



ANNUAL REPORT - ANALYSIS OF VARIANCE 2024

‘Provide a safe and inclusive learning environment for our tamariki to achieve success’

*We do this through our values of Haututūtanga me Auahatanga, Whakawhānaungatanga, Pono, Manaakitanga.
Innovation, Community, Integrity, Respect.*

Our Strategic Goals 2024-2026

Teaching and Learning <i>Quality evidence based teaching practices that have our ākonga at the centre</i>	Relationships <i>Build positive, effective relationships through our values</i>	Community <i>Strong partnership within our kura and the community</i>
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Our Initiatives and actions for 2024 - giving effect to Te Tiriti o Waitangi (links to school improvement framework):

DMIC (Developing Mathematical Inquiry Communities) BSLA (Better start literacy approach) iDeal (Structured Literacy for seniors) NZ Curriculum Refresh - assessment and reporting of Curriculum areas other than English and Maths	Leadership team coaching and development PLD: - eDisc team and build analysis (Amira Aman) - Leadership coaching (Amira Aman) - leadership development (Amira Aman) - CPPA middle leaders	Positive promotion and engagement - use social media as a tool to connect and communicate positively with our community - further develop our engagement, presence and service within our community - enhance the school's grounds to provide a strong link to our cultural narrative - sharing and celebrating what is happening in our kura
Technology Centre initiative: Creating a large mural to fit into Te Rau Hao and connect to client kura through the Expo project PE/EOTC/Health - provide a culture of team sport for Year 5-8, upskill staff knowledge, engage students during their brain breaks and PE lessons. Provide a range of sporting and outdoor opportunities. Library - tamariki and whanau will utilise the library website and resources from classrooms and home IT - Tamariki will have access to appropriate digital resources as and when required. Staff will have the capacity to use digital devices to support and enhance student learning The Arts - promoting opportunities to perform, share and develop skills across all areas within The Arts.	Being culturally responsive, giving effect to Te Tiriti o Waitangi : -PLD Janelle Riki (bringing the Cultural narrative to life, cultural capabilities, honouring Te Tiriti o Waitangi practices at our kura - implementation of Te Reo and Tikanga programme, delivery and extension of Te Reo Māori. - ensuring that all cultures feel valued and have a sense of belonging at our kura	Board of Trustees development and transitioning - PLD with Tom Scollard and NZSTA training
New Entrant transitioning - ‘Engage’ - MoE New entrants initiative and pilot programme	Restorative Justice, trauma informed, neuro based practices and UBRS training: - Marg Thorsborne - Emma Daly, MOE, UBRS	Refining our tamariki leadership programmes: - Tuakana Teina - Mana Tangata

Our Successes

Our tamariki are achieving success	Our tamariki are valued	Our whānau and tamariki are connected to our Community
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Statements of variance

Engage initiative - led by Taylor McNicholl and Alwyn McRandle
Progress on the initiative will be regularly reported to the BoT

Strategic goal from page 1:

Teaching and Learning
 Quality evidence-based teaching practices that have our ākonga at the centre

Specific strategic goal(s):

We will be promoting an engaging environment where the students will be able to focus on the 3 self-regulation domains

Variance statement - include evidence

- *What did we achieve?*
- *Reasons for any variance*

Success(es) from page 1:

Our tamariki are achieving success

Specific success(es):

Students will be able to explain their feelings to teachers and peers
 Students will be able to manage their emotions in a positive way

Link to NELP's

Learners at the Centre
 Barrier Free Access

Actions

To develop self-regulation skills

- *help us manage our emotions, thoughts and behaviours – our feeling, thinking and doing skills.*
- *the three self-regulation domains that ENGAGE focuses on are feeling (emotional), thinking (cognitive), and doing (behavioural skills).*

Successes

Students would be able to explain to their teachers and peers how they are feeling by using their words.

You would hear students talking about how they are feeling and why they feel that way.

Evidence:

How will the initiative be measured?

A survey out at the start to parents to see how well they think their child can manage their emotions, thoughts and behaviours and then at the end of the year ask the same questions again to the parents to see if they have changed.

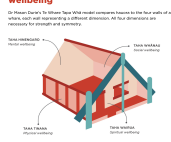
We could do a self assessment with the students to get their voice at the start and at the end of year as well

Teachers to do assessment at the start middle and end of program

Middle Term 1, Start term 2 and start of term 3

Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation

The Whare Tapa Whā model of wellbeing



Strategies for giving effect to Te Tiriti o Waitangi:

- Developing and strengthening relationships with Whānau
- Viewing behaviour through a cultural lens ensures that we take a strength-focused, holistic approach to supporting children's behaviour. When we take into account whānau perceptions, we are less likely to frame behaviour in deficit ways.
- Meeting the child where they are at in their learning journey.
- Tuakana Teina
- Te Reo

Reflection on Self-Regulation Programme Implementation

- All fifteen students have made progress in their self-regulation skills. While some shifts have been small, each student has shown growth. Teachers have found the resource valuable, providing numerous ways to introduce and implement self-regulation games through play. Finding 30 minutes daily for these activities was challenging, but as teachers became more familiar with the games, they successfully integrated them into their daily schedules. Simple breathing exercises, like Rainbow and Superman breathing, were easy to implement with supportive equipment. Once students learned these strategies, they could practice them independently. Some games could have been more challenging or complex for Year 2 students, so we provided feedback to the facilitators. They suggested modifying the games and agreed to pass this input to their team.


Next Steps


Start Early in Term 1: The programme was only launched in mid-Term 2 due to facilitator availability and data collection by the University of Otago. Starting at the beginning of the year 2025 could further accelerate student progress. Facilitators have agreed to conduct a refresher course early next year to support new teachers with training. **Incorporate into Small Groups and Rotations:** As teachers gained familiarity, they saw how games could be adapted for small groups and embedded into reading and maths rotations. Initially, we assumed the programme required whole-class sessions, so exploring these new options will be a focus.

Emphasise Explicit Language: In some cases, the explicit language around each skill (e.g., "this game helps us focus") was overlooked while teachers were managing the programme setup. Reintroducing this emphasis will help students understand the purpose behind each activity. **Practise everyday**

Overall Assessment - The programme was easy to implement, and the facilitator's support was excellent. Both students and teachers have benefited from this initiative, and it has contributed positively to our classroom environment.

Technology Centre initiative - led by Janina Hodges and Connor Payton

<p>Strategic goal from page 1: Community - Strong partnership within our kura and the community</p>	<p>Specific strategic goal(s):</p> <ul style="list-style-type: none"> • Further develop our engagement, presence and service within our community • Enhance the school's grounds to provide a strong link to our cultural narrative 	<p>Variance statement - include evidence</p> <ul style="list-style-type: none"> - What did we achieve? - Reasons for any variance
<p>Success(es) from page 1: Our whānau and tamariki are connected to our Community</p>	<p>Specific success(es):</p> <ul style="list-style-type: none"> - Students will have a greater sense of belonging to the Technology Centre, seeing themselves part of it - Successes will be acknowledged through stronger engagement with the wider Community 	<p>Students have shown a growing sense of connection to the centre, often seeking out their work on display to show both their peers and family. Furthermore, the variety of work on show has allowed for students of differing strengths to display their personality in a multitude of ways.</p>
<p>Link to NELP's Barrier Free Access - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Learners at the Centre - Learners with their whānau are at the centre of their education.</p>		
<p>Actions</p> <p>Our Technology Centre Tukutuku Pattern (T1)</p> <ul style="list-style-type: none"> - Celebrating our akōnga's journey in our Technology Centre. - Creating a large mural with the students represented individually by creating fish to fit into Te Rau Hao (the Many Nets) incorporating a range of colours and materials to tie the schools together. <p>Connection to the client schools through our "Expo" project. (T2+3)</p> <ul style="list-style-type: none"> - Connecting our EXPO programme back to the client schools, and the creation of some appropriate school driven contexts. - Further development of Expo Show evening as a foundation for community connection. - Celebrating the successes of our Y8's 	<p>Successes</p> <ul style="list-style-type: none"> - Initial development of artistic components. - Students create a visual mihi that celebrates their time at the Technology Centre - Embedded a greater connection to the cultural narrative of the centre linking the fish theme to the many nets. - Every student has developed an individual fish representing them and their family. This has allowed both staff and other students to grow their understanding of the young people within the centre and what makes them tick. - End of term one is the scheduled completion date for the tiled mural. - Term two and three will be focused around connecting to the client schools of the technology centre. We are intending to draw out meaningful and community supporting contexts to explore. 	<p>Evidence: How will the initiative be measured?</p> <p>Our Technology Centre Tukutuku Pattern (T1)</p> <ul style="list-style-type: none"> - Final mural. - Feedback from akōnga - Feedback from Kaiako from client schools <p>Expo Project (T2+3)</p> <ul style="list-style-type: none"> - Initial meetings and feedback from client schools to investigate meaningful contexts for Expo projects. - Feedback from akōnga on the success of their Expo projects - Feedback from Parents and wider community visiting the Expo evening - Feedback from Client school kaiako
<p>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</p> 	<p>Strategies for giving effect to Te Tiriti o Waitangi:</p> <p>We communicate transparently with all members of our wider community.</p> <p>We ensure we create space to be informed by the communities we serve.</p> <p>Ensuring our school reflects our commitment to Te Ao Māori both physically and in practice.</p>	

Positive Promotion and Engagement - led by Megan Flutey and Jenny Fraser <i>Progress on the initiative will be regularly reported to the BoT</i>		
Strategic goal from page 1: Strong partnership within our kura and the community	Specific strategic goal(s): Positive promotion and engagement management unit: <u>Focus questions to guide us in our mahi:</u> How can we connect and interact within our community? What can we do for our community?	Variance statement - include evidence - <i>What did we achieve?</i> - <i>Reasons for any variance</i>
Success(es) from page 1: Our whānau and tamariki are connected to our Community	Specific success(es): <ul style="list-style-type: none"> - Students will have a greater sense of belonging within our community. - Stronger relationships are built between community organisations and our kura. - Stronger engagement in community initiatives from our students. - Through these actions creating a positive view of our ākonga and kura within our community. - To improve our school grounds to encourage positive engagement by whānau and community. 	Excellent whānau engagement at the Mihi Whakatau and Picnic Day - <i>Mihi whakatau held at beg of each term positively received by new whānau</i> Students would be actively using resources in the community and it would enhance their sense of belonging in Kaiapoi - <i>Juniors regularly attending the Kaiapoi Library for story time, Seniors attending Kaiapoi Library for Poi making, supporting powhiri at KHS, Kapahaka performance at Kaiapoi Library, Kaiapoi Mill art experience, student work in the Kaiapoi Art expo, choir performance at Kaiapoi High School</i> The community would have a positive outlook on our kura and see the students as positive contributors to our community. We would have strong relationships with our community: Students have a sense of pride and belonging in their community - <i>senior students are positively engaged with the Mana Tangata Leadership programme which promotes positive connection with our community. Connection made with Kaiapoi community support through the Christmas donations</i> Growth and confidence in our whānau and ākonga to both use and access community resources in their own time - <i>ongoing referrals to community agencies and connection of whānau with external support. Where appropriate funding is sought to enable psychologist assessments (15 in the last 12 months)</i> <i>Workshops for whānau with Autism NZ have been well attended by parents and a workshop to support Grandparents raising Grandchildren with Wellbeing NC was also positively received. Connection made with local artists at their studios</i> <i>Relationships built with artists at the Kaiapoi mill, students interested in attending classes in their own time.</i> Opportunity for whānau to spend more time contributing and participating in events at our kura and in our community - <i>positive whānau attendance at kapahaka performances, Arts Showcase. Whānau were invited to join us in having stalls for market day.</i> Stronger kaitiaki of our awa and perhaps potential mahinga kai - <i>teaching of Aotearoa Hitori and our cultural narrative provides an opportunity for this to develop and is something to work towards strengthening.</i>
Link to NELP's Strategic Goal 1: <u>Learners with their whānau are at the centre of education</u> Have high aspirations for every student and support them by partnering with whānau and their community to design and deliver education that responds to their needs and sustains their identities, languages and culture. Strategic Goal 2: <u>Great education opportunities and outcomes are within reach for every learner</u> Reduce barriers to education for all, including for Māori and Pacifica students, disabled students, and those with learning and support needs		
Actions: To investigate and implement opportunities where our ākonga can connect and learn alongside established groups in the community. To share and celebrate learning and successes at KBS with our community through the development of a school magazine. To enhance and further develop programmes and opportunities that are already within our kura to better connect with our community. Revise Mana Tangata and support ākonga to access community service opportunities. To investigate community resources that can create stronger links to our cultural narrative within our school environment. Connect with Di Robinson around establishing a Pou that represents our cultural narrative. Develop our junior area to enhance the area to be interactive and reflect our cultural narrative.	Successes Excellent whānau engagement at the Mihi Whakatau and Picnic Day. Students would be actively using resources in the community and it would enhance their sense of belonging in Kaiapoi. The community would have a positive outlook on our kura and see the students as positive contributors to our community. We would have strong relationships with our community. Stronger kaitiaki of our awa and perhaps potential mahinga kai. Students have a sense of pride and belonging in their community. Growth and confidence in our whānau and ākonga to both use and access community resources in our own time. Opportunity for whānau to spend more time contributing and participating in events at our kura and in our community.	Evidence: How will the initiative be measured? Feedback from groups and connections we have made contact with. Feedback from Kaiako Feedback from students who are involved Observation and reflection of opportunities that have been set up/provided Positive engagement doc/notes of meetings showing mahi that has been investigate and implemented
Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation 	Strategies for giving effect to Te Tiriti o Waitangi: Waitangi Day Celebration Question - do we display the Tino Rangatiratanga Flag in our hall alongside the NZ Flag Learning Hui Mihi Whakatau Connection to community and local environment - growth of cultural narrative and kaitiakitanga	

Progress on the initiative will be regularly reported to the BoT

Strategic goal from page 1:

Quality evidence based teaching practices that have our ākonga at the centre.

Specific strategic goal(s):

To provide a culture of team sport which can be inclusive to all students within Year 5-8.

To upskill staff knowledge of fitness and physical education activities to engage students during their brain breaks and PE lessons.

To provide a range of sporting and outdoor education opportunities for all students of all ages.

Variance statement - include evidence

- What did we achieve?
- Reasons for any variance

Success(es) from page 1:

Our tamarii are achieving success

Specific success(es):

Students will be able to work collaboratively in a team environment, in small groups or competition successfully and are able to transfer these skills back into the classroom.

Staff will have the knowledge and confidence to run effective physical education lessons with their students and to be able to guide and encourage them during their fitness/brain break sessions.

Students engage in a range of sports and outdoor activities during and after school hours throughout the year as opportunities arise.

To provide a culture of team sport which can be inclusive to all students within Year 5-8.

Years 5 -8 all competed in winter sports comp. Advertised and entered hockey, miniball and football teams into comps after school. Yr3-4 entered into a sports spectacular day based on teamwork. Y3-8 girls basketball training was completed over 8 weeks where they learnt about sportsmanship and teamwork. Yr5-8 participated in korfbal lessons. Entered 2 mixed teams into a one day

Link to NELP's

Learners at the Centre: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Barrier Free Access: Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.

Quality Teaching and Leadership: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

To upskill staff knowledge of fitness and physical education activities to engage students during their brain breaks and PE lessons.

A google doc was sent out and based on staff strengths and areas they would like to improve. Based on the answer a meeting was held where the biggest concerns were taught. This included a variety of brain breaks and fitness games. Adapted P.E games that taught skills and working as a team. Resources were also provided as well as a refresh of our school P.E curriculum.

To provide a range of sporting and outdoor education opportunities for all students of all ages

Yr5-8 participated in korfbal lessons. Entered 2 mixed teams into a one day basketball competition. Entered two year 7-8 teams into the Koru games comp. Yr 3-4 participated in a spectacular sports day. Yr 1-2 completed a cricket lesson. Yr 3-8 Cross country and Athletics. Then Zones competition for those students that qualified. Golf lessons and a game of golf was provided for our yr 7-8 students. Y3-8 girls basketball training was completed over 8 weeks where they learnt about sportsmanship and teamwork.

Actions

- Create and provide a planning template for staff to use during their P.E unit of work.

- Run a staff meeting that will include a variety of fitness games that teachers can use with their students that cater to all ages during their brain breaks.

- Being up to date with local community sporting events and providing parents with this information as and when they arise.

Successes

- Students having a stronger sense of sportsmanship and sense of achievement during their P.E lessons.

- Teachers provide students with a minimum of one P.E lesson per week.

- Fitness lessons and brain breaks will be a variety of games that engage the students.

- Teachers will have a variety of short games that require the students to think and interact with strategy. These games will engage them and create a sense of fun.

-Students will have the knowledge and opportunity to participate in sports programmes outside of school.

Evidence:

How will the initiative be measured?

- All students in Year 5-8 have participated in Winter Sport that is organised by North Canterbury Primary Schools Sports Association.

- Staff to provide anecdotal notes and OTJ's based on their observations around the inclusivity of their students during PE sessions.

- Staff to initially complete a google form at the beginning of the year to gauge an understanding of their knowledge and confidence in teaching Physical Education and Health Curriculum.

- Staff to complete a google form at the end of the year to gauge shifts in their confidence and knowledge of teaching physical education and health.

Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation



Strategies for giving effect to Te Tiriti o Waitangi:

- Understanding the tikanga of Te reo kori games.
- Use of Te reo when giving instructions.

Library 2024 - led by Nic Gaskell and Hannah Bailey

Progress on the initiative will be regularly reported to the BoT

Strategic goal from page 1:

Community:
Strong partnership within our kura and the community

Specific strategic goal(s):

To provide a Library space and website which is welcoming and well utilised by our community

To source diverse and engaging resources which are available to access by all

Variance statement - include evidence

- What did we achieve?
- Reasons for any variance

Success(es) from page 1:

Our whānau and tamariki are connected to our Community

Specific success(es):

Tamariki and whanau utilise the library website and resources from classrooms and home

Our library is open one day a week after school for whānau to access

To provide a Library space and website which is welcoming and well utilised by our community

Our library space is extremely well utilised during the school week with classes having timetabled slots to visit and the library is open at break times for everybody. The library has been open on Thursdays after school this year for anyone who wishes to come in with their whānau. The library website has been used by some students and teachers within their classroom programme. This is also able to be accessed from home.

To source diverse and engaging resources which are available to access by all

Library staff have sourced and purchased books based on needs to build up certain collections (eg. Matariki), ensuring there are newly released and engaging books to suit all ages, and purchases made based on tamariki and staff requests.

Link to NELP's

Barrier free access

Actions

- Provide regular information to teachers, tamariki and whānau on how to access and use the library website and resources
- Keep the website updated with relevant topics and information
- Open the library from 3-3:30pm on a Thursday for whānau to utilise
- Use stocktake information to ensure book collections are diverse and relevant

Successes

- Teachers, tamariki and whanau will use the library website to enhance learning
- Library books and resources are accessible to all
- Preschoolers will be able to issue books
- Book collections are engaging, relevant to local curriculum and diverse reflecting all of our school cultures

Evidence:

How will the initiative be measured?

- Classroom survey
- Schedule to update the website
- Usage of the library after school on a Thursday
- Records of new books to particular collections


Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation



Strategies for giving effect to Te Tiriti o Waitangi:

- Bilingual Library signage
- Cultural narrative story/display
- Ensuring displays and book collections for significant annual events eg. Waitangi, Matariki, Parihaka

IT 2024 - led by Andrew Osborn

Strategic goal from page 1: Build positive effective relationships through our values		Specific strategic goal(s) To provide ease of access to digital technology across the school.	Variance statement - include evidence <ul style="list-style-type: none">- <i>What did we achieve?</i>- <i>Reasons for any variance</i>
Success(es) from page 1: Our tamariki (and staff) are valued.		Specific success(es): <ul style="list-style-type: none">• Tamariki will have access to appropriate digital resources as and when required.• Staff will have the capacity to use digital devices to support and enhance student learning.	<p>We successfully implemented new photocopiers throughout the school with an extra model being installed in Kahawai. A new chromebook lease for 20 was set up. The server was upgraded during the year as the last one was 10 years old. Numbers of devices are adequate unless classes require extra for special projects. Technical support is excellent and in many cases can be fixed remotely by our expert support provider RevIT. Damage and vandalism remains an issue in classrooms. Especially keys being picked off and screen damage. We have had to return many staff laptops for damage and malfunction this year. As we move to 4 year leases this will become a growing problem. All leases are current and our next set comes up in 2026.</p>
Link to NELP's - Barrier Free Access - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs			
Actions <ul style="list-style-type: none">• Weekly meetings with RevIT, our technical support provider.• Monitor and respond to ICT requests and needs from staff.• Liaise and negotiate leases for equipment when necessary.• Plan for the future ICT needs with key stakeholders.• Provide advice for future purchases.• Provide support for sound, audiovisual and ICT hardware for staff and students.• Set up and maintain Hapara to keep our internet usage as safe as possible.• New Server setup• New Photocopiers integrated.	Successes <ul style="list-style-type: none">• Kaiako are able to teach akonga effectively.• Tamariki are able to learn effectively.• ICT needs are met and budgeted for if the project is relevant and the costs can be met.• New Photocopiers integrated.• New Server implemented.	Evidence: How will the initiative be measured? <ul style="list-style-type: none">• A survey in term 1 and a follow up in term 4.<ul style="list-style-type: none">◦ What are your needs and areas of focus in terms of ICT knowledge?◦ What can we do better to support you with ICT?◦ What has worked/hasn't worked for you this year?◦ Within our current financial commitment to ICT how can we do things better?	
Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation 		Strategies for giving effect to Te Tiriti o Waitangi: <ul style="list-style-type: none">• Understanding our moral and ethical obligations to uphold Te Tiriti o Waitangi.• An effective and equitable partnership with Mana Whenua is established and maintained.• Ensuring our schools reflects our commitment to te Ao Maori both physically and in practice.• Knowledgeable about Mana Whenua cultural narrative and history.	

The Arts 2024 - led by Megan Flutey

Progress on the initiative will be regularly reported to the BoT

Strategic goal from page 1: Quality evidence based teaching practices that have our ākonga at the centre

Specific strategic goal(s): Promoting opportunities to perform, share and develop skills across all areas within The Arts.

Variance statement - include evidence

- What did we achieve?
- Reasons for any variance

Success(es) from page 1:
Our tamariki are achieving success

Specific success(es):

- Students are provided with a variety of arts opportunities within our kura and community.
- Kaiako are supported to use the arts as a creative learning platform within their learning spaces.
- Our kura is well resourced to implement art opportunities.
- Students are connected to community art platforms.

Students are provided with a variety of arts opportunities within our kura and community.

- Creative community grant successful to completed Kaiapoi Art Mill experience for extension Tuna and Kahawai students
- Art Showcase planned and presented to celebrate inquiry learning. Whole school participation.
- Communication given to kaiako regarding a variety of community art competitions.
- Display of KBS art provided for the Kaiapoi Art Expo
- Matariki display - star creation from students at Matariki celebrations in Kaiapoi
- Art programme continued for 2024, successful engagement and participation for students

Link to NELP's

Barrier Free Access - Great Education opportunities and outcome are within reach for every learner

Future of Learning and Work - Learning that is relevant to the loves of New Zealanders today and throughout their lives.

Kaiako are supported to use the arts as a creative learning platform within their learning spaces.

- Communication with teachers regarding community art events
- Opportunities for teachers to get support for their art showcase piece and for classroom art projects.
- Well resourced art space to support art projects in the classes, systems set up to stock take and re-order

Actions

Investigate and provide art opportunities for ākonga within our school and community

Promote opportunities for ākonga to perform/share arts learning through whānau hui times and showcase opportunities.

Provide access to resources and support for kaiako to feel confident in teaching art-related opportunities in their learning spaces.

Investigate storylines/forum for a school wide production in 2025.

Engage student led discussion regarding arts based events and projects they would like to see in the school.

Successes

- Arts interchange implemented within the senior school

- School magazine started to provide new arts opportunities and build community involvement.

- New art space set up and organised to access resources.

- Systems put in place to support kaiako to find and access resources.

- Growth in arts performance opportunities within the school setting. (Whānau times, performances)

- Confidence for kaiako to share arts based learning amongst other teams in the school.

- Allow art direction to be provided by our learners.

Evidence:
How will the initiative be measured?

Reflection on events and opportunities seen within the school throughout the year.

Feedback from kaiako and ākonga regarding opportunities, events and resources.

Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation

Strategies for giving effect to Te Tiriti o Waitangi:

- Opportunities for ākonga to maintain the wall of te whare tapa whā
- Opportunities for ākonga to investigate Toi Māori and cultural belonging using an arts lens
- Connection to resources and materials from the natural world.



Our kura is well resourced to implement art opportunities.


- Regular emails to kaiako to ensure materials required are in the school
- Termly stock takes and reorders for resources.
- Termly clean outs and organisation of art resource space.

Students are connected to community art platforms:

- Kaiapoi Mill Art Experience
- Kaiapoi Art Expo
- Kahui Music Festival (Choir)
- Art Showcase
- Local art competition opportunities

Across School lead - Daniel Gorman

Progress on the initiative will be regularly reported to the BoT

<p>Strategic goal from page 1: "Quality Evidence-Based teaching practices"</p>	<p>Specific strategic goal(s): "To grow awareness and capability in Neuro-based practices, including Trauma Informed Practice"</p>	<p>Variance statement - include evidence</p> <ul style="list-style-type: none"> - <i>What did we achieve?</i> - <i>Reasons for any variance</i>
<p>Success(es) from page 1: "Our tamariki are achieving success" & "Valued"</p>	<p>Specific success(es): Kaiako will grow in understanding of Neuro based teaching, including Trauma Based Practice.</p>	<p>Achievements</p>
<p>Link to NELP's Clear links to the first three</p> <ol style="list-style-type: none"> 1. Learners at the centre 2. Barrier free Access 3. Quality teaching and Leadership 		
<p>Actions</p> <p>For participants to work through the book "What happened to you" By Bruce Perry and Oprah Winfrey"</p> <p>To meet as a group to work through aspects of the book as well as other topical resources like</p> <ul style="list-style-type: none"> • Nathan Wallis - • Emma Daly (MOE Psychologist) • Jase Williams (Henry Hill School) Good visit, guest speaker and a range of youtube videos • Education Hub - Interesting Resources and webinars for groups • Trauma Informed Conference @ Henry Hill School https://vimeo.com/910306466 • Marg Thorsborne - Restorative Practice possible speaker • Neurosequential Network Training (5x1hr training videos) • 1 Day Event with guest speakers and continued discussion <p>Other key roles include</p> <ul style="list-style-type: none"> - Support the ASL team with the organisation of key events - Promotion of and distribution of House of Science Kits - Development of and maintenance of the Kātote website - Continued promotion of the Kāhui Ako across the schools 	<p>Successes</p> <ul style="list-style-type: none"> • For participants to grow in confidence in their ability to use Neuro-based practices to deal with neuro-diverse learners • Brain-based practices to be understood by the wider kahui • Grow links with educators across the kahui ako 	<p>Evidence: How will the initiative be measured?</p> <ul style="list-style-type: none"> • Kaiako Surveys • Tumuaki Survey • Stories of success
<p>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</p> 	<p>Strategies for giving effect to Te Tiriti o Waitangi:</p> <ul style="list-style-type: none"> • Ensure that discussions explore Article 3: Ōritetanga (Equity) • In particular discussions will explore intergenerational trauma caused from colonisation. • A focus on Chapter 9 "Relational Hunger in the Modern World" from "What happened to You" by Bruce Perry & Oprah Winfrey. This chapter describes a stay from Dr Perry on a Marae, and compares how the healing process required for trauma closely resembles the traditional Māori family structure, and the principles of te whare tapa whā. 	

1. Successful Network PLD on Neuro-Based Practice attendance (average attendance was 25 across the Kahui with several Hangarau staff attending from KBS)
2. Coordinated Kathryn Berkett PLD day for 60 attendees and afterschool workshop attended by 10 KBS staff
3. Developed a Young Leaders programme that has been very successful, a video "You are Enough" is currently being edited for release this week.
4. Supplied Science kits to all schools throughout the year
5. Successful launch and use of Kāhui Website
6. Very positive feedback on all events including survey data, postit activities and stories of impact like "your Network Hui hijack our staff meetings the following week" The Nth Canterbury RTLB have also shared our Network resources at their Co-Lab as well as with other Kahui.

Cultural responsiveness, Within school leads - Jenny Fraser and Krystina Gunn *Progress on the initiative will be regularly reported to the BoT - [Krystina PGC](#)*

<p>Strategic goal from page 1: Teaching and Learning: <i>Quality evidence based teaching practices that have our ākonga at the centre</i> Relationships: <i>Build positive, effective relationships through our values</i> Community: <i>Strong partnership within our kura and the community</i></p>	<p>Specific strategic goal(s): Bring our cultural narrative to life, develop and build our cultural capabilities, honouring Te Tiriti o Waitangi in our practice at our kura, support teachers to implement Te Reo and Tikanga throughout their programme, further extend ākōnga in Te Reo Māori for whānau who request this, ensure that all cultures feel valued and have a sense of belonging at our kura</p>	<p>Variance statement - include evidence</p> <ul style="list-style-type: none"> - <i>What did we achieve?</i> - <i>Reasons for any variance</i>
<p>Success(es) from page 1: Our tamariki māori will see their culture and language valued within the school community and environment. Our tamariki māori will have opportunities to achieve success as Māori.</p>	<p>Specific success(es): Teachers will increase their use of Te Reo in the classroom Grow relationships with like minded educators across the kāhui ako who value tikanga māori and te ao māori</p>	
<p>Link to NELP's Strategic Goal 1: <u>Learners with their whānau are at the centre of education</u> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying <i>Have high aspirations for every student and support these by partnering with whānau and their community to design and deliver education that responds to their needs and sustains their identities, languages and culture.</i> Strategic Goal 2: <u>Great education opportunities and outcomes are within reach for every learner</u> <i>Reduce barriers to education for all, including for Māori and Pacifica students, disabled students, and those with learning and support needs</i> Strategic Goal 3: <u>Quality teaching and Learning make the difference for learners and their whānau</u> Meaningfully incorporate tikanga Māori and te reo Māori into the everyday life of the place of learning</p>		
<p>Actions Overview of plan for the year: Engage whānau through whakawhanaungatanga. Māori students have the opportunity to succeed as Māori ie leaders in kapa haka, on the marae and through pepeha and whakapapa. Liaise with kapa haka tutors to ensure they feel valued and are seen as a taōnga in our school Māori values are understood and lived - walk the talk Bring our culture narrative to life through enhancing our environment Support teachers to teach Te Reo and integrate this into the daily programme</p>	<p>Successes Kaiako and whānau will partner together to achieve excellent and equitable outcomes for ākōnga māori based on the five outcomes. This is what we will see -</p> <ul style="list-style-type: none"> • Te Whānau: Education provision responds to learners within the context of their whānau • Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences • Te Tuakiritanga: Identity, language and culture matter for Māori learners • Te Rangatiratanga: Māori exercise their authority and agency in education. <p>Actions to date 28/8/24:</p> <ul style="list-style-type: none"> - Supported staff with kupu o te wiki. - Booked buses for cultural festival - Written notices to hand out to whānau about the upcoming cultural festival - Met with ASL to discuss kupu and ways of getting student voice to improve our ways of offering education for māori tamariki - Updated the database for tamariki who attend kapahaka - Supported planning for Aotearoa Hitori integrated unit by providing resources and knowledge - Organised kapahaka students to perform at the Kahui PD to tautoko the speaker - Held mihi whakatau at beg of term - Organised rūpu to go to library to make poi for Te Wiki o Te Reo Māori <p>Next steps:</p> <ul style="list-style-type: none"> - Discuss and decide on another date to have whānau hui. - Distribute notices for seniors and see how many tamariki will be attending - Send out kupu slides for kaiako to use with their tamariki - Kapahaka to perform at library during Te Wiki o Te Reo Māori - Send out google form for Māori students from Year 4-8 to gather feedback on their education at kura 	<p>Evidence: How will the initiative be measured?</p> <p>Whānau feedback from whānau hui Akōnga feedback PAT assessments kāhui funded year 6 and above Language assessment for Level 1 of the NZ Māori curriculum Graduate Profile for our Māori students (Yr 8) so what do our whānau want their tamariki to have achieved or experienced in their time at our kura.</p>
<p>Strategies for giving effect to Te Tiriti o Waitangi - see articles 1-4 pages 38-39 of Janelle Riki's presentation</p>	<p>Strategies for giving effect to Te Tiriti o Waitangi:</p> <ul style="list-style-type: none"> • Article 1: Ensuring our school reflects our commitment to Te Ao Māori both physically and in practice. • Article 2: Clearly articulating success for all ākonga and in particular whānau aspirations for ākonga Māori. • Article 3: We communicate transparently with all members of our wider community. • Article 4: Incorporating Mātauranga Māori and cultural narratives in professional learning and development programmes. 	

Term 4 Whānau Hui was a success with a number of whānau and staff attending. Feedback from whānau around what the school were providing was positive with only one suggestion for future development and that was to strengthen our cultural narrative around traditional mahinga kai practices
This will be added to our graduate profile for māori students.

Provided our tamariki plenty of opportunities for engaging in Te Ao Māori throughout the year - Matariki performance, North Canterbury Cultural Festival, Te Wiki o Te Reo Māori performance at the Kaiapoi Library to name a few.

Senior students won a prize at a Podcasting competition which acknowledged a link to culture which shows how Te Reo and Tikanaga is embedded in what we do.

Next steps 2025:

- Plan for ongoing PLD to support our goal of continued school improvement towards bicultural practice.
- Continue to support staff to upskill in areas of Te Reo and Tikanga Māori to ensure we keep Te Tiriti o Waitangi front of mind in all we do.
- Cultural Leaders looking at how the ERO document for Continual School Improvement can guide our sustainability of continuing to improve our lens on being culturally responsive.



Mathematics - facilitated by Rochelle Tainui		Variance statement - include evidence <ul style="list-style-type: none">- What did we achieve?- Reasons for any variance
<div>Baseline data from end of 2023</div> <div>Whole School: At/Above Curriculum 61% Well Below/Below: 39%</div> <div>Ethnicity Māori At/Above Curriculum 56% Well Below/Below 44%</div> <div>Pasifika At/Above Curriculum 75% Well Below/Below 25%</div> <div>Gender - Male At/Above Curriculum 65% Well Below/Below 35%</div> <div>Female At/Above Curriculum 57% Well Below/Below 43%</div>	2024 Achievement target: For all of our tamariki including those that identify as Māori to be achieving 75% AT or ABOVE Curriculum expectation in Mathematics.	<div>Maths Target for 2024 is 75%</div> <div>Summary</div> <div>Our Maths Target for 2024 is 75%. Below are our mid-year results:</div> <div>All Students At/Above Curriculum is 78% All Students Well Below/Below Curriculum is 22%</div> <div>Māori Students At/Above Curriculum is 73% Māori Students Well Below/Below Curriculum is 27%</div> <div>Pasifika Students At/Above is 100% Pasifika Students Well Below/Below is 0%</div> <div>Male Students At/Above Curriculum is 78% Male Students Well Below/Below Curriculum is 22%</div> <div>Female Students At/Above is 78% Female Students Well Below/Below is 22%</div> <div>This is the first time in a very long time that our results have met the set target at this time of the year which is very positive for our kura.</div> <div>Emily Pearce (DMIC Facilitator) has continued to work with staff throughout the year, providing support in classes twice a term and running one staff meeting each term. These meetings have focused on areas such as writing anticipations within teams, making overall OTJ's through the triangulation of data and evidence.</div> <div>Teachers are becoming more confident in their knowledge of curriculum level expectations, therefore making OTJ's with a range of evidence to back them up. This will be an area to revisit on an annual basis, especially with the introduction of the new Mathematics and Statistics curriculum.</div>
At/Above year level	DMIC To consolidate and build on the last two years of professional development on mathematics, to upskill teachers' knowledge of the Mathematics Curriculum. To be able to make informed and accurate judgments on each child's mathematical knowledge and understanding. https://cerme.nz/dmic/	
Year 0 - 100%		
Year 1 - 100%		
Year 2 - 70%		
Year 3 - 53%		
Year 4 - 61%	Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation: * Use of DMIC is culturally responsive, having students working in mixed ability groups and having the opportunity to share their thoughts and discuss their learning journey. * Questions are written specifically to the students within the class, to match their personal interests and cultural background.	
Year 5 - 55%		
Year 6 - 43%		
Year 7 - 41%		
Year 8 - 61%		

Reading - facilitated by Jenny Fraser		Variance statement - include evidence <ul style="list-style-type: none">- What did we achieve?- Reasons for any variance
<div>Baseline data from end of 2023</div> <div>Whole School: At/Above Curriculum: 68% Well Below/Below: 32%</div> <div>Ethnicity - Māori At/Above Curriculum 68% Well Below/Below 32%</div> <div>Pasifika At/Above Curriculum 75% Well Below/Below 25%</div> <div>Gender - Male At/Above Curriculum 65% Well Below/Below 35%</div> <div>Female At/Above Curriculum 71% Well Below/Below 29%</div>	<div>2024 Achievement target:</div> <div>For all of our tamariki including those that identify as Māori to be achieving 75% AT or ABOVE Curriculum expectation in Reading.</div>	<div>Reading Target for 2024 is 80%</div> <div>At/Above Curriculum is 80% Well Below/Below Curriculum is 20% Māori Students make up 24% of our total roll Māori Students Well Below/Below Curriculum is 27% Māori Students At/Above Curriculum is 73%</div> <div>Pasifika Students make up 2% of our total roll Pasifika Students Well Below/Below is 33% Pasifika Students At/Above is 67%</div> <div>Whilst we achieved our target across the school, Māori and Pasifika students across the board did not meet the target. Individual results have resulted in a lower overall result however, continuing to look into our bicultural practice to ensure our Māori and Pasifika students are engaged and attending regularly is a priority.</div> <div>Structured literacy approaches have been taken up across the school however ongoing training and support for teachers to implement this will be required with our new staff.</div>
At/Above year level	Structured Literacy: Teacher aides are taking small groups using structured literacy reading resources as an intervention to target children who are on the at risk register for learning in reading.	
Year 0 - 100%	BSLA - Year 3 / 4 team have undertaken to train in this area with the team leader of Yr 3 / 4 training as a facilitator	
Year 1 - 100%	iDeal - Seniors are using iDeal and being supported in this by DP and leader of literacy.	
Year 2 - 89%	Reading Recovery - We have one teacher training in Reading Recovery meaning that there will be capacity for four more children to complete reading recovery. Our 6 Year Net assessments have been reviewed and altered to include assessments that reflect what is being taught in class through the BSLA programme.	
Year 3 - 53%		
Year 4 - 57%	Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation:	
Year 5 - 62%	*Phonics plus books have been developed using input from Dr Angus McFarlane and reflect te reo and authentic context which relate to Te Ao Māori and matauranga māori.	
Year 6 - 60%	Students culture and language is respected and valued through choosing contexts that reflect this during literacy lessons and when selecting instructional text.	
Year 7 - 48%		
Year 8 - 62%		

Writing- facilitated by Jenny Fraser		Variance statement - include evidence <ul style="list-style-type: none">- What did we achieve?- Reasons for any variance
<div>Baseline data from end of 2023</div> <div>Whole School: At/Above Curriculum: 57% Well Below/Below: 43%</div> <div>Ethnicity - Māori At/Above Curriculum 63% Well Below/Below 37%</div> <div>Pasifika At/Above Curriculum 75% Well Below/Below 25%</div> <div>Gender - Male At/Above Curriculum 60% Well Below/Below 40%</div> <div>Female At/Above Curriculum 76% Well Below/Below 24%</div>	<div>2024 Achievement target:</div> <div>For all of our tamariki including those that identify as Māori to be achieving 75% AT or ABOVE Curriculum expectation in Writing.</div>	<div>Writing Target for 2024 is 75%</div> <div>At/Above Curriculum is 76%</div> <div>Well Below/Below Curriculum is 24%</div> <div>Writing Target for 2024 is 75%</div> <div>Māori Students Well Below/Below Curriculum is 37%</div> <div>Māori Students At/Above Curriculum is 63%</div> <div>Pasifika Students Well Below/Below is 25%</div> <div>Pasifika Students At/Above is 75%</div> <div>Across the school the target in writing was achieved. Pasifika students achieved the target however Māori students did not achieve the target.</div> <div>Individual results have resulted in a lower overall result however, continuing to look into our bicultural practice to ensure our Māori and Pasifika students are engaged and attending regularly is a priority.</div>
At/Above year level	Team leader of Inanga is providing coaching in the teaching of writing using evidence practice based to the teachers of Year 2 students.	
Year 0 - 100%	Yr 5 - 8 teams are supporting students with writing through the use of the iDeal literacy programme which teaches spelling skills and patterns.	
Year 1 - 100%		
Year 2 - 74%		
Year 3 - 27%		
Year 4 - 73%	<div>Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation:</div> <div>* Students culture and language is respected and valued through choosing contexts that reflect this and connecting learning to home and prior knowledge.</div>	
Year 5 - 33%		
Year 6 - 74%		
Year 7 - 67%		
Year 8 - 27%		

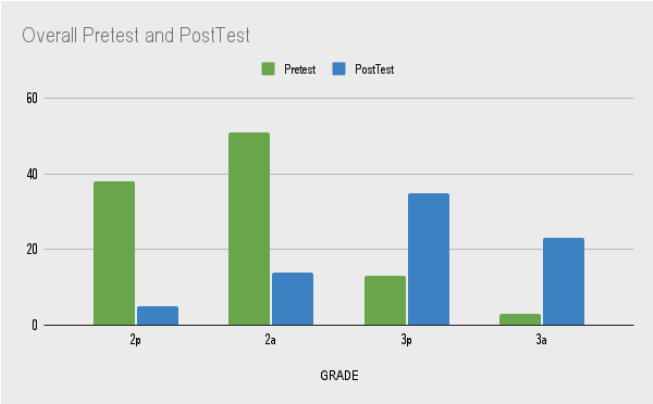
Inanga Team Inquiry - Team leader Alwyn McRandle Year 0-2		Variance statement - include evidence - What did we achieve? - Reasons for any variance
<p>Goal: To see students across Inanga increase their ability to use their self regulation skills by implementing the skills and strategies used in the engage programme.</p> <p>This will enable students to navigate daily interactions and help reduce the number of physical incidents occurring throughout the day.</p>	<p>Actions:</p> <ul style="list-style-type: none"> - Data collected through Engage student surveys Term 1, beginning of Term 2 and beginning of Term 3 - Facilitators assist teachers to implement the programme - Implement the programme for 30 minutes a day Term 2 - Incorporate Te Reo into the games and explicit teaching of skills 	<p>Reflection on Self-Regulation Programme ImplementationAll fifteen students have made progress in their self-regulation skills. While some shifts have been small, each student has shown growth. Teachers have found the resource valuable, providing numerous ways to introduce and implement self-regulation games through play. Finding 30 minutes daily for these activities was challenging, but as teachers became more familiar with the games, they successfully integrated them into their daily schedules.</p> <p>Simple breathing exercises, like Rainbow and Superman breathing, were easy to implement with supportive equipment. Once students learned these strategies, they could practice them independently. Some games could have been more challenging or complex for Year 2 students, so we provided feedback to the facilitators. They suggested modifying the games and agreed to pass this input to their team.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Start Early in Term 1: The programme was only launched in mid-Term 2 due to facilitator availability and data collection by the University of Otago. Starting at the beginning of the year 2025 could further accelerate student progress. Facilitators have agreed to conduct a refresher course early next year to support new teachers with training. • Incorporate into Small Groups and Rotations: As teachers gained familiarity, they saw how games could be adapted for small groups and embedded into reading and maths rotations. Initially, we assumed the programme required whole-class sessions, so exploring these new options will be a focus. • Emphasise Explicit Language: In some cases, the explicit language around each skill (e.g., "this game helps us focus") was overlooked while teachers were managing the programme setup. Reintroducing this emphasis will help students understand the purpose behind each activity. • Practise everyday <p>Overall Assessment:</p> <p>The programme was easy to implement, and the facilitator's support was excellent. Both students and teachers have benefited from this initiative, and it has contributed positively to our classroom environment.</p>
	<p>Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation:</p>	

Patiki Team Inquiry - Team leader Sharlene McIlraith Year 3-4		Variance statement - include evidence - What did we achieve? - Reasons for any variance
Goal: To shift 75% of our targeted students to increase their non word and spelling scores from their end of year assessment by at least 2 levels within the Phonics Plus program. This will ensure they are on track to be at the expected level of reading for their age group.	Actions: <ol style="list-style-type: none"> 1. End of year data collected from 2023 results on the BSLA assessment site 2. Undertake BSLA micro credential run by the University of Canterbury 3. Implement BSLA approach into the team literacy program using BSLA generated lesson plans 	Reflection on microcredential and its effectiveness at meeting the goals for the focus group children: 20 of the 21 children have moved the anticipated 2 levels, 10 of those moving beyond BSLA and are now reading within the colour wheel which puts them reading at, or sometimes above, the expected level for their age. Teachers have found the programme useful and the microcredential complementary to their practice. It was a gruelling 10 weeks of zoom and lessons but the teachers completed the micro credential with increased knowledge and confidence at implementing the programme. The team implemented the approach using the BSLA generated lesson plans and within weeks saw a significant shift in the children's reading. Overall assessment A successful training and implementation of BSLA, it is recommended the children remain working in the BSLA programme to ensure continuity and consistency in 2025.
	Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation: <p>Te Reo is included in the Phonics Plus books as is the explicit teaching of the words and their pronunciation Te reo greetings and names are included across the books Whānau have been informed of the programme and given the opportunity to consent to their child's participation</p>	

Tuna Team Inquiry - Team Leader David Rankin Year 5-6		Variance statement - include evidence - What did we achieve? - Reasons for any variance
Goal: To see 20 students across Tuna improve their eAsTTle domain scores in punctuation and sentence structure by one level through the application of Structured Literacy concepts in Written Language.	Actions: <ol style="list-style-type: none"> 1. Baseline data collected from Term 4 2023 eAsTTle domain results. Information collated by Tuna teachers and results shared. 2. Specific needs identified and action plan set. 3. Incorporate Te Māori concepts and tikanga in our data collection and reporting 4. Explicit teaching of concepts covered in writing lessons. 5. Links between Structured Literacy and writing highlighted to the students during both S.L and writing instruction. 	Looking at the data across the target group the biggest shift in achievement was in the domain of punctuation. This is a big focus of the Structured Literacy programme so it is encouraging to see improvement in their writing. NZ Maori had the biggest number of students who made a positive shift across both domains of punctuation and sentence structure with the NZ European students making minimal shift. This perhaps speaks to the learning style of our Maori students who responded to the small group sessions with the teacher as opposed to larger group or whole class teaching. Of the 20 students targeted, 1 student left the school leaving 19 in the inquiry. In the domain of Sentence Structure 13 students improved their results and 6 had little or no change In Punctuation 10 students had little or no change while 9 improved overall.
	Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation: <ol style="list-style-type: none"> 1. We ensure we create space to be informed by the communities we serve. This will initially be done at the time of the Parent/Student hui where we encourage Whanau to share their wishes and thoughts for their child's learning. 2. Ensuring data collection incorporates a more holistic and Te Ao Māori interpretation of success as outlined by whanau during the parent hui. 	

Kahawai Team Inquiry - Team leader Bronwyne Rankin Year 7-8		Variance statement - include evidence - What did we achieve? - Reasons for any variance	Attitude Data Analysis	OTJ Assessment Data Analysis
Goal: <i>Level two maths students will gain confidence and self-efficacy in participation in groups maths problem solving. 75% of the target students will show improved engagement, confidence in their participation in maths</i>	<ul style="list-style-type: none"> Students will complete a survey to self- assess maths confidence and engagement as a baseline Target Level 2 Students will be frontloaded and taught in a small group by the teacher on the independent day, day 2 each week in Terms 1, 2 and 3. Target students will be given a hard copy of each maths lesson's language. Target students will have a specific goal around maths relating to basic facts learning and completing maths Home learning weekly that builds self reflection and self efficacy awareness around specific skills. Target students will be partnered with a Tuakana within the class who can support and develop awareness of the problem solving task. Authentic contexts that involve target students will be used 	<p>Target student achievement progress over the year identified through OTJ (multiple assessments, topics and skills)</p> <p>Target student final survey results - Measuring attitude through the Likert Scale tool.</p>	<p>8% students improved their attitude towards maths 68% of students' attitudes stayed the same. 24% of students' attitudes deteriorated eg went from likes maths to dislikes maths</p> <p>58% of students hardly ever complete home learning 38% of students sometimes complete home learning 4% of students complete home learning every week 8% students improved their attitude towards maths 68% of students' attitudes stayed the same. 24% of students' attitudes deteriorated eg went from likes maths to dislikes maths</p> <p>58% of students hardly ever complete home learning 38% of students sometimes complete home learning 4% of students complete home learning every week</p>	<p>Results show 96% of students moved from level 2 to a higher maths level. Only one student did not and it is recommended he has one-on-one teacher help next year.</p> <p>24% of the students moved to their expected level.</p> <p>Results show 96% of students moved from level 2 to a higher maths level. Only one student did not and it is recommended he has one-on-one teacher help next year.</p> <p>24% of the students moved to their expected level. When asking the question, "are you good at maths": 80% of students' answers remained the same over the year. 20% of students' answers deteriorated in their perception of how good they think they are at maths.</p> <p>76% of students do not think they are good at maths 20% of students think they are good at maths some of the time. 4% of students thinks they are good at maths When asking the question, "are you good at maths": 80% of students' answers remained the same over the year. 20% of students' answers deteriorated.</p> <p>76% of students do not think they are good at maths 20% of students think they are good at maths some of the time. 4% of students thinks they are good at maths</p>

	frequently			
	<p>Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation:</p> <p>Teachers will collaboratively create space to be informed by the communities we serve. This will initially be done at the time of the Parent/Student hui where we encourage Whanau to share their wishes and thoughts for their child's learning in maths. DMIC teaching strategies involve students working in culturally responsive groups daily. Problem solving techniques taught have oral communication skills emphasised which gives opportunities for tuakana roles to develop.</p> <p>Ensuring data collection incorporates a more holistic and Te Ao Māori interpretation of success as outlined by whanau during the parent hui. Focus will be on the student's ability to work collaboratively and communicate confidently within the maths group.</p>	<p>What did we achieve?</p> <p>We achieved our target of having 75% of our target students move from level 2 in maths to level 3. 24% of our students made accelerated progress and are now working at the expected level.</p> <p>We expected the students to gain confidence and self-efficacy in participation in groups maths problem solving.</p> <p>We expected improved engagement, confidence in their participation in maths. Teaching methods encouraged engagement and participation in maths sessions. Students worked in a group with peers to solve problems three times a week and independently twice a week.</p> <p>In terms of confidence, (are you good at maths?) 4% think they are good at maths. 20% think that they are good at maths some of the time and 76% do not think that they are good at maths.</p> <p>In terms of whether students like maths, (How do you feel about maths?) 8% of students improved their attitude. 68% stayed the same and unfortunately 24% deteriorated.</p> <p>We found it interesting that despite strong growth in knowledge and maths skills development, students continued to have a negative attitude towards maths. This negative attitude towards maths learning may have taken years to develop and realistically we feel these students are in a mindset that would take a number of years of success like this year to counteract this.</p> <p>However we are very happy with the definite and significant improvement through this action plan to improve maths knowledge and skills.</p> <p>Moving Forward in 2025</p> <p>Many of these students expressed how much they enjoy the support of discussion when developing reasoning and explanation skills. Working in groups helps them to see models of worked examples and they feel braver to give things a go. For these reasons and the clear growth in maths skills, we feel our action plan data gives evidence that the DMIC methods and norms taught through the year work well to lift the students who are under-achieving alongside the specific interventions our action plan offered these students.</p>		

Hangarau Team Inquiry - facilitated and led by Daniel Gorman and Andrew Osborn		Variance statement - include evidence <ul style="list-style-type: none"> - <i>What did we achieve?</i> - <i>Reasons for any variance</i> 															
Goals: To improve students' ability to critically evaluate their technology designs and outcomes.	Actions: <ol style="list-style-type: none"> 1. Gather baseline data in Term 1 2. Choose a focus cohort of students from 3 different schools 3. Staff training and moderation activities 4. Develop exemplars for learning 5. Develop Hui to teach key concepts 6. Regular discussion on target students at Tech Team Hui 7. Revisit Conceptual Statement and Attributes learning from 2023 8. Focus on Evaluation within the various programmes 9. Moderation Meetings 	GOAL <i>"To improve students' ability to critically evaluate their technology designs and outcomes." (Level 3b or above)</i> Achievement data was collected from 4 schools - Kaiapoi Borough School, Clarkville School, Sefton School, and Ōhoka School - 131 students completed both the pre & post tests. We developed a rubrik to guide progress - see the mid year report to BOT Throughout the year we increased our focus on Evaluation and the necessary other areas of Attributes and Brief Development.															
	Strategies for giving effect to Te Tiriti o Waitangi see articles 1-4 pages 38-39 of Janelle Riki's presentation: <ol style="list-style-type: none"> 1. Options available to complete in Māori 2. Options available for Oral assessment 3. Explore how Hangarau explores the concept of product evaluation 																
RESULTS	<div> <div>Overall Pretest and PostTest</div>  <table border="1"> <caption>Overall Pretest and PostTest Data</caption> <thead> <tr> <th>Grade</th> <th>Pretest</th> <th>PostTest</th> </tr> </thead> <tbody> <tr> <td>2p</td> <td>38</td> <td>5</td> </tr> <tr> <td>2a</td> <td>50</td> <td>15</td> </tr> <tr> <td>3p</td> <td>15</td> <td>35</td> </tr> <tr> <td>3a</td> <td>5</td> <td>25</td> </tr> </tbody> </table> </div> <p>The overall improvement against the goal is shown in the graph above. This shows a significant shift from green to blue.</p> <ul style="list-style-type: none"> 16% of students were at 3p or above in the PreTest and 84% of students were assessed at 3p or above in the PostTest <p>This means that 84% of students have demonstrated the ability to identify attributes in a given brief. They can also Evaluate an outcome using sentences, explaining how the outcome meets the attributes in the brief.</p> <ul style="list-style-type: none"> 2.2% of students in the PreTest were at 3a or above in the pretest and 21.3% of students were assessed at 3a or above in the final assessment <p>These students showed an ability to think beyond the given brief or key attributes and consider wider issues like access to clean out the birdhouse, or include options to feed the birds.</p>	Grade	Pretest	PostTest	2p	38	5	2a	50	15	3p	15	35	3a	5	25	<p>When comparing Māori achievement v non-Māori achievement. Whilst they both show a significant shift in achievement the achievement of the Māori students is not as significant.</p> <p>The sample size of Māori data is small (20 v 131) however this does highlight an area for future focus.</p> <p>When comparing Female students and Male students. Both samples show significant increase however, the end results are more significant for Female students with 95% of students achieving at 3p or above on the PostTest v 73% of Male students.</p> <p>The shift is still considerable, however the boys have not caught up from the Pre-Test to the Post-test.</p> <p>This trend of lower results in writing for boys is consistent with National averages but still represents a potential target area for 2025.</p> <p>A trend in the data was an increase in students' understanding of, and ability to identify and describe attributes. Alongside this was the improvement of their ability to describe their design ideas when writing their conceptual statements.</p> <p>Hangarau Action Plan 2024 - Final Report</p>
Grade	Pretest	PostTest															
2p	38	5															
2a	50	15															
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At Te Kura Tuatahi o Kaiapoi we are an equal employment opportunities Kura.

As required by the Education and Training Act 2020 (s 597), Te Kura Tuatahi o Kaiapoi – Kaiapoi Borough School operates an employment policy that complies with the principle of being a **good employer** and ensures the fair and proper treatment of staff in all aspects of their employment.

At Te Kura Tuatahi o Kaiapoi we have implemented various initiatives to give effect to Te Tiriti o Waitangi and incorporate tikanga Māori into teaching and learning practices. Here's a summary: