131
Staffroom Redevelopment	In Progress	74,193		(111,018)		(36,825)
Totals		66,683	169,564	(270,947)	2,006	(32,694)

### 17. Funds Held on Behalf of North Porirua Kahui Ako

Papakowhai School is the lead school and holds funds on behalf of the North Porirua Kahui Ako, a group of schools funded by the Ministry of Education to share ICT professional development.

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	-	-	-
Funds Spent on Behalf of the Cluster	(1,626)	-	-
Funds Transferred	3,273	-	-
Funds Held at Year End	1,647	-	-



# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2023

### 18. Related Party Transactions

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

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

The wife to the Principal was employed as a part time teacher on terms and conditions which are no more favourable to her than the Board would have agreed to had there been no relationship to a member of the key management personnel. In 2023 she earned \$79,620 (2022 \$73,736).

### 19. Remuneration

#### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	5,150	4,730
<i>Leadership Team</i>		
Remuneration	540,070	497,162
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	545,220	501,892
Total full-time equivalent personnel	4.00	4.00

There are 8 members of the Board excluding the Principal. The Board held 9 full meetings of the Board during the year. The Board also has 5 members of the Finance committee and 5 members of the Property committee that meet regularly. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 19. Remuneration (cont.)

##### Other Employees

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

2023 Actual \$000	2023 FTE Number	2022 FTE
100 - 110	6	6
110 - 120	3	1
130 - 140	1	-

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

#### 20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2023 (except as noted below).  
(Contingent liabilities and assets at 31 December 2022: nil).

##### Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

#### 21. Commitments

##### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$255,560 (2022:\$25,817) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
J Block Internal Refurbishment	309,520	54,360	255,160
Block H Clearlite Replacement	5,500	5,100	400
<b>Total</b>	<b>315,020</b>	<b>59,460</b>	<b>255,560</b>

##### (b) Operating Commitments

As at 31 December 2023 the Board has no operating commitments (2022: nil).

# PAPAKOWHAI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

##### Financial assets measured at amortised cost

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	459,608	354,608	349,510
Receivables	254,291	200,000	252,003
Total Financial Assets Measured at Amortised Cost	743,899	554,608	601,513

##### Financial liabilities measured at amortised cost

Payables	368,340	280,000	298,264
Finance Leases	58,805	83,879	64,209
Total Financial Liabilities Measured at Amortised Cost	427,145	363,879	362,473

#### 23. Events After Balance Date

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



# Independent auditor's report

## **To the readers of the financial statements of Papakowhai School for the year ended 31 December 2023**

The Auditor-General is the auditor of Papakowhai School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

### **Opinion**

We have audited the financial statements of the School on pages 2 to 20, which comprise the statement of financial position as at 31 December 2023, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023, and
  - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 24 May 2024. This is the date at which our opinion is expressed.

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

### **Basis for Opinion**

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 21 to 96 but does not include the financial statements, and our auditor's report thereon.

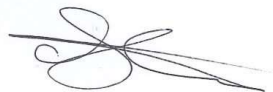
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

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

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



Andrew Steel | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand

## PAPAKOWHAI SCHOOL

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Occupation	Term expired / expires
Rodney Strong	Presiding Member	Elected May 2019, re-elected 2022	Author	Sept 2025
Mark Smith	Principal	Appointed 2011	Principal	
Marc Byres	Deputy Presiding Member	Elected May 2019, re-elected 2022	Chartered Accountant	Sept 2025
Haley Poutama		Co-opted Oct 2022	Parent	Sept 2025
Vanessa Belchamber	Property Committee	Elected Aug 2022	Manager	Sept 2025
Yojana Glass	Finance Committee	Elected Aug 2022	Manager	Sept 2025
AJ Wilson	Property Committee	Co-opted Sept 2022	Manager	Sept 2025
Lance Mann	Property Committee	Elected Aug 2022	Manager	Sept 2025
Chris Robinson	Staff Rep	Elected May 2022	Deputy Principal	Sept 2025

## **PAPAKOWHAI SCHOOL**

### **Kiwisport Statement**

**For the year ended 31 December 2023**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the School received total Kiwisport funding of \$7,720 (2022 \$7,615). In 2023 there was a definite increase in the number of sporting opportunities being provided to the children at Papakowhai School.

We continued to provide swimming and gymnastics lessons for all children in year 1-6, and beach education for those in years 7-8. We also provided a number of opt-in and have-a-go opportunities for children at all levels. Netball remains very popular, as does basketball. The school has invested in additional hoops to areas for the children to play and practice. Swimming, cross country, and athletics are sports that children can participate in and also represent the school in. New opportunities were offered this year, for example a Tiaki Ariki tournament and girls cricket tournament.

There are a number of sports being offered within the local area and we have encouraged children participating in these by having groups visit and run sessions for all children. Soccer, cricket and softball lessons were held in 2023. Other sports being offered and encouraged include triathlon, futsal, soccer, rugby and basketball.

Our senior students have additional opportunities to try different sports including rock climbing, mountain biking, and ice-skating. They also attended a camp in the Nelson region where a number of sporting and outdoor activities were offered.

The all-weather facilities at Papakowhai School allow sporting activities to be undertaken daily. Our school hall, the Astro Turf and bike track are well utilised for sporting activities.

It is the Board's opinion that every child at Papakowhai School has benefited from the Kiwisport funding and has had the opportunity to join organised sport.



**Papakowhai School****Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.**

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>Meetings with all staff on a weekly basis Health and safety is a set agenda item for all staff and BOT meetings Full time caretaker who undertakes a physical check of property Appointment of a Health and Safety Officer</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>The Equal Employment Opportunities (EEO ) Policy was amended in March 2022 by the BOT. All staff are aware of this. Compliance with policies is addressed at each BOT meeting</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>For each appointment an impartial person is chosen to sit on the appointment panel. Any selection is a team selection rather than individual.</i>
How are you recognising, <ul style="list-style-type: none"><li>– The aims and aspirations of Maori,</li><li>– The employment requirements of Maori, and</li><li>– Greater involvement of Maori in the Education service?</li></ul>	<i>Weekly training sessions are held for all staff on Te Reo Maori. Having a BOT that is culturally diverse including Maori representation Regular Whanau Hui, which includes staff and student whanau.</i>
How have you enhanced the abilities of individual employees?	<i>Performance appraisals for all staff, including focus on development Coordination with the North Porirua Kahui Ako for training and leadership opportunities</i>
How are you recognising the employment requirements of women?	<i>All staff are provided with equal employment opportunities. At Papakowhai School women are part of the senior management team</i>
How are you recognising the employment requirements of persons with disabilities?	<i>All staff are provided with equal employment opportunities. Staff with disabilities have regular meetings with senior management to ensure their employment requirements are being addressed</i>

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



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

## Te Tiriti o Waitangi clause in the Education and Training Act

Papakōwhai School Board of Trustees ensures that the school gives effect to Te Tiriti o Waitangi by:

1. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori **and** emphasising the importance of local history and practices.

We do this through:

- Professional development within our Kāhui Ako with Ngāti Toa. This includes focus on indigenising the curriculum and Mauriora.
- Our Kāhui Ako Teacher only day in Term 2 was led by Ngāti Toa.
- All staff participated in a bus tour of our local area, exploring local history at the start of 2023.
- Our school partners with local tutors for Kapa Haka and pōwhiri
- Our school meet with whānau once a term to consult on curriculum.
- Aotearoa NZ Histories is embedded in our Integrated Curriculum two-year overview.

2. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori **and** improving the teaching of te reo Māori and tikanga Māori.

We do this through:

- Having a school-wide Te Reo Māori curriculum
- Meeting weekly as a staff to practise Te Reo Māori
- Reporting regularly to parents on children's progress in Te Reo Māori using See Saw
- Weekly opportunities for children to participate in Kapa Haka
- Termly opportunities for children to participate in pōwhiri.
- Teachers plan Te Reo Māori collaboratively to ensure all children can access this learning.
- Staff are committed to participating in the Te Takatini programme for 2024. This is a comprehensive programme for cultural competency training for kaiako. Staff will complete Level 1 or 2 Te Ahu o te Reo Māori.

3. Achieving equitable outcomes for Māori students. Our 2023 data shows:

- Māori achievement in Reading was 89% within curriculum expectations compared with 91% for all students at Papakōwhai School.
- Māori achievement in Writing was 75% within curriculum expectations compared with 86% for all students at Papakōwhai School.
- Māori achievement in Maths was 89% within curriculum expectations compared with 89% for all students at Papakōwhai School.



# Papakōwhai School

Growing Together – Igniting Potential

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23 May 2024

Anthoni du Preez  
Senior Auditor  
Moore Markhams Wellington Audit

## Papakowhai School 2023 Financial Accounts

In your email of 23 May 2024 you asked us to provide a written response as to whether any subsequent events have occurred that might affect the financial statements, specifically relating to the following:

- Whether any unusual accounting adjustments have been made or are contemplated.
- Whether any events have occurred or are likely to occur which will bring into question the appropriateness of accounting policies used in the financial statements as would be the case, for example, if such events call into question the validity of the going concern assumption.
- Whether any events have occurred that are relevant to the measurement of estimates or provisions made in the financial statements.
- Whether any events have occurred that are relevant to the recoverability of assets.

I can confirm that there have been no subsequent events that might affect the 2023 financial statements.

Mark Smith  
Principal

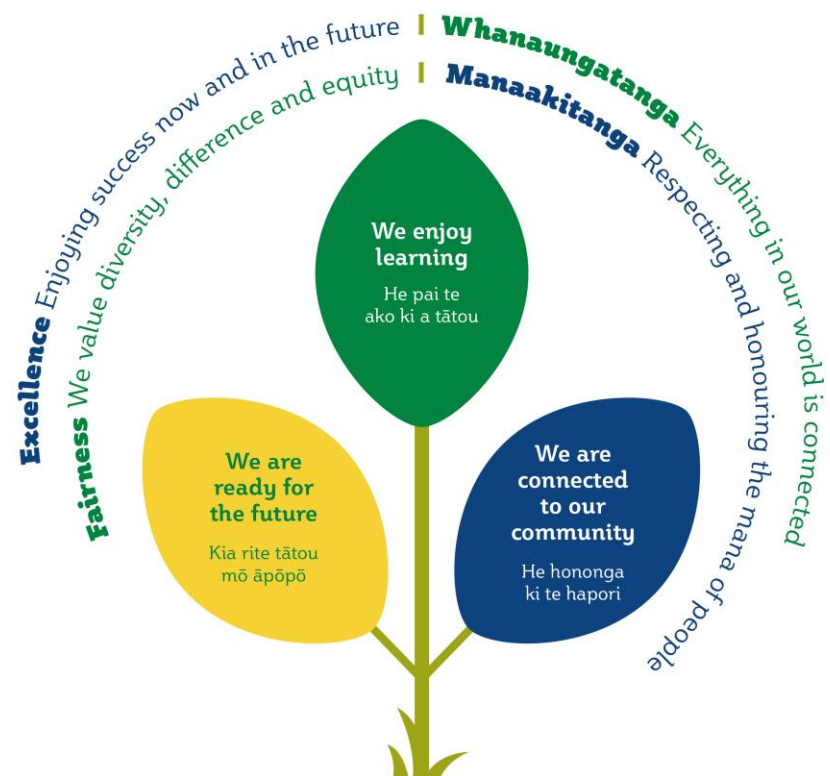
# PAPAKŌWHAI SCHOOL ANALYSIS OF VARIANCE 2023

## PAPAKOWHAI SCHOOL STRATEGIC PLAN

Kua ura to ao te kōwhai



The kindling of kowhai blazes





Kua ura to  
ao te kōwhai



The kindling  
of kowhai blazes



GROWING TOGETHER  
IGNITING POTENTIAL

## We enjoy learning

He pai te  
ako ki a tātou

### INITIATIVES

Increase hauora &  
whanaungatanga  
Enhance our local  
curriculum  
Share learning  
successfully

### SUCCESS INDICATORS

We grow in our  
confidence in a safe  
and supportive  
environment.  
We build positive  
relationships for  
learning  
We engage in rich  
learning opportunities  
that are challenging  
and meaningful.  
We experience  
success.

## We are connected to our community

He hononga  
ki te hapori

### INITIATIVES

Support English  
Language learning &  
cultural diversity  
Contribute positively  
to our environment  
& community  
Develop a  
communication &  
engagement strategy

### SUCCESS INDICATORS

We actively engage  
with our community.  
We know our culture,  
heritage and place in  
our community  
We care for and  
contribute positively  
to our environment  
and community.  
We collaborate for  
success.

## We are ready for the future

Kia rite tātou  
mō āpōpō

### INITIATIVES

Strengthen key  
competencies  
Develop a digital  
strategic plan  
Create clear pathways  
for learning

### SUCCESS INDICATORS

We show resilience and  
adaptability in new and  
changing contexts  
We develop digital  
fluency, by using a range  
of e learning tools to  
enhance learning.  
We think creatively and  
explore solutions to  
solve problems  
We create pathways to  
ensure continuity of  
learning.

Kua ura to ao te kōwhai



The kindling of kowhai blazes

## Overview

*Ko Whitireia te maunga*

*Ko Raukawa te moana*

*Ko Ngāti Toa te iwi*

*Ko Papakōwhai te Kura*

Papakōwhai School is a high decile, co-ed, Year 1-8 state primary school located in the suburb of Papakōwhai, north of Porirua City. Papakōwhai means the ground on which the kowhai tree grows, and the school stands on Ngāti Toa land. The school opened in 1976 and after significant roll growth in recent years has a projected roll of 550 in 2023. 15% identify as Asian, 12% as Māori, 6% as Pacific, 56% as New Zealand European and 11% as other, a significant proportion of whom are South African.

This strategic plan is designed to outline the school's commitment to priorities as required by the Education and Training Act 2020, as well as our commitment to the school community to provide a place to grow together and ignite potential.

Our strategic goals aim to create an enjoyable learning environment where both students and teachers are given the opportunity to experience success, provide a sense of community, both within the school and in the wider environment, and finally prepare students for learning now and in the future.

Papakōwhai School is a member of the North Porirua Kāhui Ako which includes: one contributing school, nine full primary schools, and one secondary school. The North Porirua Kāhui Ako was established in 2016. Through our Kāhui Ako we collaborate to develop approaches which support student wellbeing, pathways and innovation. The Kāhui Ako achievement challenges are embedded in our Strategic Plan.

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## OUR VALUES

### ***Excellence***

**Enjoying success now and in the future.**

This is about high achievement, quality teaching and learning, consistency, challenge across a broad curriculum, continuous improvement with positive attitude and effort.

### ***Whanaungatanga***

**Everything in our world is connected.**

This is about relationships, belonging, a sense of family connection. Relationships through shared experiences and working together which provide people with a sense of belonging. It develops as a result of knowing our rights and responsibilities and serving to strengthen each member of the group.

### ***Manaakitanga***

**Respecting and honouring the mana of people. It increases the mauri (or well-being) of our place, community and environment.**

This is about hospitality, kindness, generosity, support, empathy and caring for others.

### ***Fairness***

**We value diversity, difference and equity.**

This is about sustainability, equality, valuing the contribution of others and compromise.

GROWING TOGETHER - IGNITING POTENTIAL

Kua ura to ao te kōwhai



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## Our Goals

We Enjoy Learning	<ul style="list-style-type: none"><li>• We <b>grow</b> in our confidence in a safe and supportive environment.</li><li>• We <b>build</b> positive relationships for learning.</li><li>• We <b>engage</b> in rich learning opportunities that are challenging and meaningful.</li><li>• We <b>experience</b> success.</li></ul>
We Are Connected to Our Community	<ul style="list-style-type: none"><li>• We actively <b>engage</b> with our community.</li><li>• We <b>know</b> our culture, heritage and place in our community.</li><li>• We <b>care</b> for and <b>contribute</b> positively to our environment and community.</li><li>• We <b>collaborate</b> for success.</li></ul>
We are Ready for the Future	<ul style="list-style-type: none"><li>• We <b>show</b> resilience and adaptability in new and changing contexts</li><li>• We <b>develop</b> digital fluency, by using a range of e-learning tools to enhance learning.</li><li>• We <b>think</b> creatively and explore solutions to solve problems</li><li>• We <b>create</b> pathways to ensure continuity of learning</li></ul>

GROWING TOGETHER - IGNITING POTENTIAL



Kua ura to ao te kōwhai



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## Our Approach

### Students at the Centre of Teaching and Learning

Our approach and actions are guided by the New Zealand Curriculum vision, principles, values and key competencies. In particular, the principles of high expectations, learning to learn, community engagement, coherence, cultural diversity, inclusion, future focus, and the Treaty of Waitangi that *'put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity'* (p.9, NZC)

Papakōwhai School is a place where: learning is valued and enjoyed, students are helped to grow from where they are at, and learning is success oriented. Students are involved in their learning and a balance of academic, social, physical, cultural and creative activities are pursued within a supportive environment.

At Papakōwhai School we actively encourage digital learning and learning through inquiry. We actively encourage parental involvement in children's learning. Our aim is to work together to achieve the best possible teaching and learning environment for the children of our community. We want children to leave Papakōwhai School as confident, active learners, who work well together with others.

### Teaching as Inquiry

We aim to develop and extend a culture of inquiry across our school. The spiral of inquiry (Timperley, Kaser & Halbert, 2014) will be used as a model to guide this work.

### Identity and Community

Our intention is to grow together and ignite potential through a culturally responsive lens that recognises and affirms the cultural identity of each learner. This means respecting and paying attention to our context and the people within it, in all of our actions and interactions.

G R O W I N G   T O G E T H E R   –   I G N I T I N G   P O T E N T I A L

## North Porirua Kāhui Ako



*Ehara taku toa i te toa takitahi,*

*Engari taku toa i te toa takitini*

*My success is not mine alone as it was not the work of one but the contribution of the collective*

### Our Vision

To engage all learners in a healthy, culturally responsive, future-focused and innovative learning community.

### Our Values

Equity • Respect • Collaboration • Community

We will build on existing cooperative relationships between schools, in order to create a Kāhui Ako that is collaborative and responsive to the needs of all students.

### Our Goals

**Hauora  
Wellbeing**

*Our learners and teachers enjoy positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.*

**Ara Tika  
Pathways**

*Our learners experience continuity of learning as they move from early childhood through to the end of their secondary schooling.*

**Auaha  
Innovation**

*Our learners achieve success in science, technology, engineering and maths (STEM) in integrated ways based on authentic contexts and with an emphasis on innovation and design.*

Strategic Goals	Strategies for Achieving Goals 2021-2023
We Enjoy Learning	<ul style="list-style-type: none"> <li>• We <b>grow</b> in our confidence in a safe and supportive environment.</li> <li>• We <b>build</b> positive relationships for learning.</li> <li>• We <b>engage</b> in rich learning opportunities that are challenging and meaningful.</li> <li>• We <b>experience</b> success.</li> </ul>
We Are Connected to Our Community	<ul style="list-style-type: none"> <li>• We actively <b>engage</b> with our community.</li> <li>• We <b>know</b> our culture, heritage and place in our community.</li> <li>• We <b>care</b> for and <b>contribute</b> positively to our environment and community.</li> <li>• We <b>collaborate</b> for success.</li> </ul>
We are Ready for the Future	<ul style="list-style-type: none"> <li>• We <b>show</b> resilience and adaptability in new and changing contexts</li> <li>• We <b>develop</b> digital fluency, by using a range of e-learning tools to enhance learning.</li> <li>• We <b>think</b> creatively and explore solutions to solve problems</li> <li>• We <b>create</b> pathways to ensure continuity of learning</li> </ul>

Strategic Goal: We Enjoy Learning				
Initiatives	2021	2022	2023	Measurements
Emphasise hauora and whanaungatanga	<p>Teachers work collaboratively to increase provision for hauora and whanaungatanga. Our PE and Health curriculum is fully documented with clear outcomes for students.</p> <p>Teachers refresh their knowledge of the <i>Code &amp; Standards</i> and work together to develop a Professional Growth Cycle.</p>	<p>Learning programmes, including the PE and health curriculum are reviewed, with particular focus on feedback on student hauora and whanaungatanga.</p> <p>Professional growth cycles are reviewed, with particular focus on feedback on staff well-being.</p>	<p>Learning programmes, including PE and health curriculum programmes are fully implemented and contribute positively to student hauora and whanaungatanga.</p> <p>Professional growth cycles are fully implemented and contribute positively to staff well-being.</p>	<p><i>Well-Being at School survey results show consistently positive outcomes for all students.</i></p> <p><i>Staff survey results show consistently positive outcomes for staff well-being.</i></p>
Enhance our local curriculum	<p>Teachers work collaboratively to complete documentation of a local curriculum that integrates learning areas, including Te Reo and Tikanga Māori and knowledge of significant events in the history of Porirua and Aotearoa.</p>	<p>Local curriculum is reviewed, with particular focus on feedback on student agency.</p>	<p>Local curriculum is fully implemented and contributes to students engaging in a wide variety of cultural, academic and sporting activities</p>	<p><i>Observations and examples from teachers, students and whānau show increasingly rich, challenging and meaningful learning opportunities.</i></p> <p><i>Student achievement data show consistently positive outcomes for all students.</i></p>
Share learning successfully	<p>Students and teachers collaborate to share student success in ways that increase student mana and reduce teacher workload.</p>	<p>Sharing learning is reviewed with particular focus on the effectiveness of real-time reporting.</p>	<p>Sharing learning contributes to students' engagement and success in a wide variety of cultural, academic and sporting activities</p>	<p><i>Community and staff survey results show increasingly positive feedback on assessment reporting.</i></p> <p><i>Real-time reporting metrics show increasingly positive engagement with assessment reporting</i></p>



Strategic Goal: We Are Connected to Our Community				
Initiatives	2021	2022	2023	Measurements
Support English Language learning and celebrate diversity	Develop provision to support English language learning and celebrate diversity of learners from different backgrounds.	Review provision with particular focus on staff training and support.	A provision to support English language learning and celebrate diversity is fully implemented, with staff fully trained and supported.	<p><i>Student achievement data shows increasingly positive outcomes for Asian and Pacific students.</i></p> <p><i>Staff surveys show increasingly positive support and training for English Language Learning.</i></p>
Contribute positively to our environment and community.	Enhance and grow relationships with the wider community and business to provide opportunities for students to engage in community service.	Review opportunities for community service, with particular focus on environmental opportunities.	A programme for students to engage in community service is fully implemented, with particular emphasis on environmental responsibility.	<p><i>Community, staff and student survey results show increasingly positive feedback on contributing to our community.</i></p> <p><i>Examples gathered from teachers, students, whānau and community groups show increasingly positive environmental outcomes</i></p>
Develop a communication and engagement strategy	Develop a coherent strategy to ensure that all communications are timely, professional, reflect our school values and engage all key stakeholders.	The communication strategy is reviewed with particular focus on whānau, Pacific and Asian families. In partnership with whānau, Pacific and Asian families, action plans are implemented throughout the school.	A communication strategy and action plans are fully implemented with engagement of all key stakeholders.	<p><i>Community survey results show increasingly positive feedback on communication and engagement.</i></p> <p><i>Well-Being at School survey results show increasingly positive engagement for Māori, Pacific and Asian students.</i></p>

Strategic Goal: We Are Ready for the Future				
Initiatives	2021	2022	2023	Measurements
Strengthen key competencies	A plan for the explicit teaching of key competencies through our social skills programme is developed and shared. This includes a review of student behavioural expectations.	Review expectations and social skills with particular emphasis on the difference it is making for target students. Identify training opportunities for staff and parents.	School-wide practices for strengthening key competencies are fully implemented with participation from parents.	<p><i>Student achievement data shows increasingly positive outcomes in Key Competencies</i></p> <p><i>Well-Being at School survey results show increasingly positive results for pro-social student culture and strategies</i></p>
Develop a digital strategic plan	Develop a digital strategic plan that describes how students will successfully use digital tools for learning. The plan will include management of devices, technical support and ongoing professional development	Review digital strategic plan with particular focus on the quality of learning for students, connection with other schools and quality of devices and infrastructure.	A digital strategic plan supports innovative and creative learning opportunities for students, access to quality devices and relevant professional development for new and existing staff.	<p><i>Kia Takatū ā-Matihiko / Digital Readiness self-review surveys show increasingly positive outcomes for teachers and students.</i></p> <p><i>Community and student survey results show increasingly positive feedback on digital learning</i></p>
Create clear pathways for learning	Develop stronger relationships with (Early Childhood Educators) ECE and Aotea College to enable effective transitions to, within and from our school and across our Kāhui Ako.	Resources are prioritised to ensure that students with additional learning needs are supported to fully participate and achieve, particularly at transition points.	Support for learners and parents at transition points is well established, with resources prioritised to support learners with additional needs.	<p><i>Data gathered from teachers and whānau show increasingly positive transitions to and from Papakōwhai School</i></p> <p><i>Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs</i></p>

## Targets 2020 – 2023

Strategic Goal: We enjoy learning					
Strategies	Targets				
<p><b>We grow in our confidence in a safe and supportive environment.</b></p>	Staff survey results show increasingly positive outcomes for staff from 2020 -2023.				
	<i>Baseline data September 2019</i>	<i>Progress Data September 2020</i>	<i>Progress Data November 2021</i>	<i>Progress Data November 2022</i>	<i>Progress Data November 2023</i>
	<ul style="list-style-type: none"> <li>Papakōwhai School is a safe, supportive and positive environment. 100% agree or strongly agree.</li> <li>Parent and student concerns are resolved in a fair and timely way. 89% agree or strongly agree.</li> <li>The school encourages feedback from staff. 91% agree or strongly agree.</li> <li>The level of communication with staff meets my expectations. 96% agree or strongly agree.</li> <li>I feel supported by the Board of Trustees. 79% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School is a safe, supportive and positive environment. 100% agree or strongly agree.</li> <li>Parent and student concerns are resolved in a fair and timely way. 100% agree or strongly agree.</li> <li>The school encourages feedback from staff. 83% agree or strongly agree.</li> <li>The level of communication with staff meets my expectations. 96% agree or strongly agree.</li> <li>I feel supported by the Board of Trustees. 86% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School is a safe, supportive and positive environment. 100% agree or strongly agree.</li> <li>Learning issues I have raised have been dealt with in a fair and positive way. 93% agree or strongly agree.</li> <li>Behavioural or wellbeing issues I have raised have been addressed in a fair and timely way. 97% agree or strongly agree.</li> <li>The school encourages feedback from staff. 89% agree or strongly agree.</li> <li>The level of communication with staff meets my expectations. 97% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School is a safe, supportive and positive environment. 100% agree or strongly agree.</li> <li>Learning issues I have raised have been dealt with in a fair and positive way. 100% agree or strongly agree.</li> <li>Behavioural or wellbeing issues I have raised have been addressed in a fair and timely way. 98% agree or strongly agree.</li> <li>The school encourages feedback from staff. 100% agree or strongly agree.</li> <li>The level of communication with staff meets my expectations. 95% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School is a safe, supportive and positive environment. 100% agree or strongly agree.</li> <li>Learning issues I have raised have been dealt with in a fair and positive way. 100% agree or strongly agree.</li> <li>Behavioural or wellbeing issues I have raised have been addressed in a fair and timely way. 97% agree or strongly agree.</li> <li>The school encourages feedback from staff. 97% agree or strongly agree.</li> <li>The level of communication with staff meets my expectations. 90% agree or strongly agree.</li> </ul>
	Staff survey 2023 shows positive levels on all indicators.				

	<b>Well-Being at School student survey results show increasingly positive outcomes for all students from 2020 -2023.</b>			
	<i>Baseline data August 2020</i> <b>Well-Being at School Student Survey</b>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>School-wide climate and practices average. 85% positive ratings.</li> <li>I feel safe at school. 91% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices average. 87% positive ratings.</li> <li>I feel safe at school. 87% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices average. 87% positive ratings.</li> <li>I feel safe at school. 87% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices average. 89% positive ratings.</li> <li>I feel safe at school. 91% agree or strongly agree.</li> </ul>
	<b>Student survey 2023 shows continued positive feedback about feeling safe at school.</b>			
<b>We build positive relationships for learning</b>	<b>Data gathered from student surveys show increasingly positive relationships for learning from 2020 -2023.</b>			
	<i>Baseline data August 2020</i> <b>Well-Being at School Student Survey</b>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2022</i>
	<ul style="list-style-type: none"> <li>Community Partnerships average. 92% positive ratings.</li> <li>My teachers and parents respect each other. 97% agree or strongly agree.</li> <li>Teachers and parents work together 85% agree or strongly agree.</li> </ul> <p>See separate Well-Being at School report.</p>	<ul style="list-style-type: none"> <li>I always feel safe when I am going to and from school. 91%</li> </ul> <p><i>Community Partnerships not included in 2021 Student survey</i></p>	<ul style="list-style-type: none"> <li>I always feel safe when I am going to and from school. 88%</li> </ul> <p><i>Community Partnerships not included in 2022 Student survey</i></p>	<ul style="list-style-type: none"> <li>I always feel safe when I am going to and from school. 91%</li> <li><i>Community Partnerships not included in 2023 Student survey</i></li> </ul>
	<b>2023 Student survey shows continued positive feedback about feeling safe going to and from school. We will include the community partnerships section in the 2024 student survey.</b>			



	<b>Data gathered from whānau surveys show increasingly positive relationships for learning from 2020 -2023.</b>			
	<i>Baseline data September 2019 Community Survey</i>	<i>Progress Data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>
	<ul style="list-style-type: none"> <li>• Learning issues that I have raised have been addressed in a fair and timely way. 88% agree or strongly agree.</li> <li>• The level of communication with parents/caregivers meets my expectations. 85% agree or strongly agree.</li> <li>• Papakōwhai School is a safe, supportive and positive environment. 90% agree or strongly agree.</li> <li>• Behavioural issues I have raised have been addressed in a fair and timely way. 84% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning issues that I have raised have been addressed in a fair and timely way. 96% agree or strongly agree.</li> <li>• The level of communication with parents/caregivers meets my expectations. 92% agree or strongly agree. Papakōwhai School is a safe, supportive and positive environment. 91% agree or strongly agree.</li> <li>• Behavioural issues I have raised have been addressed in a fair and timely way. 88% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning issues I have raised have been dealt with in a fair and timely way. 84% agree or strongly agree.</li> <li>• The level of communication with parents/caregivers meets my expectations. 91% agree or strongly agree.</li> <li>• Papakōwhai School is a safe, supportive and positive environment. 88% agree or strongly agree.</li> <li>• Behavioural and Well-being issues I have raised have been dealt with in a fair and timely way. 87% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning issues I have raised have been dealt with in a fair and timely way. 94% agree or strongly agree.</li> <li>• The level of communication with parents/caregivers meets my expectations. 95% agree or strongly agree.</li> <li>• Papakōwhai School is a safe, supportive and positive environment. 97% agree or strongly agree.</li> <li>• Behavioural and Well-being issues I have raised have been dealt with in a fair and timely way. 95% agree or strongly agree.</li> </ul>
	<b>2023 Community survey shows increasing positive indicators from whānau.</b>			

We engage in rich learning opportunities that are challenging and meaningful.	Data gathered from teachers, students and whānau show increasingly rich, challenging and meaningful learning opportunities from 2020 -2023.				
	Baseline data August 2020 <b>Student Survey</b>		Progress data November 2021	Progress data November 2022	Progress data November 2023
	<ul style="list-style-type: none"><li>Teachers make learning interesting. 78% agree or strongly agree.</li><li>Teachers think all students can do well. 88% agree or strongly agree.</li></ul>		<ul style="list-style-type: none"><li>Teachers make learning interesting. 87% agree or strongly agree.</li><li>Teachers think all students can do well. 94% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Teachers make learning interesting. 84% agree or strongly agree.</li><li>Teachers think all students can do well. 94% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Teachers make learning interesting. 85% agree or strongly agree.</li><li>Teachers think all students can do well. 97% agree or strongly agree.</li></ul>
	2023 Student survey shows continued positive indicators from students.				
	Baseline data September 2019 <b>Community Survey</b>	Progress Data September 2020	Progress data November 2021	Progress data November 2022	Progress data November 2023
	<ul style="list-style-type: none"><li>Papakōwhai School has high expectations for learning. 98% agree or strongly agree.</li><li>Children have access to effective resources. 97% agree or strongly agree.</li><li>Children have the opportunity to challenge themselves through learning. 82% agree or strongly agree.</li><li>Children are engaged in their learning. 89% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Papakōwhai School has high expectations for my child’s learning. 87% agree or strongly agree.</li><li>My child has access to effective learning resources, including digital resources. 97% agree or strongly agree.</li><li>My child is engaged in their learning at school. 91% agree or strongly agree.</li><li>My child’s learning at school meets my expectations. 91% agree or strongly agree.</li><li>My child is given the opportunity to challenge themselves through learning. 84% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Papakōwhai School has high expectations for my child’s learning. 89% agree or strongly agree.</li><li>My child has access to effective learning resources, including digital resources. 98% agree or strongly agree.</li><li>My child is engaged in their learning at school. 83% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Papakōwhai School has high expectations for my child’s learning. 96% agree or strongly agree.</li><li>My child has access to effective learning resources, including digital resources. 100% agree or strongly agree.</li><li>My child is engaged in their learning at school. 95% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Papakōwhai School has high expectations for my child’s learning. 93% agree or strongly agree.</li><li>My child has access to effective learning resources, including digital resources. 99% agree or strongly agree.</li><li>My child is engaged in their learning at school. 97% agree or strongly agree.</li></ul>
	There are high levels of satisfaction with expectations, resourcing, and engagement in the 2023 community survey.				

	<i>Baseline data September 2019 Staff Survey</i>	<i>Progress data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>Papakōwhai School has high expectations for learning. 100% agree or strongly agree.</li> <li>Children have the opportunity to challenge themselves through learning. 93% agree or strongly agree.</li> <li>Children are engaged in their learning. 97% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School has high expectations for learning. 88% agree or strongly agree.</li> <li>Children have the opportunity to challenge themselves through learning. 96% agree or strongly agree.</li> <li>The teaching and learning, that I am aware of, at Papakōwhai School, meets my expectations. 96% agree or strongly agree.</li> <li>My class has access to effective learning resources, including digital resources. 96% agree or strongly agree.</li> <li>Children are engaged in their learning. 100% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School has high expectations for learning. 100% agree or strongly agree.</li> <li>Children have access to effective learning resources, including digital resources. 100% agree or strongly agree.</li> <li>Children are engaged in their learning at school. 100% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School has high expectations for learning. 100% agree or strongly agree.</li> <li>Children have access to effective learning resources, including digital resources. 100% agree or strongly agree.</li> <li>Children are engaged in their learning at school. 100% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School has high expectations for learning. 100% agree or strongly agree.</li> <li>Children have access to effective learning resources, including digital resources. 100% agree or strongly agree.</li> <li>Children are engaged in their learning at school. 97% agree or strongly agree.</li> </ul>
	<b>Continued positive levels of satisfaction with expectations, engagement, and resourcing in the 2023 staff survey</b>				

	Student achievement data show consistently positive outcomes for all students 2020-2023.				
	<i>Baseline data March 2020</i> <b>End of Year achievement results</b>	<i>Progress Data September 2020</i>	<i>Progress Data November 2021</i>	<i>Progress Data November 2022</i>	<i>Progress Data November 2023</i>
	<ul style="list-style-type: none"> <li>92% of students at Papakōwhai School are achieving within the expected curriculum level for Reading.</li> <li>93% of students at Papakōwhai School are achieving within the expected curriculum level for Maths.</li> <li>90% of students at Papakōwhai School are achieving within the expected curriculum level for Writing.</li> </ul>	<ul style="list-style-type: none"> <li>90% of students at Papakōwhai School are achieving within the expected curriculum level for Reading.</li> <li>90% of students at Papakōwhai School are achieving within the expected curriculum level for Maths.</li> <li>85% of students at Papakōwhai School are achieving within the expected curriculum level for Writing.</li> </ul>	<ul style="list-style-type: none"> <li>90% of students at Papakōwhai School are achieving within the expected curriculum level for Reading.</li> <li>86% of students at Papakōwhai School are achieving within the expected curriculum level for Maths.</li> <li>87% of students at Papakōwhai School are achieving within the expected curriculum level for Writing.</li> </ul>	<ul style="list-style-type: none"> <li>92% of students at Papakōwhai School are achieving within the expected curriculum level for Reading.</li> <li>90% of students at Papakōwhai School are achieving within the expected curriculum level for Maths.</li> <li>86% of students at Papakōwhai School are achieving within the expected curriculum level for Writing.</li> </ul>	<ul style="list-style-type: none"> <li>91% of students at Papakōwhai School are achieving within the expected curriculum level for Reading.</li> <li>89% of students at Papakōwhai School are achieving within the expected curriculum level for Maths.</li> <li>86% of students at Papakōwhai School are achieving within the expected curriculum level for Writing.</li> </ul>
	<b>Continued positive levels of achievement in the 2023 end of year data. See separate achievement target report.</b>				



	<b>Community and staff survey results show increasingly positive feedback on assessment reporting from 2020-2023</b>				
	<i>Baseline data September 2019 <b>Community Survey</b></i>	<i>Progress Data September 2020</i>	<i>Progress Data November 2021</i>	<i>Progress Data November 2022</i>	<i>Progress Data November 2023</i>
	<ul style="list-style-type: none"> <li>Children's progress is effectively monitored. 83% agree or strongly agree.</li> <li>Children's assessment information is clearly reported. 81% agree or strongly agree.</li> <li>Parent interviews are focussed on achievement data, what has been learnt and next steps. 84% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Children's assessment information is clearly reported to parents. 96% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Children's assessment information is clearly reported to parents. 93% agree or strongly agree. <i>Survey just after reports and interviews.</i></li> <li>Children's assessment information is clearly reported to parents. 83% agree or strongly agree. <i>Survey prior to end of year reports. No interviews due to Covid.</i></li> </ul>	<ul style="list-style-type: none"> <li>My child's assessment information (written reports, SeeSaw posts, meetings with the teacher) is clear to me. 90% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>My child's assessment information (written reports, SeeSaw posts, meetings with the teacher) is clear to me. 92% agree or strongly agree.</li> </ul>
	<b>Community satisfaction with the clarity of assessment reporting remains consistently high in the 2023 Community Survey.</b>				
	<i>Baseline data September 2019 <b>Staff Survey</b></i>	<i>Progress Data September 2020</i>	<i>Progress Data November 2021</i>	<i>Progress Data November 2022</i>	<i>Progress Data November 2023</i>
	<ul style="list-style-type: none"> <li>Children's progress is effectively monitored. 90% agree or strongly agree.</li> <li>Children's assessment information is clearly reported. 90% agree or strongly agree.</li> <li>Parent interviews are focussed on achievement data, what has been learnt and next steps. 90% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Children's assessment information is clearly reported. 80% agree or strongly agree</li> </ul>	<ul style="list-style-type: none"> <li>Children's assessment information is clearly reported. 97% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Children's assessment information is clearly reported. 100% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Children's assessment information is clearly reported. 97% agree or strongly agree.</li> </ul>
	<b>Staff satisfaction with assessment reporting remains high in the 2023 Staff Survey.</b>				

Strategic Goal: We Are Connected to Our Community				
Strategies	Targets			
We actively engage with our community.	Well-Being at school survey results show increasingly positive outcomes for Māori students from 2020 -2023.			
	<i>Baseline data August 2020</i> <b>Student Well-Being at School Survey</b>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 84% positive ratings by Māori students. (85% all)</li> <li>Community partnerships. Average 92% positive ratings by Māori students. (92% all)</li> <li>Teaching and learning. Average 81% positive ratings by Māori students. (80% all)</li> <li>Pro-social culture and strategies. Average 79% positive ratings by Māori students. (77% all)</li> <li>Aggressive student culture. Average 85% positive ratings by Māori students. (86% all)</li> <li>See separate Well-Being at School report.</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 88% positive ratings by Māori students. (87% all)</li> <li>Teaching and learning. Average 87% positive ratings by Māori students. (87% all)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 91% positive ratings by Māori students. (85% all)</li> <li>Teaching and learning. Average 88% positive ratings by Māori students. (87% all)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 90% positive ratings by Māori students. (89% all)</li> <li>Teaching and learning. Average 81% positive ratings by Māori students. (90% all)</li> </ul>
	Student Survey 2023 show positive outcomes for Māori students. There were lower scores this year for knowing what to do if someone is bullied and learning about how to get along with people who are different to me.			

	<b>Community survey results show increasingly positive feedback on community engagement from 2020-2023.</b>				
	<i>Baseline data September 2019</i> <b>Community Survey</b>	<i>Progress Data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>The school encourages feedback from parents. 85% agree or strongly agree.</li> <li>Concerns are resolved in a fair and timely way. 68% agreed or strongly agreed. (22% did not know)</li> <li>The school uses community expertise to enhance teaching and learning. 70% agreed or strongly agreed. (25% did not know)</li> <li>The level of communication with parents meets my expectations. 85% agree or strongly agree.</li> <li>I read the newsletter 96% always or mostly.</li> </ul>	<ul style="list-style-type: none"> <li>The school encourages feedback from parents. 83% agree or strongly agree.</li> <li>Concerns I have raised have been resolved in a fair and timely way. 88% agreed or strongly agreed.</li> <li>The level of communication with parents meets my expectations. 92% agree or strongly agree.</li> <li>I read the newsletter 97% always or mostly.</li> </ul>	<ul style="list-style-type: none"> <li>The school encourages feedback from parents. 90% agree or strongly agree.</li> <li>The level of communication with parents meets my expectations. 91% agree or strongly agree.</li> <li>6% of parents felt that they have offered to support at school, but this has not been taken up.</li> <li>6% said they did not know how to offer support.</li> </ul>	<ul style="list-style-type: none"> <li>The school encourages feedback from parents. 91% agree or strongly agree.</li> <li>The level of communication with parents meets my expectations. 95% agree or strongly agree.</li> <li>13% of parents felt that they have offered to support at school, but this has not been taken up.</li> <li>5% said they did not know how to offer support.</li> </ul>	<ul style="list-style-type: none"> <li>The school encourages feedback from parents. 97% agree or strongly agree.</li> <li>The level of communication with parents meets my expectations. 95% agree or strongly agree.</li> <li>8% of parents felt that they have offered to support at school, but this has not been taken up.</li> <li>5% said they did not know how to offer support.</li> </ul>
	<b>Community Survey 2023 shows continued positive satisfaction with feedback and communication. The number who offered help, but this wasn't taken up decreased in 2023.</b>				

<b>We know</b> our culture, heritage and place in our community.	<b>Community, staff and student survey results show increasingly positive feedback on Te Ao Māori from 2020-2023.</b>			
	<i>Baseline data August 2020 Student Well-Being at School Student Survey</i>	<i>Progress Data November 2021</i>	<i>Progress Data November 2022</i>	<i>Progress Data November 2023</i>
	<ul style="list-style-type: none"> <li>I feel safe at school. 97% of Māori students agree or strongly agree.</li> <li>Teachers are interested in my culture or family background. 88% of Māori students agree or strongly agree.</li> <li>I feel I belong at school. 82% of Māori students agree or strongly agree.</li> <li>Teachers get on well with students from different cultures and backgrounds. 92% of Māori students agree or strongly agree.</li> <li>Our school wants us to get on well with students from different cultures. 92% of Māori students agree or strongly agree.</li> <li>Students get on well with other children from different cultures. 92% of Māori students agree or strongly agree.</li> </ul> <p>See separate Well-Being at School report.</p>	<ul style="list-style-type: none"> <li>I feel safe at school. 92% of Māori students agree or strongly agree.</li> <li>Teachers are interested in my culture or family background. 69% of Māori students agree or strongly agree.</li> <li>I feel I belong at school. 88% of Māori students agree or strongly agree.</li> <li>Teachers get on well with students from different cultures and backgrounds. 96% of Māori students agree or strongly agree.</li> <li>Our school wants us to get on well with students from different cultures. 90% of Māori students agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>I feel safe at school. 93% of Māori students agree or strongly agree.</li> <li>Teachers are interested in my culture or family background. 85% of Māori students agree or strongly agree.</li> <li>I feel I belong at school. 93% of Māori students agree or strongly agree.</li> <li>Teachers treat all students fairly. 85% of Māori students agree or strongly agree.</li> <li>Our school wants us to get on well with students from different cultures. 93% of Māori students agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>I feel safe at school. 85% of Māori students agree or strongly agree.</li> <li>Teachers are interested in my culture or family background. 77% of Māori students agree or strongly agree.</li> <li>I feel I belong at school. 77% of Māori students agree or strongly agree.</li> <li>Teachers treat all students fairly. 69% of Māori students agree or strongly agree.</li> <li>Our school wants us to get on well with students from different cultures. 100% of Māori students agree or strongly agree.</li> </ul>
	<b>Some variation in outcomes for Māori. Satisfaction with feeling that their teacher is interested in their culture and background is higher than for all students. (NB. Small sample size)</b>			



	<i>Baseline data September 2019 <b>Community Survey</b></i>	<i>Progress Data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 95% agree or strongly agree.</li> <li>• Children have appropriate access to Māori and Pacific learning contexts. 75% agree or strongly agree. (21% don't know)</li> <li>• Opportunities to learn Te Reo me ngā Tikanga Māori meets my expectations. 75% agree or strongly agree. (15% don't know)</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 87% agree or strongly agree.</li> <li>• My child's learning of Te Reo Māori meets my expectations. 80% agree or strongly agree</li> <li>• My child's learning about Māori and Pacific culture meets my expectations. 83% agree or strongly agree</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 98% agree or strongly agree.</li> <li>• My child's learning of Te Reo Māori meets my expectations. 79% agree or strongly agree</li> <li>• My child's learning about Māori and Pacific cultures meets my expectations. 89% agree or strongly agree</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 97% agree or strongly agree.</li> <li>• My child's use of Te Reo Māori is increasing through their learning at school. 84% agree or strongly agree</li> <li>• My child's understanding of Māori and Pacific cultures is increasing through their learning at school. 93% agree or strongly agree</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 100% agree or strongly agree.</li> <li>• My child's use of Te Reo Māori is increasing through their learning at school. 92% agree or strongly agree</li> <li>• My child's understanding of Māori and Pacific culture is increasing through their learning at school. 98% agree or strongly agree</li> </ul>
	<b>Community Survey 2023 shows increased satisfaction levels of learning of te reo Māori and Māori culture.</b>				

	<i>Baseline data September 2019 Staff Survey</i>	<i>Progress Data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 97% agree or strongly agree.</li> <li>• Children have appropriate access to Māori and Pacific learning contexts. 93% agree or strongly agree.</li> <li>• Opportunities to learn Te Reo me ngā Tikanga Māori meets my expectations. 80% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 96% agree or strongly agree.</li> <li>• Children's learning of Te Reo Māori, that I am aware of, meets my expectations. 79% agree or strongly agree.</li> <li>• Children's learning about Māori and Pacific culture, that I am aware of, meets my expectations. 79% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 96% agree or strongly agree.</li> <li>• Children's learning of Te Reo Māori meets my expectations. 89% agree or strongly agree.</li> <li>• Children's learning about Māori and Pacific cultures, meets my expectations. 89% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 100% agree or strongly agree.</li> <li>• Children's use of Te Reo Māori is increasing through their learning at school. 95% agree or strongly agree</li> <li>• Children's understanding of Māori and Pacific cultures is increasing through their learning at school. 100% agree or strongly agree</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes cultural diversity and inclusion. 100% agree or strongly agree.</li> <li>• Children's use of Te Reo Māori is increasing through their learning at school. 100% agree or strongly agree</li> <li>• Children's understanding of Māori and Pacific culture is increasing through their learning at school. 97% agree or strongly agree</li> </ul>
	<b>Staff survey 2023 shows increased satisfaction levels with levels of learning of te reo Māori and Māori culture.</b>				

<b>Well-Being at school survey results show increasingly positive outcomes for Pacific and Asian students from 2020 -2023.</b>				
	<i>Baseline data August 2020 Student Well-Being at School Student Survey</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2022</i>
	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 85% positive ratings by Pacific students. (85% all)</li> <li>Community partnerships. Average 90% positive ratings by Pacific students. (92% all)</li> <li>Teaching and learning. Average 83% positive ratings by Pacific students. (80% all)</li> <li>Pro-social culture and strategies. Average 75% positive ratings by Pacific students. (77% all)</li> <li>Aggressive student culture. Average 90% positive ratings by Pacific students. (86% all)</li> </ul>	<i>Sample size not large enough. Only 3 Pacific students identified as Pacific in the Year 4- 8 survey. Many of our Pacific students identify as being from more than one culture.</i>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 84% positive ratings by Pacific students. (85% all)</li> <li>Teaching and learning. Average 90% positive ratings by Pacific students. (87% all)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 96% positive ratings by Pacific students. (89% all)</li> <li>Teaching and learning. Average 89% positive ratings by Pacific students. (90% all)</li> </ul>
<b>Student Survey 2023 indicators show increasingly positive outcomes for Pacific students.</b>				
	<i>Baseline data August 2020 Student Well-Being at School Student Survey</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 85% positive ratings by Asian students. (85% all)</li> <li>Community partnerships. Average 88% positive ratings by Asian students. (92% all)</li> <li>Teaching and learning. Average 86% positive ratings by Asian students. (80% all)</li> <li>Pro-social culture and strategies. Average 88% positive ratings by Asian students. (77% all)</li> <li>Aggressive student culture. Average 88% positive ratings by Asian students. (86% all)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 93% positive ratings by Asian students. (87% all)</li> <li>Teaching and learning. Average 89% positive ratings by Asian students. (87% all)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 86% positive ratings by Asian students. (85% all)</li> <li>Teaching and learning. Average 89% positive ratings by Asian students. (87% all)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide climate and practices. Average 90% positive ratings by Asian students. (89% all)</li> <li>Teaching and learning. Average 89% positive ratings by Asian students. (90% all)</li> <li></li> </ul>
<b>Student Survey 2023 indicators show continued positive outcomes for Asian students. 80% of Asian student felt that the teacher notices when they help their classmates compared to 55% in 2022.</b>				

We care for and contribute positively to our environment and community.	Data gathered from teachers, students, whānau and community groups show increasingly positive environmental outcomes from 2020 -2023.																																																																																																																				
	Baseline data August 2020 Student Well-Being at School Student Survey	Progress Data																																																																																																																			
	<ul style="list-style-type: none"><li>The buildings and play areas are looked after at school. 84% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>We have minimal vandalism at school. Our caretaker in Week 7 of Term 4 2023 reported no graffiti around the school during the term.</li></ul>																																																																																																																			
	Community, staff and student survey results show increasingly positive feedback on contributing to our community from 2020-2022.																																																																																																																				
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	<div>15. I contribute to the school community by:</div> <div>50 responses</div> <table><thead><tr><th>Contribution Method</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Being part of Home and School...</td><td>19</td><td>38%</td></tr><tr><td>Helping with school property or...</td><td>0</td><td>0%</td></tr><tr><td>Supporting with learning activiti...</td><td>5</td><td>10%</td></tr><tr><td>Volunteering on school trips or...</td><td>25</td><td>50%</td></tr><tr><td>I have offered to contribute but...</td><td>3</td><td>6%</td></tr><tr><td>I would like to contribute but do...</td><td>3</td><td>6%</td></tr><tr><td>I am not able to contribute at th...</td><td>13</td><td>26%</td></tr><tr><td>Helping with Sports teams</td><td>7</td><td>14%</td></tr></tbody></table>	Contribution Method	Count	Percentage	Being part of Home and School...	19	38%	Helping with school property or...	0	0%	Supporting with learning activiti...	5	10%	Volunteering on school trips or...	25	50%	I have offered to contribute but...	3	6%	I would like to contribute but do...	3	6%	I am not able to contribute at th...	13	26%	Helping with Sports teams	7	14%	<div>15. I contribute to the school community by:</div> <div>185 responses</div> <table><thead><tr><th>Contribution Method</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Being part of Home and School...</td><td>37</td><td>20%</td></tr><tr><td>Helping with school property or...</td><td>2</td><td>1.1%</td></tr><tr><td>Supporting with learning activiti...</td><td>23</td><td>12.4%</td></tr><tr><td>Volunteering on school trips or...</td><td>111</td><td>60%</td></tr><tr><td>I have offered to contribute but...</td><td>25</td><td>13.5%</td></tr><tr><td>I would like to contribute but do...</td><td>9</td><td>4.9%</td></tr><tr><td>I am not able to contribute at th...</td><td>36</td><td>19.5%</td></tr><tr><td>Helping with Sports teams</td><td>39</td><td>21.1%</td></tr></tbody></table>	Contribution Method	Count	Percentage	Being part of Home and School...	37	20%	Helping with school property or...	2	1.1%	Supporting with learning activiti...	23	12.4%	Volunteering on school trips or...	111	60%	I have offered to contribute but...	25	13.5%	I would like to contribute but do...	9	4.9%	I am not able to contribute at th...	36	19.5%	Helping with Sports teams	39	21.1%	<div>17. I contribute to the school community by:</div> <div>149 responses</div> <table><thead><tr><th>Contribution Method</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Being part of Home and Sch...</td><td>34</td><td>22.8%</td></tr><tr><td>Helping with school property...</td><td>3</td><td>2%</td></tr><tr><td>Supporting with learning acti...</td><td>26</td><td>17.4%</td></tr><tr><td>Volunteering on school trips...</td><td>79</td><td>53%</td></tr><tr><td>I have offered to contribute b...</td><td>12</td><td>8.1%</td></tr><tr><td>I would like to contribute but...</td><td>7</td><td>4.7%</td></tr><tr><td>I am not able to contribute at...</td><td>30</td><td>20.1%</td></tr><tr><td>Helping with sports teams</td><td>31</td><td>20.8%</td></tr><tr><td>Design support</td><td>1</td><td>0.7%</td></tr><tr><td>Can help to set things up, bu...</td><td>1</td><td>0.7%</td></tr><tr><td>I could do better here!</td><td>1</td><td>0.7%</td></tr><tr><td>Sports days</td><td>1</td><td>0.7%</td></tr><tr><td>Id love to help with trips, but...</td><td>1</td><td>0.7%</td></tr><tr><td>Former Board member</td><td>1</td><td>0.7%</td></tr><tr><td>Former BOT member</td><td>1</td><td>0.7%</td></tr><tr><td>Strong fundraising contributi...</td><td>1</td><td>0.7%</td></tr><tr><td>My level of involvement/volu...</td><td>1</td><td>0.7%</td></tr><tr><td>I have helped out with desig...</td><td>1</td><td>0.7%</td></tr><tr><td>Sponsorship</td><td>1</td><td>0.7%</td></tr></tbody></table>	Contribution Method	Count	Percentage	Being part of Home and Sch...	34	22.8%	Helping with school property...	3	2%	Supporting with learning acti...	26	17.4%	Volunteering on school trips...	79	53%	I have offered to contribute b...	12	8.1%	I would like to contribute but...	7	4.7%	I am not able to contribute at...	30	20.1%	Helping with sports teams	31	20.8%	Design support	1	0.7%	Can help to set things up, bu...	1	0.7%	I could do better here!	1	0.7%	Sports days	1	0.7%	Id love to help with trips, but...	1	0.7%	Former Board member	1	0.7%	Former BOT member	1	0.7%	Strong fundraising contributi...	1	0.7%	My level of involvement/volu...	1	0.7%	I have helped out with desig...	1	0.7%	Sponsorship	1	0.7%
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Volunteering on school trips or...	25	50%																																																																																																																			
I have offered to contribute but...	3	6%																																																																																																																			
I would like to contribute but do...	3	6%																																																																																																																			
I am not able to contribute at th...	13	26%																																																																																																																			
Helping with Sports teams	7	14%																																																																																																																			
Contribution Method	Count	Percentage																																																																																																																			
Being part of Home and School...	37	20%																																																																																																																			
Helping with school property or...	2	1.1%																																																																																																																			
Supporting with learning activiti...	23	12.4%																																																																																																																			
Volunteering on school trips or...	111	60%																																																																																																																			
I have offered to contribute but...	25	13.5%																																																																																																																			
I would like to contribute but do...	9	4.9%																																																																																																																			
I am not able to contribute at th...	36	19.5%																																																																																																																			
Helping with Sports teams	39	21.1%																																																																																																																			
Contribution Method	Count	Percentage																																																																																																																			
Being part of Home and Sch...	34	22.8%																																																																																																																			
Helping with school property...	3	2%																																																																																																																			
Supporting with learning acti...	26	17.4%																																																																																																																			
Volunteering on school trips...	79	53%																																																																																																																			
I have offered to contribute b...	12	8.1%																																																																																																																			
I would like to contribute but...	7	4.7%																																																																																																																			
I am not able to contribute at...	30	20.1%																																																																																																																			
Helping with sports teams	31	20.8%																																																																																																																			
Design support	1	0.7%																																																																																																																			
Can help to set things up, bu...	1	0.7%																																																																																																																			
I could do better here!	1	0.7%																																																																																																																			
Sports days	1	0.7%																																																																																																																			
Id love to help with trips, but...	1	0.7%																																																																																																																			
Former Board member	1	0.7%																																																																																																																			
Former BOT member	1	0.7%																																																																																																																			
Strong fundraising contributi...	1	0.7%																																																																																																																			
My level of involvement/volu...	1	0.7%																																																																																																																			
I have helped out with desig...	1	0.7%																																																																																																																			
Sponsorship	1	0.7%																																																																																																																			
	Two thirds of those who responded to the survey actively contributed to the school community. Nearly 13% wanted to contribute but were unsure how to, or offered but this was not taken up. (Compared to 20% in 2022).																																																																																																																				



We collaborate for success.	<b>Data gathered from teachers shows increasing collaboration from 2020 -2023</b>		
	<i>Baseline data November 2021</i>	<i>Progress data 2022</i>	<i>Progress data 2023</i>
	<ul style="list-style-type: none"> <li>Throughout the Covid -19 Alert levels the ability for teachers to work collaboratively with colleagues within and across schools has been hindered.</li> <li>However, Teachers have worked very collaboratively to support each other when we switched to online learning. Collaborative support was evident with planning, delivery, getting hard packs to students, delivering digital devices, communicating with parents and giving feedback to students.</li> <li>During our second lockdown insights were gained by collaboratively planning how to provide online learning better than in 2020. The gains from this were evident in the staff and community satisfaction surveys on our Covid-19 response.</li> <li>Syndicate teams plan and evaluate practice collaboratively particularly in Integrated Curriculum studies.</li> </ul>	<ul style="list-style-type: none"> <li>Syndicate teams have established collaborative plans for Maths, Literacy and integrated Curriculum. This has been most successful at the Kauri level.</li> <li>We are seeing improvement in teacher consistency in what is taught in Maths and anecdotal feedback on teachers feeling more successful in their teaching because of the support from their colleagues.</li> <li>The leadership team will develop this further in 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Syndicate teams have progressed collaborative plans for Maths, Literacy and integrated Curriculum. This continues to be most successful at the Kauri level.</li> <li>We are seeing improvement in teacher consistency in what is taught in Maths and anecdotal feedback on teachers feeling more successful in their teaching of writing and because of the support from their colleagues.</li> <li>The leadership team will work with staff to develop refined guidelines for 2024.</li> </ul>
	<b>Teachers are successfully collaborating in teams.</b>		

**Papakōwhai School data contributes positively to the North Porirua Kāhui Ako targets for 2020-2023.**

*Baseline data November 2021*

**North Porirua Kāhui Ako Indicator Evaluation**

- Well Being at school survey results show increasingly positive outcomes for Māori and Pacific students and all students. **Achieved**
- 85% of Māori and Pacific students in Year 1-10 are within expected curriculum levels in Writing. **Currently 79%**
- Digital Readiness self-review Kia Takatū a Matihiko surveys show improved outcomes for teachers 2020 – 2022. **Achieved**
- Qualitative data from teachers, ākonga and whānau show increasingly positive engagement *and feedback about transitions*. 2020 – 2022 **Achieved**
- Register is in place and data gathered shows it is supporting teachers, students and whānau to access additional support. **Contributed to this**
- Positive feedback re LS register supporting transition from ECE to primary and primary to secondary education **Positive feedback on transition information.**
- Wellbeing@School teacher survey results reflect improvements in pro social outcomes for all students **Achieved**
- Science STWE improved positive outcomes for students in Years 5,7, 10. **Participated in 2020 baseline data.**
- 85% of Māori and Pacific students in Year 1-10 are within expected curriculum levels in Maths. **Māori currently 88% and Pacific 69%**
- Increased numbers of teachers and students using LPF for assessments. **All students and teachers used LPF to make judgements in Writing in 2021.**

*Progress data November 2022*

- Well Being at school survey results show increasingly positive outcomes for Māori and Pacific students and all students. **Achieved**
- 85% of Māori and Pacific students in Year 1-10 are within expected curriculum levels in Writing. **Māori 80% and Pacific 63%**
- Digital Readiness self-review Kia Takatū a Matihiko surveys show improved outcomes for teachers 2020 – 2022. **Achieved**
- Qualitative data from teachers, ākonga and whānau show increasingly positive engagement *and feedback about transitions*. **Not surveyed in 2022**
- Register is in place and data gathered shows it is supporting teachers, students and whānau to access additional support. **MOE have paused this work**
- Positive feedback re LS register supporting transition from ECE to primary and primary to secondary education **Positive feedback on transition information.**
- Wellbeing@School teacher survey results reflect improvements in pro social outcomes for all students **Achieved**
- Science STWE improved positive outcomes for students in Years 5,7, 10. **Not tested in 2022.**
- 85% of Māori and Pacific students in Year 1-10 are within expected curriculum levels in Maths. **Māori currently 92% and Pacific 67%**
- Increased numbers of teachers and students using LPF for assessments. **All students and teachers used LPF to make judgements in Writing and Maths in 2022.**

*Progress data November 2022*

- Well Being at school survey results show increasingly positive outcomes for Māori and Pacific students and all students. **Achieved – Positive indicators above 80%.**
- 85% of Māori and Pacific students in Year 1-10 are within expected curriculum levels in Writing. **Māori 75% and Pacific 65%**
- Digital Readiness self-review Kia Takatū a Matihiko surveys show improved outcomes for teachers 2020 – 2022. **Achieved**
- Qualitative data from teachers, ākonga and whānau show increasingly positive engagement *and feedback about transitions*. **Not surveyed in 2023**
- Register is in place and data gathered shows it is supporting teachers, students and whānau to access additional support. **MOE have only recently restarted this work.**
- Positive feedback re LS register supporting transition from ECE to primary and primary to secondary education **Positive feedback on transition information.**
- Wellbeing@School teacher survey results reflect improvements in pro social outcomes for all students **Achieved**
- Science STWE improved positive outcomes for students in Years 5,7, 10. **Well above National Norms 2023.**
- 85% of Māori and Pacific students in Year 1-10 are within expected curriculum levels in Maths. **Māori 89% and Pacific 75%**
- Increased numbers of teachers and students using LPF for assessments. **All students and teachers used LPF to make judgements in Writing and Maths in 2023.**

Strategic Goal: We Are Ready for the Future		
Objectives	Targets	
	<b>Community, staff and student survey results show increasingly positive feedback on responding to challenges from 2020-2023.</b>	
	<i>Community Covid Response Data 2020</i>	<i>Community Covid Response Data 2021</i>
	<ul style="list-style-type: none"> <li>Papakōwhai School's Covid-19 response has strengthened my role as a partner in my child's learning 78% agree or strongly agree.</li> <li>Papakōwhai School has communicated effectively with me during our Covid-19 response. 100% agree or strongly agree.</li> <li>Papakōwhai School has effectively supported my child's learning during Covid -19. 91% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School has effectively supported my child/ren and communicated with me during COVID Levels 2, 3 and 4? 98% agree or strongly agree. (60% strongly agreed)</li> </ul> <b>High levels of satisfaction</b>
	<i>Staff Covid Response Data 2020</i>	<i>Staff Covid Response Data 2021</i>
	<ul style="list-style-type: none"> <li>Papakōwhai School's Covid-19 response has strengthened parents/caregiver's role as a partner in my child's learning 91% agree or strongly agree.</li> <li>Papakōwhai School has communicated effectively with me during our Covid-19 response. 96% agree or strongly agree.</li> <li>Papakōwhai School has effectively supported me during Covid -19. 92% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Papakōwhai School has supported and communicated effectively with me during our Covid-19 response. 100% agree or strongly agree. (82% strongly agreed)</li> </ul> <b>High levels of satisfaction</b>

We develop digital fluency, by using a range of e-learning tools to enhance learning.

## Kia Takatū ā-Matihiko / Digital Readiness self-review surveys show increasingly positive outcomes for teachers from 2020 -2021.

### Baseline data Kia Takatū ā-Matihiko / Digital Readiness self-review survey October 2019

#### TE TAHU / IGNITE, MINDSET

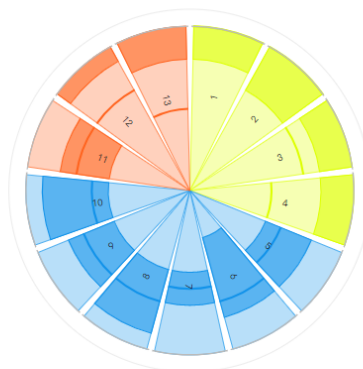
1. Motivation to learn.
2. Taking risks in learning
3. Benefits for learners
4. Supporting others

#### TE KORA / FUEL

5. Learning Design
6. Ability to teach and lead Computational Thinking
7. Ability to teach and lead Designing and Developing Digital Outcomes
8. Integrating the new curriculum content into our school curriculum
9. Iterative design process
10. Student Agency

#### TE HĀORA / OXYGEN

11. Use of digital technologies
12. Strengthening professional networks
13. Effective implementation



### What should I look for in the polar map and what does it tell me?

- Each wedge represents a learning element.
- The centre represents the lowest possible response, and the outer grey line represents the highest possible response.
- A dark band represents the middle 50% range of responses. The narrower the band and its position towards the outer edge is good news – participants agree that this element is a strength.
- When you see a dark band that goes to the outer edge of the polar map, it means that 25% or more of participants gave the highest possible response.
- The thick dark line is the median, denoting the midpoint of all responses for that element, i.e. 50% of responses are above this line and 50% of responses are below this line. Pedagogy is stronger for that element when the median is closer to the outer edge of the polar map.

When no upper light band is visible, it means 25% or more of responses were rated as 'very true'.

### Evaluation Term 2 2021

At the Conclusion of our PLD with CORE Education Teachers at Papakōwhai School rated themselves as **confident** to:

- Embed e-learning across the curriculum
- Focus clearly on student achievement
- Provide for a safe digital learning environment
- Use e-learning across the curriculum
- Work in a culturally responsive way
- Exercise choice and control
- Address specific learning needs

At the Conclusion of our PLD with CORE Education Teachers at Papakōwhai School rated themselves as **developing confidence** to:

- Embed digital literacy across the curriculum
- Assess digital learning.

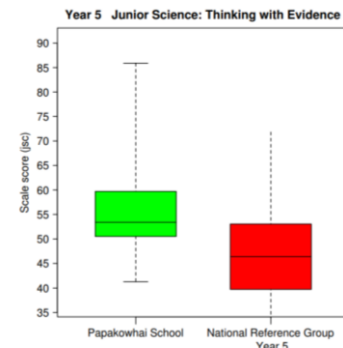
**Papakōwhai School's rating was above the Kāhui Ako average because of active and consistent engagement with the PLD.**



	<b>Community and student survey results show increasingly positive feedback on digital learning from 2020-2023.</b>				
	<i>Baseline data September 2019 Community Survey</i>	<i>Progress Data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>Children have access to effective digital resources. 95% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>My child has access to effective learning resources, including digital resources. 97% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>My child/ren have access to effective learning resources, including digital resources. 98% agree or strongly agree.</li> <li>95% of Year 6- 8 children Bring their own device to school.</li> </ul>	<ul style="list-style-type: none"> <li>My child/ren have access to effective learning resources, including digital resources. 100% agree or strongly agree.</li> <li>More than 90% of Year 6- 8 children Bring their own device to school.</li> </ul>	<ul style="list-style-type: none"> <li>My child/ren have access to effective learning resources, including digital resources. 99% agree or strongly agree.</li> <li>More than 90% of Year 6- 8 children Bring their own device to school.</li> </ul>
	<b>Continued positive support and engagement from whānau in 2023 Community Survey</b>				
<b>We think creatively and explore solutions to solve problems</b>	<b>Data gathered from teachers and students shows increasing student agency from 2020 -2023.</b>				
	<i>Baseline data August 2020 Well-Being at School Student Survey</i>		<i>Progress data November 2021</i>	<i>Progress data November 2022</i>	<i>Progress data November 2023</i>
	<ul style="list-style-type: none"> <li>Students have a say in what happens at school. 64% agree or strongly agree</li> </ul>		<ul style="list-style-type: none"> <li>My teacher listens to my ideas. 87% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>My teacher listens to my ideas. 88% agree or strongly agree. Including 96% Māori, 94% Asian and 93% Pacific.</li> </ul>	<ul style="list-style-type: none"> <li>My teacher listens to my ideas. 92% agree or strongly agree. Including 92% Māori, 100% Asian and 100% Pacific.</li> </ul>
	<b>Student Survey 2023 shows increased recognition of student voice and ideas.</b>				

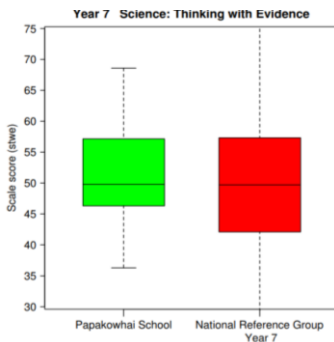
**NZCER Scientific Thinking with Evidence shows increasingly positive outcomes for students in Year 5 and 7 from 2020 -2023.**

*NZCER Scientific Thinking with Evidence Assessment 2020*



**Year 5**

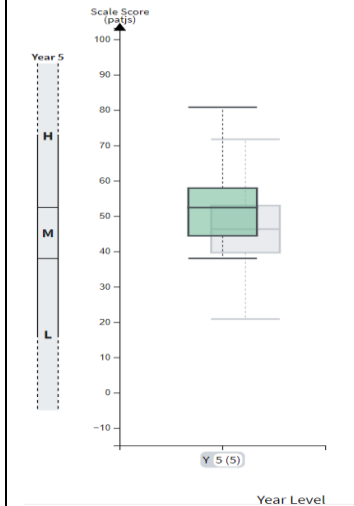
58% of Papakōwhai School students achieved in the high achievement band, compared to 25% of students nationally. No Papakōwhai School students achieved in the lower achievement band, compared to 25% of students nationally.



**Year 7**

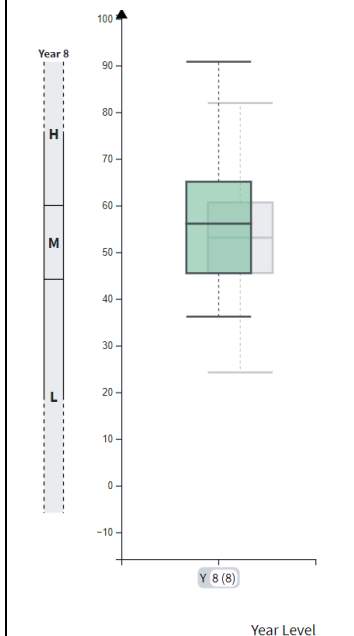
41% of Papakōwhai School students achieved in the high achievement band, compared to 25% of students nationally. 15% of Papakōwhai School students achieved in the lower achievement band, compared to 25% of students nationally.

*Progress data 2023*



**Year 5**

54% of Papakōwhai School students achieved in the high achievement band, compared to 25% of students nationally. No Papakōwhai School students achieved in the lower achievement band, compared to 25% of students nationally.



**Year 8 ( same cohort as Year 5 - 2020)**

38% of Papakōwhai School students achieved in the high achievement band, compared to 25% of students nationally. 16% of Papakōwhai School students achieved in the lower achievement band, compared to 25% of students nationally.

We create pathways to ensure continuity of learning	Data gathered from teachers and whānau show increasingly positive transitions to and from Papakōwhai School from 2020 -2022.				
	Baseline data Community Survey 2021				Progress data
	<ul style="list-style-type: none"><li>Overall, my child was well supported in their transition to school. 100% agree or strongly agree.</li><li>My child is happy at school. 100% agree or strongly agree</li><li>My child has made friends at school. 95% agree or strongly agree</li><li>My child has a positive relationship with teachers at school. 100% agree or strongly agree</li><li>I feel engaged with my child's learning at school. 97% agree or strongly agree</li><li>There is good communication between home and school. 97% agree or strongly agree</li><li>The school received and respected the information that I shared about my child before they started. 97% agree or strongly agree.</li><li><b>High levels of satisfaction with transition to school from ECE.</b></li><li>The information the school provided about starting school met my expectations. 94% agree or strongly agree</li></ul>				This survey was not done in 2023.
	Teacher and community survey results show increasingly positive outcomes for learners with additional needs from 2020 -2023.				
	Baseline data September 2019 Staff Survey	Progress data September 2020	Progress data November 2021	Progress data November 2022	Progress data November 2023
	<ul style="list-style-type: none"><li>Papakōwhai School effectively caters for students with additional learning needs. 100% agree or strongly agree.</li><li>Children below expected achievement levels are identified early and plans made to accelerate their learning. 93% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Children's additional learning needs, that I am aware of, have been effectively supported. 91% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Learning issues I have raised have been addressed in a fair and timely way. 92% agree or strongly agree.</li><li>Children’s additional learning needs are effectively supported. 94% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Learning issues I have raised have been addressed in a fair and timely way. 100% agree or strongly agree.</li><li>Children’s additional learning needs are effectively supported. 95% agree or strongly agree.</li></ul>	<ul style="list-style-type: none"><li>Learning issues I have raised have been addressed in a fair and timely way. 100% agree or strongly agree.</li><li>Children’s additional learning needs are effectively supported. 96% agree or strongly agree.</li></ul>
Continued positive staff feedback on support with additional needs.					

	<i>Baseline data September 2019 Community Survey</i>	<i>Progress Data September 2020</i>	<i>Progress data November 2021</i>	<i>Progress data November 2022</i>
	<ul style="list-style-type: none"> <li>Papakōwhai School effectively caters for students with additional learning needs. 44% agree or strongly agree. (45% don't know)</li> <li>Children below expected achievement levels are identified early and plans made to accelerate their learning. 41% agree or strongly agree. (54% don't know)</li> </ul>	<ul style="list-style-type: none"> <li>My child's additional learning needs have been effectively supported. 90% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Learning issues I have raised have been addressed in a fair and timely way. 84% agree or strongly agree.</li> <li>My child's additional learning needs have been effectively supported. 76% agree or strongly agree.</li> </ul>	<ul style="list-style-type: none"> <li>Learning issues I have raised have been addressed in a fair and timely way. 94% agree or strongly agree.</li> <li>My child's additional learning needs have been effectively supported. 89% agree or strongly agree.</li> </ul>
	<b>Increased satisfaction in the Community Survey 2023, particularly with provision for additional needs.</b>			

### 2023 Achievement Goals

Reading Targets:	Baseline 2020	Outcome 2021	Outcome 2022	Outcome 2023
<ul style="list-style-type: none"><li>90% of students at Papakōwhai School will achieve within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>90% within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Target achieved. 90% within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Target achieved. 92% within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Target achieved. 91% within the expected curriculum level.</li></ul>
<ul style="list-style-type: none"><li>90% of Māori and Pacific students at Papakōwhai School will achieve within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Māori: 78% within the expected curriculum level.</li><li>Pacific: 86% within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Māori: Target not achieved. 84% within the expected curriculum level.</li><li>Pacific: Target not achieved. 83% within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Māori: Target close to achieved. 88% within the expected curriculum level.</li><li>Pacific: Target not achieved. 67% within the expected curriculum level.</li></ul>	<ul style="list-style-type: none"><li>Māori: Target close to achieved. 89% within the expected curriculum level.</li><li>Pacific: Target not achieved. 81% within the expected curriculum level.</li></ul>
Improvement targets 2023:		Baseline 2022	Mid-Year 2023	Outcome 2023
<ul style="list-style-type: none"><li>Accelerate the progress of children in Year 8 who were below expected curriculum levels in 2022 to make more than one year’s progress in 2023.</li></ul>		<ul style="list-style-type: none"><li>15/57 below (6 well below)</li></ul>	<ul style="list-style-type: none"><li>12/58 below (3 well below)</li></ul>	<ul style="list-style-type: none"><li>7/60 below (None well below)</li></ul>
<ul style="list-style-type: none"><li>Accelerate the progress of Pacific students who were below expected curriculum levels in 2022 to make more than one year’s progress in 2023.</li></ul>		<ul style="list-style-type: none"><li>7/19 below (5 well below)</li></ul>	<ul style="list-style-type: none"><li>5/26 below (4 well below)</li></ul>	<ul style="list-style-type: none"><li>9/32 below (1 well below)</li></ul>



## Reading Commentary

Percentage of children within or above the expected curriculum level for Reading.

	2019	2020	2021	2022	2023	One year change	Compared to 5-year average
All students	90%	90%	90%	92%	91%	-1%	0%
Māori	91%	78%	84%	88%	89%	+1%	3%
Pacific	84%	86%	83%	67%	81%	+14%	1%
Asian	91%	96%	96%	100%	90%	-10%	-5%
Male	91%	88%	86%	92%	90%	-2%	1%
Female	89%	92%	91%	91%	92%	+1%	1%
Year 6 -8	93%	96%	85%	90%	84%	-6%	-6%

## Areas of strength

- 91% of students are within or above the expected curriculum level.
- Asian students, many of whom are ESOL, continue to make excellent progress.
- Boys and girls achieve at similar levels.
- Māori students achieve close to levels to all students.
- 84% of Year 6 -8 children are within or above expected curriculum levels.
- On nationally standardised PAT tests, Papakōwhai students achieve above the national average.

Professional development, led by Christine Braid from Massey University, has played a crucial role in our reading achievement. Teachers, across all levels, consistently engage in reading to children, employing a structured literacy approach. This method not only provides a clear progression for learning but also establishes a solid foundation for early readers. The focus on decoding and comprehension, along with the use of engaging texts, fosters confidence

in children. Having a school library and a full-time librarian, further supports students. The promotion of reading at home strengthens the crucial link between school and home.

**In the Junior School**, the emphasis on small, guided reading groups and prioritising reading time has yielded positive results. Daily phonics work has proven effective, enhancing phonemic awareness and proficiency in rhyming, syllabification, and compound words. Teachers, who are now more experienced with Structured Literacy, confidently navigate letter sounds, letter formation, and dictation. Differentiated programmes cater to individual student needs, and a shared book approach is an effective strategy. Reading strategies learned are applied to the students' own writing, enhancing overall literacy skills.

**In the Middle School**, a focus on vocabulary and inference work, coupled with Structured Literacy, helps students to access Level 3 of the curriculum. The integration of Heggerty Phonemic Awareness and decoding aids lower readers in Year 3. The use of class stories for literacy work and the integration of reading with other curriculum areas helps deepen comprehension and broaden application of reading skills.

**In the Senior School**, the integration of Inquiry and Reading proves to be a good approach, covering topics comprehensively and allowing exploration of genre and structures. Reading is not confined to its standalone subject but connects with other curriculum areas, enhancing overall learning. Students access learning through reading workspaces, interpret instructions, and engage in meaningful comprehension activities. The use of whole class texts exposes readers to higher-level content, fostering critical thinking skills.

### Areas for improvement

Time is a barrier to include all aspects of our reading programme effectively. Teaching assistant time is often prioritised to support behaviour or other learning areas. Low numbers of students “well below” expectations make grouping and meeting their needs tricky. Aligning decoding and comprehension levels can be challenging, and setting reading homework consistently is a challenge.

**In the Junior School**, challenges include the need to progress slowly with lower readers, ensuring a solid grasp of alphabet letters and sounds. Balancing developmental readiness with the need to accelerate reading is a challenge. Exposing children to a range of texts is crucial for early reading development.

**In the Middle School**, we may need to revise Reading Assessment tools for consistent information. Increasing reading to children, maintaining a focus on phonemic awareness, and expanding oral language experiences are challenges in this phase.

**In the Senior School**, some students show lower engagement with the school library. The need for reading stories to the class and finding engaging texts are challenges at the senior level.

### We have identified three target areas for improvement for 2024:

- Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year’s progress in 2024.

- Accelerate the progress of children in Year 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.
- Accelerate the progress of Pacific children to make more than one year's progress in 2024.

### Basis for identifying areas for improvement

Reading Targets for 2024 were identified from analysis of the 2023 Reading data. Children identified as at risk of not meeting the target are shared with staff at the start of the year. Syndicate leaders regularly check in with their teams on the progress of at-risk students. The BOT were given updates on the performance of students on PAT in Terms 2 and 4. All syndicate teams have action plans for raising achievement. End of Year data is shared with senior staff in preparation for the Analysis of Variance report. Target groups of children for 2024 were identified. This information was shared with the BOT in November.

- Year 3 (2023): 11/73 children are below expectations.
- Year 7 (2023): 20/66 children are below expectations.
- Pacific (2022): 9/32 children are below expectations.

### Planned actions for lifting achievement

Goal	In-Class Actions	Additional Support
<ul style="list-style-type: none"> <li>• Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Year 3 (2023): 11/73 children are below expectations.</p> <p><b>Target:</b> Year 4 (2024): Less than 7 children are below expectations.</p> <p><b>Monitoring:</b> All children in Years 1- 4 below expectations on a termly basis.</p>	<ul style="list-style-type: none"> <li>• Use a Structured Literacy approach</li> <li>• Use a blended approach once students have reached Set 4.</li> <li>• Have a clear learning intention for guided and shared reading and choose appropriate material for the lesson.</li> <li>• Explicitly teach decoding and comprehension strategies.</li> <li>• Group children based on levels and needs and do not limit reading levels to children's spelling level.</li> <li>• Read in a small group with children twice a week. (Year 1/2 – three times per week) and regularly use a shared reading approach.</li> <li>• Systematically plan reading groups and organise reading material in an easy to access way.</li> <li>• Give children opportunities to read independently and select books in class and from the library.</li> <li>• Make links to oral language and writing.</li> <li>• Ensure reading responses are meaningful and creative</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy support with teaching assistants in Years 2-4.</li> <li>• Reading Recovery trained teacher to support Year 3-4 classes with literacy (0.3 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 4's.</li> <li>• ELL support (0.3 FTTE) + 4 days of teaching assistant time.</li> <li>• Encourage parents to check vision and hearing</li> <li>• Engage external support through our SENCO.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give children access to texts that include a range of cultures, backgrounds and languages, including te reo Māori.</li> <li>• Set up a home reading log to be completed 4-5 times per week.</li> </ul>	
<ul style="list-style-type: none"> <li>• Accelerate the progress of children in Year 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Year 7 (2023): 20/66 children are below expectations.</p> <p><b>Target:</b> Year 8 (2024): Less than 6 children are below expectations.</p> <p><b>Monitoring:</b> All children in Years 5-8 below expectations on a termly basis.</p>	<ul style="list-style-type: none"> <li>• Ensure a sensible balance between reading digital texts and books.</li> <li>• Use a Structured Literacy approach.</li> <li>• Teach reading consistently in groups</li> <li>• Work in a targeted way with a clear and specific focus.</li> <li>• Give students visual reminders of their next learning step and/or success criteria</li> <li>• Use "Think alouds" –so children can hear what the teacher is thinking.</li> <li>• Use current and engaging texts</li> <li>• Find resources that really hook boys into reading, by knowing our learners and their interests.</li> <li>• Use open ended questioning.</li> <li>• Target vocabulary specifically in discussions and in shared and guided reading.</li> <li>• Revisit resources so they know they are using a wide range of comprehension skills.</li> <li>• Tell and read stories to children</li> <li>• In group learning sessions students will:</li> <li>• Know what they are learning about and be able to verbalise their next learning step.</li> <li>• Have opportunities for sustained reading time almost every day.</li> <li>• Provide some <b>choice</b> about what they read so they are more engaged</li> <li>• Strongly promote library use and regularly change books in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy support with teaching assistants in Years 5-8.</li> <li>• SENCO to support Year 5 -8 classes with literacy (0.6 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 8's.</li> <li>• ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing</li> <li>• Engage external support through our SENCO.</li> </ul>
<ul style="list-style-type: none"> <li>• Accelerate the progress of Pacific children to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Pacific (2023): 9/32 children are below expectations.</p> <p><b>Target:</b> Pacific (2024): Less than 3 children are below expectations.</p>	<ul style="list-style-type: none"> <li>• <b>Culturally Responsive Teaching Materials:</b> Use reading materials that reflect the cultural diversity of Pacific children in New Zealand. Incorporate texts written by Pasifika authors, or those that feature Pasifika characters and themes. This helps students see themselves reflected in the literature, making reading more engaging and relatable.</li> <li>• <b>Community Engagement and Involvement:</b> Foster strong connections with Rangikura School. Engage parents and caregivers with reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Intervention and Literacy Support: Implement early intervention programs to identify and address reading difficulties at an early stage. Use community members for this initiative.</li> <li>• Pasifika Innovation Fund supports Pasifika Learners with</li> </ul>

<p><b>Monitoring:</b> All Pacific children in Years 1-8 on a termly basis.</p>	<ul style="list-style-type: none"> <li>• <b>Learning Plans:</b> Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly.</li> <li>• <b>Teacher Professional Development:</b> Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020.</li> </ul>	<p>Teddy the Dog for 3 hours per week to build confidence and reading mileage.</p> <ul style="list-style-type: none"> <li>• ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing</li> <li>• Engage external support through our SENCO.</li> </ul>
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<b>Writing Targets:</b>	<b>Baseline 2020</b>	<b>Outcome 2021</b>	<b>Outcome 2022</b>	<b>Outcome 2023</b>
<ul style="list-style-type: none"> <li>85% of students at Papakōwhai School will achieve within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>85% within expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Target achieved. 87% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Target achieved. 86% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Target achieved. 86% within the expected curriculum level.</li> </ul>
<ul style="list-style-type: none"> <li>85% of Māori and Pacific students at Papakōwhai School will achieve within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: 84% within the expected curriculum level.</li> <li>Pacific: 86% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: Target not achieved. 79% within the expected curriculum level.</li> <li>Pacific: Target not achieved. 79% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: Target close to achieved. 80% within the expected curriculum level.</li> <li>Pacific: Target not achieved. 63% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: Target close to achieved. 75% within the expected curriculum level.</li> <li>Pacific: Target not achieved. 65% within the expected curriculum level.</li> </ul>
<b>Improvement targets:</b>		<b>Baseline 2022</b>	<b>Mid-Year 2023</b>	<b>Outcome 2023</b>
<ul style="list-style-type: none"> <li>Accelerate the progress of children in Year 4, 6 and 8 who were below expected curriculum levels in 2022 to make more than one year's progress in 2023.</li> </ul>		<ul style="list-style-type: none"> <li>Year 4: 18 students below expectations.</li> <li>Year 6: 17 students below expectations.</li> <li>Year 8: 18 students below expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4: 8 students below expectations.</li> <li>Year 6: 9 students below expectations.</li> <li>Year 8: 15 students below expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4: 4 student below expectations.</li> <li>Year 6: 5 students below expectations.</li> <li>Year 8: 11 students below expectations.</li> </ul>
<ul style="list-style-type: none"> <li>Accelerate the progress of Pacific children who were below expected curriculum levels in 2022 to make more than one year's progress in 2023.</li> </ul>		<ul style="list-style-type: none"> <li>8/19 students below expectation. 5 are "well below".</li> </ul>	<ul style="list-style-type: none"> <li>13/22 students below expectation. 4 are "well below".</li> </ul>	<ul style="list-style-type: none"> <li>11/31 students below expectation. 4 are "well below".</li> </ul>

## Writing Commentary

Percentage of children within or above the expected curriculum level for Writing.

	2019	2020	2021	2022	2023	One year change	Compared to 5-year average
All students	84%	85%	87%	86%	<b>86%</b>	0%	0%
Māori	85%	84%	79%	80%	<b>75%</b>	-5%	-6%
Pacific	81%	86%	79%	63%	<b>65%</b>	++2%	-10%
Asian	88%	87%	90%	92%	<b>85%</b>	-7%	-3%
Male	80%	80%	84%	83%	<b>84%</b>	+1%	2%
Female	88%	94%	89%	88%	<b>90%</b>	+2%	0%
Year 6 -8	84%	89%	81%	82%	<b>77%</b>	-5%	-6%

## Areas for strength

- 86% of students are within or above the expected curriculum level.
- Asian students, many of whom are ESOL, continue to make good progress.
- Boys and girls achieve at similar levels.
- Most Year 1-5 children are within or above expected curriculum levels.

Professional development with Helen Walls from Massey University has played a pivotal role in shaping effective teaching practices. A strong emphasis on correct letter formation and handwriting has been helpful. Daily whiteboard writing in Rātā enhances writing skills. There is an increased focus on phonemic awareness, involving blending sounds into words and segmenting words into sounds. Additionally, attention to surface features and collaborative planning ensures consistency in writing across the team, reducing anxiety. Fast feedback, engaging writing tasks, the use of familiar formats, and the repetition of tasks help reduce cognitive load. Moreover, there's a deliberate effort to decrease reliance on writing devices to enhance overall writing achievement.

**In the Junior School**, student success in writing is facilitated by a teacher's responsiveness to children's needs and interests. With a daily writing routine, children engage in writing almost every day, emphasising its importance. Using a shared writing approach has proven effective, promoting collaboration in

the writing process. A focus on phonics supports young writers by enhancing their awareness of word beginnings, endings, and syllables. Explicit modelling of writing is a daily practice, reinforcing foundational skills. The use of whiteboards for practicing correct letter formations is a helpful hands-on strategy. Employing a "perfect sentence" approach, including basic punctuation and quick re-reading, contributes to writing proficiency. Creating connections between reading and writing enriches literacy learning. Reducing expectations for independent writing helps lower anxiety levels.

**In the Middle School**, we are seeing good progress in writing. Heggerty Phonemic Awareness is making a positive impact on spelling, enhancing students' language skills. Structured Literacy small groups also contribute to a deeper understanding of spelling. Regular handwriting practice, especially beneficial for boys, is improving writing speed. The consistent focus on sentence and paragraph writing further strengthens students' overall achievement.

**In the Senior School**, the effective use collaborative planning, aligned with learning progressions, ensures students understand their next learning steps, with teachers specifically targeting these areas. Visual and movie prompts are successful writing starters. The positive engagement from students in writing is noteworthy, reflecting the staff's success in creating engaging contexts for learning in writing.

#### Areas for improvement

The challenges to success in writing includes finding the right balance between writing on devices and in books, especially in Years 5-8, where devices can pose distractions. Another challenge lies in allocating sufficient time for one-on-one feedback to students. Encouraging teachers to concentrate on one or two teaching points is crucial, as excessive talking and over-explanation can lead to confusion. Striking the correct level of expectation for the class and consistently improving the overall quality of writing are ongoing challenges

**In the Junior School**, many students struggle with developing fine motor skills, making writing tasks challenging and time-consuming. Issues such as incorrect pencil grip and encouraging independent writing before children are ready, further contribute to writing difficulties. To enhance engagement, there's a need for more enjoyable and student-centred writing approaches. Revisiting writing goals, particularly those set by Helen Walls, is identified as a crucial step to address these challenges effectively.

**In the Middle School**, challenges include aligning PACT levels with students' writing capabilities, particularly in differentiating between Levels 2 and 3. Some students at Level 1 are still writing simple sentences, necessitating a more detailed understanding of expectations within each level. The ongoing need for a concentrated focus on correctly forming sentences is critical. Managing the wide spread of writing abilities and addressing the independence challenges of Year 3 students are also challenges.

**In the Senior School**, challenges include large numbers still working within Level 3 of the curriculum. Creative writing is seen as needing a highly structured approach. Poetry is identified as a beneficial writing topic for building success and allowing for rule-breaking, especially effective at the beginning of the

year. Enhancing student agency in writing, focusing on them choosing engaging topics and understanding their next steps, is important. The lack of sufficient handwriting practice is also recognised as a challenge.

**We have identified 2 target areas for improvement for 2024:**

- Accelerate the progress of children in Year 4, 6 and 8 (2023) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.
- Accelerate the progress of Māori and Pacific children who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.

**Basis for identifying areas for improvement**

Writing Targets for 2024 were identified from analysis of the 2023 Writing data. Children identified as at risk of not meeting the target are shared with staff at the start of the year. Syndicate leaders regularly check in with their teams on the progress of at-risk students. Based on mid-year data, targets were shared again with staff and action plans for raising achievement were developed. End of Year data was shared with senior staff in preparation for the Analysis of Variance report. Target groups of children for 2024 were identified. This information was shared with the BOT in November.

- Māori (2023) – 7/28 below expectations.
- Pacific (2023) – 11/31 below expectations.
- Year 3 (2023) – 16/73 below expectations
- Year 5 (2023) – 11/54 below expectations.
- Year 7 (2022) – 29/63 below expectations.

**Planned actions for lifting achievement**

Goal	In-Class Actions	Additional Support
<ul style="list-style-type: none"> <li>• Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Year 3 (2023): 16/73 children are below expectations.</p> <p><b>Target:</b> Year 4 (2024): Less than 10 children are below expectations.</p>	<ul style="list-style-type: none"> <li>• Model writing using “think alouds”. Modelling time is kept as short as possible.</li> <li>• There is a visual record of modelling and links to models in texts they are reading.</li> <li>• Give time for children to plan their writing and brainstorm ideas using “Think pair share”</li> <li>• Use success criteria for children to reflect on.</li> <li>• Support children to recraft and edit their writing.</li> <li>• Plan writing collaboratively with the team but don't make tasks prescriptive.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy support with teaching assistants in Years 2-4.</li> <li>• Reading Recovery trained teacher to support Year 3-4 classes with literacy (0.3 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 4's.</li> <li>• ELL support (0.3 FTTE) + 4 days of teaching assistant time.</li> </ul>

<p><b>Monitoring:</b> All children in Years 1- 4 below expectations on a termly basis.</p>	<ul style="list-style-type: none"> <li>• Have a clear learning intention for guided writing and choose appropriate material for the lesson.</li> <li>• Explicitly teach writing skills and structure.</li> <li>• Emergent writers should not be writing independently</li> <li>• Engage children in shared and guided writing in a range of genres.</li> <li>• Make links to reading and oral language.</li> <li>• There are clear purposes for writing and authentic writing experiences.</li> <li>• Celebration and share writing. (Seesaw, publishing, reading aloud)</li> <li>• Access contexts that include a range of cultures, backgrounds and languages, including Te Reo Māori.</li> <li>• Children will write 4-5 times per week.</li> <li>• Use Helen Walls’ writing goals and fast feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage parents to check vision and hearing</li> <li>• Engage external support through our SENCO.</li> </ul>
<ul style="list-style-type: none"> <li>• Accelerate the progress of children in Year 6 and 8 (2024) who were below expected curriculum levels in 2023 to make more than one year’s progress in 2024.</li> </ul> <p><b>Current:</b> Year 5 (2023): 11/54 children are below expectations. Year 7 (2023): 29/63 children are below expectations.</p> <p><b>Target:</b> Year 6 (2024): Less than 7 children are below expectations. Year 8 (2024): Less than 9 children are below expectations.</p> <p><b>Monitoring:</b> All children in Years 5-8 below expectations on a termly basis.</p>	<ul style="list-style-type: none"> <li>• Encourage children to read widely and develop an interest in vocabulary</li> <li>• Tell and read stories to children</li> <li>• Have high expectations</li> <li>• Know what specific writing skill to teach next, breaking it down into specific steps.</li> <li>• Focus on teaching correct sentences.</li> <li>• Use whole class writing warm ups to teach specific skills or vocabulary</li> <li>• Challenge students but they also provide sufficient opportunities to experience success</li> <li>• Consistently work in groups, in a targeted way with a clear and specific focus. Use flexibility in groups to target needs</li> <li>• Spend a short amount of time modelling writing</li> <li>• Give students visual reminders of their next learning step and/or success criteria</li> <li>• Use “Think alouds” –so children can hear what the teacher is thinking.</li> <li>• Make time to practise handwriting</li> <li>• Plan writing collaboratively but don’t make tasks prescriptive.</li> <li>• Use Helen Walls writing goals and fast feedback.</li> <li>• Carefully balance the amount of writing on digital devices and in books.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy support with teaching assistants in Years 5-8.</li> <li>• SENCO to support Year 5 -8 classes with literacy (0.6 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 8’s.</li> <li>• ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing</li> <li>• Engage external support through our SENCO.</li> </ul>



<ul style="list-style-type: none"> <li>Accelerate the progress of Pacific children to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Pacific (2023): 9/32 children are below expectations.</p> <p><b>Target:</b> Pacific (2024): Less than 5 children are below expectations.</p> <p><b>Monitoring:</b> All Pacific children in Years 1-8 on a termly basis.</p>	<ul style="list-style-type: none"> <li><b>Culturally Responsive Teaching Materials:</b> Use teaching materials that reflect the cultural diversity of Pacific children in New Zealand. Incorporate texts written by Pasifika authors, or those that feature Pasifika characters and themes. This helps students see themselves reflected in the literature, making reading more engaging and relatable.</li> <li><b>Community Engagement and Involvement:</b> Foster strong connections with Rangikura School. Engage parents and caregivers with how they can help with writing at home.</li> <li><b>Learning Plans:</b> Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly.</li> <li><b>Teacher Professional Development:</b> Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Early Intervention and Literacy Support: Implement early intervention programs to identify and address reading difficulties at an early stage. Use community members for this initiative.</li> <li>Pasifika Innovation Fund supports Pasifika Learners with Teddy the Dog for 3 hours per week to build confidence and reading mileage.</li> <li>ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing</li> <li>Engage external support through our SENCO.</li> </ul>
<ul style="list-style-type: none"> <li>Accelerate the progress of Māori children to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Māori (2023): 7/28 children are below expectations.</p> <p><b>Target:</b> Māori (2024): Less than 5 children are below expectations.</p> <p><b>Monitoring:</b> All Māori children in Years 1-8 on a termly basis.</p>	<ul style="list-style-type: none"> <li><b>Culturally Responsive Pedagogy:</b> Implement teaching practices that acknowledge and integrate Māori culture into the curriculum. This includes incorporating Māori perspectives, values, and language into writing activities. Use texts and examples that reflect mātauranga Māori. Encourage the use of both English and te reo Māori in writing tasks.</li> <li><b>Learning Plans:</b> Prioritise Māori children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly.</li> <li><b>Teacher Professional Development:</b> Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding of Te Mātaiaho.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise Māori learners with teaching assistant time.</li> <li>Prioritise Māori learners with literacy support groups.</li> <li>Engage external support through our SENCO.</li> </ul>

<b>Maths Targets:</b>	<b>Baseline 2020</b>	<b>Outcome 2021</b>	<b>Outcome 2022</b>	<b>Outcome 2023</b>
<ul style="list-style-type: none"> <li>90% of students at Papakōwhai School will achieve within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>90% within expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Target close to achieved. 86% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Target achieved. 90% within expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Target close to achieved. 89% within the expected curriculum level.</li> </ul>
<ul style="list-style-type: none"> <li>90% of Māori and Pacific students at Papakōwhai School will achieve within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: 93% within the expected curriculum level.</li> <li>Pacific: 76% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: Target close to achieved. 88% within the expected curriculum level.</li> <li>Pacific: Target not achieved. 69% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: Target achieved. 92% within the expected curriculum level.</li> <li>Pacific: Target not achieved. 67% within the expected curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>Māori: Target close to achieved. 89% within the expected curriculum level.</li> <li>Pacific: Target not achieved. 74% within the expected curriculum level.</li> </ul>
<b>2023 Improvement targets:</b>		<b>Baseline 2022</b>	<b>Outcome Mid-Year 2023</b>	<b>Outcome 2023</b>
<ul style="list-style-type: none"> <li>Accelerate the progress of children in Year 4, 6 and 8 who were below expected curriculum levels in 2022 to make more than one year's progress in 2023.</li> </ul>		<ul style="list-style-type: none"> <li>Year 4: 10 students below expectations.</li> <li>Year 6: 12 students below expectations.</li> <li>Year 8: 19 students below expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4: 6 students below expectations.</li> <li>Year 6: 6 students below expectations.</li> <li>Year 8: 13 students below expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4: One student below expectations.</li> <li>Year 6: 3 students below expectations.</li> <li>Year 8: 8 students below expectations.</li> </ul>
<ul style="list-style-type: none"> <li>Accelerate the progress of Pacific children who were below expected curriculum levels to make more than one year's progress.</li> </ul>		<ul style="list-style-type: none"> <li>8/20 students below expectation. 5 are "well below".</li> </ul>	<ul style="list-style-type: none"> <li>7/22 students below expectation. 5 are "well below".</li> </ul>	<ul style="list-style-type: none"> <li>8/31 students below expectation. The number "well below" has dropped from 5 to 2.</li> </ul>

## Maths Commentary

Percentage of children within or above the expected curriculum level for Maths.

	2019	2020	2021	2022	<b>2023</b>	One year change	Compared to 5-year average
All students	88%	90%	86%	90%	<b>89%</b>	-1%	0%
Māori	93%	93%	88%	92%	<b>89%</b>	-3%	-2%
Pacific	72%	76%	69%	67%	<b>75%</b>	+8%	+3%
Asian	93%	94%	90%	95%	<b>91%</b>	-4%	-2%
Male	88%	91%	89%	91%	<b>90%</b>	-1%	0%
Female	87%	90%	83%	89%	<b>87%</b>	-2%	0%
Year 6 -8	84%	89%	80%	86%	<b>84%</b>	-2%	-1%

## Areas for strength

- 89% of students are within or above the expected curriculum level.
- Asian students, many of whom are ESOL, continue to make progress above the average for all students
- Boys and girls achieve at a consistently high level.
- Māori students continue to make progress consistent with the average for all students
- Most Year 6 -8 children are within or above expected curriculum levels.
- On nationally standardised PAT tests, Papakōwhai students achieve well above the national average.

Student success in Maths is achieved through a holistic approach that encourages children to explore various mathematical concepts, moving beyond a narrow focus on number operations. The use of hands-on activities and materials supports learners, providing practical applications for mathematical understanding. Collaborative planning among teachers ensures a well-structured curriculum, fostering a supportive learning environment. The integration

of rich tasks challenges students to apply their mathematical knowledge in a range of contexts, promoting critical thinking and problem-solving skills. The use of flexible groupings caters to individual student needs, creating a more inclusive learning environment.

**In the Junior School**, good progress has been made with foundational number learning across all classes. Our approach involves careful integration of Maths across strands and with other subjects. The collaborative practice of having all classes work on the same topics simultaneously has proven helpful. The incorporation of various hands-on materials and equipment not only enhances engagement but aligns with the pedagogical concept of learning through play. The utilization of the PACT framework and NZ Maths, with a particular focus on foundational concepts, provides direction for learning. Adding a digital component has proven effective in bolstering student engagement.

**In the Middle School**, we've been focusing more on Number knowledge and operations. We make sure to teach Maths vocabulary clearly, especially in specific areas. Teachers find it helpful to have short bursts of different focuses and collaboratively plan together. Doing more repetition with a teaching assistant helps support students. We use structured worksheets and tools to support those who need extra help. Larger math books or whiteboards make it easier for students to record without feeling overwhelmed. Teaching assistants spend consistent time on math, helping both struggling and advanced students. We've improved accuracy in our data using adaptive PATs. Additionally, we've tested the Numicon resource with Teaching Assistants in the Rimu group to explore new ways of helping students.

**In the Senior School**, we've found that rich learning tasks are both insightful and engaging for students. We use flexible groupings and encourage working with a supportive buddy. We're covering math topics more thoroughly. Collaborative planning and teacher reflections have improved the quality and consistency of learning in the Kauri syndicate. Additionally, we've been implementing "Just in Time Maths" strategies throughout our Maths programme.

### Areas for improvement

Using a holistic approach presents a difficulty as it involves a substantial amount of content, making planning and assessment a complex task. Striking the right balance between teaching about Number and other Math areas proves challenging, as each requires dedicated attention. The constraint of not having sufficient time each week for Maths is a recurring challenge. Addressing student anxiety about Maths is crucial for fostering a positive learning environment. Using PACT, while a valuable tool, poses challenges in its application and doesn't always yield the comprehensive information needed. Ensuring consistent daily time for Math remains a priority, highlighting the need for structured routines. Additionally, there's an ongoing need to revisit and refine our assessment approach to ensure it aligns with the needs of our students and the curriculum.

**In the Junior School**, despite good progress, there is still a need to increase focus on number knowledge and strategies. Adjustments to the Maths Long Term plan are deemed necessary to avoid rushing key concepts and allow sufficient time for in-depth exploration. Shorter units of work are proposed for certain areas of strand. The importance of using equipment and visual representations in teaching and learning still needs to be reinforced.

**In the Middle School**, Year 3 students struggles at the beginning of the year with missing basics, such as number knowledge and vocabulary needed for strand work. Emphasising more time for number knowledge (especially place value) and strategies at the start of the year is seen as beneficial, particularly for lower-levelled children. Progress has been impacted by literacy needs. Consistent use of Learning Progressions Frameworks (LPFs) for collaborative planning is seen as a key factor in increasing teacher confidence and ensuring coverage but this has also been a challenge.

**In the Senior School**, there's a recognised need for a more planned and targeted approach to support learners at Levels 2 and 3 of the curriculum. The demand for more consistent teaching assistant time in Maths is highlighted to enhance support for students.

**We have identified 2 target areas for improvement for 2024:**

- Accelerate the progress of Year 4, 6 and 8 students (2024), who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.
- Accelerate the progress of Pacific students who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.

**Basis for identifying areas for improvement**

Maths Targets for 2024 were identified from analysis of the 2023 Maths data. Children identified as at risk of not meeting the target are shared with staff at the start of the year. Syndicate leaders regularly check in with their teams on the progress of at-risk students. The BOT were given updates on the performance of students on PAT at the start of Term 2 and 4. Based on mid-year data, targets were shared again with staff and action plans for raising achievement were developed. End of Year data was shared with senior staff in preparation for the Analysis of Variance report. Target groups of children for 2024 were identified. This information was shared with the BOT in November.

**Target Groups:**

- Year 3 (2023) – 11/73 children are below expectations
- Year 5 (2023) – 14/54 children are below expectations.
- Year 7 (2023) – 21/64 children are below expectations
- Pacific students. 8/31 children are below expectations.



Planned Actions for raising achievement		
Goal	In-Class Actions	Additional Support
<ul style="list-style-type: none"> <li>Accelerate the progress of Year 4 students (2024), who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Year 3 (2023): 11/73 children are below expectations.</p> <p><b>Target:</b> Year 4 (2024): Less than 7 children are below expectations.</p> <p><b>Monitoring:</b> All children in Years 1- 4 below expectations on a termly basis.</p>	<ul style="list-style-type: none"> <li>Model specific strategies using equipment.</li> <li>There is a visual record of modelling.</li> <li>Children are flexibly grouped, based on levels and needs.</li> <li>Children work in a small group with their teacher at least twice a week.</li> <li>Promote the sharing of ideas and strategies, including the use of "Talk Moves".</li> <li>Have a clear learning intention for guided lessons and independent work and choose appropriate material to support it.</li> <li>There are whole class and group sessions to teach number knowledge, with emphasis on learning basic facts and place value.</li> <li>Give opportunities to work independently and collaboratively.</li> <li>Children at all levels will record their thinking to show how they worked out a problem.</li> <li>Set basic facts homework</li> <li>Give opportunities to engage with rich mathematical problems</li> <li>Set purposeful independent activities and games that enhance what has been taught in guided lessons.</li> <li>Include a range of cultures, backgrounds and languages, including Te Reo Māori.</li> <li>Support children to access prior learning in preparation for new learning.</li> </ul>	<ul style="list-style-type: none"> <li>Continue Numicon support with teaching assistants in Years 3-4.</li> <li>Engage external support for teachers through the Kāhui Ako and Curriculum Refresh PLD.</li> </ul>
<ul style="list-style-type: none"> <li>Accelerate the progress of children in Year 6 and 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Year 5 (2023) – 14/54 children are below expectations.</p>	<ul style="list-style-type: none"> <li>Work in a targeted way with a clear and specific focus.</li> <li>Use flexibility in groups to target needs</li> <li>Use "Talk Moves" strategies so enable all children to share their thinking in Maths</li> <li>Use authentic contexts wherever possible to promote connections with literacy and inquiry topics</li> <li>Use rich mathematical tasks</li> <li>Share the strategy students need to use to be at the next level.</li> <li>Be explicit with "Think alouds"</li> </ul>	<ul style="list-style-type: none"> <li>Maths support with teaching assistants in Years 5-8.</li> <li>Engage external support for teachers through the Kāhui Ako and Curriculum Refresh PLD.</li> </ul>

<p>Year 7 (2023): 21/64 children are below expectations.</p> <p><b>Target:</b> Year 6 (2024): Less than 5 children are below expectations.</p> <p>Year 8 (2024): Less than 6 children are below expectations.</p> <p><b>Monitoring:</b> All children in Years 5-8 below expectations on a termly basis.</p>	<ul style="list-style-type: none"> <li>• Actively teach place value and basic facts in class and set for homework.</li> <li>• Challenge students but also provide sufficient opportunities to experience success</li> <li>• Ensure students know what they are learning about and articulate their next learning step.</li> <li>• Use equipment to increase confidence</li> <li>• Use digital tools to provide further practice at school and at home</li> <li>• Ensure digital tools being used are fit for purpose.</li> </ul>	
<ul style="list-style-type: none"> <li>• Accelerate the progress of Pacific children to make more than one year's progress in 2024.</li> </ul> <p><b>Current:</b> Pacific (2023): 8/31 children are below expectations.</p> <p><b>Target:</b> Pacific (2024): Less than 3 children are below expectations.</p> <p><b>Monitoring:</b> All Pacific children in Years 1-8 on a termly basis.</p>	<ul style="list-style-type: none"> <li>• <b>Culturally Responsive Teaching:</b> Use contexts that reflect the cultural diversity of Pacific children in New Zealand. This helps students see themselves as mathematicians, making Maths more engaging and relatable.</li> <li>• <b>Community Engagement and Involvement:</b> Foster strong connections with Rangikura School. Engage parents and caregivers with Maths at home.</li> <li>• <b>Learning Plans:</b> Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring Maths interventions accordingly.</li> <li>• <b>Teacher Professional Development:</b> Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Intervention and Maths Support: Identify and address Maths difficulties at an early stage. Use community members for this initiative.</li> <li>• Pasifika Innovation Fund supports Pasifika Learners with Teddy the Dog for 3 hours per week to build confidence and oral language.</li> <li>• ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing</li> </ul>

## Strategic Goal: We enjoy learning

Initiative	<b>Emphasise Hauora and Whanaungatanga</b> Learning programmes, including the PE and health curriculum are reviewed, with particular focus on feedback on student hauora and Whanaungatanga . Professional growth cycles are reviewed, with particular focus on feedback on staff well-being.
Measures	Well-Being at School survey results show consistently positive outcomes for all students. Staff survey results show consistently positive outcomes for staff well-being.
Responsibility	Chris Robinson

Actions	Evaluation	Next Steps if applicable
<b>The Kiva programme is fully implemented with staff training and communication with parents.</b> 1. Re-book training now Trust is set up. 2. Communication with Parents (parent meeting and newsletter articles) about the process at Papakōwhai School and the definition of bullying. 3. Kiva launch for all students (anti-bullying hui - followed by first Kiva lesson) 4. Make Kiva room well known - signs/flags, taking students to visit the room 5. Staff meeting with teacher and TA's in February 6. Termly reminders at student hui and revisiting important lessons in class.	<b>Achieved</b> <ul style="list-style-type: none"> <li>Communication given to parents through the newsletter. KiVa launched on February 13th with students at an assembly.</li> <li>All classes completed all 10 KiVa lessons in February. Doing the courses in a block was helpful for staff development and to highlight the programme.</li> <li>Training given to Teaching assistants and teachers.</li> <li>Kiva Survey evaluation is in progress in November.</li> <li>Full Kiva process is available on our website for parents.</li> <li>Pink shirt day was celebrated in Term 2 to promote anti-bullying.</li> <li>The KiVa room is well-known and well-visited by children needing support with both bullying and social issues.</li> </ul>	<ul style="list-style-type: none"> <li>The KiVa room has some signage, but some professional signage would be a 2024 priority now that this room is well-established.</li> <li>Re-evaluate if KiVa will be taught every second year once we start the Mitey programme.</li> </ul>
<b>Students access regular hauora and whanaungatanga lessons.</b> 1. Collaborative team planning for Health and PE is established in all syndicate teams. 2. PE and fitness reporting posts in SeeSaw are established to ensure focus in classes	<b>Achieved</b> <ul style="list-style-type: none"> <li>A PE and Health plan was communicated at our TOD at the start of the year.</li> <li>Health and PE local curriculum was shared with staff and community</li> <li>Online consultation was held with particular focus on Sexuality Education.</li> </ul>	<ul style="list-style-type: none"> <li>Continue leadership of Health and PE a Within School Teacher Position (WST) in 2023.</li> <li>Establish a Hauora Team for 2024 several staff sessions on hauora. This will include staff celebrations and appreciation.</li> <li>Increase AIMs Games participation to include Rippa Rugby.</li> </ul>

<p>3. Regular whanaungatanga class time is prioritised; this is a standing item at team meetings.</p> <p>4. Increase in capacity and organisation of PE equipment.</p> <p>5. There is a termly staff meeting with teachers and TA's focussed on hauora.</p>	<ul style="list-style-type: none"> <li>• Kiva, Sexuality Education, Life Ed. programmes were all taught this year</li> <li>• All syndicates plan regular hauora time.</li> <li>• Swimming, gymnastics and EOTC programmes have been delivered.</li> <li>• School-wide events such as athletics, cross-country and fun run have promoted physical activity.</li> <li>• Teachers use positive circle time in classes</li> <li>• There is evidence of regular fitness time</li> <li>• Teachers effectively use the Sport Start resource</li> <li>• Social skills are regularly taught in class</li> <li>• Additional PE gear in place thanks to the Home and School Committee.</li> <li>• Staff training has been given for athletics</li> <li>• Anne Bunton does an exceptional job as our Health and PE coordinator.</li> <li>• Children have access to a range of within school and inter-school experiences. There is an exciting mix of fun participation events and competitive challenge events.</li> <li>• See saw reporting for PE and Health has started in Term 2 with the expectation of at least one reporting post to parents.</li> <li>• Weekly lunchtime sports has been successfully established, with student leaders running sporting activities.</li> <li>• Netball and basketball are well set up with high levels of engagements</li> <li>• Athletics events in Term 4 have enabled high levels of participation.</li> <li>• Students competed in AIMS Games in netball and golf.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase lunchtime sports opportunities.</li> </ul>
<p><b>Students participate in Sexuality Education</b></p> <p>1. Refresh and revise curriculum content with staff.</p> <p>2. Consultation with parents/caregivers</p> <p>3. Deliver programme</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Senior staff reviewed our curriculum so that we and consulted with the community in Term 3.</li> <li>• We delivered the programme successfully in Term 3.</li> </ul>	

<p><b>EOTC programmes for senior students are developed and implemented</b></p> <ol style="list-style-type: none"> <li>1. Two senior camps in Term 1 at Teapot Valley</li> <li>2. Evaluation of camps and 2022 EOTC programme to determine the best year groupings, activities and timings.</li> <li>3. Planning for EOTC programmes for Y7 and 8.</li> <li>4. Beach Education is provided for Year 7 and 8 students.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• We held two successful senior camps in Teapot Valley are completed.</li> <li>• We have reviewed all EOTC health and safety documentation. Consequently we have refined and improved our planning processes for Health and safety with EOTC.</li> <li>• We have held a very successful EOTC programme in Terms 3 and 4 with a large range of experiences for our senior students.</li> <li>• The senior EOTC programme has developed student agency and independence.</li> <li>• It has been organised by students for students</li> </ul>	<ul style="list-style-type: none"> <li>• Camp Kaitoke is booked for all Year 7 and 8's for 2024.</li> <li>• Evaluate 2023 EOTC programme and plan 2024.</li> </ul>
<p><b>Teacher Code &amp; Standards are shared with staff with explicit links to Papakōwhai School expectations</b></p> <ol style="list-style-type: none"> <li>1. Teacher Code &amp; Standards are shared with staff at TOD along with job descriptions</li> <li>2. Teachers make explicit links to Papakōwhai expectations.</li> <li>3. Links are made to collaborative planning expectations.</li> <li>4. Focus on the code in more detail so there are clear expectations about how we work in teams.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• All staff have had three goal setting hui and had the opportunity to discuss the code, standards and descriptions</li> <li>• Teachers have had at least two observations, one by senior staff member and a peer observation</li> <li>• The leadership team also has an additional leadership reflection.</li> <li>• Teaching Code and Standards were shared with staff and links made to specific Papakōwhai School expectations.</li> <li>• There was a significant focus on collaboration at the start of year TOD.</li> <li>• The Teaching Code was further detailed through team expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the TOD at the start of the year to explicitly outline Papakōwhai expectations for Literacy, Maths and behaviour and how they map to the standards and code.</li> <li>• Make explicit links to teachers' TAI ( Teaching As Inquiry)</li> <li>• Use a small amount of CRT time twice a term to have regular coaching time.</li> </ul>
<p><b>All Support staff receive goal setting sessions to develop a professional learning plan.</b></p> <ol style="list-style-type: none"> <li>1. Weekly professional development sessions on a Monday morning continue.</li> <li>2. There are goal setting and evaluation meetings in Terms 1 -3</li> <li>3. A Library team is developed and meets monthly.</li> <li>4. Office and grounds team meets weekly.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• All TA's have had goal setting hui.</li> <li>• No buddies have been established but there has been a strong team approach with regular Monday PLD sessions and daily team talks.</li> <li>• We pay our support staff additional hours to have regular professional development and team meetings.</li> <li>• A library team has been established.</li> <li>• Our office and grounds team meets weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Library team needs to meet monthly.</li> </ul>

<p><b>Quality Professional Development is offered to teachers</b></p> <p><b>Structured Literacy - Writing Focus</b></p> <ol style="list-style-type: none"> <li>1. Continue work with Christine Braid and Helen Walls from Massey University</li> <li>2. All teachers are supported to use a structured literacy approach with their whole class in Y1-2 and with targeted groups in Years 3- 8.</li> <li>3. Connect with Kahui Literacy network</li> </ol> <p><b>Te Reo Māori</b></p> <ol style="list-style-type: none"> <li>1. Implementation of school curriculum with professional development for staff</li> <li>2. Collaborative planning for Te Reo Māori is expected in all teams</li> <li>3. Staff meetings with Toni Kahu-Sweet AST</li> </ol> <p><b>Aotearoa New Zealand Histories- Kāhui Ako link to Ngāti Toa</b></p> <ol style="list-style-type: none"> <li>1. Collaborative integrated Inquiry will make clear connections to ANZH, including the UKD model.</li> <li>2. Participate in Kāhui Ako PLD with Ngāti Toa</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• In Term 4 the leadership team reviewed the last three years of Structured Literacy work alongside Christine Braid. Results of that review are positive and can be found in this document - <a href="#">2023 Structured Literacy Review</a>.</li> <li>• Our school curriculum for Te Reo Māori is in place with weekly PLD for staff. All teams have a collaborative plan and are beginning to use SeeSaw for assessment.</li> <li>• There has also been consultation with Whānau.</li> <li>• Our Teacher only day at the start of the year focussed on local history with a tour of our local area using the Discover Porirua app.</li> <li>• Our TOD at the start of Term 2 was led by Ngāti Toa. With a focus on local history and indigenising the curriculum.</li> <li>• The school curriculum coupled with seesaw reporting has been very successful in ensuring staff are regularly and effectively teaching te reo Māori.</li> <li>• Staff are planning their te reo Māori lessons collaboratively and many classes are learning together.</li> <li>• Toni Kahu-Sweet has led staff hui which staff found both challenging and inspiring.</li> <li>• Leadership team members attended PLD with Ngāti Toa at ŪPANE in Term 4 on indigenising the curriculum and Mauriora.</li> </ul>	<p><b>Professional Learning and Development 2024</b></p> <p><b>Collaborate with external providers and empower in-house experts for professional development on self-regulation.</b></p> <ul style="list-style-type: none"> <li>• Begin professional ako sessions with external providers.(e.g., Kathryn Berkett, Mark Sweeney, Trauma-Informed Practitioners, RTLB, and Learning Support).</li> <li>• Initiate in-house professional development on self-regulation.</li> <li>• Begin sharing success stories with behaviour plans.</li> </ul> <p><b>Mitey Programme Implementation</b></p> <p>Mitey is for Years 1-8 and is an approach to embedding mental health education across the whole kura. It is not prescriptive. Mitey is designed to be flexible and wide enough in scope to suit our kura setting.</p> <p><b>Introduction to Te Mātaiaho and the Common Practice Model</b></p> <p>Provide professional development sessions introducing kaiako to the principles and applications of Te Mātaiaho and the Common Practice Model.</p>
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## Strategic Goal: We enjoy learning

Initiative	<p>Enhance our local curriculum</p> <ul style="list-style-type: none"> <li>Teachers work collaboratively to complete documentation of a local curriculum that places more emphasis on Whanaungatanga , hauora, integrated inquiry learning, Te Reo and Tikanga Māori and knowledge of significant events in the history of Porirua and Aotearoa.</li> <li>Local curriculum is reviewed, with particular focus on feedback on student agency.</li> </ul>
Measures	<p>Observations and examples from teachers, students and whānau show increasingly rich, challenging and meaningful learning opportunities</p> <p>Student achievement data show consistently positive outcomes for all students.</p>
Responsibility	Lesley Hodge

Actions	Evaluation	Next Steps if applicable
<p><b>Integrated Curriculum is reviewed and refreshed</b></p> <ol style="list-style-type: none"> <li>Revisit two-year plan</li> <li>Make changes to the plan based on ANZH and the refreshed Social Sciences Curriculum</li> <li>Team leaders share the planning and evaluation of their integrated curriculum units at least once per term with the leadership team.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>We have revisited the two-year plan and made changes informed by the ANZH curriculum. Team leaders have shared planning for Term 1. Expectations were discussed as a whole staff and how we can integrate ANZH, Social Sciences, Science and Technology over a two-year period.</li> <li>Syndicates planned together for 2023 using our local curriculum building blocks and teachers decided on possible learning areas/contexts over 2 years. Long term plans are in place and integrated learning units have been implemented across the school.</li> <li>Team leaders are now working with the new Social Sciences curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Separate kaiako into three ako groups to look at specific areas (English, Pāngarau/Maths and statistics, and Te ao Tangata   Social Sciences) for initial implementation.</li> <li>Collaboratively design and implement pilot lessons that incorporate the UKD elements.</li> </ul>
<p>Guidelines and student expectations for teaching the Arts are shared with staff and community.</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>We have an Arts leader in place who has planned curriculum and learning opportunities for children.</li> <li>We deferred the sharing of this until Term 2. Expectations have been shared with staff and teachers have started to share reporting posts in SeeSaw.</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term Unit for the Arts in 2024.</li> </ul>

<p><b>Guidelines and student expectations for teaching Te Reo and tikanga Māori are shared with staff and community.</b></p> <ol style="list-style-type: none"> <li>1. Revised curriculum is shared with whānau, and feedback sought</li> <li>2. Friday morning weekly sessions with staff to promote the curriculum and activities</li> <li>3. Termly opportunities with whānau to participate in the curriculum and activities</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• A Term 1 Whānau event was planned before the end of Term 1 but was cancelled due to bad weather . A term 2 event was successfully held, and our new curriculum shared with whānau. ( See separate report). The sharing of curriculum and the seeking of feedback was a focus of our Term 2 event.</li> <li>• Friday morning Te Reo sessions continue to be a regular feature.</li> <li>• A whānau hui was held early in term 2. Around 8 families attended and share kai and games. At this hui our curriculum was shared and whānau had the opportunity to ask questions and give feedback. The verbal feedback was great. We asked people to fill out a google form to give more feedback, however not enough people did this.</li> <li>• We offered the opportunity in term 3 to meet, however only 2 families signed up to attend.</li> <li>• In term 4, Chris met with two whānau members to look at our strategic plan and give feedback from a Māori perspective. This was very valuable feedback.</li> </ul>	<p><b>Te Takitini Programme</b></p> <p>Te Takitini programme provides comprehensive Māori cultural competency training for kaiako, support staff, and whānau. It integrates te reo Māori learning opportunities within the professional development sessions.</p>
<p><b>Teachers build awareness of Te Mātaiaho</b></p> <ol style="list-style-type: none"> <li>1. Explore the vision for young people and make links to our context</li> <li>2. Build connections with mana whenua through Kāhui Ako PLD with Ngāti Toa</li> <li>3. Become familiar with the progressions overview and the pedagogy and assessment guidelines in Te Mātaiaho.</li> <li>4. Build awareness of the UKD model</li> <li>5. Explore and discuss changes we will need to make in the short and medium term</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• As a staff we have explored the vision for young people and become familiar with the progressions overview. We are at the developing awareness stage in accordance with MOE expectations. We have explored the UKD model and will start to look at changes to how we plan in the short term.</li> <li>• All staff attended the Term 2 teacher only day with all staff expected to attend the curriculum refresh workshop.</li> <li>• Mark has attended two Ministry led Curriculum refresh workshops.</li> <li>• The whole staff engaged in a Te Mātaiaho TOD in November. We focussed on Maths, English, Social Sciences and re-indigenising the curriculum.</li> </ul>	<p><b>Introduction to Te Mātaiaho and the Common Practice Model</b></p> <p>Provide professional development sessions introducing kaiako to the principles and applications of Te Mātaiaho and the Common Practice Model.</p>
<p><b>Maths and Literacy Local Curriculum is reviewed and refreshed</b></p> <ol style="list-style-type: none"> <li>1. Revisit Maths Literacy documents</li> <li>2. Make changes based on LPF and Structured Literacy PLD</li> </ol>	<p><b>Partly Achieved</b></p> <ul style="list-style-type: none"> <li>• Jemma Simpkins participates in our Kāhui Ako Maths network meetings. This group works with Julie Roberts from NZCER. The advice we have received is to wait until later in the year to start developing our Maths curriculum as MOE resourcing for this is not yet available.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Maths and literacy local curriculum review in 2024 when full documentation is available for the new curriculum.</li> </ul>

3. Explore Te Mātaiaho Literacy and Maths progressions	<ul style="list-style-type: none"> <li>Structured Literacy PLD continues to lead to changes within our school, both with how we assess and teach. Every year level from Y0-8 has had some exposure and PLD around Structured Literacy that they are able to implement in their classrooms.</li> <li>Within the Kāhui Ako Maths network meetings we have started to explore Te Mātaiaho and become more familiar with the content. Julie Roberts then presented on the Maths part of Te Mātaiaho at our TOD in November.</li> <li>Jemma and Shauna presented an overall picture of the English progressions for Te Mātaiaho at our TOD in November also in order to build awareness.</li> </ul>	
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### Strategic Goal: We enjoy learning

Initiative	Share learning successfully <ul style="list-style-type: none"> <li>Sharing learning is reviewed with particular focus on the effectiveness of real-time reporting.</li> </ul>
Measures	Community and staff survey results show increasingly positive feedback on assessment reporting Real-time reporting metrics show increasingly positive engagement with assessment reporting
Responsibility	Jemma Simpkins

Actions	Evaluation	Next Steps if applicable
<p><b>Teachers and students use Seesaw to share goals and learning, meaningfully and authentically for The arts, Health and PE, Integrated Learning and Te Reo.</b></p> <ol style="list-style-type: none"> <li>Unpack the difference between “Reporting posts” and “Sharing Posts”</li> <li>Teachers know how to use a comment bank of success criteria for The Arts, Te Reo and PE and Health to use with “Reporting Posts”.</li> <li>Regularly monitor SeeSaw posts and give feedback to teachers</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>We have unpacked the difference between reporting and sharing posts and have given clear direction for Te Reo Māori.</li> <li>All teachers are expected to post one Arts and one health and PE reporting post by the end of Term 2. We decided to leave Integrated Inquiry in our regular Term 2 and 4 reports.</li> <li>A Seesaw comment bank has been created by Jemma with Sean (Te Reo), Anne (Health/PE) and Carina’s (Arts) support. Teachers have found this supportive as it has provided some accountability but is also easy to use.</li> </ul>	Introduce Inquiry Learning See Saw posts in 2024

<p>4. Evaluate use of SeeSaw to report on these learning areas.</p>	<ul style="list-style-type: none"> <li>• Jemma and Chris have monitored the successful use of Seesaw “Reporting posts” and “Sharing posts” by doing an audit, once each in Terms 2 and 3.</li> <li>• Generally staff feel positive about this new way of utilising Seesaw in our school.</li> </ul>	
<p><b>Teachers, whānau and students have several opportunities to meet to discuss student progress.</b></p> <ol style="list-style-type: none"> <li>1. Students and whānau can meet the teacher and drop off stationery during the Teacher Only days at the start of year.</li> <li>2. There is an opportunity to book an appointment to meet the teacher at the start of the year.</li> <li>3. Purpose of the meeting in person clarified for parents and teachers- - holistic conversation.</li> <li>4. Reinstate speed dating of the previous year’s teacher by the new teacher at the start of the year.</li> <li>5. Oral reporting to whānau at the end of Term 1 and 3.</li> <li>6. Written reports end of Term 2 and 4. These include Literacy, Maths, Integrated Curriculum, Key Competencies and a general comment.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• We held two opportunities to meet the teacher at the start of the year, informally and in a more formal way. Teachers have held meetings to share information with the next year’s teacher.</li> <li>• Oral reporting meetings with parents were held at the start of Term 2 with excellent attendance and engagement by parents.</li> <li>• Written reports will be shared with parents at the end of Term 2.</li> <li>• In week 10 of term 3, whānau conferences were held again to discuss progress and next steps for students.</li> <li>• In term 4, written reports are scheduled to go home in week 9.</li> </ul>	

Strategic Goal: We Are Connected to Our Community	
Initiative	Support English Language learning and celebrate diversity <ul style="list-style-type: none"> <li>Review ELL provision with particular focus on staff training and support.</li> </ul>
Measure	Student achievement data shows increasingly positive outcomes for Asian and Pacific students Staff surveys show increasingly positive support and training for English Language Learning.
Responsibility	Lesley Hodge

Actions	Evaluation	Next Steps if applicable
<b>Ensure quality teaching and learning opportunities are in place for English Language Learners.</b> <ol style="list-style-type: none"> <li>Establishing a new team with teaching assistant changes.</li> <li>Provide training for new team members</li> <li>Jill teaches small groups of children who need the most expert teaching.</li> <li>Explore flexibility about when to start student funding of ELL so that the teaching is best targeted.</li> </ol>	<b>Achieved</b> <ul style="list-style-type: none"> <li>A new TA team has been established with training provided to new members. Jill Clibborn has completed all ESOL funding documentation and is working with children who need additional support.</li> <li>We currently have 60 funded ESOL students.</li> <li>We are fully using our ESOL funding to provide 0.2 FTTE teacher time, and 1 FTTE teacher aide ( shared position).</li> </ul>	<ul style="list-style-type: none"> <li>Increase ESOL Teaching component to 0.3 in 2024.</li> </ul>
<b>Explore the international student process with MOE.</b> <ol style="list-style-type: none"> <li>Talk to and visit other schools who have international students</li> <li>Talk with MOE about accreditation process</li> <li>Bring a discussion document to the BOT about whether or not to proceed.</li> </ol>	<b>Achieved</b> <p>Mark has met with Aotea College, Newlands Intermediate and Churton Park School. A discussion document was shared with the BOT at the June meeting and a final evaluation by a BOT sub committee was held in August.</p>	<p>The decision was made not to proceed at this time.</p>
<b>Pasifika language weeks are celebrated and integrated with classroom programmes</b> <ol style="list-style-type: none"> <li>Establish a planning team (Jemma, Jill, Sean, TA's)</li> </ol>	<b>Achieved</b> <ul style="list-style-type: none"> <li>Sean McCrudden has taken the lead in providing resources for language weeks. We have already held a successful sign language, Samoan Language and</li> </ul>	<p>Continue WST Cultural Connection Position for 2024.</p> <p>Focus on community engagement for these weeks.</p>

<p>2. Plan language weeks in the calendar and book people and resources early.</p> <p>3. Share language week resources well in advance.</p> <p>4. Involve student leadership in the language week celebrations.</p>	<p>international language week. We have received excellent community engagement.</p> <ul style="list-style-type: none"> <li>• In the second half of the year Sean again did a great job of planning and sharing resources to support: <ul style="list-style-type: none"> <li>○ Tongan language week</li> <li>○ Tuvalu language week</li> <li>○ Te wiki o te reo Māori</li> <li>○ Cook island language week</li> </ul> </li> </ul>	
<p><b>Particular focus on Asian culture is celebrated through school events (Chinese language week and Diwali)</b></p> <p>1. Establish a planning team (Jemma, Jill, Sean, TA's)</p> <p>2. Plan language weeks in the calendar and book people and resources early.</p> <p>3. Share language week resources well in advance.</p> <p>4. Involve student leadership in the language week celebrations.</p>	<ul style="list-style-type: none"> <li>• Sri Lankan, Indian and Chinese cultures were highlighted as part of international languages week.</li> <li>• In the second half of the year we also celebrated Chinese language week and Diwali.</li> </ul>	<p>Focus on community engagement for these weeks.</p>



## Strategic Goal: We Are Connected to Our Community

Initiative	<p>Contribute positively to our environment and community.</p> <ul style="list-style-type: none"> <li>A programme for students to engage in community service is fully implemented, with particular emphasis on environmental responsibility building community through the Arts.</li> </ul>
Measure	<p>Community, staff and student survey results show increasingly positive feedback on contributing to our community</p> <p>Examples gathered from teachers, students, whānau and community groups show increasingly positive environmental outcomes</p>
Responsibility	Chris Robinson

Actions	Evaluation	Next Steps if applicable
<p><b>Four gardening and sustainability projects are undertaken throughout the year.</b></p> <ol style="list-style-type: none"> <li>1. Establish a gardening team that includes our caretaker, two staff members and students.</li> <li>2. Refine systems for recycling and composting</li> <li>3. Promote waste minimisation and reduce litter.</li> <li>4. Encourage students to work with our caretaker to care for our gardens and grounds by using the compost and mulch we create at school.</li> <li>5. Continue planting to prevent erosion on banks and planting of vegetables in raised gardens.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>A garden team was established at the start of the year but without a dedicated Enviro leader this has been hard to sustain interest from older students.</li> <li>We do need adult help with maintaining our gardens. A gardener for 3 hours per week was appointed in Term 3.</li> <li>Good systems are in place for recycling, but composting is not practical to manage at this point.</li> <li>Further work is needed around waste minimisation and plantings.</li> <li>Our caretaker, Julian Carr is doing an exceptional job.</li> <li>Hayden Thompson took over the role of enviro-leader. Hayden has advertised with senior students for an enviro crew, arranged a revamp of lost property, and liaised with PCC to have students complete a community service day at Papakōwhai reserve.</li> <li>Hayden is currently working with students on a rat trapping programme.</li> </ul>	<ul style="list-style-type: none"> <li>Work with our new caretaker and the Home and School Committee to develop the area around Matai</li> </ul>
<p><b>Traffic safety is actively promoted with students and whānau.</b></p> <ol style="list-style-type: none"> <li>1. Traffic safety messaging is given to students and whānau in newsletters and hui</li> <li>2. Road patrollers are trained, and rosters established.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>Safety traffic messaging happens regularly in newsletters and with students. Road patrollers are trained and in place. The walking school bus was well used in Term 1.</li> <li>Children participating in Moving March and Bike safety in Rimu. New systems for the bike track are working well.</li> </ul>	<ul style="list-style-type: none"> <li>Restart Walking school bus in Term 1.</li> <li>Keep giving important safety messages to students and parents.</li> </ul>

<p>3. Restart Walking school bus in Term 1 and Term 4</p> <p>4. Promote the Moving March event</p> <p>5. Restart use of the bike track and monitors to promote use by all ages.</p>	<ul style="list-style-type: none"> <li>• There is currently neighbourhood consultation for parking at school.</li> <li>• The walking school bus continued in to the start of term 2 but quickly became unused.</li> <li>• The bike track has been used well throughout the year; however we have changed our strategy to be more systematic in giving out bikes to ensure they are being looked after well.</li> </ul>	
<p><b>Whānau groups and whānau are re-invigorated to build an attitude of school spirit and service.</b></p> <p>1. Whānau leaders receive regular support and training</p> <p>2. Whānau lunchtime sports competitions are a regular part of the school calendar.</p> <p>3. Values certificates and sports events are linked to whānau points which are displayed and regularly referred to.</p> <p>4. A school picnic in February is organised in whānau groups</p> <p>5. Once per month there is an early lunchtime for students to have lunch in whānau groups.</p> <p>6. Restart New Entrant buddies and introduce their whānau groups at hui.</p> <p>7. The Fun Run and two other events are run as whānau group events.</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Chris meets regularly with Leaders. Values certificates are regularly given to students. Our school picnic in February was held at school due as an early whānau lunch due to the cyclone</li> <li>• We introduced a whānau points competition in late Term 1. Children earn a token for showing school values. This has been well received by children of all ages. The running total is shared weekly.</li> <li>• Lunchtime whānau competitions were held in Term 1 with a smaller than expected number of participants.</li> <li>• We held a successful school fun run which celebrated our whānau groups.</li> <li>• Our Tohu competition has worked very well, with three very successful whānau reward afternoons being held.</li> </ul>	<ul style="list-style-type: none"> <li>• Make whānau lunches and events a focus for 2024</li> </ul>
<p><b>There are regular opportunities to build community through the Arts.</b></p> <p>1. Performance groups are established in Term 1, including but not limited to Kapa Haka, dance, choir, band, drama club.</p> <p>2. Performance Group showcases are held in Term 2 and 4</p> <p>3. Students have the opportunity to participate in ArtSplash and show Quest</p> <p>4. A talent quest is held in Term 3.</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Performance Kapa Haka has started. Drama, dance and choir are combined for a Show Quest presentation in Term 2. We came 3rd place in Showquest for the Wellington Region.</li> <li>• We have not held a Term 2 showcase as we are working towards the show quest performance.</li> <li>• In Term 2 we held a book character dress up day.</li> <li>• In early Term 3 we had Te Ahi Ora come to teach fire dancing to children in Year 0-8. Two community nights were also held for whānau to come and join in.</li> <li>• ArtSplash happened in Term 3 with a Rimu choir. Rehearsals took place over Terms 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision for Pacific Performance group tutors and kapa haka tutors in 2024.</li> <li>• Prepare for syndicate showcases in 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance groups will perform at the Home and School end of year BBQ for the community.</li> <li>• Auditions for band were completed in Term 4 with Itu and Jedi from Rangikura School, and rehearsals have started. They are performing at Summerfest in late November.</li> <li>• Performance Kapa Haka and our Pacifica group (also led by Itu and Jedi) are performing at both Summerfest and the H&amp;S BBQ in Term 4.</li> </ul>	
<p><b>There are opportunities for Year 7 and 8's to serve the community in Term 4</b></p> <p>1. Community Service Opportunities are identified</p> <p>2. Parent volunteers are requested</p> <p>3. A community service day is incorporated into the Year 7 and 8 EOTC programme.</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• A very successful community service day was held as part of the kauri EOTC programme. Students:</li> <li>• Collected money for support dogs</li> <li>• Attended and helped out at three local kindergartens</li> <li>• Worked out school gardening and painting</li> <li>• Worked at Horouta Marae doing gardening</li> <li>• Attended Papakōwhai reserve to clean and garden</li> <li>• The feedback we have had from the community on this event was very positive and our students represented us very well.</li> </ul>	

## Strategic Goal: We Are Connected to Our Community

Initiative	<p>Develop a communication and engagement strategy</p> <ul style="list-style-type: none"> <li>• Develop a coherent strategy to ensure that all communications are timely, professional, reflect our school values and engage all key stakeholders.</li> <li>• The communication strategy is reviewed with particular focus on whānau, Pacific and Asian families. In partnership with whānau, Pacific and Asian families.</li> </ul>
Measure	<p>Community survey results show increasingly positive feedback on communication and engagement</p> <p>Well-Being at School survey results show increasingly positive engagement for Māori, Pacific and Asian students.</p>
Responsibility	Jemma Simpkins

Actions	Evaluation	Next Steps if Applicable
<p><b>There is a clear protocol for app messaging, emails, notices and contacting parents</b></p> <ol style="list-style-type: none"> <li>1. A decision is made about which messaging app to use</li> <li>2. Clear guidance is given to staff about which written form of communication should be used in different situations</li> <li>3. Clear guidance is given about face-to-face communication with parents.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• We are using SeeSaw for direct messaging reminders and quick information.</li> <li>• Email is used for more formal communication.</li> <li>• The leadership team has met to discuss these guidelines.</li> <li>• There have been no reported issues with face-to-face meetings with parents.</li> </ul>	
<p><b>Establish regular community gathering events for groups within our school to make connections and give feedback</b></p> <ul style="list-style-type: none"> <li>• Asian families (Focus on international food, ELL support, Diwali, Chinese language week)</li> <li>• Whanau (Focus on Te Reo learning together)</li> <li>• Pasifika (Focus on Pasifika language weeks)</li> <li>• GaTE (Focus on creating a parent network and support)</li> <li>• New family events each term.</li> </ul>	<p><b>Partly Achieved</b></p> <ul style="list-style-type: none"> <li>• The GaTe parent network meeting was held at the start of Term 2.</li> <li>• The Whānau event was held in Term 2 and is scheduled for Terms 3 and 4.</li> <li>• New families were welcomed through pōwhiri each term.</li> <li>• Pasifika and Asian family focus needs to start in Term 3. There were, however, high levels of Samoan fono engagement in Samoan language week.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a priority for our new strategic plan.</li> </ul>
<p><b>Multi-media newsletter and integrated website are in place to showcase student learning.</b></p> <ol style="list-style-type: none"> <li>1. Yearbook team is established</li> <li>2. Gathering of media is ongoing throughout the year</li> <li>3. Yearbook is published with a printed option for Year 8 leavers.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Hail is very successfully being used for both our website and our weekly digital newsletter. This has improved the quality of our newsletter and has given us the ability to share photo and video more successfully.</li> <li>• A 2023 photobook has been created and sold to the community. It includes around 70 pages of photos and has been largely student created.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate 2023 Photobook and plan for 2024.</li> </ul>

Strategic Goal: We Are Ready for the Future	
Initiative	<p>Strengthen key competencies</p> <ul style="list-style-type: none"> <li>Review expectations and social skills with particular emphasis on the difference it is making for target students. Identify training opportunities for staff and parents.</li> </ul>
Measure	<p>Student achievement data shows increasingly positive outcomes in Key Competencies</p> <p>Well-Being at School survey results show increasingly positive results for prosocial student culture and strategies</p>
Responsibility	Jemma Simpkins

Actions	Evaluation	Next Steps if Applicable
<p><b>Resources and support are made available to staff to strengthen social skills</b></p> <ol style="list-style-type: none"> <li>1. Develop collaborative team plans that include “must dos” and “can dos”.</li> <li>2. Regularly promote social skills in the newsletter</li> <li>3. Review the teaching of social skills termly in leadership meetings.</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>was a particular focus for the start of the year with teams planning the delivery of social skills together. There have been features in the newsletter and a focus at leadership meetings.</li> <li>Resources are in a shared drive for all teachers to access. We have reduced the number of social skills covered in a term to two but have blended similar social skills together for good coverage. Regular articles have been included in the school newsletter to communicate our current focus.</li> </ul>	<p>Review in conjunction with Mitey Programme starting in Term 3 2024.</p>
<p><b>Refresh how we celebrate and acknowledge our school values</b></p> <ol style="list-style-type: none"> <li>1. Create school values signage and/or artwork to display in the hall or on the exterior of our buildings.</li> <li>2. Regularly feature values certificate recipients in our newsletter</li> <li>3. Present values certificates regularly in syndicate and school hui.</li> <li>4. Promote the use of in-class values certificates</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>Certificates and whānau points are regularly celebrated at school. This has been a very positive initiative in 2023.</li> <li>The Home and school Committee have not agreed to fund value signage, but this may be an item we can cover within our existing Cap EX budget.</li> <li>In term 3 a values art competition was held. Kaitaiki went to all classes to present the school values and explain that we wanted logos for them. Four awesome designs were chosen and then improved by a professional.</li> </ul>	<p>Signs are being made into stamps and large new signs have been ordered for the hall.</p>

Strategic Goal: We Are Ready for the Future	
Initiative	<p>Develop a digital strategic plan</p> <p>Review digital strategic plan with particular focus on the quality of learning for students, connection with other schools and quality of devices and infrastructure.</p>
Measure	<p>Kia Takatū ā-Matihiko / Digital Readiness self-review surveys show increasingly positive outcomes for teachers</p> <p>Community and student survey results show increasingly positive feedback on digital learning</p>
Responsibility	Chris Robinson

Actions	Evaluation	Next Steps if applicable
<p><b>Cyber safety is at the forefront of our digital plan</b></p> <ol style="list-style-type: none"> <li>1. A compulsory parent evening is held for parents of Year 6-8 in Term 1</li> <li>2. Cyber safety courses are run with all students in Term 1</li> <li>3. BYOD devices to be limited to school logins only</li> <li>4. A parent evening for Year 3-5 parents is held in Term 3</li> <li>5. Establish “unplugged time” at school where all devices are turned off.</li> <li>6. Review subscriptions and online tools so we are not inadvertently promoting being consumers of online content.</li> </ol>	<p><b>Partly Achieved</b></p> <ul style="list-style-type: none"> <li>• Our Cyber Safety event on May 2nd was attended by 150 adults. This event was well received by parents in attendance.</li> <li>• We are yet to run the follow up evening and student course. BYOD device log in has been added to cyber agreements.</li> <li>• We were not able to hold a year 3 to 5 cyber safety evening.</li> </ul>	<ol style="list-style-type: none"> <li>1. A strongly encouraged parent evening is held for parents of Year 6-8 in Term 1.</li> <li>2. Cyber safety courses are run with all students in Term 1.</li> <li>3. A parent evening for Year 3-5 parents is held in Term 3.</li> <li>4. We are establishing device free time next year.</li> </ol>
<p><b>Digital purchases and support is in place to reduce barriers for teachers and students</b></p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• New Chromebooks were purchased and are being used. IPAD lease was deferred due to sufficient numbers in hand.</li> <li>• TA's still have their high-quality Chromebooks and teachers continue to use high quality mac devices through TELA leasing.</li> <li>• Large number of Chromebooks burnt out this year, forcing a recent purchase of a further 10 devices.</li> </ul>	<p>Recommendation on purchases for 2024 are being made soon.</p>



<p><b>There is regular digital training for support staff</b></p> <p>There is one compulsory and one optional opportunity per term</p>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• This has very successfully happened in both Terms 3 and 4.</li> <li>• TA's filled out a google form in order to find out where the needs were. TA's spent most of Term 3 learning about using iMovie. This term the focus has been on google apps.</li> </ul>	
<p><b>Students demonstrate regular digital learning that focus on design solutions and problem solving.</b></p> <ol style="list-style-type: none"> <li>1. Ensure digital learning outcomes are incorporated in integrated curriculum long term planning at the start of the year.</li> <li>2. Team leaders share back with leadership team how they incorporate DT in integrated plans</li> <li>3. There are at least two digital technologies refresher opportunities for teachers</li> <li>4. Coding and robotics are actively promoted with teachers</li> <li>5. Epro8 is a regular learning opportunity for students in Years 5- 8</li> </ol>	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• Teachers and students have planned for and included digital learning outcomes into their integrated curriculum long term planning.</li> <li>• In Rimu, this was done within the context of Electricity with children working with Brain Boxes and MakeyMakeys to problem solve electrical circuits.</li> <li>• In Tōtara, children used either Minecraft or a 5D planner to design a bird sanctuary for native birds.</li> <li>• Kauri have been using digital workspaces.</li> <li>• We have not yet run digital technologies refresher opportunities for teachers.</li> </ul>	<p>Run digital technologies refresher opportunities for teachers.</p>

## Strategic Goal: We Are Ready for the Future

Initiative	<p>Create clear pathways for learning</p> <p>Develop stronger relationships with (Early Childhood Educators) ECE and Aotea College to enable effective transitions to and from our school and across our Kāhui Ako.</p> <p>Resources are prioritised to ensure that students with additional learning needs are supported to fully participate and achieve, particularly at transition points.</p>
Measure	<p>Data gathered from teachers and whānau show increasingly positive transitions to and from Papakōwhai School</p> <p>Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs</p>
Responsibility	Lesley Hodge

Actions	Evaluation	Next Steps if Applicable
<p><b>Students are welcomed and integrated into school in a positive way.</b></p> <p>1. School visits, parent meetings, data gathering, initial testing and introduction to school are reviewed</p> <p>2. New systems are put in place for new entrants and new children to Papakōwhai School.</p> <p>3. A meeting with the Principal is added to the induction process</p> <p>4. Particular focus is given to data gathering of new entrants with additional needs and action plans developed</p>	<ul style="list-style-type: none"> <li>Lesley has co-ordinated a significant number of new entrant meetings and visits over terms 1 and 2. Transitions to school have gone well.</li> <li>Mark is meeting regularly with new families. We are proactive with gathering information from ECE and previous schools</li> <li>Information gathering before school visits is an important part of our transition to school process and needs are prioritised.</li> <li>We are planning some visits between Kindy and school for students, to support their transition to school.</li> </ul>	<ul style="list-style-type: none"> <li>Be intentional about Papakōwhai School students visiting the kindergarten.</li> </ul>
<p><b>An inclusive practices self-review is undertaken</b></p> <p>Recommendations from self-review are implemented</p>	<p><b>Achieved for ORS students</b></p> <ul style="list-style-type: none"> <li>At the end Term 1 we undertook a review of our provision for ORS funded students at Papakōwhai School and decided to establish a Learning Through Play Space in Mataī 1.</li> <li>We have increasing numbers of students who need full-time support at school. Some students receive no funded support hours, some receive approximately five hours and others receive a maximum of 13 hours.</li> </ul>	<ul style="list-style-type: none"> <li>Our Learning through Play Space will be temporarily housed in the ASC room in Term 1 and then it will move to Rimu in Term 2 when Rātā renovations are completed.</li> <li>A wider inclusive practises review will be held in 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>• We have created the Learning Space to support students in group situations and individually in their own classrooms.</li> <li>• At the end of Term 3 we reviewed the current changes and established that we would have a maximum of 1:2 in our Learning Through Play Space.</li> </ul>	
<p><b>Students are transitioned to secondary school in a positive way.</b></p> <p>1. There are opportunities for our students to engage with Aotea College students through leadership, The arts and sports.</p> <p>2. Particular focus is given to supporting transitions for students with additional needs and action plans developed</p>	<ul style="list-style-type: none"> <li>• In November a tuakana teina event was held at AC and was attended by our students. Here they made connections with senior students to support their transition in 2024.</li> <li>• AC staff has visited to talk to teachers about students in order to support their transition best.</li> <li>• There was also Aotea College open days for Year 8's in both June and December</li> </ul>	