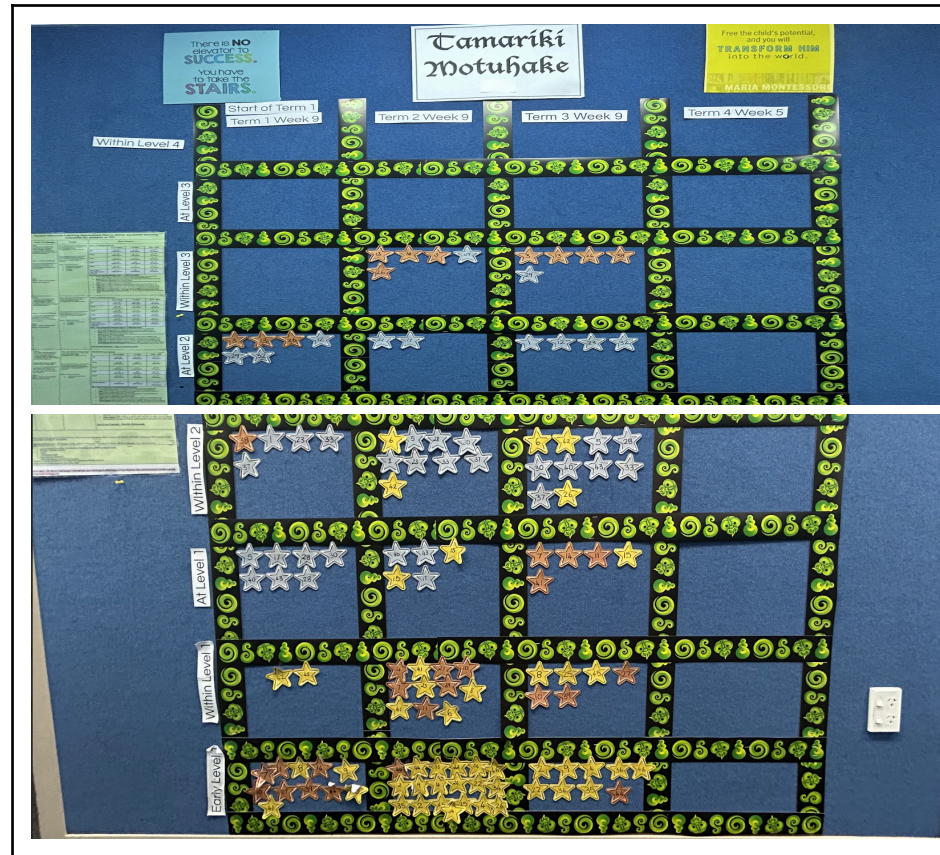


Te Kauwhata Primary School Analysis of Variance 2023

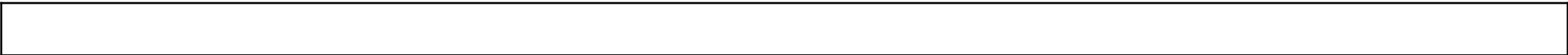


Our Tamariki Motuhake Wall in our school's administration area

<p>ANNUAL PLAN:</p> <p>GOAL 1 Deliver equitable learning outcomes for all students at Te Kauwhata Primary School</p>	<p>NELPS included in this initiative:</p> <p>NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy</p> <p>NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning</p> <p>NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
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Kaahui Ako ~ Too Taatou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta

Curriculum and Achievement Plan
 Our Curriculum and Achievement Plan explains the expectations we have of students at each year level at TKP. This document is used by teachers to formulate OTJ's twice a year in reading, writing, maths and Te Reo Maaori.



Te Kauwhata Primary School – Curriculum Achievement Plan

	First Year at School			Second Year at School			Third Year at School		Year 4	Year 5	Year 6	Year 7	Year 8			
Reading																
	After 1 month at school	After 6 months at school	After 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8	
NZC / Reports	Early Level 1			Within Level 1			At Level 1	Early Level 2	Within Level 2	At Level 2	Early Level 3	Within Level 3	At Level 3	Early Level 4	Within Level 4	At Level 4
Expectation/s against time at school	Red (Level 3)	Yellow (Level 6-8)	Blue (Level 9 - 11)	Green (Level 12-14)	Orange (Level 15-16)	Turquoise (L 17-18)	Purple (Level 19-20)	Gold (Level 21-22)	(Level 23-25)Age 8.5 - 9.5	Age 9.5-10.5 (Level 26-27)	Age 10 - 11 (Level 27 - 28)	Age 10.5-11.5 (Level 28-30)	Age 11.5-12.5	Age 11 - 12	Age 12.5 - 13.5	
National Signposts	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	
TKP Signposts	5.1 Survey TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	Running Records / Probe TKP Reading Progs (Portfolios)	
				6 Year Survey - C.A.P. >18 Word Rdg: >14 BURT: >20			STAR - Scale score - 53.8		e-asTTie - 1301 - 1346 - 2P 1347 - 1372 - 2A STAR - Scale Score - 81.4	e-asTTie 1390 - 3B	e-asTTie - 1401 - 1416 - 3P STAR - Scale Score - 97.6	e-asTTie - 14017-1424- 3P 1425 - 1430 - 3A STAR - Scale Score 109.0	1446 - 1469 - 4B	1470 - 1501 - 4P STAR - Scale Score - 117.9	1502 - 1555 - 4A STAR - Scale Score - 125.2	

Writing														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3		At Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Beginning School	Beginning School	Within Level 1	Within Level 1	Working at Level 1	Within Level 2	Within Level 2	Working at Level 2	Within Level 3	Within Level 3	Working at Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)
TKP Signposts	5.1 Survey TKP Writing Progs Punctuation Ladder Word Power Yolanda Soryt: Stage 1	5.6 Survey TKP Writing Progs Punctuation Ladder Word Power Yolanda Soryt: Stage 2/3	TKP Writing Progs Punctuation Ladder - Step 1 Word Power Yolanda Soryt: Stage 4	TKP Writing Progs Punctuation Ladder Word Power / Schonell Yolanda Soryt: Stage 5	TKP Writing Progs Punctuation Ladder - Step 2 Word Power / Schonell Yolanda Soryt: Stage 6	TKP Writing Progs Punctuation Ladder Schonell Switched onto Spelling Yolanda Soryt: Stage 7	TKP Writing Progs Punctuation Ladder - Step 3 Schonell Switched onto Spelling Yolanda Soryt: Stage 7	TKP Writing Progs Punctuation Ladder - Step 4 Schonell Switched onto Spelling	TKP Writing Progs Punctuation Ladder Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs Punctuation Ladder Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4	At Level 4	
Expectation/s against time at school	Pre / Early Level 1	Early Level 1	Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3	Within Level 3	At Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum Numeracy Framework Stage 0-1	NZ Curriculum Numeracy Framework Stage 1-2	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 4	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Working at Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 6	NZ Curriculum Numeracy Framework Working Within Stage 6	NZ Curriculum Numeracy Framework At Stage 6	NZ Curriculum Numeracy Framework Beg. Stage 7	NZ Curriculum Numeracy Framework At Stage 7 early Stage 8	NZ Curriculum Numeracy Framework At Stage 8

TKP Signposts	5.1 Survey Diagnostic Interview TKP Maths Progressions	5.6 Survey Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs
Diagnostic Interview Please remember to use the progressions. This is a guide only. Children MUST be working within the area to be deemed to be AT that level	Diagnostic Interview If a child is working between Question 1 and Question 8, they are working in Early Level 1		Diagnostic Interview If a child is working between Question 9 and Question 15, they are working Within Level 1		Diagnostic Interview If a child is working between Question 16 and Question 18, they are working At Level 1	Diagnostic Interview If a child is working between Question 19 and Question 26, they are Within Level 2 **Please note, there is no Early Level 2		Diagnostic Interview If a child is working between Question 27 and Question 29, they are At Level 2	Diagnostic Interview If a child is working between Question 30 and Question 37, they are Within Level 3 **Please note, there is no Early Level 3		Diagnostic Interview If a child is working between Question 38 and Question 40, they are At Level 3	Diagnostic Interview If a child is working between Question 41 and Question 56, they are Within Level 4 **Please note, there is no Early Level 4		Diagnostic Interview If a child is working between Question 57 and Question 60, they are At Level 4

Te Reo Māori														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4	At Level 4	
Expectation/s against time at school	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 2	Taumata 2	Taumata 2	Taumata 3	Taumata 3	Taumata 3
TKP Signposts	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3
Tier 1	Quality Teaching and Learning Programmes - based on creating clear learning pathways that are co-constructed by the learner and the teacher. These programmes will target the learning needs of the individual children to accelerate their progress (OT's - Learner, Maths)													
Tier 2	Short Term Supplementary Learning Support Intervention Programmes - these operate in and outside the classroom environment. These are designed based on the data from the students and created to support the targeted learning needs (Refer to Support Matrix @TKP)													
	School wide interventions - HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka), Talk to Learn, STEPS, Targeted Literacy (one to one support from a LA or Tamariki Motuhake intervention) and Maths support (Tamariki Motuhake intervention), Early Words, Dyslexia intervention?													
Tier 3	Long Term Supplementary Learning support - Support sought by the school where a referral is written to access specialist support agencies (Refer to Support Matrix @TKP)													
	ORS (Ongoing Resource Scheme) RTLB (Resource Teacher for Learning and Behaviour), RTLI (Resource Teacher of Literacy), SLT (Speech Language Therapist), OT (Occupational Therapist), I.R.F (Interim Response Fund), RTV (Resource Teacher Visual), RTD (Resource Teachers of the Deaf), SEA (Special Education Advisor), BLENNZ (Blind and low vision education New Zealand)													

Summary of Students Learning - 2023

Student Learning	Reading	Writing	Maths	Te Reo Maori									
<p>2021 - results based on our 'TKP Curriculum and Achievement Plan</p> <p><i>Note - due to COVID-19 impacting our end-of-year testing, the OTJs for 2021 are based on a judgement only and are not based on any end of year assessments.</i></p> <p>2022 - results based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessments (in Reading, Writing and Maths only)</p> <p>2023 - results based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessment (in Reading, Writing and Maths only). Te Reo Maori Progressions are used to formulate our student's OTJ results in Te Reo Maori.</p>	<p>At or above - %age (number)</p> <p style="background-color: yellow;">Shaded yellow below 60%</p> <p style="background-color: cyan;">Shaded blue above 75%</p>	<p>At or above - %age (number)</p> <p style="background-color: yellow;">Shaded yellow below 60%</p> <p style="background-color: cyan;">Shaded blue above 75%</p>	<p>At or above - %age (number)</p> <p style="background-color: yellow;">Shaded yellow below 60%</p> <p style="background-color: cyan;">Shaded blue above 75%</p>	<p>At or above - %age (number)</p> <p style="background-color: yellow;">Shaded yellow below 60%</p> <p style="background-color: cyan;">Shaded blue above 75%</p>									
		2021	2022	2023	2022	2023	2024						
	All	174 / 298 58%	210 / 294 71.5%	210/311 67.5%	116 / 298 39%	176 / 294 59.8%	187 / 311 60.1%	146 / 298 49%	187 / 294 63.6%	205 / 311 65.9%	140 / 294 47.6%	150 / 311 48.2%	??
	Boys	78 / 144 55%	94 / 143 65.8%	101/161 62.7%	50 / 144 35%	70 / 143 48.9%	84 / 161 52.2%	74 / 144 52%	97 / 143 67.9%	109 / 161 67.7%	63 / 143 44%	79 / 161 49.1%	??
	Girls	96 / 154 62%	116 / 151 76.9%	109 / 150 72.7%	66 / 154 43%	106 / 151 70.2%	103 / 150 68.7%	72 / 154 47%	90 / 151 59.6%	96 / 150 64%	77 / 151 51%	71 / 150 47.3%	??
	NZE	104 / 157 66%	93 / 113 82.3%	90/114 78.9%	75 / 157 48%	80 / 113 70.8%	83 / 114 72.9%	91 / 157 57%	84 / 113 73.6%	92/114 80.7%	49 / 113 43.4%	54 / 114 47.4%	??
	NZM	49 / 109 45%	84 / 136 61.7%	79/130 60.8%	31 / 109 29%	71 / 136 52.2%	66 / 130 50.8%	41 / 109 37%	75 / 136 55.1%	75 / 130 57.7%	72/136 52.9%	72 / 130 55.4%	??
	Pas.	8 / 11 73%	18 / 23 78.2%	21/29 72.4%	4 / 11 36%	15/23 65.2%	18/29 62.1%	5 / 11 45%	15/23 65.2%	21/29 72.4%	10/23 43.5%	10/29 34.5%	??

#Note: this is the second year we are formally

Te Reo Maaori at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	3/59 5.1%	23/36 63.9%	32/51 62.8%	21/54 38.9%	17/45 37.8%	26/38 68.4%
All boys	1/31 3.2%	14/19 73.7%	16/24 66.7%	19/29 65.5%	5/20 25%	16/21 76.2%
All girls	2/28 7.1%	9/17 53%	16/27 59.3%	11/25 44%	12/25 48%	10/17 58.8%
NZM boys	1/10 10%	8/12 66.7%	9/12 75%	2/12 16.7%	2/9 22.2%	9/10 90%
NZM girls	1/9 11.1%	4/5 80%	9/14 64.3%	4/10 40%	8/11 72.7%	13/15 86.7%
NZE boys	0/14 0%	5/6 83.3%	3/5 60%	7/11 63.6%	3/10 30%	6/8 75%
NZE girls	0/10 0%	8/12 66.7%	9/15 60%	5/8 62.5%	2/6 33.3%	2/8 25%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Reading at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	38/59 64.4%	14/36 38.9%	37/51 72.5%	37/54 68.5%	28/45 62.2%	28/38 73.7%
All boys	18/31 58.1%	5/19 26.3%	16/24 66.7%	18/29 62.1%	12/20 60%	15/21 71.4%
All girls	20/28 71.4%	9/17 52.3%	21/27 77.7%	19/25 76%	16/25 64%	13/17 76.5%
NZM boys	7/10 70%	2/12 16.7%	7/12 58.3%	4/12 33.3%	4/9 44.4%	7/10 70%
NZM girls	4/9 44.4%	2/5 40%	9/14 64.3%	8/10 80%	9/11 81.8%	3/5 60%
NZE boys	6/14 42.9%	3/6 50%	9/10 90%	10/11 90.9%	8/10 80%	7/8 87.5%
NZE girls	10/10 100%	3/6 50%	9/10 90%	7/8 87.5%	4/6 66.7%	6/8 75%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Writing at or above expectation - %age (number of students) - Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	31/59 52.5%	18/36 50%	33/51 64.7%	35/54 64.8%	20/45 44.4%	22/38 57.9%
All boys	13/31 41.9%	5/19 26.3%	15/24 62.5%	16/29 55.5%	6/20 30%	12/21 57.1%
All girls	18/28 64.3%	13/17 76.5%	18/27 66.7%	19/25 76%	14/25 56%	10/17 58.8%
NZM boys	3/10 30%	1/12 8.3%	6/12 50%	4/12 33.3%	1/9 11.1%	5/10 50%
NZM girls	4/9 44.4%	3/5 60%	8/14 57.1%	8/10 80%	8/11 72.7%	4/5 80%
NZE boys	6/14 42.9%	4/6 66.7%	5/5 100%	9/11 81.8%	5/10 50%	6/8 75%
NZE girls	8/10 80%	6/6 100%	8/10 80%	6/8 75%	3/6 50%	5/8 62.5%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Maths at or above expectation - %age (number of students) **Shaded yellow below 60% / Shaded blue above 75%**

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	33/59 56%	13/36 36.1%	33/51 64.7%	37/54 68.5%	29/45 64.4%	32/38 84.2%
All boys	15/31 48.4%	7/19 36.8%	17/24 70.8%	21/29 72.4%	14/20 70%	18/21 85.7%
All girls	18/28 64.3%	6/17 35.3%	16/27 59.3%	16/25 64%	15/25 60%	14/17 82.4%
NZM boys	4/10 40%	1/12 8.3%	8/12 66.7%	6/12 50%	4/9 44.4%	8/10 80%
NZM girls	3/9 33.3%	1/5 20%	10/14 71.4%	7/10 70%	8/11 72.7%	4/5 80%
NZE boys	6/14 42.9%	5/6 83.3%	5/5 100%	11/11 100%	10/10 100%	7/8 87.5%
NZE girls	9/10 90%	3/6 50%	6/10 60%	7/8 87.5%	5/6 83.3%	6/8 75%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results in 2023 have shown consolidation across most learning areas since 2022-

- 4% decrease in children achieving at the expected curriculum level in Reading
- 0.3% increase in children achieving at the expected curriculum level in Writing
- 2.3% increase in children achieving at the expected curriculum level in Maths

While we have made further headway in delivering equitable learning outcomes for students particularly in reducing gender disparity for writing and maths, we still have a long way to go to deliver equitable outcomes for all the different groups within our school!

From the analysis of variance we have seen that our Maaori students are continuing to underachieve against non-Maaori in Reading, Writing and Maths. The disparity between Maaori and NZE has decreased in Reading from 20.6% in 2022 to 18.1% in 2023, increased in Writing by 3.5% (18.6% in 2022 to 22.1%) and increased in Maths by 4.5% (18.5% in 2022 to 23% in 2023). In Te Reo Maaori our Maaori students are outperforming our NZ European students by 8%. (55.4% to 47.4%). We need to continue to reduce the disparity between Maaori and NZE with more emphasis on targeted learning programmes. A part of this mahi will be to continue to use the Rongohia te Hau culturally responsive observational tool to observe staff in 2024 as a part of their appraisal. We will also continue with our school-wide focus on writing as this area that we have discussed with ERO as our biggest challenge in the next couple of years.

In 2023, we will have completed our second year with a full pathway for year 1 to year 6 of our Maaori tauira to have opportunities to strengthen their cultural identity and gain confidence in their own abilities. The kaiako and the children of Ngaa Maramara o Ngaa Muka are supporting our kura in developing its cultural identity which is important as we try to lift the achievement of all our learners by becoming a fully culturally responsive environment.

Also from the analysis of variance it has been identified that gender disparity between boys and girls has decreased by 5% in Maths with girls now closer to the boys working 'At and Above' the curriculum expectation level. In Writing the gender gap has decreased 4.8% (from 21.3% in 2022 to 16.5% in 2023), with more boys working 'At and Above' the expected curriculum level. In Reading, both the boys and girls curriculum achievement levels were reduced while maintaining a similar 10% disparity gap between the higher girls and lower boys achievement levels. In Te Reo Maaori the disparity level has completely reversed with boys now achieving higher than girls by 1.8%.

Next Steps:

While we have seen a positive increase in different Year groups working above the 60% threshold of students being 'At and Above' we understand that there is still a lot to be done to see all our children have accelerated progress in Reading, Writing, Maths and Te Reo Maaori. Therefore we will continue with our 'Assessment for Learning' PLD journey in 2024 that will support our teachers to develop their curriculum knowledge and pedagogical content knowledge in reading, writing and maths. As part of our ongoing journey of improvement, we are also working with ERO on an evaluation for school improvement which is focused on lifting the achievement of our students in writing. We will also be in the second year of our Better Start Literacy Programme in 2024.

Kaahui Ako ~ Tō Tātou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta

2023 - Tamariki Motuhake Learning Improvement Plan to deliver equitable learning outcomes for students at TKP

Domains	Goals / Challenges	Target	Short Report																												
Students' Learning - Literacy - Writing Link to Kaahui Ako ~ Too Taatou Haerenga Achievement Challenge: - To raise the achievement in literacy for all Year 1 - 13 learners with a focus on accelerating the students who need it.	Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.	Aim - To raise the achievement of the 27 students in Years 1 - 3 who currently need acceleration in their writing. Not Achieved - 10 students out of 22 have met the curriculum expectation for Year 1 - 3 students in writing (46%)	Year 1 - 3 Writing Challenge <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">End of 2022</th> <th style="text-align: center;">T2 2023</th> <th style="text-align: center;">EOY - 2023</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">27 / 27 100% Below</td> <td style="text-align: center;">16/ 25 64% Below</td> <td style="text-align: center;">12 / 22 54% Below</td> </tr> <tr> <td>Boys</td> <td style="text-align: center;">15 / 15 100% Below</td> <td style="text-align: center;">10 / 14 71% Below</td> <td style="text-align: center;">5 / 11 45% Below</td> </tr> <tr> <td>Girls</td> <td style="text-align: center;">12 / 12 100% Below</td> <td style="text-align: center;">6/ 11 54% Below</td> <td style="text-align: center;">7 / 11 63% Below</td> </tr> <tr> <td>NZE</td> <td style="text-align: center;">10 / 10 100% Below</td> <td style="text-align: center;">5/10 50% Below</td> <td style="text-align: center;">4 / 10 40% Below</td> </tr> <tr> <td>NZM</td> <td style="text-align: center;">10 / 10 100% Below</td> <td style="text-align: center;">7/9 77% Below</td> <td style="text-align: center;">5 / 7 71% Below</td> </tr> <tr> <td>Other (Pac. Learners, Asian, MELAA)</td> <td style="text-align: center;">7 / 7 100% Below</td> <td style="text-align: center;">4/6 66% Below</td> <td style="text-align: center;">4 / 5 80% Below</td> </tr> </tbody> </table>		End of 2022	T2 2023	EOY - 2023	All	27 / 27 100% Below	16/ 25 64% Below	12 / 22 54% Below	Boys	15 / 15 100% Below	10 / 14 71% Below	5 / 11 45% Below	Girls	12 / 12 100% Below	6/ 11 54% Below	7 / 11 63% Below	NZE	10 / 10 100% Below	5/10 50% Below	4 / 10 40% Below	NZM	10 / 10 100% Below	7/9 77% Below	5 / 7 71% Below	Other (Pac. Learners, Asian, MELAA)	7 / 7 100% Below	4/6 66% Below	4 / 5 80% Below
		End of 2022	T2 2023	EOY - 2023																											
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Year 1 - 3 Team Challenge To raise the achievement in writing for all Year 1 - 3 learners with a focus on accelerating the students who need it.	To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing. With a clear focus on <ul style="list-style-type: none"> • 10 Maaori Learners • 10 NZE Learners • 15 Boys • 12 Girls 	Not Achieved - 10 students out of 22 have met the curriculum expectation for Year 1 - 3 students in writing (46%)	Mid-Year Progress towards Year 1 - 3 Writing goal: <ul style="list-style-type: none"> • There has been a 36% shift in students working Below the expected curriculum level to achieving their curriculum expectations • <u>Boys</u>: shift of 29% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls</u>: Shift of 46% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZE</u>: Shift of 50% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZM</u>: Shift of 23% of students who identify as NZM working Below the 																												
	Key - Red - Not Achieved Blue - Achieved																														

- expected curriculum level, to achieving the expected curriculum level
- Other (Pac. Learners, Asian, MELAA): Shift of 34% of students working Below the expected curriculum level, to achieving the expected curriculum level

End of Year Summary - Year 1 - 3 Writing goal:

- There has been a 46% shift in students working Below the expected curriculum level to achieving their curriculum expectations
- Boys: shift of 55% from working Below the expected curriculum level, to achieving the expected curriculum level
- Girls: Shift of 37% from working Below the expected curriculum level, to achieving the expected curriculum level
- NZE: Shift of 60% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level
- NZM: Shift of 29% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level
- Other (Pac. Learners, Asian, MELAA): Shift of 20% of students working Below the expected curriculum level, to achieving the expected curriculum level

Goal:
To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.

Year 4 - 6 Team Challenge

To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.

Key -
Red - Not Achieved

Aim - To raise the achievement of the 40 students in Years 4 - 6 who currently need acceleration in their writing.

Not achieved - 2 out of 32 students have met the curriculum expectation for a Year 4 - 6 student in Writing (6%)

To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.

With a clear focus on

Year 4 - 6 Writing Challenge

	End of 2022	T2 2023	EOY - 2023
All	42 / 42 100% Below	33 / 38 89% Below	30 / 32 93% Below
Boys	28 / 28 100% Below	21 / 25 84% Below	19 / 20 95% Below
Girls	14 / 14 100% Below	12 / 13 92% Below	11 / 12 91% Below
NZE	14 / 14 100% Below	12 / 13 92% Below	10 / 10 100% Below
NZM	21 / 21 100% Below	17 / 20 85% Below	14 / 16 87% Below
Other (Pac. Learners, Asian,	7 / 7 100% Below	4 / 6 92% Below	6 / 6 100% Below

	<p>Blue - Achieved</p>	<ul style="list-style-type: none"> • 21 Maaori Learners • 28 Boys • 14 Girls <p>Not achieved - 2 out of 32 students have met the curriculum expectation for a Year 4 - 6 student in Writing (6%)</p>	<table border="1" data-bbox="1137 180 2157 240"> <tr> <td>MELAA)</td> <td></td> <td></td> <td></td> </tr> </table> <p><u>Mid - Year Progress towards Year 4 - 6 Writing goal:</u></p> <ul style="list-style-type: none"> • There has been a shift of 11% for all students working below the curriculum expectation to meeting the curriculum expectation • <u>Boys:</u> Shift of 16% working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls:</u> Shift of 8% working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZE:</u> Shift of 8% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZM:</u> Shift of 15% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • <u>Other (Pac. Learners, Asion, MELAA):</u> Shift of 8% of students working Below the expected curriculum level, to achieving the expected curriculum level <p><u>End of Year Summary - Year 4 - 6 Writing goal:</u></p> <ul style="list-style-type: none"> • There has been a shift of 7% for all students working below the curriculum expectation to meeting the curriculum expectation • <u>Boys:</u> Shift of 5% working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls:</u> Shift of 9% working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZE:</u> Shift of 0% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • <u>Other (Pac. Learners, Asion, MELAA):</u> Shift of 0% of students working Below the expected curriculum level, to achieving the expected curriculum level 	MELAA)											
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	<p>Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p>Ngaa Maramara o Ngaa Muka Team Challenge</p>	<p>Aim - To raise the achievement of the 26 students in NMoNM who currently need acceleration in their writing.</p> <p>Not Achieved - 6 students out of 22 have met the curriculum expectation for Year 1 - 6 students in Writing (27%)</p>	<p>NMoNM Writing Challenge</p> <table border="1" data-bbox="1137 1094 2157 1385"> <thead> <tr> <th></th> <th>End of 2022</th> <th>T2 2023</th> <th>EOY - 2023</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>26 / 26 100% Below</td> <td>16 / 22 72% Below</td> <td>16 / 22 72% Below</td> </tr> <tr> <td>Boys</td> <td>18 / 18 100% Below</td> <td>12/17 70% Below</td> <td>12 / 17 70% Below</td> </tr> </tbody> </table>		End of 2022	T2 2023	EOY - 2023	All	26 / 26 100% Below	16 / 22 72% Below	16 / 22 72% Below	Boys	18 / 18 100% Below	12/17 70% Below	12 / 17 70% Below
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<p>To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - Not Achieved Blue - Achieved</p>	<p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 24 Maaori Learners • 18 Boys <p>Not Achieved - 6 students out of 22 have met the curriculum expectation for Year 1 - 6 students in Writing (27%)</p>	<table border="1"> <tr> <td data-bbox="1137 180 1391 268">Girls</td> <td data-bbox="1391 180 1644 268">8 / 8 100% Below</td> <td data-bbox="1644 180 1897 268">4 / 6 66% Below</td> <td data-bbox="1897 180 2150 268">3 / 5 60% Below</td> </tr> <tr> <td data-bbox="1137 268 1391 355">NZE</td> <td data-bbox="1391 268 1644 355">1 / 1 100% Below</td> <td data-bbox="1644 268 1897 355">0 / 0 0% Below</td> <td data-bbox="1897 268 2150 355">0 / 0 0% Below</td> </tr> <tr> <td data-bbox="1137 355 1391 496">NZM</td> <td data-bbox="1391 355 1644 496">24 / 24 100% Below</td> <td data-bbox="1644 355 1897 496">15 / 22 68% Below</td> <td data-bbox="1897 355 2150 496">16 / 22 72% Below</td> </tr> <tr> <td data-bbox="1137 496 1391 611">Other (Asian)</td> <td data-bbox="1391 496 1644 611">1 / 1 100% Below</td> <td data-bbox="1644 496 1897 611">1 / 1 100% Below</td> <td data-bbox="1897 496 2150 611">0 / 0 0% Below 100% Below</td> </tr> </table> <p>Mid - Year Progress towards NMoNM Writing goal:</p> <ul style="list-style-type: none"> • There has been a shift of 31% for all students working below the curriculum expectation to meeting the curriculum expectation • Boys: Shift of 30% working Below the expected curriculum level, to achieving the expected curriculum level • Girls: Shift of 34% working Below the expected curriculum level, to achieving the expected curriculum level • No students in NMoNM identify as NZE • NZM: Shift of 32% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • Other (Asian): Shift of 0% of students who identify as Asian working Below the expected curriculum level, to achieving the expected curriculum level <p>End of Year Summary - NMoNM Writing goal:</p> <ul style="list-style-type: none"> • There has been a shift of 28% for all students working below the curriculum expectation to meeting the curriculum expectation • Boys: Shift of 30% working Below the expected curriculum level, to achieving the expected curriculum level • Girls: Shift of 40% working Below the expected curriculum level, to achieving the expected curriculum level • No students in NMoNM identify as NZE • NZM: Shift of 28% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • Other (Asian): Shift of 0% of students who identify as Asian working Below the expected curriculum level, to achieving the expected curriculum level 	Girls	8 / 8 100% Below	4 / 6 66% Below	3 / 5 60% Below	NZE	1 / 1 100% Below	0 / 0 0% Below	0 / 0 0% Below	NZM	24 / 24 100% Below	15 / 22 68% Below	16 / 22 72% Below	Other (Asian)	1 / 1 100% Below	1 / 1 100% Below	0 / 0 0% Below 100% Below
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<p>#Note:</p>																		

In addition to using our [Localised Curriculum](#) here are a few resources that we will utilise to support our Maaori and Pacific Learners at TKP to ensure we are delivering equitable outcomes for all students:

- Tātaiako, Ka Hikitia, Hautu, Te Takanga o Te Wā - Maaori History, Our Code, Our Standards, TKP Te Reo Maaori / kapa haka overviews
 - [Link to refreshed Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy \(English\)](#)
 - [Tātaiako](#) - Teachers Council
 - [Hautu](#)
 - [Te Takanga o Te Wā](#)
 - [Our Code, Our Standards](#)
 - [TKP Te Reo Maaori / kapa haka overviews](#)
- Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners
- [Action Plan for Pacific Education Plan 2020 - 2030](#)

<p>ANNUAL PLAN: GOAL 2 Grow engagement in the classroom, the</p>	<p>NELPS included in this initiative:</p> <p>NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and</p>
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school and wider community	sustains their identities, languages and cultures NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs																																			
Student Engagement <ul style="list-style-type: none"> Grow engagement in the classroom, the school and wider community 	2023 Attendance and Engagement goals <ul style="list-style-type: none"> Percentage of learners attending school regularly will increase to 60% across the school in 2023 <ul style="list-style-type: none"> Not Achieved - only 39.44% of learners at TKP attended school regularly in 2023 Percentage of learners moderately attending or attending school irregularly will decrease to 20% in 2023 <ul style="list-style-type: none"> Not Achieved - 52.8% of learners at TKP attended school between 70% - 90% of the time. 32.8% more than the target that was set at the start of 2023. Percentage of learners who are chronically absent will drop to 5% in 2023 <ul style="list-style-type: none"> Not Achieved - 7.76% of learners at TKP had chronic attendance. 2.76% more than the target set. The number of students arriving late to school will reduce to less than 3% in 2023 	2023 Attendance Data <table border="1" data-bbox="1003 435 2123 1238"> <thead> <tr> <th></th> <th>Less 70% attendance</th> <th>70% and 79% attendance</th> <th>80% and 89% attendance</th> <th>Over 90% attendance</th> </tr> </thead> <tbody> <tr> <td>All students (322)</td> <td>25 / 322 7.76%</td> <td>44 / 322 13.66%</td> <td>126 / 322 39.14%</td> <td>127 / 322 39.44%</td> </tr> <tr> <td>Maaori (137)</td> <td>14 / 137 10.22%</td> <td>24 / 137 17.51%</td> <td>55 / 137 40.15%</td> <td>44 / 137 31.12%</td> </tr> <tr> <td>Pacific Learner (25)</td> <td>2 / 25 8%</td> <td>5 / 25 20%</td> <td>11 / 25 44%</td> <td>7 / 25 28%</td> </tr> <tr> <td>NZE (120)</td> <td>9 / 120 7.5%</td> <td>11 / 120 9.16%</td> <td>50 / 120 41.67%</td> <td>50 / 120 41.67%</td> </tr> <tr> <td>Other (40)</td> <td>0 / 40 0%</td> <td>4 / 40 10%</td> <td>10 / 40 25%</td> <td>26 / 40 65%</td> </tr> </tbody> </table>						Less 70% attendance	70% and 79% attendance	80% and 89% attendance	Over 90% attendance	All students (322)	25 / 322 7.76%	44 / 322 13.66%	126 / 322 39.14%	127 / 322 39.44%	Maaori (137)	14 / 137 10.22%	24 / 137 17.51%	55 / 137 40.15%	44 / 137 31.12%	Pacific Learner (25)	2 / 25 8%	5 / 25 20%	11 / 25 44%	7 / 25 28%	NZE (120)	9 / 120 7.5%	11 / 120 9.16%	50 / 120 41.67%	50 / 120 41.67%	Other (40)	0 / 40 0%	4 / 40 10%	10 / 40 25%	26 / 40 65%
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- Not Achieved - Attendance rate in 2023 was 6.34% - 3.34% higher than the target

- Students will be engaged with school and learning, feeling emotionally and physically safe.
- In our 2023 annual Board of Trustees consultation -
 - 82% of parents who responded agreed that they feel that TKP is an emotionally safe place for their child/ren
 - 88.6% of parents who responded agreed that they feel TKP is a physically safe environment for their child.
- TKP will remove the financial strain on parents by being a part of the school donations scheme
- TKP has also signed up for the donations scheme in 2024.
- Koohui Ako Kaiawhina to support the families of TKP by helping them get their children to school
 - Kaiawhina has supported many of our chronic attendance students to re-engage whaanau and support their tamariki in attending school
- Parents/caregivers believe their children are engaged in school and their learning and want to come to school each day.

Ministry of Education Attendance Targets

Measure	2022	2023	2024	2026
	TKP	Target	Target	Target
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	49.35%	Aim 60% Term 2 37.62%	70%	75%
Percentage of akōnga who are moderately absent or have irregular attendance (attending more than 70% up to 90%, missing two to three days a fortnight)	45.15%	Aim 35% Term 2 47.2%	25%	22%
		EOY 39.44%		
		EOY 52.8%		

- This statement is ongoing and will continue in 2024 as we look to meet the MOE's attendance targets in 2026.

Key -
 Red - Not Achieved
 Blue - Achieved
 Pink - Ongoing

Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5.5%	Aim 5% Term 2 15.18% EOY 7.76%	5%	3%
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Comment:

Since the end of 2022 there has been a/an

- 9.91% decrease in the number of students attending school 90% of the time (Regular attendance)
- 7.65% increase in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance)
- 2.26% increase in the number of students attending school below 70% of the time (Chronic Attendance)

As you can see we have not met the attendance targets we set at the start of the year. We saw a decrease in attendance in Term 2 and Term 3 due to the sickness of students over the winter periods. Attendance was higher in Term 1 and Term 4 right across the school. Our daily average attendance was 83%.

A big difference in 2023 was how the school responded to COVID-19. In 2022 we had a period where we closed the school for two weeks due to a community outbreak of COVID-19. With the change in society's response to COVID-19 we didn't need to close the school but our students had to remain at home and isolate. There was no period of home learning as our school was open for instruction every possible day.

We believe that our attendance in 2023 is a true indication of the attendance of our learners and our baseline going forward as we look to improve on our attendance over the next three years.

In 2024 we will continue to focus on attendance and engage with the community to reinforce the importance of attending school regularly. We will also use our Kaiawhina to

		support our students who have chronic attendance and look to improve our internal systems and mechanisms to encourage our students to attend school regularly.
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Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>I have endeavoured to provide a safe environment free from racism, bullying or any other form of discrimination.</i></p> <p><i>I have treated all my staff fairly and made decisions that would impact my staff based on merit and our local context.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Our EEO programme includes:</i></p> <ul style="list-style-type: none"> • <i>Appointment Procedure</i> - we follow this policy • <i>Flexible Working Arrangements</i> - we try to support all our staff • <i>Concerns and Complaints</i> for staff and our community • <i>Professional Development</i> for staff <p><i>I have followed our appointment procedure policy and our other policies around our equal employment opportunities policy.</i></p> <p><i>I aim to be a fair employer and someone who follows the process to ensure that every person on our staff is having a fair go to access equal employment opportunities.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>While I may make the final decision on employment of staff I ensure that my leadership team and Board are a part of the process. My leadership team and Board support me in the interviewing of teachers and my leadership team supports me in the appointment of support staff.</i></p>

<p>How are you giving effect to Te Tiriti of Waitangi?</p>	<p><i>The Board of Te Kauwhata Primary School is actively engaging with Mana Whenua at the governance level of the kura with a Mana Whenua Representative being a co-presiding member on the board. This is an equal partnership between co-presiding members and ensures that Mana Whenua has a voice in the governance of the school. In the day-to-day running of the school - Tainuitanga is observed through the learning in the classrooms, three bilingual classrooms are operating at Level 2 of the Maaori immersion levels. Te Reo is supported in every classroom and the teachers engage in schoolwide PLD in learning Te Reo Maaori. Te Reo Maaori is recognised as a taonga and is encouraged in all the classrooms with karakia and in some classrooms they have the paepae every morning to start their day. The teaching staff are observed to ensure their teaching practice is culturally responsive for their learners. We have an open-door policy with our community and we are also engaged in learning our region's history through working with Mana Whenua.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - The Greater involvement of Maori in the Education service? 	<p><i>I am recognising the aims and aspirations of Maaori by employing Maaori educators to work in our bilingual space. We have ten Maaori staff members who work at our school and we are working to normalise Te Ao Maaori and Te Reo Maaori at our kura (3 Teachers and 7 Support Staff). We listen to our community and we have a whaanau committee who supports our bilingual unit made up of parents and staff. Our goal is to include Te Tiriti o Waitangi in our everyday school day.</i></p>
<p>How have you used your Kiwisport funding in the past 12 months?</p>	<p><i>The Kiwisport fund was used to purchase new sports equipment throughout the school, including soccer, rugby, netball and basketballs. We also purchased sports equipment for the students in our Year 1 - 3 area including smaller balls and other equipment that was age-appropriate. The fund was primarily used to ensure that our students have access to quality playground equipment. This was the first year since 2019 (due to COVID-19), that our students took part in an interschool competition and the fund ensured that our students had the appropriate equipment to play rugby league, hockey, soccer and netball against other schools.</i></p>

See MOE requirements for what they want - see below

2023 annual report requirements

Your 2023 annual report will be your first report under the new planning and reporting framework Te Whakangārahu Ngātahi | Planning Together.

You are now required to include the following information in your 2023 annual report, due **31 May 2024**:

- statement of variance (against your board's last charter)
- evaluation of your school's students' progress and achievement
- report on how your board has given effect to te Tiriti o Waitangi
- statement of compliance with employment policy
- audited annual financial statements
- report on other special and contestable funding (if necessary)
- Kiwisport funding.

Further information about each of these requirements and an optional annual report template is available on our website:

[School annual reports – Ministry of Education](#)

For support in developing your reporting documents, contact your local Te Mahau office:

[Local Ministry offices – Ministry of Education](#)