

Te Kauwhata Primary School (#2005) Statement of Variance - 2024



Wig Wednesday 2024

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

	Phase 1 - Refreshed Curriculum								Phase 2 - Refreshed Curriculum			Phase 3 - Refreshed Curriculum				
	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 Used in Years 3 - 6	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)
TKP Signposts	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)
Better Start Literacy Approach Used in Years 1 - 2	Kaakano			Tupu		Maahuri		Raakau		e-asTTie - 1301 - 1346 - 2P STAR - Scale score - 53.8	e-asTTie 1390 - 3B STAR - Scale Score - 97.6	e-asTTie - 1401 - 1416 - 3P STAR - Scale Score 109.0	e-asTTie - 1417 - 1424 - 3P STAR - Scale Score - 117.9	1446 - 1469 - 4B STAR - Scale Score - 125.2	1470 - 1501 - 4P STAR - Scale Score - 125.2	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) 6 Year Survey - Writing Vocab. >40 Dictation >33 Letter ID > 52	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1234 - 1292 Level 1P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1234 - 1292 Level 1P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1371 - 1395 - Level 2B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1371 - 1395 - Level 2B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1441 - 1461 Level 2P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1502 - 1521 Level 3B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1522 - 1540 Level 3P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1541 - 1557 - Level 3P 1558 - 1576 Level 3A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1594-1612 Level 4B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1629-1647 Level 4P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1665-1682 Level 4A
TKP Signposts	TKP Writing Progs. Punctuation Ladder TKP Sight Words BSLA & The Code	TKP Writing Progs. Punctuation Ladder TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder - Level 1 TKP Sight Words Lists Note: The Code - Liz Kane (Lists 1-5)	TKP Writing Progs. Punctuation Ladder - Level 1 TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder - Level 1 TKP Sight Words Lists The Code - Liz Kane (Lists 6-17)	TKP Writing Progs. Punctuation Ladder - Within L2 Schonell The Code - Liz Kane (Lists 6-17)	TKP Writing Progs. Punctuation Ladder - Within L2 Schonell The Code - Liz Kane (Lists 18-33)	TKP Writing Progs. Punctuation Ladder - At L2 The Code - Liz Kane (Lists 34-45)	TKP Writing Progs. Punctuation Ladder - Within L3 Schonell The Code - Liz Kane (Lists 46-56)	TKP Writing Progs. Punctuation Ladder - Within L3 Schonell The Code - Liz Kane (Lists 46-56)	TKP Writing Progs. Punctuation Ladder - At L3 The Code - Liz Kane (Lists 46-56)	TKP Writing Progs. Punctuation Ladder - Within L4 Schonell The Code - Liz Kane (Lists 57-69)	TKP Writing Progs. Punctuation Ladder - Within L4 Schonell The Code - Liz Kane (Lists 57-69)	TKP Writing Progs. Punctuation Ladder - At L4 The Code - Liz Kane (Lists 57-69)

Maths														
	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	Diagnostic Interview TKP Maths Progressions	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 PAT Maths Scale Sc. - 21.4	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc. - 30.6	Diagnostic Interview PAT Maths TKP Maths Progs	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc. - 38.9	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc. - 45.1	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc. - 49.6	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc. - 55	Diagnostic Interview Pat Maths TKP Maths Progs PAT Maths Scale Sc. - 55
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 7, they are working in Early Level 1		Diagnostic Interview If a child is working between Question 8 and Question 9, they are working Within Level 1		Diagnostic Interview If a child is working between Question 10 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 (OTJ's - Literacy, Maths, Te Reo Māori)													
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 - Neurodiverse Class, Talk to Learn, Targeted Literacy (one to one support from a LA or Tamariki Mafuhake intervention) and Maths support (one to one support from a LA), BSLA, The Code, 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), RTLit (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 - 2024

Student Learning	Reading			Writing			Maths			Te Reo Maaori						
<p>2022 - 2024 - results based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessment (in Reading, Writing and Maths only). Te Reo Maaori Progressions are used to formulate our students' OTJ results in Te Reo Maaori.</p> <p><i>Note - this is the first time that we have added 'Other' nationalities to our data. This is due to our 'Other' (MELAA and ASIAN) group growing exponentially in 2024.</i></p>	At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%						
		2022	2023	2024		2022	2023	2024		2022	2023	2024		2022	2023	2024
	All	210/ 294	210/311	232/ 362	All	176 / 294	187 /311	209/ 362	All	187 / 294	205/ 311	242/ 362	All	140 / 294	150/ 311	131/ 362
		71.5%	67.5%	64.1%		59.8%	60.1%	57.8%		63.6%	65.9%	66.9%		47.6%	48.2%	36.2%
	Boys	94 /143	101/161	116 /189	Boys	70 /143	84/161	95/189	Boys	97/ 143	109/161	127/189	Boys	63/ 143	79/ 161	63/189
		65.8%	62.7%	61.4%		48.9%	52.2%	50.3%		67.9%	67.7%	67.1%		44%	49.1%	33.3%
	Girls	116 /151	109/150	116 /173	Girls	106/151	103/150	114/173	Girls	90/151	96/150	115/173	Girls	77 / 151	71/ 150	68/173
		76.9%	72.7%	67.1%		70.2%	68.7%	65.8%		59.6%	64%	66.5%		51%	47.3%	39.3%
	NZE	93 / 113	90/114	80/ 105	NZE	80/113	83/ 114	68/105	NZE	84/113	92/114	80/105	NZE	49 / 113	54/ 114	27/ 105
	82.3%	78.9%	76.2%		70.8%	72.9%	64.8%		73.6%	80.7%	76.2%		43.4%	47.4%	25.7%	
NZM	84 /136	79/130	92 /168	NZM	71 /136	66/130	86/168	NZM	75/136	75/130	94/168	NZM	72/136	72/ 130	79/168	
	61.7%	60.8%	54.8		52.2%	50.8%	51.2%		55.1%	57.7%	55.9%		52.9%	55.4%	47%	
Pac.	18 / 23	21/29	23/35	Pac.	15/23	18/29	18 /35	Pac.	15/23	21/29	25/35	Pac.	10/23	10/29	10/35	
	78.2%	72.4%	65.7%		65.2%	62.1%	51.4%		65.2%	72.4%	71.4%		43.5%	34.5%	28.6%	
Oth.			37/54	Oth.			37/54	Oth.			43/54	Oth.			15/54	
			68.5%				68.5%				79.6%				27.7%	

Reading at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	30/48 64.6%	32/63 52.4%	26/52 50%	36/55 65.5%	39/ 55 70.9%	27 /47 57.4%
Boys (189)	21/21 100%	16/28 57.1%	16/32 50%	14/31 45.2%	18/27 66.6%	19/29 65.5%	12/21 57.1%
Girls (173)	21/21 100%	14/20 70%	16/31 51.6%	12/21 57.1%	18/28 64.3%	20/26 76.9%	15/26 57.7%
NZE (105)	7/7 100%	14/16 87.5%	13/23 56.5%	8/15 53.3%	12/12 100%	17/19 89.5%	9/13 69.2%
NZM (168)	24/24 100%	4/20 40%	10/25 40%	11/25 44%	14/30 46.6%	13/23 56.5%	12/21 57.1%
Pacific Learners (35)	3/3 100%	4 /6 66.6%	4/7 57.1%	2/5 40%	3 /3 66.6%	5 /6 83.3%	3 /5 60%
Other (MELAA, Asian) (54)	8/8 100%	4/6 66.6%	5/ 8 62.5%	5/7 71.4%	8 /10 80%	4 /7 57.1%	3/ 8 37.5%

#Note - this table does not include our ORs students.

Writing at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	31/48 64.6%	33/63 52.4%	20/52 38.5%	31/55 56.4%	32/ 55 58.2%	20 /47 42.5%
Boys (189)	21/21 100%	15/28 53.6%	13/32 40.6%	8/31 25.8%	13/27 48.1%	15/29 51.7%	10/21 47.6%
Girls (173)	21/21 100%	16/20 80%	20/31 64.5%	12/21 57.1%	18/28 64.3%	17/26 65.4%	10/26 38.5%
NZE (105)	7/7 100%	14/16 87.5%	10/23 43.5%	7/15 46.6%	10/12 83.3%	12/19 63.2%	8/13 61.5%
NZM (168)	24/24 100%	7/20 35%	12/25 48%	7/25 28%	15/30 50%	13/23 56.5%	8/21 38.1%
Pacific Learners (35)	3/3 100%	4 /6 66.6%	4/7 57.1%	2/5 40%	0 /3 0%	3 /6 50%	2 /5 40%
Other (MELAA, Asian) (54)	8/8 100%	6/6 100%	7/ 8 87.5%	4/7 57.1%	6 /10 60%	4 /7 57.1%	2/ 8 25%

#Note - this table does not include our ORs students.

Maths at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	39/48 81.3%	42/63 66.6%	26/52 50%	35/55 63.6%	33/ 55 60%	25 /47 53.2%
Boys (189)	21/21 100%	21/28 75%	22/32 68.7%	12/31 38.8%	20/27 74.1%	17/29 58.6%	14/21 66.6%
Girls (173)	21/21 100%	18/20 90%	20/31 64.5%	14/21 66.6%	15/28 53.5%	16/26 61.5%	11/26 42.3%
NZE (105)	7/7 100%	16/16 100%	14/23 60.9%	9/15 60%	9/12 75%	15/19 78.9%	10/13 77%
NZM (168)	24/24 100%	12/20 60%	14/25 56%	9/25 35%	17/30 56.7%	10/23 43.5%	8/21 38.1%
Pacific Learners (35)	3/3 100%	5 /6 83.3%	7/7 100%	2/5 40%	2 /3 66.6%	4 /6 66.6%	2 /5 40%
Other (MELAA, Asian) (54)	8/8 100%	6/6 100%	7/ 8 87.5%	6/7 85.7%	7 /10 70%	4 /7 57.1%	5/ 8 62.5%

#Note - this table does not include our ORs students.

Te Reo Maaori at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	17/48 35.4%	33/63 52.4%	27/52 51.9%	11/55 20%	0/ 55 0%	2 /47 4.2%
Boys (189)	21/21 100%	9/28 32.1%	14/32 43.7%	13/31 41.9%	5/27 18.5%	0/29 0%	1/21 4.7%
Girls (173)	21/21 100%	8/20 40%	19/31 61.3%	14/21 66.6%	6/28 21.5%	0/26 0%	1/26 3.8%
NZE (105)	7/7 100%	5/16 31.2%	9/23 39.1%	6/15 40%	0/12 0%	0/19 0%	0/13 0%
NZM (168)	24/24 100%	10/20 50%	16/25 64%	17/25 68%	11/30 36%	0/23 0%	2/21 9.5%
Pacific Learners (35)	3/3 100%	2 /6 33.3%	3/7 42.9%	2/5 40%	0 /3 0%	0 /6 0%	0 /5 0%
Other (MELAA, Asian) (54)	8/8 100%	0/6 0%	5/ 8 62.5%	2/7 28.6%	0 /10 0%	0 /7 0%	0/ 8 0%

#Note - this table does not include our ORs students.

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

Our overall results in 2024 have shown that there has been a/an -

- 3.4% decrease in children achieving at or above the expected curriculum level in Reading
- 2.3% decrease in children achieving at or above the expected curriculum level in Writing
- 1% increase in children achieving at or above the expected curriculum level in Maths
- 12% decrease in children achieving at or above the expected curriculum level in Te Reo Maaori

While we have seen growth in the number of students achieving at the expected level in Maths, we have seen a decrease in the percentage of students achieving at the expected level in reading, writing and Te Reo Maaori. This is something that we will address in 2025 as we look to engage in both structured maths and structured literacy approaches through the curriculum refresh.

It is interesting to note that TKP has experienced exponential growth in the number of children attending school. In 2023 we had 311 students at the end of the year and in 2024 we finished our year at 363. This is an increase of 52 students from this time last year. In light of this growth, we also have more students achieving in reading, writing and maths in comparison to 2023.

- In Reading, we had an increase of 22 students achieve the expected curriculum level from 2023 to 2024
- In Writing, we had an increase of 22 students achieve the expected curriculum level from 2023 to 2024
- In Maths had an increase of 37 students achieve the expected curriculum level from 2023 to 2024
- In Te Reo Maaori 19 fewer students achieved the expected curriculum level between 2023 and 2024

Our growth is positive as we have seen more students achieving the expected curriculum level in three out of the four curriculum areas that we monitor. This positive growth has been underpinned by our PLD in Maths, English (Writing), and Assessment for Learning. Teachers were observed, had release time to work with facilitators and also attended workshops in both Maths and Writing. The ongoing development of our teachers' pedagogical content knowledge has contributed to more of our students achieving the expected curriculum level in 2024.

Disparity 2022 - 2024

Reading

Group	2022	2023	2024	Comment
Boys - Girls	11.1%	10%	5.7%	<i>The gender disparity in reading has decreased over the past 3 years.</i>
NZE - Maaori	20.6%	18.1%	21.4%	<i>The disparity in reading decreased between 2022 and 2023 for NZE and Maaori but increased again in 2024.</i>

Writing

Group	2022	2023	2024	Comment
Boys - Girls	21.3%	16.5%	15.5%	<i>The gender disparity in writing has decreased over the past 3 years.</i>
NZE - Maaori	18.6%	22.1%	13.6%	<i>The disparity increased in writing between 2022 and 2023 for NZE and Maaori but reduced dramatically between 2023 and 2024.</i>

Maths

Group	2022	2023	2024	Comment
Girls - Boys	8.3%	3.7%	0.6%	<i>The gender disparity in maths has decreased over the past 3 years.</i>
NZE - Maaori	18.5%	23%	20.3%	<i>The disparity increased in maths between 2022 and 2023 for NZE and Maaori and has decreased slightly between 2023 and 2024.</i>

Te Reo Maaori

Group	2022	2023	2024	Comment
Boys - Girls	7%	1.8%	6%	<i>The gender disparity in Te Reo Maaori decreased between 2022 and 2023 but has increased between 2023 and 2024.</i>
Maaori - NZE	9.5%	8%	21.3%	<i>The disparity decreased in Te Reo Maaori between 2022 and 2023 for NZE and Maaori and has increased significantly between 2023 and 2024.</i>

Gender

We have seen a decrease in the gender disparity from 2022 in Reading, Writing and Maths. This is a positive outcome for our students in these areas and shows that our teachers are working hard to ensure their classroom programmes cater for both boys and girls. While we saw an increase in the gender disparity in Te Reo Maaori between 2023 and 2024 we do expect this to drop again in 2025 and follow the same pattern from the other 3 areas that we monitor.

NZE - Maaori

The disparity between NZ Europeans and Maaori seems to fluctuate from year to year and there is no consistent pattern of decrease or increase across the four areas. As mentioned above our student population is growing and the one ethnic group that is increasing is our Maaori group that had 63 more students in it than our NZ European group (168 to 105). This is exciting but it also means that our staff are engaged in culturally responsive practices to ensure that they are meeting the needs of all the learners in their classrooms with a focus on our Maaori learners.

Considerations for 2025:

While we have seen more children achieve the expected level in 3 out of the 4 areas we monitor we must continue with our ongoing journey of learning how to accelerate the learning of children below the expected curriculum level. This will be a focus for us as we look to implement the new

teaching sequences of the new refreshed curriculum, engage in structured Maths (MOE) and Literacy PLD (BSLA - Year 1 - 3, and Year 4 - 6 Structured Literacy PLD with Liz Kane, Accelerated Learning in Literacy for two teachers), and continue to work with an expert facilitator in accelerating learning through our Kaahui Ako.

We have a big challenge ahead of us but with our PLD focus on literacy and maths, our focus on accelerating learners in writing (*this will be our identified school-wide focus for 2025*), and our ongoing work with ERO to develop evaluative practices, we hope we will see an improvement in the percentage of learners achieving the expected curriculum level in 2025!

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

2024 - 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	Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those who need it.	Aim - To raise the achievement of the 54 students in Years 1 - 3 who currently need acceleration in their writing. <u>The 54 students tracked for 2024 include the target students tracked in 2023</u>	Year 1 - 3 Writing Challenge			
	Year 1 - 3 Team Challenge	To accelerate the achievement of this group of learners so they will achieve the expected		End of 2023	T2 2024	EOY - 2024
			All	54 / 54	45 / 54	44 / 54
				100% Below	83.3% Below	81.4% Below
			Boys	36 / 36	31 / 36	30 / 36
	100% Below	86.1% Below	83.3 % Below			
Girls	18 / 18	14 / 18	14 / 18			

<p>Haerenga Achievement Challenge: - To raise the achievement in literacy for all Year 1 - 3 learners with a focus on accelerating the students who need it.</p>	<p>To raise the achievement in writing for all Year 1 - 3 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - No movement Blue - Positive Movement</p>	<p>curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 30 Maaori Learners • 17 NZE Learners • 36 Boys • 18 Girls 	<table border="1" data-bbox="1137 177 2089 611"> <tr> <td></td> <td>100% Below</td> <td>77.7% Below</td> <td>77.7 % Below</td> </tr> <tr> <td>NZE</td> <td>17 / 17 100% Below</td> <td>17 / 17 100% Below</td> <td>17 / 17 100% Below</td> </tr> <tr> <td>NZM</td> <td>30 / 30 100% Below</td> <td>24 / 30 80% Below</td> <td>23 / 30 76.6% Below</td> </tr> <tr> <td>Other (Pac. Learners, Asian, MELAA)</td> <td>8 / 8 100% Below</td> <td>4 / 7 57% Below</td> <td>4 / 7 57% Below</td> </tr> </table> <p>Mid-Year Progress towards Year 1 - 3 Writing goal:</p> <ul style="list-style-type: none"> • There has been a 16.7% shift in students working Below the expected curriculum level to achieving their curriculum expectations • <u>Boys:</u> shift of 13.9% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls:</u> Shift of 22.3% from 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>NZM:</u> Shift of 20% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • <u>Other (Pac. Learners, Asian, MELAA):</u> Shift of 43% of students working Below the expected curriculum level, to achieving the expected curriculum level <p>End of Year Summary - Year 1 - 3 Writing goal (Term 2 and Term 4 comparison):</p> <ul style="list-style-type: none"> • There has been a 18.6% shift in students working Below the expected curriculum level to achieving their curriculum expectations • <u>Boys:</u> shift of 16.7% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls:</u> Shift of 22.3% from 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 		100% Below	77.7% Below	77.7 % Below	NZE	17 / 17 100% Below	17 / 17 100% Below	17 / 17 100% Below	NZM	30 / 30 100% Below	24 / 30 80% Below	23 / 30 76.6% Below	Other (Pac. Learners, Asian, MELAA)	8 / 8 100% Below	4 / 7 57% Below	4 / 7 57% Below
	100% Below	77.7% Below	77.7 % Below																
NZE	17 / 17 100% Below	17 / 17 100% Below	17 / 17 100% Below																
NZM	30 / 30 100% Below	24 / 30 80% Below	23 / 30 76.6% Below																
Other (Pac. Learners, Asian, MELAA)	8 / 8 100% Below	4 / 7 57% Below	4 / 7 57% Below																

			<p>expected curriculum level, to achieving the expected curriculum level</p> <ul style="list-style-type: none"> • <u>NZM</u>: Shift of 23.4% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 43% of students working Below the expected curriculum level, to achieving the expected curriculum 																											
<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>Year 4 - 6 Team Challenge</p> <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 - No movement Blue - Positive Movement</p>	<p>Aim - To raise the achievement of the 52 students in Years 4 - 6 who currently need acceleration in their writing.</p> <p><u>52 students (2024) including the 46 from 2023 and 6 extra students identified for 2024</u></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"> • 27 Maaori Learners • 11 NZE Learners • 29 Boys • 23 Girls 	<p>Year 4 - 6 Writing Challenge</p> <table border="1"> <thead> <tr> <th></th> <th>End of 2023</th> <th>T2 2024</th> <th>EOY - 2024</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>46 / 46 100% Below</td> <td>47 / 52 90.3% Below</td> <td>43 / 52 82.6% Below</td> </tr> <tr> <td>Boys</td> <td>27 / 27 100% Below</td> <td>27 / 29 93.1% Below</td> <td>24 / 29 82.7% Below</td> </tr> <tr> <td>Girls</td> <td>19 / 19 100% Below</td> <td>20 / 23 86.9% Below</td> <td>19 / 23 82.6% Below</td> </tr> <tr> <td>NZE</td> <td>12 / 12 100% Below</td> <td>9 / 11 81.8% Below</td> <td>10 / 11 90.9% Below</td> </tr> <tr> <td>NZM</td> <td>20 / 20 100% Below</td> <td>24 / 27 88.8% Below</td> <td>22 / 27 81.4% Below</td> </tr> <tr> <td>Other (Pac. Learners, Asian, MELAA)</td> <td>14 / 14 100% Below</td> <td>14 / 14 100% Below</td> <td>11 / 14 78.5% Below</td> </tr> </tbody> </table> <p>Mid - Year Progress towards Year 4 - 6 Writing goal:</p> <ul style="list-style-type: none"> • There has been a shift of 9.7% for all students working below the curriculum expectation to meeting the curriculum expectation • <u>Boys</u>: Shift of 6.9% working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls</u>: Shift of 13.1% working Below the expected curriculum level, to 		End of 2023	T2 2024	EOY - 2024	All	46 / 46 100% Below	47 / 52 90.3% Below	43 / 52 82.6% Below	Boys	27 / 27 100% Below	27 / 29 93.1% Below	24 / 29 82.7% Below	Girls	19 / 19 100% Below	20 / 23 86.9% Below	19 / 23 82.6% Below	NZE	12 / 12 100% Below	9 / 11 81.8% Below	10 / 11 90.9% Below	NZM	20 / 20 100% Below	24 / 27 88.8% Below	22 / 27 81.4% Below	Other (Pac. Learners, Asian, MELAA)	14 / 14 100% Below	14 / 14 100% Below	11 / 14 78.5% Below
	End of 2023	T2 2024	EOY - 2024																											
All	46 / 46 100% Below	47 / 52 90.3% Below	43 / 52 82.6% Below																											
Boys	27 / 27 100% Below	27 / 29 93.1% Below	24 / 29 82.7% Below																											
Girls	19 / 19 100% Below	20 / 23 86.9% Below	19 / 23 82.6% Below																											
NZE	12 / 12 100% Below	9 / 11 81.8% Below	10 / 11 90.9% Below																											
NZM	20 / 20 100% Below	24 / 27 88.8% Below	22 / 27 81.4% Below																											
Other (Pac. Learners, Asian, MELAA)	14 / 14 100% Below	14 / 14 100% Below	11 / 14 78.5% Below																											

			<ul style="list-style-type: none"> achieving the expected curriculum level <u>NZE</u>: Shift of 18.2% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level <u>NZM</u>: Shift of 11.2% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 0% 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 (Term 2 and Term 4 comparison):</u></p> <ul style="list-style-type: none"> There has been a shift of 17.4% for all students working below the curriculum expectation to meeting the curriculum expectation <u>Boys</u>: Shift of 17.3% working Below the expected curriculum level, to achieving the expected curriculum level <u>Girls</u>: Shift of 17.4% working Below the expected curriculum level, to achieving the expected curriculum level <u>NZE</u>: Shift of 9.1% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level <u>NZM</u>: Shift of 18.6% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 21.5% of students working Below the expected curriculum level, to achieving the expected curriculum level 																
<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>To raise the achievement in writing for all Year 4 - 6</p>	<p>Aim - To raise the achievement of the 26 students in NMoNM who currently need acceleration in their writing.</p> <p><u>26 students (2024) including the 23 from 2023 and 3 extra students identified for 2024</u></p> <p>To accelerate the achievement of this group of learners so they will achieve the expected</p>		<p>NMoNM Writing Challenge</p> <table border="1"> <thead> <tr> <th></th> <th>End of 2023</th> <th>T2 2024</th> <th>EOY - 2024</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>23 / 23 100% Below</td> <td>23 / 26 88.4% Below</td> <td>23 / 26 88.4% Below</td> </tr> <tr> <td>Boys</td> <td>15 / 15 100% Below</td> <td>13 / 15 86.6% Below</td> <td>13 / 15 86.6% Below</td> </tr> <tr> <td>Girls</td> <td>8 / 8</td> <td>10 / 11</td> <td>10 / 11</td> </tr> </tbody> </table>		End of 2023	T2 2024	EOY - 2024	All	23 / 23 100% Below	23 / 26 88.4% Below	23 / 26 88.4% Below	Boys	15 / 15 100% Below	13 / 15 86.6% Below	13 / 15 86.6% Below	Girls	8 / 8	10 / 11	10 / 11
	End of 2023	T2 2024	EOY - 2024																
All	23 / 23 100% Below	23 / 26 88.4% Below	23 / 26 88.4% Below																
Boys	15 / 15 100% Below	13 / 15 86.6% Below	13 / 15 86.6% Below																
Girls	8 / 8	10 / 11	10 / 11																

	<p>learners with a focus on accelerating the students who need it.</p> <p>Key - Red - No movement Blue - Positive Movement</p>	<p>curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 24 Maaori Learners • 15 Boys • 11 Girls 	<table border="1" data-bbox="1137 177 2089 580"> <tr> <td></td> <td>100% Below</td> <td>90.9% Below</td> <td>90.9% Below</td> </tr> <tr> <td>NZE</td> <td>0 / 0</td> <td>0 / 1</td> <td>0 / 1</td> </tr> <tr> <td></td> <td>100% Below</td> <td>0% Below</td> <td>0% Below</td> </tr> <tr> <td>NZM</td> <td>21 / 21</td> <td>22 / 24</td> <td>22 / 24</td> </tr> <tr> <td></td> <td>100% Below</td> <td>91.6% Below</td> <td>91.6% Below</td> </tr> <tr> <td>Other (Pacific and Asian)</td> <td>2 / 2</td> <td>1 / 1</td> <td>1 / 1</td> </tr> <tr> <td></td> <td>100% Below</td> <td>100% Below</td> <td>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 11.6% for all students working below the curriculum expectation to meeting the curriculum expectation • Boys: Shift of 13.6% working Below the expected curriculum level, to achieving the expected curriculum level • Girls: Shift of 9.1% working Below the expected curriculum level, to achieving the expected curriculum level • NZE: Shift of 100% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • NZM: Shift of 8.4% 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 0% of students working Below the expected curriculum level, to achieving the expected curriculum level <p>End of Year Summary (Term 2 and Term 4 comparison) - NMoNM Writing goal:</p> <ul style="list-style-type: none"> • There has been a shift of 11.6% for all students working below the curriculum expectation to meeting the curriculum expectation • Boys: Shift of 13.6% working Below the expected curriculum level, to achieving the expected curriculum level • Girls: Shift of 9.1% working Below the expected curriculum level, to achieving the expected curriculum level • NZE: Shift of 100% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • NZM: Shift of 8.4% of students who identify as NZM working Below 		100% Below	90.9% Below	90.9% Below	NZE	0 / 0	0 / 1	0 / 1		100% Below	0% Below	0% Below	NZM	21 / 21	22 / 24	22 / 24		100% Below	91.6% Below	91.6% Below	Other (Pacific and Asian)	2 / 2	1 / 1	1 / 1		100% Below	100% Below	100% Below
	100% Below	90.9% Below	90.9% Below																												
NZE	0 / 0	0 / 1	0 / 1																												
	100% Below	0% Below	0% Below																												
NZM	21 / 21	22 / 24	22 / 24																												
	100% Below	91.6% Below	91.6% Below																												
Other (Pacific and Asian)	2 / 2	1 / 1	1 / 1																												
	100% Below	100% Below	100% Below																												

			<p>the expected curriculum level, to achieving the expected curriculum level</p> <ul style="list-style-type: none"> • <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 0% of students working Below the expected curriculum level, to achieving the expected curriculum level
--	--	--	---

Considerations for 2025:

Out of the 15 groups we monitor, only one group had an acceleration of over 40%. This group was in our school's Year 1 - 3 area, which is pleasing as it will set this group up for success as they travel through the school.

While we had positive movement across a lot of the groups we will have to support our teachers to implement acceleration practices within their classroom programmes to lift the achievement of the students. This will be a part of our annual plan as we engage with structured literacy practices across our whole school.

#Note:

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](#)

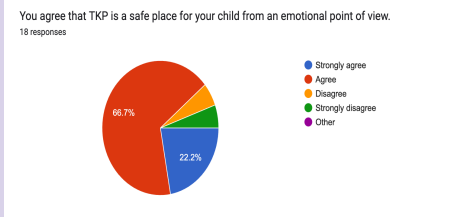
2024 Attendance and Engagement

<p>Annual Plan - GOAL 2 ctd...</p> <p>Grow engagement in the classroom, the school and the wider community</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 sustains their identities, languages and cultures</p> <p>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</p>																														
<p>Student Engagement</p> <ul style="list-style-type: none"> Grow engagement in the classroom, the school and the wider community 	<p>2024 Attendance and Engagement goals</p> <ul style="list-style-type: none"> Percentage of learners attending school regularly will increase to 55% across the school in 2024 (See below for progress) Percentage of learners moderately attending or who attend school irregularly will decrease to 40% in 2024 (See below for progress) Percentage of learners who are chronically absent will decrease to 5% in 2024 (See below for progress) The number of students arriving late to school will reduce to less than 4% in 2024 07.07.24 	<p>TKP Attendance for 2024 (366 students)</p> <table border="1" data-bbox="1055 799 2033 1401"> <thead> <tr> <th></th> <th>Chronically Absent (Attendance 70% or less)</th> <th>Moderately Absent (Attendance more than 70% up to 80%)</th> <th>Irregular Attendance (Attendance more than 80% up to 90%)</th> <th>Regular Attendance (Attending more than 90%)</th> </tr> </thead> <tbody> <tr> <td>All students - 366</td> <td>20 5%</td> <td>41 11%</td> <td>130 36%</td> <td>175 48%</td> </tr> <tr> <td>Male - 192</td> <td>10 5%</td> <td>23 12%</td> <td>74 39%</td> <td>85 44%</td> </tr> <tr> <td>Female - 174</td> <td>10 6%</td> <td>18 10%</td> <td>56 32%</td> <td>90 52%</td> </tr> <tr> <td>Maaori - 155</td> <td>14</td> <td>26</td> <td>67</td> <td>48</td> </tr> </tbody> </table>						Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)	All students - 366	20 5%	41 11%	130 36%	175 48%	Male - 192	10 5%	23 12%	74 39%	85 44%	Female - 174	10 6%	18 10%	56 32%	90 52%	Maaori - 155	14	26	67	48
	Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)																											
All students - 366	20 5%	41 11%	130 36%	175 48%																											
Male - 192	10 5%	23 12%	74 39%	85 44%																											
Female - 174	10 6%	18 10%	56 32%	90 52%																											
Maaori - 155	14	26	67	48																											

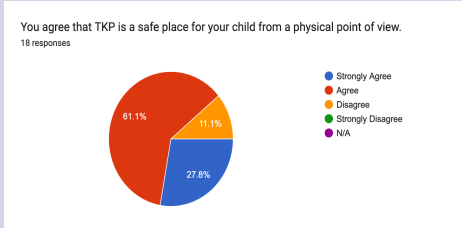
Key -
 Red - Not Achieved
 Blue Achieved
 Ongoing

Term 1 and 2 Lateness is at 6.68%. This is 2.68% above our target of 4% for the year. We will need to encourage our parents to get their children to school on time.
 19.12.24
 At the end of 2024 our lateness percentage was 6.74%. We will continue to encourage our parents to get their children to school on time.

- Students will be engaged with school and learning, feeling emotionally and physically safe.



88.9% of our parents who responded to our survey believe that our school is safe for their children's emotional wellbeing.



88.9% of our parents who responded to our survey believe that our school is safe for their children's physical wellbeing.

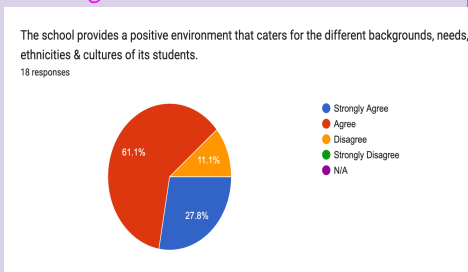
	9%	17%	43%	31%
Pacific Learner - 25	1 4%	2 8%	10 40%	12 48%
NZE - 128	5 4%	11 8%	38 30%	74 58%
Other - 58	0 0%	2 3%	15 26%	41 71%

Ministry of Education Attendance Targets				
Measure	2022 TKP	2023 Target	2024 Target	2026 Target
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	49.35%	MOE Aim - 60% TKP Aim - 60% Term 2 37.62% EOY 39.44%	MOE Aim - 70% TKP Aim - 55% Term 50.47% EOY 48%	75%

- TKP will remove the financial strain on parents by being a part of the school donations scheme [The Donation scheme is working well at TKP and we have opted into this again in 2025](#)

- Kaahui Ako Kaiawhina to support the families of TKP by helping them get their children to school
Our Kaiawhina is doing an amazing job in connecting disengaged learners back into school in our Kaahui Ako and across the North Waikato Region.

- Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day.
As our regular attendance has increased by 8.56% in 2024 this is a clear indicator that our parents want their children to be at school every day engaging in their learning.

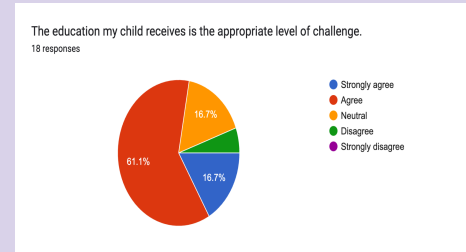


88.9% of parents believe we provide a positive environment for learners that caters for the diverse needs of

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%	MOE Aim - 35%	MOE Aim - 25%	22%
		TKP Aim - 40%	TKP Aim - 40%	
		Term 2 47.2%	Term 2 41.33%	
		EOY 52.8%	EOY 47%	
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5.5%	MOE Aim 5%	MOE Aim 5%	3%
		TKP Aim - 5%	TKP Aim - 5%	
		Term 2 15.18%	Term 2 8.20%	
		EOY 7.76%	EOY 5%	

#Note - Completed at two data points - T2 as a snapshot of attendance at

our learners, and the different cultures in our community.



Only 76.8% of parents feel we provide educational experiences that challenge them. This is something we will look to improve upon in 2025.

that time and Term 4 to represent the whole of 2024

Comment:

Term 2 (07.07.24)

Since the end of 2023 there has been a/an

- 12.85% increase in the number of students attending school 90% of the time (Regular attendance)
- 5.87% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance)
- 6.98% decrease in the number of students attending school below 70% of the time (Chronic Attendance)

Concerning our goals/targets that we set at the start of the year:

55% of our students attending 90% of the time

We are on track to achieve this goal as we currently have 50.47% of our students attending regularly. This is only 4.53% below our target.

40% of our students have moderate or irregular attendance

We are on track to achieve this goal as we currently have 41.33% of our students attending moderately or irregularly. This is only 1.33% above our target.

5% of our students have chronic attendance

We are on track to achieve this goal as we currently have 8.20% of our students with chronic attendance. This is only 3.20% above our target.

As a school, we are in a positive position at the end of Term 2 with over half our school having regular attendance. We will continue to work with parents to reduce our chronic attendance and to remove any barriers that hinder our parents from getting their children to school.

Term 4 (19.12.24)

Since the end of 2023 there has been a/an

- 8.56% increase in the number of students attending school 90% of the time (Regular attendance)

		<ul style="list-style-type: none"> • 5.80% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance) • 2.76% decrease in the number of students attending school below 70% of the time (Chronic Attendance) <p>Concerning our goals/targets that we set at the start of the year:</p> <p>55% of our students attending 90% of the time We are still working toward this goal as we had 48% of our learners attending 90% of the time in 2024. This is 7% less than our target but an 8.56% increase from the end of 2023.</p> <p>40% of our students have moderate or irregular attendance We are still working toward this goal as we had 47% of our learners attending 70%-80% of the time in 2024. This is 7% more than our target but a 5.8% decrease from the end of 2023.</p> <p>5% of our students have chronic attendance We have achieved this goal as at the end of 2024, only 5% of our learners have chronic attendance.</p> <p>While we didn't achieve our goals we are in a better position than 2023. This is a positive as we know our attendance will incrementally improve year to year because we are focused on improving it and we are working with our community to ensure they understand the importance of their children attending school regularly!</p>
--	--	---

Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

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><i>I have attempted to resolve any health and safety issues as soon as they happen.</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 has 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 Maaori 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 	<p><i>I am recognising the aims and aspirations of Maaori by employing Maaori educators to work in our bilingual space. In 2024 we had 9 Maaori staff members and 1 Kapa Haka Consultant who work at our school and we are working to normalise Te Ao Maaori and Te Reo Maaori at our kura (2 Teachers and 7 Support Staff). We listen to our community and we have a whaanau committee that 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>in the Education service?</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 handballs, soccer balls, rugby balls, 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.</i></p> <p><i>In 2024, we also ensured that our students had the appropriate equipment to play rugby league, hockey, soccer and netball against other schools by spending money from the Kiwisport fund.</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](#)