



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1353
Principal:	Iain Taylor
School Address:	76 Russell Road, Manurewa, Auckland
School Postal Address:	76 Russell Road, Manurewa, Auckland
School Phone:	(09) 266-8268
School email:	office@manurewaint.school.nz

Accountant I Service Provider:

M & M Accounting and Business Consultants Limited

MANUREWA INTERMEDIATE SCHOOL

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For the year ended 31 December 2024

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Annual Report Uploaded to MOE web site and ours!

1 message

Iain Taylor <iain@manurewaint.school.nz>

To: Shauna Eldridge <Shauna.Eldridge@education.govt.nz>

Cc: Iain Taylor <iain@manurewaint.school.nz>

School Planning and Reporting

Document	Action
Strategic Plans	Submit to the Ministry and publish on your school's website
Annual Implementation Plans	Publish on your school's website, or use the form below for the Ministry to publish on your behalf
Annual Reports	Submit to the Ministry and publish on your school's website as soon as practicable

Thank you, we have received your Annual Report.



"keep smiling and be positive!"

Iain Taylor ONZM

Principal

Manurewa Intermediate School: Urban Campus

76 Russell Road, Manurewa

Mt Papakāinga: Manurewa Intermediate School

Rural Campus

20 Helland Drive, Bombay

09 266 8268 ext 3087

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1. List of all School Board Members

Board member names	Position	How Position Gained	Term Expired/ Expires
Mr Gary Rogers	Presiding Member	Re-elected	Aug-22 2025
Ms Val Taruia-Pora	Parent Representative	Re-elected	Aug-22 2025
Ms Lua Afakasi	Parent Representative	Re-elected	Aug-22 2025
Mr John Afakasi	Parent Representative	Re-elected	Aug-22 2025
Mr Iain Taylor	Principal	Appointed	
Ms Terri Martin	Parent Representative	Elected	Aug-22 2025
Mr Daniel Cope	Staff Trustee	Elected	Aug-22 2025
Mr Emil Huch	Parent Representative	Co-Opted	Aug-22 2025

2. Statement of Variance: progress against targets

2024 OPERATIONAL PLAN

2024 STRATEGIC GOAL: Develop Academically Powerful Students

BUDGET: \$200,000.00

NLP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)					ANALYSIS - Outcome and Future Focus
				T	T	T	T	T	
				1	2	3	4	5	
1 Learners at the Centre 'Learners with their Whānau are at the centre of education'	1.1 Empower students as leaders of their own and others learning through the promotion of student agency and leadership.	<ul style="list-style-type: none"> Assessment for Learning frameworks will be used as a basis for student identification of their own learning needs and development of self and peer-assessment tools Student Voice will be regularly recorded and used to inform assessment of the relevance and effectiveness of teaching and learning. Actively share and unpack assessment data with students. Students will set goals for themselves within the core subject areas (reading, Writing and Maths) based on assessment data. Analysis of Passion Pod Inquiries will inform reviews of effective practice 	DP: Learning and Teaching DP: Pastoral Care Leadership Team All teachers Students Pastoral Care team	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Across the school, the use of assessment for learning frameworks has increased. In mathematics, student tracking sheets in maths books help students record their achievement on standardised tests. In Te Ao Tangata, 'kid-friendly' rubrics based on the e-asTTle writing rubric clarify criteria and next steps for students. However, reading assessments still need improvement, as efforts to create a similar hierarchy of reading techniques have not been effective. A better understanding of content requirements at different levels is necessary for progress in reading. Student voice has been integrated through several channels. Weekly check-ins by the Curriculum Council, ML Chats with Iain/Ross, and termly BOT meetings where students present their views have been helpful. Form teacher reviews have also contributed by applying student feedback to make teaching more responsive. This practice has been effectively used in the Pangaru Passion Pod. Various assessment tools in mathematics give students a clear understanding of their progress and next steps. In Te Ao Tangata, there is still a need for better interpretation of data and clearer connections between data and actionable steps. Pangaru's approach may not fully suit other subjects, so a tailored method is required. Pre and post student self-assessments tied to Graduate Profile indicators have continued. Reports for target goals are written and shared with Whānau. Discussions are held around the next steps involved in the progression of reading and writing. E-asTTle levels are broken down and discussed with learners. Recapping/revisiting of goals after SICs.

1.2 Utilise the Graduate Profile as a vehicle to promote and enact Manurewa Intermediate's definition of success for students.	<ul style="list-style-type: none"> Continue to collect pre and post student self-assessment of their own achievement relative to Graduate Profile Indicators. Continue to use Graduate Profile as a vehicle for communicating progress within Key Competencies to students and Whānau 	All Leadership	✓	✓	✓	<ul style="list-style-type: none"> The collection of pre and post student self-assessments on Graduate Profile Indicators has provided a clear view of student progress. This has helped students track their development and identify areas for improvement. The Graduate Profile effectively communicates progress in Key Competencies to students and Whānau. The curriculum refresh will also require a review of the alignment between Key Competencies and the Graduate Profile to keep it relevant and effective. Graduate Profile aspects are reflected on each set of reports and shared with Whānau. We have an entire term focus on the Graduate Profile as a whole and what it looks like within our school. Each term we have a different Graduate Profile aspect that we link into our Humanities learning. Integrating this within our inquiry as well. Graduate Profile aspects can be reflected on in the Term 4 general report comment.
1.3 Clearly report student progress to parents (including progress against curriculum levels).	<ul style="list-style-type: none"> Gather, analyse and interpret student data to report to Whānau Term 1, 3 & 4 Student Involved Conferences Parent Information on Curriculum Levels (Newsletters, teacher/parent conversations) All reporting within the school will have clear links to standardised assessment data and national curriculum levels. 	Principal DP: Learning and Teaching	✓	✓	✓	<ul style="list-style-type: none"> The process of gathering, analysing, and interpreting student data has been used to provide comprehensive reports to Whānau. The approach has ensured that Whānau receive clear and actionable information regarding their child's learning outcomes. Moving forward, there will be an emphasis on using the data in a more focused and purposeful manner, as informed by the Perry Rush Assessment PD, to enhance the efficiency and relevance of these reports. Student Involved Conferences in Terms 1, 3, and 4 have engaged students in discussing their learning progress. These conferences have been useful in allowing students to present their achievements and areas for growth to their Whānau. Information provided to parents on curriculum levels through newsletters and teacher/parent conversations conveys curriculum and school expectations. Ongoing communication between teachers and parents has facilitated a better grasp of student learning and expectations. Reporting within the school now includes clear links to standardised assessment data and national curriculum levels. MI has established robust and comprehensive data collection capacities. However, there is a need to shift from the sheer volume of data collection to a more focussed and purposeful use of assessment data. The Perry Rush Assessment PD has provided valuable insights into refining MI's data collection and analysis systems, aiming to enhance their efficiency and effectiveness. Reports and SICs are used to communicate learning progress and needs with Whānau.

								<ul style="list-style-type: none">- Reading, Writing and Math goal and action plan report banks have been created to align with specific needs based on where learners are in curriculum levels.
1.4 Provide succinct, clear analysis of progress towards targets, informed through analysis of student data.	<ul style="list-style-type: none">• Develop achievement targets based on evaluation of student data.• Analyse achievement data in relation to, annual aims, and targets	Deputy Principal: Learning and Teaching	✓	✓	✓	✓	<ul style="list-style-type: none">- Recent changes to how Beginning, Middle, and End of Year achievement reports are compiled have improved the depth of analysis. The role of PATs is under review, with discussions on using them summatively or administering them earlier, such as in Term Three, to optimise testing conditions. While PAT data is useful for evaluation, there are considerations about whether other sources, like e-asTTle, might be more effective for formative assessment.- The Beginning of Year Achievement Report would benefit from including national PAT data. Adjusting the report's deadline could give a clearer picture of student performance. The alternative is to scale back the depth of info in the BOY Achievement report so it better meets its primary purpose of reporting the BOT.- Comprehensive tracking of data collected through various assessment tools.- Tracking of specific Target Learners within RCG sessions.	
1.5 Build on innovative pedagogies using site-based inquiry, building on areas of need and direction.	<ul style="list-style-type: none">• Refine Math programme using ideas from recent findings of Math decline in NZ e.g Tan• Continue to build capacity with the Structured Literacy programme in all Humanities classes• Introduce specific must haves in Humanities and Math programmes to support students learning gaps• Incorporate the recommendations in the Technologies review completed at the end of 2024.	DP: Learning and Teaching DP: Guidance and Support DP: Professional Learning Leader Learning Support Coordinator Pangarau and Te Ao Tangata Passion Pod Leaders	✓	✓	✓	✓	<ul style="list-style-type: none">- Refine Maths Programme Using Ideas from Recent Findings of Maths Decline in NZ.- The new curriculum is expected to have a major impact by raising expectations in mathematics; for instance, the 4P level is now approximately equivalent to the end of Year 6, whereas it used to be aligned with Year 8. These refinements focus on addressing identified weaknesses and implementing strategies to meet the updated expectations.- Period 6 - Extra maths support classes.- Using AWS for specific students.- LAs upskilled in AWS to provide in-class support	
2 Barrier Free Access 'Great education opportunities and outcomes are within	2.1 Continue to develop strategies to identify and cater for learners at all levels.	DP: Learning and Teaching DP: Guidance and Support Learning Support Coordinator	✓	✓	✓	✓	<ul style="list-style-type: none">- As the school navigates new curriculum content in 2025, challenges with differentiation will increase. Teachers will need to address a broader range of abilities while ensuring reliable Overall Teacher Judgments (OTJs). A deeper understanding of differentiation across the school is essential to support diverse student needs and track progress. Higher-level content will require teachers to balance this diversity with maintaining academic rigour.	

reach for every learner	<ul style="list-style-type: none"> Analyse achievement information at individual and class level Implement revised changes to assessment protocols in Math and Humanities to provide a deeper understanding of student needs and how to teach them effectively. Investment in lower than funded student: teacher ratio Use teacher inquiry cycle to plan for and meet the needs of students who require additional support Promote, access and make use of Learning Support Coordinators through DP Guidance and Support to support all learners. Weekly meetings held by the Guidance and Support team to identify and cater to the needs of lower ability learners Implement interventions to accelerate progress for at risk learners. Investment in Students with Higher Abilities register to recognise and cater for those in each class who require extending. DP: GaS to oversee the programme MI Breakout Buzz interventions run throughout the year focussing on the inquiry model. Oversee and review the Marine Studies programme to ensure the lead teacher is empowered to make it effective. 	DP: PLL	<ul style="list-style-type: none"> Achievement data has been analysed at individual and class levels, providing valuable insights into student performance. While progress toward more targeted teaching strategies is ongoing, a strong foundation has been established. Teachers are improving their use of data to inform practice, but further support is needed. Achievement reports have also highlighted the need to focus on students close to meeting curriculum expectations to help them reach and exceed benchmarks. Revised protocols in Math (better use of Scale Scores in PAT) and Humanities (e-asTTle Writing) have been introduced to better understand student needs. These changes provide a more nuanced view of progress and support more targeted instruction to address individual learning needs. In 2023, efforts to integrate professional learning through Passion Pod Collaborative Inquiries were led by an inexperienced Learning and Teaching (LaT) leader, which proved unrealistic. Moving forward, the Teacher Inquiry Cycle will offer a more structured approach to support students needing additional help. In 2025, Raising Capacity Groups (RCGs) will take over to better align with school structures and goals. Assessment data used to identify Target Learners. Writing e-asTTle and moderation. Guided Reading sessions integrated into Humanities lessons. Reading Champion Programme. Breakout Buzz - offered to specific learners to extend them in an area they portray some expertise/excellence. Conversations with LSC to identify and assess learners of concern and create individualised learning programmes that are suitable and beneficial. The Learning Support Coordinator (LSC) has support with classes and students. Learning support coordinator has assisted with RTLB referrals, modelling best practice, development and implementation of iEPs. Weekly Meetings Held by the Guidance and Support Team to Identify and Cater to the Needs of Lower Ability Learners: Weekly meetings by the Guidance and Support team have focused on identifying lower ability learners and providing timely, targeted interventions to meet their needs effectively. Implement interventions to Accelerate Progress for At-Risk Learners: Targeted interventions have been introduced to accelerate progress for at-risk learners, addressing specific challenges and supporting rapid improvement in learning outcomes for students at risk of falling behind. Investment in Students with Higher Abilities Register to Recognise and Cater for Those in Each Class Who Require Extending: Continued investment in the Gnt Programme has highlighted the need for a Gnt Tracking Sheet to better identify and cater to students requiring extension. A detailed tracking 				
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		<ul style="list-style-type: none"> In line with the Digital Integration Plan, provide opportunities for co-teaching, peer observations and modelling for all teachers based on Passion Pod Digital integration goals. Continue with the implementation of 'Speed Dating' meetings each term to provide insight into the line of teachers' understanding of students in classes and plan collaboratively to meet these needs. Develop future goals and innovations through the implementation of the Triple Operating System: Pedagogy 					<ul style="list-style-type: none"> 'Speed Dating' meetings: Termly 'Speed Dating' meetings have provided insights into teacher understanding of students, fostering collaborative planning. Better integration with the school's assessment schedule will make these meetings more purposeful, with the 'Three Cycle Assessment Overview' and moving PATs to Term Three aimed at maximising their value. Triple Operating System: Pedagogy: The implementation of the Triple Operating System has guided pedagogical planning and execution, driving improvements in teaching and learning outcomes. Collaborative planning. Termly Module Overview/Outlines are created and shared within Passion Pod. Formal observations done for mid and end-cycle appraisals. QAF reflections. Weekly reflections in planning. Speed dating - opportunity to discuss learners with a line of teachers throughout the year. 	
2.3 Allocate funds to reflect and support the school's strategic plan.	<ul style="list-style-type: none"> Continue the strategic investment in technological assets to support student learning outcomes Investment in teaching staff to allow for smaller class sizes Budget allocation to strategic priorities and learning experiences for students Maintain the Digital Integration Plan that outlines the financial implications of a 1:1 policy on school infrastructure and community 	Principal DP: Operations DP: Learning and Teaching	✓	✓	✓	✓	<ul style="list-style-type: none"> Device Allocation: The school continued its investment in technology, but high-attendance classes faced challenges with the 1:1 device policy. Device allocation needs to be better aligned with class sizes to ensure equitable access to technology. Blake VR Experience: The Blake VR Experience, an external program funded by the school, provided a valuable learning opportunity for students. SAMR Model and Coordination: The SAMR model has not been used effectively enough to maximise the value of school-owned technology. Stronger coordination between Learning and Teaching and E-Learning is needed to align device usage with learning expectations. This will ensure better value for money from our technology investments, with a sharper focus on measurable outcomes and increased SAMR model usage. iPads and Libby App in the Library: The introduction of iPads into the library will enable students to use the Libby App, promoting reading both in and out of school. Full integration of iPads and the Libby App will further enhance reading enjoyment. Online Testing Platforms: Ongoing strategic investment in technology supports student learning, including the use of online testing platforms to track progress. These platforms provide immediate data collection, offering timely insights into student performance and areas needing improvement. 	

3	2.4 Review allocation of funding.	<ul style="list-style-type: none"> Develop measurable outcomes resulting from investment Self review practices analyse the outcomes resulting from investment 	Principal All Leadership	✓	✓	✓	✓	<ul style="list-style-type: none"> Robust review process have taken place at the end of 2024. The completion of the Curriculum Objectives and review of the Strategic Goals for 2024 are part of this rigorous self review process. New strategic goals will be formed for 2025 based on this review process. All reviews are compiled in the school's Strategic Review Book.
	2.5 Ensure great educational opportunities and outcomes are within reach for every learner.	<ul style="list-style-type: none"> Take account of learners' needs, identities, languages and cultures in their practice. Complete robust Form teacher surveys to ensure outcomes are achievable and students feel empowered Passion Pod Collaborative Inquiries 	Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau	✓	✓	✓	✓	<ul style="list-style-type: none"> Teacher Surveys and Collaboration: Teachers report that surveys are completed twice a year. Passion Pods collaborate on shared planning, with a focus on differentiation in lessons to support diverse student needs. Language weeks and cultural celebrations are also integrated to honour student diversity. Passion Pod Collaborative Inquiries: Initially designed to integrate professional learning and Target Learner initiatives, the 2023 process was led by an inexperienced LaT leader and proved unrealistic. A new approach through Regional Curriculum Groups (RCGs) is planned for 2025 to better align with the school's structure and goals.
	3.1 Refine targeted teacher inquiry process to accelerate progress.	<ul style="list-style-type: none"> Continue with the use of baseline data to inform progress, or lack, of throughout inquiry and possible next steps. Shared professional reading on targeted learning areas Recording of formal passion pod or group focussed inquiries Capturing of evidence of teacher practice within classrooms Professional dialogue within groups to discuss evidence of teacher practice Provide professional development aligned through the above run by relevant senior staff members Through directed Inquiry managed by Passion Pod leader. Build on innovative pedagogies using site-based inquiry. 	DP: Learning and Teaching DP: Professional Learning Leader Leadership team	✓	✓	✓	✓	<ul style="list-style-type: none"> Baseline Data for Progress: In 2025, RCGs will continue using baseline data to track progress and identify next steps in inquiry cycles. This more structured approach will improve progress tracking. Professional Reading on Targeted Areas: In 2025, RCGs will provide a smaller, focused selection of professional readings, delivered in advance and aligned with school goals, for a more impactful development experience. Managing Inquiries: Responsibility for managing inquiries will shift from Passion Pods to RCGs, ensuring better alignment with school goals and more formalised inquiry cycles. Capturing Teacher Practice: RCGs will offer a structured system to capture and reflect on teacher practice, supporting professional development and linking evidence to appraisals. Professional Dialogue on Teacher Practice: RCGs will align professional dialogue with school-wide goals, focusing on specific areas of need to ensure impactful learning. Professional Development Guided by Senior Staff: RCGs will ensure professional development aligns with strategic goals, providing manageable, targeted learning that's easier to measure for impact. Directed Inquiry Managed by RCGs: In 2025, RCGs will take over inquiry processes, ensuring alignment with school goals for effective professional development and instructional improvement. Innovative Pedagogies and Site-Based Inquiry: RCGs will focus on key areas of need and provide structured learning to support the development and refinement of innovative teaching practices.

	<ul style="list-style-type: none"> building on areas of need and direction Embed effective integration practices focussing on meshing subjects together - maths and science etc. 						<ul style="list-style-type: none"> Effective Integration Practices: RCGs will enhance opportunities to integrate subjects like mathematics and science, supporting cross-curricular connections and aligned teaching strategies. Sharing information from reading within Passion Pod meetings as a form of PD. Photos taken and shared of teachers in action. RCG and Passion Pod meetings - sharing time is beneficial.
3.2 Continue using the revised Graduate Profile conceptual module overview and the layering of concept and topic/context.	<ul style="list-style-type: none"> Teachers plan collaboratively using the Broadening Horizons Model 2.0 as a framework. Passion Pods meet to discuss opportunities to integrate between subjects regularly. Passion Pods use module overviews to guide a deliberate approach to planning programmes to ensure curriculum depth and coverage are considered. Maintain a more rigorous, simplified inquiry learning approach targeting areas of need, particularly knowledge building and 'using'. Promote higher-order thinking in all subjects by planning engaging topics that cause students to synthesise and build perception and understanding as well as knowledge. Promote students as empowered leaders in their inquiry and share opportunities to use skills from various subject areas with teachers. Build on innovative pedagogies using site-based inquiry, building on areas of need and direction 	DP: Learning and Teaching Passion Pod Leaders All teachers Students	✓	✓	✓	✓	<ul style="list-style-type: none"> Empowering Students as Leaders in Inquiry: Promoting students as leaders in their learning encourages ownership and exploration of their interests. By applying skills from multiple subject areas, their understanding deepens, fostering teacher collaboration. Sharing interdisciplinary opportunities integrates diverse skills, preparing students to solve complex problems with confidence and creativity. Reimagining Key Competencies: The Graduate Profile, MI ONA, and MI Learner's Keys to Success communicate NZC values and competencies in overlapping ways. Understand, Know, Do is also a competency set. There's a need to coordinate and simplify these ideas. SOLO Taxonomy and Higher Order Thinking: Further developing staff knowledge of SOLO Taxonomy in relation to Understand, Know, Do will help create a curriculum that supports higher order thinking. Simplified Inquiry Learning: The introduction of 'Guided Inquiry' for Form Time subjects has simplified the inquiry process, making it explicit for both teachers and students. Writing moderation sessions. Collaborative planning within Wānau and Passion Pods (however some of the Humanities team prefer to plan independently). LaT will develop student moderation processes next year with the goal of giving students more 'agency' over the goal setting process. Student moderation is also an important part of Afl process (helping students understand what they need to do better).

3.3 Execute whole school PLD to increase the rigour of learning and teaching and student outcomes.	<ul style="list-style-type: none"> Promote staff involvement and ownership by including all Passion Pods and staff in PLD sessions. Ensure evidence is collected by teachers proving PLD is being embedded and practised in classrooms. In literacy - ensure Te Ao Tangata gain an understanding of early literacy development and uses this knowledge to enhance programmes. Develop assessment practices in Te Ao to promote needs-based and aspirational teaching in reading and writing. Develop a whole school oral language approach by ensuring it is part of ALL teachers planning and learning programmes Maintain teacher's digital technologies integration in their learning programmes Review researched assessment and data collection models and innovations identified 	AP: Learning and Teaching DP: Guidance and Support DP: Professional Learning Leader Learning Support Coordinators Passion Pod Whānau Leaders	✓	✓	✓	<ul style="list-style-type: none"> Staff Participation in PLD Sessions: All staff, including those in Passion Pods, participate in PLD sessions. This teamwork encourages sharing ideas and supports professional growth, fostering greater teacher involvement. Collecting Evidence of PLD Impact: Teachers collect evidence of how they apply PLD learning in their classrooms, such as lesson plans and student work. This shows the impact of PLD and helps identify areas needing further support. Professional Development in Te Ao Tangata: This year's focus on early literacy development has improved teachers' understanding, enhancing literacy programs and supporting young students in reading and writing. New Assessment Practices in Te Ao: New assessment practices focus on individual student needs and set high expectations for reading and writing. This targeted support helps students achieve their learning goals and improve literacy skills. RCG sessions. Cultural performances, staff PD and collaborative planning.
3.4 Implement the Triple Operating System with a view to fostering innovation and creativity.	<ul style="list-style-type: none"> Pedagogy: Foster innovation and creativity in developing pedagogy. Future Focus: Foster innovation and creativity with a focus on the future Operational: Foster innovation and creativity with a focus on school systems and operations. 	Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau Board	✓	✓	✓	<ul style="list-style-type: none"> The intent of the original Triple Operating Teams (DPs sharing ideas with one another) is part of Leadership meetings. DPs use events like the School Social to access Whānau voice. Surveys at SICs are also used to access Whānau voice.

3.5	Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.	<ul style="list-style-type: none"> • Passion Pods critique their programmes for improved student outcomes • Review, and where necessary, improve relevant documentation, particularly those areas of review for 2024 i.e Gifted & Talented, Science and The Arts: Music, Drama and Art. This will include the continuation of module overviews as a tool to guide teachers forethought regarding their programmes including programme mapping. • Seek student voice and guidance through the student Curriculum Council 	DP: Learning and Teaching DP: Student Programmes	✓	✓	✓	<ul style="list-style-type: none"> - Changes have been made to Form Time Planning in 2024 to better align different aspects of our curriculum (SMART Target, school values etc). This is to make the school curriculum more relevant for learners - Focus Groups. - Curriculum Council is not the best method for accessing student voice. Tying the Curriculum Council in the Competition limits that style and depth of question that can be asked. Curriculum Council is a useful way of getting a gauge on what students are learning and is a worthwhile addition to the competition. Changes could be made to how the curriculum council accesses student voice. The challenge is collecting it in a way that makes scoring for a competition easy and efficient.
3.6	Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.	<ul style="list-style-type: none"> • Upskill teachers in understanding the three key concepts of the curriculum refresh Understand/know/Do where appropriate • Where appropriate and relevant share any updates about the curriculum refresh • DP: LaT to introduce the Curriculum Refresh at Staff Only Week • Common Practice Model will be introduced through RCGs • Common Practice Model will be aligned with School Appraisal Systems over course of 2024 	Associate Principal: Learning and Teaching Passion Pod Leaders	✓	✓	✓	<ul style="list-style-type: none"> - Upskill Teachers in Understanding the Curriculum Refresh: Changes in government have shifted the focus of the curriculum rollout. While Understand, Know, and Do remain, a move toward a 'knowledge-rich' curriculum places more emphasis on content. Engaging teachers with higher-level content and differentiating it for students will be a key challenge, especially as old assessment tools may not align with the new content for making OTJs. - Sharing Updates About the Curriculum Refresh: Updates on the curriculum refresh have been shared as appropriate. - Communication is adapted to keep staff informed about the evolving rollout. - Introduction of the Curriculum Refresh Postponed: The introduction of the Curriculum Refresh at Staff Only Week was delayed due to changes in the rollout and uncertainty around details. Timelines for implementing the new maths curriculum will be developed in Term Three. - Common Practice Model Through RCGs: The specifics of the Common Practice Model (CPM) remain unclear. As of June 2024, the MOE confirmed that evidence-based teaching practices will be part of the new curriculum, but no timelines or drafts have been released. - Aligning the CPM with Appraisal Systems: The lack of clarity around the CPM has delayed its alignment with school appraisal systems. Once finalised, steps will be taken to integrate it, though as of October 2024, it's uncertain if the CPM even exists. - Staff only days and induction at the beginning of the year. - RCG sessions.

4	Future of Learning and Work 'Learning that is relevant to the lives of New Zealanders today and through their lives'	3.7 Review documentation to ensure coherence.	<ul style="list-style-type: none"> Self review of curriculum areas - for 2024 i.e Gifted & Talented, Science and The Arts; Music, Drama and Art. Programme of learning review annually. Learning and teaching review of curriculum areas. 	Principal Deputy Principal: Learning and Teaching Passion Pod Leaders	✓	✓	✓	<ul style="list-style-type: none"> Significant changes have already been made to the LaT Handbook to ensure 'coherence'. PLL and LaT have worked closely together this year to also ensure that there is coherence between the LaT Handbook and PLL Handbook. Further work needs to be done to ensure coherence between all Handbooks. Curriculum refresh is a good chance to develop a more coherent local curriculum: simplicity is key. 	<ul style="list-style-type: none"> Significant changes have been made in reporting structures. Achievement reports now offer more detailed information that gives a finer breakdown of student achievement. Change will continue to be made to Achievement Reports: the next step is to present the reports at a time and in a manner that brings teachers into the process of looking at and analysing achievement data. Three Cycle Assessment Model for 2025 will involve teachers more in the process of looking at achievement data. Every student has access to a device in Humanities and Math lessons as needed. Observing students work on devices (giving feedback and tracking what they are doing) and sharing work can be done effectively. Improvements have been made to how the SAMR model is described within the LaT Handbook to give teachers more guidance on how SAMR can be used to plan learning experiences for students. Linking SAMR to planning and (importantly) assessment in the classroom will allow teachers to make better use of devices. Better use in the sense they will be able to use the students' usage of a device as an assessment opportunity. I.e re crafting of writing: does the student simply type with the device or do they reorder and resequence paragraphs to ensure that meaning and flow are enhanced?
		3.8 Clearly report to the Board baseline and endpoint achievement data.	<ul style="list-style-type: none"> Gather, analyse and interpret student data at class and school level Report to the Board in all learning areas 	Deputy Principal: Learning and Teaching	✓	✓	✓	<ul style="list-style-type: none"> Significant changes have been made in reporting structures. Achievement reports now offer more detailed information that gives a finer breakdown of student achievement. Change will continue to be made to Achievement Reports: the next step is to present the reports at a time and in a manner that brings teachers into the process of looking at and analysing achievement data. Three Cycle Assessment Model for 2025 will involve teachers more in the process of looking at achievement data. Every student has access to a device in Humanities and Math lessons as needed. Observing students work on devices (giving feedback and tracking what they are doing) and sharing work can be done effectively. Improvements have been made to how the SAMR model is described within the LaT Handbook to give teachers more guidance on how SAMR can be used to plan learning experiences for students. Linking SAMR to planning and (importantly) assessment in the classroom will allow teachers to make better use of devices. Better use in the sense they will be able to use the students' usage of a device as an assessment opportunity. I.e re crafting of writing: does the student simply type with the device or do they reorder and resequence paragraphs to ensure that meaning and flow are enhanced? 	
		4.1 Maintain the implementation of a 1:1 device ratio in Humanities, Math and Science classes.	<ul style="list-style-type: none"> Develop personal and Passion Pod goals relating to 1:1 learning implementation set within Whānau and teacher inquiries Students use digital devices and ICT resources in ways that promote learning and digital and technological literacy. Professional learning in using technology to support student outcomes Use current staff strengths and skills to develop and promote innovative practice with the use of devices in all Humanities and Math classrooms. Maintain Hapara as a classroom management system for teachers. Induct new staff in effective teacher practice amplified by the use of technology in classrooms. Review device infrastructure and renewal of hardware. 	DP: Operations DP: Learning and Teaching Passion Pod Leaders Whānau Leaders	✓	✓	✓	<ul style="list-style-type: none"> Significant changes have already been made to the LaT Handbook to ensure 'coherence'. PLL and LaT have worked closely together this year to also ensure that there is coherence between the LaT Handbook and PLL Handbook. Further work needs to be done to ensure coherence between all Handbooks. Curriculum refresh is a good chance to develop a more coherent local curriculum: simplicity is key. 	

	• DP: eLl to develop PD to promote the effective use of digital technology in the classroom								
4.2 Implement Te Kāhui Ako o Manurewa achievement challenges.	<ul style="list-style-type: none"> Adhere to achievement challenge operational plans. Involve ASCoL and appropriate WSCoL in PLD opportunities throughout the year. Implement new Te Kāhui Ako o Manurewa achievement challenge operational plans. 	Principal ASCoL and WSCoL's	✓	✓	✓	✓	- Across School Teachers need to support PD in RCGs (where possible). Links can be made between the work streams of the Kahui Ako and the Professional Learning Schedule for 2025. - Māori Language week would be an example of this; there is knowledge to be shared and should be better integrated into RCGs.		
4.4 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life.	<ul style="list-style-type: none"> DP:PL's working alongside PCT's and other teachers to support their teacher practice Regular walkthroughs and observations to be done on teachers in order to identify teachers of best practice and teachers who need support Ensure all teachers are part of regular Professional Learning Meetings which support them being 'better' teachers eg. RCGs relevant PD at Staff Meetings. Passion Pod Leaders to ensure meetings are used to enhance teacher practice and professional knowledge NOT administrative duties or tasks 	Principal Leadership Team All teachers All staff Passion Pod Leaders	✓	✓	✓	✓	<ul style="list-style-type: none"> Using RCGs and Target Learners documents to promote growth and development. DP support and LA support with teachers and helping to meet full potential. RCG sessions. Constant DP presence to ensure and support teacher standards. Focus on Guided Reading in Humanities. Focus on moderation practices in Humanities. 		

STRATEGIC GOAL: Develop an effective school culture - Living our vision and values

BUDGET: \$150,000

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (U)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the centre	1.1 To investigate and implement further initiatives that will reignite and service the development of I. Passion for and use of Keys To Success II. Anti-bullying initiatives that involve ALL stakeholders in recognising and combating bullying III. Combating the ever growing issues surrounding cyber-bullying and cyber protection	<ul style="list-style-type: none"> MI MONEY book will be formatted and printed for each term, only so that it can be reviewed further if necessary and adapted to suit the goals of engagement and success in learning, in our Keys To Success and in our Term values and SMART targets. Continue to involve staff in designing initiatives that will engage all stakeholders in combating any form of bullying and ensure that ALL staff are similarly responsive. PC Council to be supported 'in the field' by Community Council in toilet duties, MI MATES training etc. Promote student agency to improve student happiness and hauora adhering to our K2S and student values. Make sure the PC Council & M.I. Mates understand how to execute their job in a safe and non threatening manner to students. Introduce and Implement student cyber safety programme through Media Studies. 	DP: PC, Pastoral Care team, All leadership team and all staff	0	0	0	0	<ul style="list-style-type: none"> M.I Chat and M.I Kai - used to gather student and teacher voice for ideas of ways to keep improving things we are doing at M.I Students select teachers for Value certificates Weekly Skodel check-in Kori tinana is done Monday to Thursday mornings Cyber Safety workshop was arranged for whānau to attend Staff and students believe that the school has a strong anti-bullying culture overall. When bullying does occur, it is swiftly addressed and handled consistently by both staff and students, thanks to the simplicity and effectiveness of the K2S program. The Pastoral Care Council meets every week. The DP:PC addresses cases of social media bullying, reporting incidents of cyberbullying to the leadership team. MI MATES – Every class gets a chance throughout the year to contribute to the school's culture and uphold our Keys to Success. The MI MONEYBOOK continues to be a key driver of positive learning in all classes. Staff are reminded to fill out the MONEYBOOK in conjunction with their classes before the end of each period of learning. PC Council completes uniform checks on all classes around the school on a Monday P5. Termly school wide uniform checks are also done. Social Media issues have been very minimal this year. The push on respecting each other online and using social media wisely seems to have worked.

[illegible]

1.4 Provide peer to peer support for student well-being through MI MATES	<ul style="list-style-type: none"> Each class will continue to be trained (on the Monday in form time) to be MI MATES for the whole week by DP: PC Each class member will get a MI MATES jacket to wear throughout the day for each day of the week The Pastoral Council will provide daily leadership and supervision of this activity through a duty roster Ensure that this system is used, promoted and developed throughout the year. Pastoral Council/MI MATES will provide a small report on Friday on MITV about their MI MATES work for the week. 	DP: PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Shalene visits classes on MI Mates and explains the expectations <ul style="list-style-type: none"> Some students don't wear the jackets and participate with the rest of the class Perhaps the week before a class is on MI Mates, during Friday Frenzy, the class could run through scenarios that could arise and expectations on how they can deal with them effectively (modeling done beforehand so everyone is on the same page) <ul style="list-style-type: none"> Encourage classes to take this service more seriously Classes who are exceptional during this service are highlighted at assembly. PC Council reports at assembly - this will happen moving forward
1.5 Continue to promote a safe and caring learning environment	<ul style="list-style-type: none"> Be safe and inclusive and free from racism, discrimination, and bullying. Continue to support teachers through conversations during staff hui around ensuring safety in all classrooms 	DP: PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Make consequences clear to everyone as to how issues will be dealt with when gossip/rumours/bullying occurs Revisit with form classes where safe spaces are and the expectations around using them Consistency with consequences and the constant follow up with staff on correct procedures to addressing behaviours.
1.6 Establish ongoing programmes to promote cyber-safety and digital citizenship	<ul style="list-style-type: none"> Design and implement modules for cyber-safety within the school Google drive Explore the use of online resources (NetSafe) within core learning areas Promote and host parent/caregiver information evenings in relation to online safety Regular communication via the school newsletter about online safety and responsibility 	DP: PC DP: Learning and Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Revisit with parents biannually around the cyber safety and have all staff attend as a buy in as this was paramount to know how young students could be exposed to all forms of technology on the web Looking at the police and ministry of justice providing some insights to some of the outcomes that happen from youth and young offenders
1.7 To continue to provide authentic forums for student voice through MI Community Council, MI Eco Council, MI Curriculum Council and the MI Pastoral Care Council.	<ul style="list-style-type: none"> MI Community Council to continue to lead Service across the school as well as gather student ideas through fortnightly meetings. They will also supervise and support MI MATES. Service efforts across the school and across the year will be recognised and reinforced through Silver Card awards. This will happen 	DP: PC and DP: Learning and Teaching, SWIS, School Counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Community Council present Service award at assembly every week Think of better ways to use resources during off-timetable modules that creates less waste Senators leading visitors around during school visits Service award is given out in assembly

		<p>in conjunction with the DP: Student Programmes.</p> <ul style="list-style-type: none"> MI Curriculum Council to be further developed and lead decisions about learning. This will happen in consultation with the DP: Learning and Teaching and weekly through their leadership in the MI Learning Competition MI Eco Council is to lead the school in reducing waste and guide our school on how to best sustain our school. Pastoral Care Council to continue to support children with abuse or mental health issues and connect them with appropriate adults for help. Pastoral Care Council to set up an Anti-Bullying Panel early in Term 1. This includes cyber-bullying related issues. The Senate has two students from each council in it and will develop their school profile through: <ol style="list-style-type: none"> Supporting school events including sports events, being ambassadors and collecting info for website and/or newsletters Provide student agency by expressing their view of the school to our visitors etc. They will embody the values of our school. 					<ul style="list-style-type: none"> Student who show service above and beyond inside and outside the school are recognised with a Silver/Gold card Senators present positive play in assembly Curriculum council go around to classes each week to discuss what they have been learning All Council groups meet with their lead DP to go over points of action for their group in the week. MI KAI and MI CHAT allows students a chance to voice any opinions they have on the school through a meeting with Iain. Eco Council and nature club - look after our MI Zoo Pastoral Care Council meet weekly. Uniform check for quality control. 	
	1.8 Review Service and how our children and community engage in this.	<ul style="list-style-type: none"> DP: Student Programmes to promote the use of MI ONA when speaking about Service. Get staff and student voice around the Service Programme. Get community voice around the Service Programme. 	DP: Student Programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Southmall and Erin Park Student interacting with the community at Southmall and handing out affirmation cards Service focus group to discuss new ideas moving forward
3 Quality Teaching and Leadership	3.1 Provision and maintenance of small class sizes will afford optimum conditions for teaching and learning, for achieving all vision and values in our charter.	<ul style="list-style-type: none"> The budget for this strategic goal (\$150,000.00) will be spent on personnel. The provision of small class sizes will service the goals identified in strategic plans across the school. 	All staff, all Leadership team, All stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> We do not have small class sizes anymore
	3.2 Continue to ensure a safe learning environment by maintaining strong pastoral care systems already established	<ul style="list-style-type: none"> Maintain weekly PC meetings Maintain accurate attendance records and effective tracking of absence Analyse wellbeing systems such as the use of Skodel. Keep on top of Cyber-Bullying 	DP: PC, Pastoral Care Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Weekly Skodel check-in Misbehaviour Guidelines document for teachers and DPs to follow when dealing with behaviour issues DP: PC stays at the forefront of all bullying issues.

	<ul style="list-style-type: none"> Think of ways to help teachers to follow the right systems with Pastoral issues. Remind staff and whānau of links on our website to helping students and family. 						<ul style="list-style-type: none"> Attendance records and systems continue to be followed up by teachers, whānau leaders and DP:PC. Without a Student Administrator we have remained diligent in tracking absence, referring to attendance officers and our Poutoko Hapori and following up so children are at school and engaged. PC team meet once a week each Monday to discuss their work Life Care team meetings have been very useful Constant reminders at 8am meeting about processes for dealing with pastoral issues Our new Family Works SWis Emma has been amazing addition to the team as well and is working closely with her clients and families to better support their wellbeing. 	
3.3 To further develop understanding of Te Ao Māori - the language and the culture - for all stakeholders (teachers, children and our community).	<ul style="list-style-type: none"> Continue to teach Te Reo through a context, tikanga based approach. Encourage more students, in particular boys to join Te Manu Ka Rewa still needs more students represented across the school and across whānau. 	Specialist teacher, Te Ao Māori, All stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Incorporate into planning The specialist teacher for this subject has continued to work hard to develop a targeted programme this year that not only teaches children valuable concepts and skills about Te Ao Māori but more so learning that is beginning to permeate and be valued in real-time in real situations across the school and across the year. Maree Nohos take place for all classes and students and staff are taken through this special tikanga. Karakia and whakamoemiti Morning whakamoemiti done on Ml TV National Anthem done at every Friday's assembly 	
3.4 Continue to significantly improve all teachers capacity to cater for Māori and Pasifika children and in doing so embed culturally responsive processes in all areas of learning and teaching.	<ul style="list-style-type: none"> Practice Leaders for MAP and PAP will continue to develop a targeted action plan that will serve this goal. This will be shared with all staff at SOW each year. Continue with a practice leader for MAP and for PAP who will oversee and support the embedding of culturally responsive teaching. Practice Leaders for MAP and PAP will be aware that having access to more professional development in this area may be useful for some teachers. 	DP: PC Practice Leader MAP and Practice Leader PAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Celebrate Language Weeks - Fijian, Cook Island, Tongan, Samoan, Te Reo, Niuean Cultural Performance Night in Term 4 Cultural Enrichment - every Wednesday Period 6s Staff performances Cultural Focus Group meetings held each term to share ideas. CoL info also shared. 	

		<ul style="list-style-type: none"> Align our work in this area with the COL Achievement Challenge relating to culture. 								
	3.5 Maintain and review the ability in cultural intelligence and it's valued implementation for all stakeholders	<ul style="list-style-type: none"> Gather whanau voice around values imbedded at home. Liaise with MAP and PAP when fonos and hui are held to gather data from whānau. Use the data to better inform and enhance Māori and Pacific initiatives within the school. <p><i>"Cultural intelligence is the ability to engage in a set of behaviours that uses skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts."</i></p>	Practice Leader MAP and Practice Leader PAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Create a survey focussing on family values Cultural Focus group meets termly to go over CRP at MI and planning for our fono with family. Fono/hui held in Term 2 and 4 - not a very good turnout by whānau. 	
	3.6 Continue to develop, grow and embed a shared understanding of cultural intelligence and its importance.	<ul style="list-style-type: none"> MAP and PAP to deliver cultural Tapasa to staff at staff meetings. Māori tikanga to be taught to all staff. Continue to emphasise fale values to all students and staff. Cultural Council to lead school cultural initiatives. 	Practice Leader MAP and Practice Leader PAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Ava Ceremony is optional at marae stays More to implement around Tapasa - dances, songs, greetings have been the focus Cultural Council lead school wide powhiri 	
4 Future of learning and work	4.1 Continue to ensure our school environment reflects our positive school culture	<ul style="list-style-type: none"> Continue to embed the use of 'I am grateful for....' blackboards. Align this duty to MI Mates so classes do not forget. Purchase a class set of chalks for each class and give these out on the Monday to the class on duty. The Eco Council keeps the DP: eLi aware of any areas that need to be kept up to standard. 	Principal, DP: PC DP: eLi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The Grateful Board is being used effectively by all classes when scheduled. New signage up around the school MI Zoo is always expanding and growing Graduate Profile badge board Ground area monitors Rubbish assemblies as and when necessary - a consequence for our kids not looking after our environment 	

STRATEGIC GOAL: Develop Potential

BUDGET: \$200,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre 'Learners with their whānau are at the centre of education'	1.1 To maintain small class sizes that cater for optimal teaching and learning conditions which will help achieve the vision and values of our charter.	<ul style="list-style-type: none"> Continue to employ a sufficient number of capable form teachers to achieve low student to teacher ratio Put emphasis on teachers spending time and getting to know their students in order to cater to their specific needs 	Principal Leadership team DP: G & S DP: Pastoral Care	✓			✓	<ul style="list-style-type: none"> Classroom numbers are carefully monitored when classes are being formed at the start of the year. Teachers with lesser experience may start with fuller classes where students are known, as opposed to more experienced teachers who may have reduced numbers to allow for those students who arrive at MI later. Classroom ratios of boy/ girl and Year 7/ Year 8 are carefully factored in at the start of the year and with new arrivals. Classes with students who require additional learning or behaviour support benefit from the LA timetable reducing the student-to-teacher ratio. Off-timetable Modules in the first couple of weeks of Term One, Two and Three allow non-form teachers to support classes within their whānau, reducing student to teacher ratio. A high calibre of staff are retained and new quality staff are employed (when needed) to fulfil the role of form teacher for 32 classes. Start-of-year Night Markets and School Camp enable teachers to build strong relationships early on in the year with their students. This also supports class culture. SICs provide a valuable opportunity for teachers to connect with students and whānau to better understand each other. IEPs provide valuable insights and targeted plans for specific students which engage both the teacher and whānau to be on board. Marae noho experiences provide a unique opportunity for classes to bond and deepen their sense of unity.

							<ul style="list-style-type: none"> Our new campus 'MI Papakāinga' will allow our classes to strengthen relationships. A second Academic Enrichment Class will be added in 2025. This will cater for more differentiation and extension for these high-achieving students. Raising the capacity of teacher pedagogy will continue to be developed with internal and external PD to enable all learners to reach their full potential (particularly with the curriculum refresh).
1.2 Gain support from outside agencies to strengthen academies/councils, eg. Counties Netball, CMSPort, Auckland Council.	<ul style="list-style-type: none"> Staff members in charge of academies and councils to build relationships with appropriate external agencies. Improve relationships with Clubs and encourage us to support our school. Continue to use social media to improve the bond with clubs and kāhui ako schools. Use external agencies to benefit our existing programmes. 	DP: Student Programmes DP: PLL Leadership Team	✓	✓	✓	✓	<ul style="list-style-type: none"> Within school teams of teachers work with outside agencies to improve academic outcomes for learners. This includes the CoL network, RTL B services, Kahui Ako and ESOL cluster support network. Senators provide a full school tour for guests from outside the school to show them what it means to be a student at MI. Our Girls Rugby (Manurewa Sisters) is strongly connected to the Manukau Rugby Club, enabling them to participate in weekly fixtures and tournaments. Netball Academy played both at Mangere Netball Centre and Manurewa Netball Centre. Our Social media promotes upcoming events to encourage participation and support from, whānau and the community. Social media is used to update whānau and community when events are complete with results to celebrate success In 2025 the use of social media will continue to evolve with more engaging content to showcase MI.
1.3 Each child's potential is realised through careful class placement.	<ul style="list-style-type: none"> Leadership team members complete effective class placement, seeking advice from other staff where required Teachers spend time to get to know their students well 	Leadership team DP: G & S	✓			✓	<ul style="list-style-type: none"> Transition Profiles from contributing Primary Schools are collected and members of the Life Care team meet with staff from these schools to learn about the students we have coming to MI. Notes are recorded, particularly around learning needs, behaviour, pastoral concerns, whānau, medical and ESOL. SEN profiles are collected from contributing Primary Schools for students coming to MI who may have additional needs. These are discussed in more detail

						<ul style="list-style-type: none"> Teachers of all classes to be responsive to the needs of all of their students Provide adapted learning units for students who are identified as priority learners (Learning Support Class, Sports Enrichment classes, E4S, Enrichment Class, G+T Programmes) 					<p>and subsequent school visits may be organised for these students so that careful consideration is made for the best-fit teacher for the student.</p> <ul style="list-style-type: none"> For students who enrol from outside our contributing primary schools, transition forms are requested to collect information to support class placement. Information is collected during transition meetings for students who may be considered for both the Academic Enrichment and Sports Enrichment classes. Teachers feed forward at the end of the year to the class placement team about students who may need to be considered for enrichment classes the following year. With teachers leaving and new form teachers coming in, careful consideration is made whether the group of students stay together for the new teacher or they are split up and classes re-organised. Due to this - classes in 2025 that have a form teacher class change due to staffing changing will break their class into four groups. This is so that class placements can be made effectively by mixing up students from different classes to support the new form teachers, but also maintain positive and strong student relationships together. Data is analysed from school-wide PAT and e-asTTle testing to confirm students in the Academic Enrichment class are suitably placed. Data will be analysed from school-wide PAT and e-asTTle testing to create a new second Academic Enrichment class for 2025 Spaces are left vacant in the sports and academic enrichment classes at the start of the year to allow for testing and trials of Year 7 students who may not have had sufficient information provided by primary schools for placement in the enrichment classes. Night markets, camp, marae noho and off-module time allow teachers to get to know students well. Teachers at the end of the year have an opportunity to make recommendations for student changes in their class based on learning and pastoral needs that
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<p>need addressing for the student to be more suitably placed. This decision is ultimately made by the class placement life care team.</p> <ul style="list-style-type: none"> • Teachers meet regularly with the line of teachers and in speed dating to discuss the individual needs of students. Other staff who may work with these students e.g. in an intervention group may also be present in these discussions. • The money book system provides feedback to the form teacher about how their students have been across other subjects throughout the day and highlights any concerns that may need addressing. • A wide range of Period 6's are offered for students to engage them in passions and interests where they can extend their skills and knowledge. • Student voice is sought from students to support the teacher to know their students better. This is evident in their school reports. • Form teacher surveys provide an opportunity for students to feedback to their teachers anonymously and teachers can use this to better engage with or support their students. • Standardised testing across the school ensures that students who need targeted intervention or extension can be highlighted and this can be provided through iDeal (Literacy) and Numicon (Numeracy) • The Learning Support Coordinator tests students who teachers bring up who may have needs impacting their learning. This is fed forward to DP: GaS who provides the appropriate LA time, inclusion in the intervention group or outside agency referral. • Manurewa Intermediate will continue to engage with the RTLB Gifted and Talented programme to provide students with the opportunity to work with other like-minded individuals. • Breakout Buzz changes in 2025 will see students engage in a week-long intense programme rather than several periods across a few weeks. This will target specific learning areas or passion interests for students who show potential for extension. 			
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1.4 Gain input on what whānau value as potential.	<ul style="list-style-type: none"> Survey whānau during community events such as Fono/Hui BNO, GNI, SICs etc. Use this information to help develop what MI sees as "potential". 	Leadership team DP: Student Programmes DP: PLL	✓	<ul style="list-style-type: none"> The Gifted and Talented self-review provided whānau an opportunity to share information regarding how they felt about what their students excel in, and offer suggestions about what more the school could do. Whānau discuss their student's potential at SIC and teachers encourage students to participate in Period 6's or try out for teams or performance groups. The next steps would be to use whānau hui to develop the potential of parents/ caregivers too, to further support their children at home. Many mentioned that particularly in math they felt their child was at a higher level, so it is about equipping parents/ caregivers with knowledge of learnt strategies to provide support at home. In 2025 ensure that surveys are set up efficiently so that whānau engage. What worked well was a QR code that allowed parents to participate on their phones as they waited to collect students from school events e.g. Social. Ensure that questions are well thought out for surveys so that the information received is valuable and can be used for positive change or consolidation. 	✓	<ul style="list-style-type: none"> A wide range of Period 6's are provided to students that a run by passionate staff with expertise in these areas. In 2025 ensure that Period 6's are well spread out throughout the week so that students don't have classes with more than one that they may be interested in. Develop Period 6 that can use the school pool to its potential that students will find interesting and engaging (which isn't just a free swim). Data and OTJs are carefully analysed and discussed to ensure each learner is being individually catered for to their needs. Differentiation in lessons ensures that students are engaged and learning is tailored to their level to challenge them. Continue to offer a diverse range of Period 6 options that cater to the interests, passions and talents of our
1.5 Ensure that learners with their whānau are at the centre of education	<ul style="list-style-type: none"> Ensure MAP and PAP is catering for our students Have relevant ECAs that are engaging for our students 	Leadership team DP: Student Programmes DP: PLL	✓	<ul style="list-style-type: none"> Ensure MAP and PAP is catering for our students Have relevant ECAs that are engaging for our students 	✓	<ul style="list-style-type: none"> Ensure MAP and PAP is catering for our students Have relevant ECAs that are engaging for our students

<p>2</p> <p>Barrier Free Access</p> <p>"Great education opportunities and outcomes are within reach for every learner"</p>	<p>2.1 Maintain participation and promotion of staff and students in extracurricular activities. This could include cultural, councils, academies and sport.</p>	<ul style="list-style-type: none"> • Provide a high number of high interest, engaging extra curricular activities • Promote and advertise all extracurricular activities • Promote a culture of "giving it a go" in regards to new endeavours, including "Badges of Honour" displays in classes 	<p>Leadership Team</p> <p>DP: Student Programmes</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>students (Leadership, Cultural, Arts, Academic and Sports)</p> <ul style="list-style-type: none"> • One parent came in this year to share their weaving skills during Māori Language Week. The hope is to have more onboard come 2025 and beyond. • Whānau attends IEP meetings (funded or specially identified students) with their child to set goals that whānau can support too. • Whānau attends SICs to share valuable information about students with their form teacher and vice versa from the form teacher to whānau about their learning. • Ongoing mentorship provided by Cultural Council members to support cultural initiatives within the school. • Recognition of Cultural Council members during assemblies for their leadership roles, including presenting the Cultural Award. • Celebration of Language Weeks. • Cultural Enrichment P6 is available for ALL students to attend • All staff are to contribute to a Period 6 each term • Explore opportunities for outside organisations to contribute to our Period 6 programmes
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	<ul style="list-style-type: none"> Ensure zone sports teams are organised and coaches have the capacity 					<ul style="list-style-type: none"> Coaches of sports teams are well versed in the sports themselves to ensure quality coaching and on-day management to achieve success. In 2025 a new system will be trialled to acknowledge student achievement led by DP: Student Focus with an eye towards including this in the MI Planner 2026.
2.2 Employ stringent stocktakes of programmes that develop and identify potential.	<ul style="list-style-type: none"> Create lists of all Discovery Programmes (Sports and ECA groups for example) and gather data to see which programmes our kids are getting involved in. Identify gaps and make plans to revitalise those areas if appropriate. 	DP: Student Programmes Leadership Team	✓	✓	✓	<ul style="list-style-type: none"> In 2025 it will be important to ensure these are planned in advance so that there are not too many similar and there is a greater range of activities. <ul style="list-style-type: none"> I.e. sports, arts, technology, music, drama, cultural clubs, and academic enrichment. It would be good to gather more student voices about what options and period 6's students find most and least engaging and why. Also collect numbers of student participation in Period 6's to review what ones are most benefitting our students and where there is potential for improvement, change or expansion. Ensure that there is lots of whānau engagement towards extracurricular programmes (e.g. Sports Camp) to ensure that students are adequately prepared and fees are paid. Continue to promote extra-curricular activities that are low in numbers but high in success through passionate staff involvement e.g. Toi Quest (Wearable Arts), E-Sports and Bands. Identify students who excel in things like Class Assembly performances to encourage them to participate (if not already) in extension Period 6 groups. Next steps is to continue to engage with outside agencies, clubs and High Schools to support our students.
2.3 Use technology as a tool for students to reach their potential and maximise their learning experiences at school and also at home which will, in	<ul style="list-style-type: none"> Offer professional development for our staff to make authentic connections to their programme of learning. 	Leadership Team DP: e-Learning	✓	✓	✓	<ul style="list-style-type: none"> Passion Pod meetings allow for staff to share knowledge and expertise in subject areas and upskill colleagues. Collaborative planning sessions ensure teachers are providing equal opportunities to learners. This provides the opportunity to share tracking analysis, learning slides and engaging online tools.

	turn, increase their own digital fluency.	<ul style="list-style-type: none">Make sure teachers are using devices as a learning tool through planning, observation and video analysis but not for everything, all the time.Promote the use of technology in extracurricular ways to capture our students and community.Review the influence of how technology and the digital technologies curriculum have affected student and teacher confidence and capability to reach their potential goals.					<ul style="list-style-type: none">Options involving technology allow students to learn in different ways.Differentiated learning in the classroom provides scope for teachers to engage with the SAMR model.In 2025 it would be good to have further PD on how to integrate the SAMR model in teaching more. Experts could support lesson planning where differentiation can be applied.Homework club provides an extension opportunity for learners to further consolidate knowledge or gain new skills.New appointment of Deputy Principal, E-learning to support the growth of technology use to benefit student outcome in 2025.E-learning Deputy Principal to support efficient use of time for staff who need support with technology and the ever-changing landscape of its use.Continue to use technology particularly video and photo's to connect with the wider MI community about what happens at school.	
3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners and their whānau'	3.1 Raise the capacity of the teaching staff by promoting and enabling the teaching as an inquiry process	<ul style="list-style-type: none">Offer high-quality professional development in the area of teaching as inquiry so teachers are able to continually develop their own practice	Leadership team DP: PLL	✓	✓	✓	<ul style="list-style-type: none">Regular meetings with the whole staff about DATs (Deliberate Acts of Teaching) and UDL (Universal Design for Learning).Supporting teachers in identifying Target Learners in each class and differentiating teaching programmes and pedagogy to shift these students.Upskilling teachers in using PAT data effectively and making informed OTJs.Creating and sharing PLL Monthly posters as reminders and inspiration for teachers.Encouraging and facilitating reflective practices to promote continuous professional growth.Guiding teachers in documenting and analysing the progress of their Target Learners.Organising collaborative activities like the Lesson Redesign Challenge to apply inquiry principles in practice.	✓

							<ul style="list-style-type: none">Sharing strategies and resources from professional development sessions to enhance teaching practices.Mentoring teachers to integrate teaching as an inquiry into their daily routines.Celebrating progress and small wins to motivate and inspire staff.Encouraging staff to work collaboratively - sharing experiences, learnings and resources.
3.2 Employ staff (when appropriate) with skills required by the school	<ul style="list-style-type: none">Complete a thorough and wide-ranging recruitment process to ensure high-quality teachers apply to work at MIContinue to employ staff with desired skills and knowledge along with a passion and zest for educating.Ensure we induct new staff	Leadership team	✓	✓	✓	✓	<ul style="list-style-type: none">At MI teachers teach specialist subjects that they are passionate and knowledgeable about. Students benefit from the expertise that this brings to the classroom.New staff to MI are provided with a buddy to support them with transitioning into the school and any questions. Whānau leaders are also there as support.Potential candidates are thoroughly screened before interviewing and then all potential employers are interviewed by the Leadership Team.Quality and engaging ads are shared in the gazette for new positions to attract the highest quality of candidates.Robust questioning during the interview process ensures that staff are the right fit for MI.The start of the year has a thorough two-day induction for all new staff. This is followed by the full staff-only days where information is again reiterated and staff culture is developed as they work with their passion pod and whānau teams.The relevant handbooks are provided to new staff with key information.
3.3 All teachers are empowered to meet the needs of Māori, Pasifika and Gifted and Talented students	<ul style="list-style-type: none">Practice Leaders to oversee and support the embedding of effective practiceProvide high-quality professional development in these areasShare and promote examples of effective practice	Leadership team DP: PLL	✓	✓	✓	✓	<ul style="list-style-type: none">The math practice leader provides Pangarau with a timetable of when support is available. Modelling, planning support, co-teaching, or class observations and feedback are all provided within this time.In 2025 the math practice leader will support the implementation of the new curriculum, oxford resources and the creation of a year overview.In 2025 Pangarau will also have a dedicated member of the Math team to support learner groups within classrooms. They will work closely alongside the math practice leader.

	<ul style="list-style-type: none">Ensure our Cultural Focus Group are well resourced to lead staff in Pacific and Māori endeavours						<ul style="list-style-type: none">Humanities Practice Leader Provide support by modelling group guided reading sessions, assisting with planning, team-teaching with teachers who require or request it, and collaborating with the Passion Pod leader to ensure areas of need are addressed effectively.In 2025 the Humanities team will introduce the new role of Humanities Curriculum Design Facilitator within the Humanities team to enhance curriculum development and teaching practices. Responsibilities will include designing engaging and effective Humanities lessons, creating differentiated resources, supporting teachers in implementing the curriculum, focussing on integrating digital resources to assist teachers in the classroom and ensuring alignment with school-wide goals and standards.Whānau and Passion pod meetings provide a platform for staff to share examples of good practice or ask for support from peers.The curriculum refresh in 2025 will see opportunities for staff PD from trained professionals in the areas of Numeracy and Literacy (particularly structured literacy). Some of these PD sessions will be groups of staff and some will be full staffA future discussion point for the Leadership Retreat in 2025 would be looking at an Aiga / Te Reo enrichment class.					
3.4 Ensure all learners and whānau are provided with quality teaching and leadership	<ul style="list-style-type: none">Support staff with the implementation of the MAP and PAPProvide PD for staff around connecting with and engaging Māori and Pacific students	Leadership team DP: PLL	✓	✓	✓	✓	<ul style="list-style-type: none">Language weeks are well celebrated at Ml. New songs are learnt and staff make the effort to attend practices in their own time and perform at assembly/school singing.Resources from RTLB are shared for the various language weeks that are celebrated.The teacher-only week engaged staff to learn how to weave a tukutuku panel, which was framed as a staff piece of art.Full staff meetings are used as an opportunity to learn new songs from different cultures.Cultural Performance Night provides the school with an opportunity to engage with the wider community and our whānau that make up the tapestry of Ml.					

<p>4</p> <p>Future of Learning and Work</p> <p>'Learning that is relevant to the lives of New Zealanders today and through their lives'</p>	<p>4.1 Provide relevant learning that caters to the circumstantial needs and lives of our local community</p>	<ul style="list-style-type: none"> • Have a fono/hui to get whānau voice • Have programmes running that cater for the strengths and needs of our students • Gain community voice through feedback and social media, on how we can develop potential further by working together. 	<p>Leadership team DP: Student Programmes DP: PLL</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Kura Reo team, Learning Support Coordinator and DP: Guidance and Support attend PD particularly focussed on culturally inclusive practice for Māori Pasifika students. • Continue to seek out PD opportunities in 2025 for all staff to benefit from or expert staff to attend and then use full staff meetings/passion pod meetings / whānau meetings to upskill others. • Passion Pods can look to implement in-depth teaching of culture that ties into the curriculum being taught. E.g. learning about Pasifika leaders who were risk-takers in Humanities, or the use of Vaka and its link to buoyancy and displacement in Science. • Invite whānau to share their knowledge and wisdom with teaching and leading in their fields of expertise.
				<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • A survey was given to whānau after a school event for the purpose of the gifted and talented self-review. Perceived strengths of their children and opinions about the gifted and talented programmes at MI were shared. • Whānau are engaged with events like Boys' Night Out and Girls' Night In, in a more informal sense. • SICS provide the platform for whānau to share about their child. We have an attendance of over 90% to this and also go the extra mile with phone calls or home visits for those who cannot come in. • Relevant surveys with whānau are completed during SICS. • Form teachers regularly contact whānau to update them about class learning. They also check in when students are away and offer support for their return to school. • Social media is updated regularly with highlights, results, and a look into learning and action from school. Whānau and the wider community engage with this through liking, sharing and commenting. • Enrichment classes in sports and academics provide opportunities for these students to be extended. • Teaching differentiation allows students to be challenged where necessary. • Options cater for a diverse range of student interests.

[illegible]

STRATEGIC GOAL: Develop Students who are socially aware and socially active

BUDGET: \$100,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre 'Learners with their whānau are at the centre of education'	1.1 Continue to provide meaningful learning experiences outside of the classroom. (Various trips and visits that enable students to develop social skills in a range of settings)	<ul style="list-style-type: none"> Create and maintain new community links and initiatives Explore the impact of community involvement initiatives Maintain effective and engaging EOTC experiences (including Survival Camp) Provide meaningful service opportunities that allow students to be good citizens Establish and maintain effective and engaging Education for Sustainability initiatives. Reestablish the Sports Academy to promote a variety of sports that they wouldn't necessarily have access to 	All Leadership DP: Ops DP: SP DP: ERC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Southmall Trips: Two classes attend Southmall each week, providing students with real-world learning opportunities that connect classroom knowledge to community engagement. Survival Camp on Motutapu Island: Students are given the chance to attend the annual Survival Camp experience, fostering teamwork, resilience, and outdoor skills in an immersive environment. Sustainable Trips / Eco Trips: Participation in sustainability-focused field trips and environmental education experiences to enhance student awareness of ecological issues. Erin Park Performances: Cultural and artistic performances by student groups at Erin Park, enriching students' engagement in the arts and community involvement. Sports Camps: Opportunities to attend camps like Totara Springs, Elite Sports Camp, and Tier Two Sports Camp to develop athletic skills, teamwork, and leadership. AIMs Games Dance Competition: Students engage in the prestigious AIMs Games Dance Competition, showcasing their dance skills and school spirit. BandQuest: Students participate in the BandQuest competition, developing their musical abilities and school pride. Netball Competitions: Both Friday and Saturday Netball Competitions offer consistent engagement for students in team sports and competitive play. Rugby Tournament in Hamilton: An opportunity for students to represent the school in regional rugby tournaments, fostering competitive spirit and physical fitness.

								<ul style="list-style-type: none"> ● Interschool Sports Games: Regular participation in interschool sports games across a range of disciplines. ● E4S Community Work (Puhinui): E4S (Education for Sustainability) programs actively engage with the local community, including working on projects with Puhinui. ● E4S Programs within the School: Ongoing sustainability-focused programs such as zoo care, waste management, greenhouse maintenance, and the nature pathway. ● Chip Packet Project: A school-wide sustainability initiative focused on reducing waste through the collection and recycling of chip packets. ● Sporting Event Visits & Hosting: Students have numerous opportunities to either visit or host schools for sporting events, fostering sportsmanship and collaboration. <p>Future Focus:</p> <ul style="list-style-type: none"> ● Vietnamese School Exchange: Launching a Vietnamese School exchange program to foster global connections, cultural exchange, and international collaboration. ● MI Papakainga Program: The MI Papakainga program will be up and running next year, focusing on sustainability, academic, adventure and community-based learning. ● AIMs Games Expansion: Continue expanding MI's involvement in the AIMs Games across various sporting codes, providing more opportunities for student athletes to compete at a high level.
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<p>1.2</p> <p>To build on staff Future Focus capabilities and implementation abilities within their respective programmes</p>	<ul style="list-style-type: none"> • Continue to develop an awareness of sustainability in the community • Develop and maintain an awareness of sustainability in personal wellbeing, Whānau and cultural context. • Promote key ideas during whole school assemblies • Make links during Sustainable Enterprise lessons • Make links during the Eco break-out lessons. • Upskill staff with specific skills that will support new programs and initiatives • Develop and implement a robust Environmental Education Enrichment Programme. • Look to grow and maintain our current Environmental Education Enrichment Programme • Explore procedures and protocols for the use of the pool. • Upskill staff in the use of the pool. 	<p>All Leadership DP: SP Teacher of Environment Education</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Staff Pool Training: All staff have been trained in pool opening and closing procedures, ensuring that any staff member can facilitate swimming sessions going forward. • Waste Management Communication: Regular email reminders to staff reinforce the high expectations around waste disposal, proper fruit-eating practices, and environmental responsibility. • MITV Announcements: Consistent announcements encourage students to avoid climbing trees and remind them to act considerately around the zoo and Outdoor Classroom. • Waste Disposal Upgrades: The smaller 3m skip has been replaced with a larger 4.5m skip to prevent overflow, and 20 new 140L wheelie bins have been introduced to support four separate waste streams. Classroom bin lids have been modified for easier use and to ensure correct waste sorting. • Regular Assembly Talks: Michael delivers talks in assemblies about relevant topics, including dog safety, plastic waste, and caring for zoo animals, reinforcing key sustainability messages. • Eco Kids Garden: New seating in the Ecowarrior garden provides space for Eco Kids to gather, fostering a sense of community within the Eco program. • Zoo Mural and Pathway: A nature-themed mural has been created by the Nature Club to decorate the zoo area, and a new pathway has been added to accommodate increased foot traffic due to the growing number of visitors. • Sink Area Installation: A dedicated sink area has been set up for cleaning bins, contributing to better hygiene and waste management practices. • Sustainable Design Program: The Nature Trail has been utilized as a learning context for sustainable design, with student input shaping the design in collaboration with Michael, a builder, landscaper, and Jo. • Professional Landscaping: A professional landscaper has been engaged to enhance the Nature Trail with a low-maintenance, effective layout that promotes sustainability. • Greenhouse Improvements: Drainage issues in the greenhouse have been addressed, creating a better learning environment for the school community.
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					<ul style="list-style-type: none"> ● Sustainable Design in Curriculum: Sustainable Design programs teach systems thinking and sustainability principles, with a focus on the four pillars of sustainability. These concepts are applied within the EAS context. ● Animal Care Development: Ongoing professional development for staff in animal care ensures that the school can sustainably manage animal-related initiatives moving forward. <p>Future Focus:</p> <ul style="list-style-type: none"> ● Concreting the Sink Area: Plan to concrete the sink area to reduce mud and enhance usability, improving the overall functionality of the space. ● Nature Trail Development: Michael will coordinate with a builder to develop the Nature Trail further, encouraging school-wide appreciation for sustainability and the natural world. ● Mt Papakainga Program: Continue to grow the Mt Papakainga program to support sustainability initiatives, expanding its reach and impact within the school. ● Animal Exchange Program: Foster collaboration between the Mt Papakainga program and MI Zoo for animal exchanges, further integrating the school's sustainability and conservation efforts. ● Expansion of Sustainability Projects: Continue to expand sustainability initiatives, including waste management, eco-programming, and animal care, ensuring they are integrated across the school's curriculum and community. ● Integration with Local Initiatives: Strengthen partnerships with local organizations and conservation programs, such as "Adopt a Park" and other environmental education groups, to provide students with hands-on, real-world learning experiences.
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1.3	<ul style="list-style-type: none"> Provide specific lessons to students relating to the importance of cyber safety and an awareness of the potential risks and hazards when socialising online 	<ul style="list-style-type: none"> Develop awareness of cyber safety Develop student awareness of the necessary steps to follow if they are engaging in online interactions Ensure students are taught to be digitally responsible citizens and explicitly teach the skills to do so in a social media context Continue to develop and maintain the Digital Integration Plan implemented in 2020 	Principal All Leadership AP: LnT DP: Ops	✓	✓	✓	✓	<ul style="list-style-type: none"> "Keeping Ourselves Safe" Module: This module, which includes an online component, is taught in all form classes to help students understand the importance of cybersafety and responsible online behavior. Whānau Cybersafety Evening: A dedicated event for parents focused on online safety education, providing them with tools and strategies to support their children's safe use of the internet. Skodel Check-ins: Regular check-ins through the Skodel tool are conducted to monitor and support student wellbeing, ensuring that students' emotional and social needs are addressed. Continuous Feedback in Digi Comp: Ongoing feedback and support are provided in Digital Competency (Digi Comp) classes, helping students develop essential digital skills and knowledge. Field Trip Exploration: Michael is exploring nearby locations for potential field trips. These trips will be funded creatively through initiatives like the Eco Night Market stall, with plans to cover transportation costs for excursions (e.g., a bus trip to the Rural Campus). <p>Future Focus:</p> <ul style="list-style-type: none"> Deputy Principal for E-Learning: Investigate additional methods for enhancing digital safety and competency for both staff and students. This could include further training on digital literacy and safety. Ongoing Emphasis on Online Safety: Maintain a strong focus on online safety practices, ensuring that both students and staff are equipped with the knowledge and tools to navigate digital environments responsibly. Engagement with Parents on Online Safety: Reevaluate the timing and approach of parent engagement around online safety. Explore different methods to ensure higher participation and more impactful communication with parents, possibly through surveys or alternative event times. Expansion of Digital Competency Education: Consider expanding the scope of Digi Comp classes to address emerging technologies and digital trends, preparing students for future challenges in an increasingly digital world.
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1.4	Review systems and structures that promote safe practices while using digital devices	<ul style="list-style-type: none"> • Maintain a log of all incidents involving devices and the follow up • Maintain robust systems for logging damage to devices and review these regularly • Upskill staff on how to effectively and safely use devices • Ensure online protocols are followed 	Principal DP: PC DP: Ops ICT Manager	✓	✓	✓	✓	<ul style="list-style-type: none"> • Online Help Desk Document: Creation and maintenance of an online help desk document to support staff and students with technical issues and troubleshooting. • Device Stocktake: Regular device stocktakes to ensure accountability, readiness, and effective use of digital resources across the school. • Hapara Use in Classrooms: Effective use of Hapara in classrooms for digital management, enabling teachers to monitor and support students' online learning. • Social Media Policy: A clear and consistent school policy on social media misuse, which is communicated in every newsletter to reinforce expectations around appropriate online behavior. • Social Media Blocking: Blocking of social media websites on school accounts to prevent misuse and distractions during school hours. • Device Care Monitoring: Ongoing monitoring of device care to ensure students are properly maintaining their devices, with some continuing issues related to damage and missing keys. <p>Future Focus:</p> <ul style="list-style-type: none"> • Hapara Training for Staff: Ensure that all staff members are trained in the effective use of Hapara. Support will be available from Deputy Principal E-Learning, TW, Shar Hardwidge, and Rangit, who have expertise in this area. • Banqer Professional Development: Scheduled professional development for Banqer in 2025 to further enhance staff skills in using the platform for financial literacy education. • Strengthening Device Use Expectations: Strengthen and reinforce expectations around responsible device use to reduce incidents of damage and ensure proper care of school-issued devices. • Device Repair and Replacement Strategy: Explore options for a more efficient repair and replacement system to minimize downtime for damaged or malfunctioning devices. • Ongoing Monitoring of Digital Practices: Continue to monitor and adjust policies around device use and social media to ensure a safe and focused digital learning environment.
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1.5 To empower all Council groups to ensure student voice and decision making is student inclusive.	<ul style="list-style-type: none"> DPs in charge of councils to meet with their councils regularly DPs in charge of councils to report back during leadership meetings on discussions during meetings Councils to develop a local vision statement and achievement goals as part of their opening agenda Council student voice to be captured and shared with staff (either during assemblies or as part of BOT presentations) Ensure that the Senate receives specialist upskilling and development throughout the year. Review the five student Council programmes. 	Principal All Leadership	✓	0	0	✓	<ul style="list-style-type: none"> Council Presentations at Assemblies: Each council presents at school assemblies, recognizing individuals who demonstrate outstanding contributions that align with the council's focus areas, fostering a culture of recognition and motivation. Senators at BOT Meetings: Senators deliver presentations at the Board of Trustees (BOT) meeting at the start of the year, providing insights and updates on their council's activities. Senators' Positive Play Awards: Recognition of students who exemplify positive and inclusive behavior, reinforcing the values of respect and kindness within the school community. Eco Council Weekly Meetings: Weekly meetings for the Eco Council, with an annual leadership camp to kickstart the year. This supports the development of student leadership in sustainability initiatives. <p>Future Focus:</p> <ul style="list-style-type: none"> Introduce Additional Leadership Development Workshops: Provide targeted leadership training throughout the year for council members and senators, focusing on skills like public speaking, conflict resolution, and project management, to further develop their leadership capabilities. Develop an Annual "Leadership Showcase" Event: Host an event to celebrate and showcase each council's achievements, inviting families, community members, and the BOT to engage with and support student-led initiatives, strengthening community connections. Enhance Digital Leadership Portfolios: Encourage council members to document their leadership initiatives and impact through digital portfolios. This will help them reflect on their growth, track their achievements, and prepare for future opportunities or leadership roles.
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1.6 Develop and empower a Community Council to promote all aspects of healthy eating and lifestyles by instilling cultural intelligence community-wide.	<ul style="list-style-type: none"> Empower Community Council to lead initiatives that will affect change in the student community (E.g. Bike to school days etc...) Empower the Community Council to promote all aspects of healthy eating and healthy lifestyles Encourage and develop the use of the Pataka community pantry by actively contributing to it using produce developed on our property. Engage with outside agencies to support healthy lifestyle initiatives Ensure Kori Tinana continues to have a strong, effective structure, making clear links to a healthy lifestyle and overall Hauora 	All Leadership DP: Ops DP: SP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> School Lunch Program: Discussions around school lunches include basic nutrition education, emphasizing balanced and healthy food choices to promote student well-being. Collaboration with Libelle: Continued partnership with Libelle to provide school lunches, with a focus on reducing food waste through improved ordering systems and menu planning. Lunch Order Reduction: Proactively reducing lunch orders to minimize food waste, ensuring that meals are consumed efficiently. Southmall Service Learning: Regular trips to Southmall support class-based service learning experiences, allowing students to engage with local businesses and understand their community's needs. Kori Tinana Program: The program addresses community concerns around obesity and fitness by encouraging students to put in more effort and work on improving their overall fitness levels. <p>Future Focus:</p> <ul style="list-style-type: none"> Community Partnership Development: Deepen relationships with the local community to involve them in health and wellness initiatives, such as hosting guest speakers on nutrition or organizing community fitness challenges. Implement Regular Fitness Testing: Schedule beep tests or other fitness assessments as part of the PE curriculum or in the timetable. This would track progress in fitness levels, particularly for events like the Survival Camp. Expand Nutrition Education: Integrate more in-depth lessons on nutrition, cooking skills, and the health benefits of food choices. This will empower students with the knowledge to make healthier food decisions both in and outside of school.
1.7 Continue to actively ensure the wellbeing of all students	<ul style="list-style-type: none"> Be safe and inclusive and free from racism, discrimination, and bullying Offer opportunities for students to speak with a councillor if required 	The Board Principal All Leadership All teachers All staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> School-wide staff focus on addressing and managing bigotry in all its forms Language Week Lessons: Dedicated form time lessons emphasizing cultural values, with a balance of performances and classroom-based learning on respect and inclusivity

<p>1.8 Continue to create and maintain positive relationships with the local community, exploring the impact of the school's involvement.</p>	<ul style="list-style-type: none"> Explore opportunities to engage with the local community Maintain already established connections within the community Report back to the Leadership Team and Board about the effectiveness of these implementations Review impact of community engagement initiatives 	<p>All Leadership DP: SP DP: ERC DP:SF</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> Consistent use of the Skodel tool by teachers to monitor and respond to student wellbeing concerns Student Support: Availability of a female trainee counselor who serves as a valuable sounding board for students Anti-Bullying Week: All students participate in Pink Shirt Day to visibly support anti-bullying efforts Broad range of opportunities for students, including cultural, sports, art, and other enrichment activities Anonymous Communication: Students can leave notes in Dave's letterbox to confidentially request a meeting or support <p>Future Focus:</p> <ul style="list-style-type: none"> Strengthen Anti-Bigotry Initiatives: Address homophobia with the same level of commitment and visibility as efforts against sexism and racism, potentially through dedicated workshops and guest speakers Increase Awareness of Counseling Access: Actively promote how students can reach out to counselors, both through direct communication and confidential methods, ensuring students feel empowered to seek help independently Diverse Representation in Lessons: Expand on Language Week and other cultural programs to include lessons or guest talks from diverse community representatives, highlighting perspectives from different ethnic, gender, and LGBTQ+ groups 	<ul style="list-style-type: none"> Regular Class Visits to Southmall: Facilitating positive engagement between students, community members, and local staff through consistent trips to Southmall, promoting real-world learning and social connection. Cultural Group Performances at Erin Park: Strengthening local community ties by providing opportunities for cultural groups to showcase their talents at Erin Park, promoting cultural pride and appreciation. Student Performances at the Local Hospice: Encouraging students to give back to the community by
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							<p>performing at the local Hospice, helping to bring joy to those in care and fostering empathy and service-mindedness in students.</p> <ul style="list-style-type: none">● Language Week Performances at Local Schools: Providing opportunities for student groups to perform at local schools during Language Week, building cultural connections and celebrating linguistic diversity in the community.● Eco-Council's Adopt-a-Park Program at Puhiinui Reserve: Students from the Eco-Council regularly engage in environmental stewardship activities at Puhiinui Reserve, promoting ecological awareness and community involvement in sustainability.● Choir and Cultural Group Performances at Festivals and Events: Students participate in a range of festivals and community events, showcasing their musical and cultural talents, while building school-community relationships. <p>Future Focus:</p> <ul style="list-style-type: none">● Expand Community Outreach Programs: Identify and explore additional community venues (e.g., senior care centers, public events, charity organizations) where students can perform, volunteer, or engage in service learning, promoting civic engagement and social responsibility.● Develop Inter-School Cultural Partnerships: Establish connections with local schools to create shared cultural events, performances, and workshops, fostering cross-school collaboration, cultural exchange, and broader student experiences.● Strengthen Environmental Initiatives: Expand the Eco-Council's efforts beyond the Adopt-a-Park program, exploring additional environmental projects like community clean-up drives, tree planting initiatives, and environmental awareness campaigns to support sustainability in the broader community.● Increase Public Performance Opportunities: Actively seek more opportunities for student performances at larger community events, public festivals, and civic ceremonies, raising the profile of the school and celebrating student achievements within the wider community.
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<p>1.9 Empower students to lead new initiatives relating to sporting experiences for all learners.</p>	<ul style="list-style-type: none"> Utilise the Sports Enrichment Classes to run sports development courses on a Tuesday after school Students from the Sports Enrichment collectively develop the Rec rotations and effectively run them and manage scoring 	<p>Principal DP: SP</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> Self-Managed Recreation: Students from the enrichment class successfully self-manage recreation activities by officiating and keeping score for their designated games Sports Enrichment Student Roles: All Sports Enrichment students contribute by managing and refereeing lunchtime sports every day for 8 weeks each term Sports Inclusion: Active student participation in esports tournaments at external venues, as well as hosting an annual tournament at the school to encourage involvement and competition <p>Future Focus:</p> <ul style="list-style-type: none"> Enhance Esports Program: Develop the esports program further by offering training sessions, equipment upgrades, or additional tournaments, with the goal of fostering more student engagement and skill development Link Sports and Wellness Initiatives: Connect sports enrichment and esports with broader wellness programs to promote physical and mental health, encouraging students to see the value of balanced, active lifestyles Collaborate with Local Clubs and Organizations: Build partnerships with local sports clubs or esports organizations to provide mentorship or collaborative events, offering students a wider range of opportunities to engage outside of school
<p>2 Barrier Free Access "Great education opportunities are within reach for every learner"</p>	<p>2.1 Create opportunities where Whānau/aiga/family members can run workshops relevant to their culture</p>	<p>All Leadership DP: SP</p>	✓	✓	✓	✓	<ul style="list-style-type: none"> Whānau Engagement: Inviting whānau to participate in or run hui, creating opportunities for meaningful community engagement Cultural Group Support: Encouraging whānau to assist with cultural group activities and performances Cultural Workshops: Inviting parents to run workshops aligned with cultural weeks, such as during Māori Language Week, to deepen cultural understanding and participation Free Lunches: Providing free lunches to students as part of the school's commitment to supporting their wellbeing Free Stationery: Supplying free stationery to ensure all students have the necessary tools for learning

	<ul style="list-style-type: none">Use suggestions from whānau to develop a timeline of initiatives and work with leaders from home to make them happenUse the newsletter and school website to advertise for experts to come into school and work with students in areas of need						<p>Future Focus:</p> <ul style="list-style-type: none">Increase Whānau Involvement: Expand opportunities for whānau participation during cultural weeks, including organizing more family-focused events, workshops, and performancesPrepare for Lunch System Changes: Stay informed about upcoming government changes to the school lunch system, ensuring a smooth transition and continued support for studentsExplore Additional Whānau Support Programs: Look into other ways whānau can be involved in supporting students, such as mentorship programs or assisting with extracurricular activities
2.2 Continue to provide students with ongoing and meaningful opportunities to develop communication and collaboration skills in a variety of settings.	<ul style="list-style-type: none">Provide meaningful contexts within lessonsDevelop and enhance oral language lessons across the curriculumModel expectations on a regular basisProvide opportunities for students to share their learning in a formal settingMaintain effective and robust online practices	All Leadership AP: L&T DP: Ops	✓	✓	✓	✓	<p>Future Focus:</p> <ul style="list-style-type: none">MasterChef Competition: Training and supporting students to participate in the local MasterChef competition, developing their culinary skills and confidenceStudent Presentations: Students present at Board of Trustees (BOT) meetings as whānau leaders or subject ambassadors, fostering leadership and public speaking abilitiesInter-School Mathex Competition: Students participate in the inter-school Mathex competition, enhancing their teamwork and problem-solving skills <p>Future Focus:</p> <ul style="list-style-type: none">Mt Papakainga Program: Develop the Mt Papakainga program to promote communication, collaboration, and leadership through offsite adventure and learning activities, such as outdoor challenges, group projects, and problem-solving tasksExpand Student Leadership Roles: Increase the number of leadership opportunities for students, encouraging them to take on additional responsibilities in both academic and extracurricular areasIntroduce Public Speaking or Debate Programs: Create formal training or clubs to develop public speaking, debate, and presentation skills, equipping students to confidently represent themselves and the school in various contextsCollaboration with Local Community Organizations: Forge partnerships with local businesses or organizations

									to offer students additional real-world learning experiences that emphasize teamwork and communication in professional settings
2.3 To provide students with opportunities to lead established programmes such as lunchtime and after school groups that cater to a range of students' abilities	<ul style="list-style-type: none">• Provide opportunities for students to run lunchtime sports• Provide students with opportunities to coach and mentor other students• Ensure that we are catering to the needs of all abilities with sports coaching• Showcase examples of exemplary behaviour in order to promote desired outcomes	All Leadership DP: SP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Student-Run Recreation: Students are responsible for running recreation activities, explaining the rules, and refereeing games during rec and lunchtime sport.• Peer Teaching: Year 8 students teach Year 7 students the processes and responsibilities of running recreation, ensuring a smooth transition and leadership development as Year 8s hand over the responsibility in Term 4• Breakout Buzz: Some students had the opportunity to enhance their coaching abilities through Robs Breakout Buzz <p>Future Focus:</p> <ul style="list-style-type: none">• Create a Recreation Mentorship Program: Establish a formalized mentorship program where Year 8 students support and guide Year 7 students in learning new roles or responsibilities throughout the year• Increase Student Ownership of Activities: Gradually introduce more school-wide responsibilities to students, such as organizing sports events or even helping to plan future recreation activities, to foster a greater sense of ownership and pride• Evaluate and Improve Recreation Programs: Gather student feedback on the recreation activities and use it to refine and improve the program each term, ensuring the activities remain engaging, inclusive, and educational	<ul style="list-style-type: none">• Growing Minds Funding: \$20,000 invested in the development of the school greenhouse, supporting hands-on learning in horticulture and sustainability• Girls Mean Business: Opportunity for students, particularly girls, to explore business and entrepreneurial skills through specialized programs and workshops
2.4 Utilise funding to support ongoing initiatives that have been planned to develop student social skills, such as Vibe and Nature Club.	<ul style="list-style-type: none">• Communicate with DP: ERC to explore funding opportunities to support initiatives.• Ensure funds are used in a way that will maximise potential within the programmes.• Make links to the CHILD AND YOUTH WELLBEING STRATEGY when possible.	Principal DP: ERC DP: SP DP: PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

								<ul style="list-style-type: none"> Wellbeing Recognition: Create a framework for recognising and celebrating students' emotional and mental wellbeing, perhaps through peer nominations or a "Wellbeing Warrior" award to emphasize positive mental health practices alongside academic success Whānau Engagement in Attendance: Look for more ways to engage whānau in supporting their child's attendance, including hosting information sessions, offering flexible support, or celebrating family achievements related to consistent school attendance
								<ul style="list-style-type: none"> Pool Blessing: Makin was invited to bless the school pool during its opening ceremony, incorporating cultural traditions and significance into the school's environment Support for Māori Akonga: Strong connections with staff to ensure Māori students (akonga) receive the appropriate support in their educational journey
								<p>Future Focus:</p> <ul style="list-style-type: none"> Cultural Integration in Facilities: Continue to integrate cultural practices, such as blessings or special ceremonies, into new school initiatives or facilities, ensuring that Māori traditions are respected and celebrated Professional Development for Staff: Continue to offer professional development opportunities for staff to deepen their understanding of Te Ao Māori (the Māori world) and culturally responsive teaching practices, ensuring better support for Māori learners
								<ul style="list-style-type: none"> Targeted Reading: Regular reading sessions tailored to the specific needs of students at the school, conducted within Passion Pod and Whānau meetings, ensuring that individual learning needs are met Student Leadership Roles: Whānau Leader and Councillor roles provide students with the opportunity to step into leadership positions, developing their confidence and responsibility
								<p>Future Focus:</p> <ul style="list-style-type: none"> Expand Leadership Opportunities: Increase the range of leadership roles available to students, such as through

									<p>peer mentoring, event organisation, or student-led initiatives in both academic and extracurricular areas</p> <ul style="list-style-type: none"> • Develop Tailored Reading Programs: Expand the targeted reading sessions to include more specific focus areas such as comprehension, vocabulary, or fluency, ensuring they align with individual learning needs • Whānau Leadership Development: Provide more structured support and training for Whānau Leaders and Councillors, including leadership workshops, mentorship, and opportunities to collaborate with teachers and staff on school-wide projects
									<ul style="list-style-type: none"> • Target Learner Assistance: Support for target learners provided by practice leaders and Deputy Principals (DPs), ensuring focused interventions for students who require additional assistance • Breakout Buzz Groups: The use of breakout buzz groups to encourage discussion, collaboration and peer support in learning • Rainbow Reading: Implementing the Rainbow Reading program to support reading development, especially for students needing extra literacy support <p>Future Focus:</p> <ul style="list-style-type: none"> • Expand Breakout Group Activities: We have changed the format of the breakout buzz to be done within one week instead of spread over 3 weeks • Enhance Rainbow Reading Program: Evaluate and refine the Rainbow Reading program to ensure it continues to meet the needs of students with reading challenges, possibly integrating digital tools or reading buddies to support progress • Increased Collaboration Between Leaders and Teachers: Foster even stronger collaboration between practice leaders, DPs, and classroom teachers to ensure a cohesive, school-wide approach to supporting target learners
									<ul style="list-style-type: none"> • Chip Packet Project: A sustainability initiative started this year, with plans to continue and adjust based on effectiveness and student engagement. The goal is to make this project a regular part of the school's sustainability efforts.
									<p>3.3 Provide professional development for staff in the complex needs of neurodiverse learners and how they can be explicitly supported to develop and function as effectively in society as they are capable.</p> <ul style="list-style-type: none"> • Provide ongoing short workshops on the specific diagnoses that are present across the school, and how they can be supported to develop socially • Maintain consistent lines of communication with staff on the latest research with regard to student's specific needs as they change
									<p>4.1 Create links with local political and environmental groups so students can have a voice in the wider community</p> <ul style="list-style-type: none"> • Establish and maintain contact with local MP's. • Invite MPs into our school to work with our Senate.
4 Future of Learning and Work <small>*Learning that is relevant to the lives of New</small>									<p>All Leadership DP: GaS</p>
									<p>All Leadership DP: ERC DP: SP</p>

<p>Zealanders today and through their lives'</p>		<ul style="list-style-type: none"> • Explore opportunities to travel to Wellington with our Senate (is this ongoing) • Explore opportunities for local visits to enrich our students in relation to local politics. • Establish and maintain contact with local Environmental groups, including Enviroschools. • Develop a plan of ongoing in school development with support and consultation with environmental groups. • Reconnect with Enviroschools and bring their expertise back into the school 						<ul style="list-style-type: none"> • Adopt a Reserve: Eco groups are actively involved in the "Adopt a Reserve" program, supporting local conservation efforts and fostering environmental stewardship. • Girls Mean Business: A group of girls participated in a business-oriented trip to the Manukau Courts, led by Jo McB, to gain insights into the business world and entrepreneurship. <p>Future Focus:</p> <ul style="list-style-type: none"> • Reintroduce Young Leaders Trip: Organize and reintroduce the Young Leaders trip, providing students with leadership experiences and opportunities to engage with community leaders, businesses, or educational institutions. • Strengthen Community Partnerships: Build stronger connections with local businesses, courts and organizations to provide students with more real-world experiences in leadership, sustainability, and community service. • Sustainability Integration: Explore ways to integrate sustainability into various curriculum areas, allowing students to see the relevance of sustainability in their daily lives and future careers
<p>5 World Class Inclusive Public Education 'New Zealand education is trusted and sustainable'</p>	<p>5.1 Continue to provide opportunities for other schools to use our school as a model</p>	<ul style="list-style-type: none"> • Be receptive to professional visits by other schools. • Provide bespoke and collegial discussion with others schools to support their development. • Host Sports Events within the school 	<p>Principal All Leadership DP: ERC</p>					<ul style="list-style-type: none"> • Ongoing Chess Competition: A year-long chess competition that encourages strategic thinking, problem-solving, and friendly competition among students. • Kaahui Ako O Manurewa: Participation in collaborative networks with other schools in the local area, fostering shared learning and resource development. • Visiting Schools: Active engagement with visiting schools like Morningside, enhancing inter-school collaboration and learning opportunities. • Hosting Sports Events: The school regularly hosts sports events, providing opportunities for students to compete and interact with peers from other schools. • Leadership Team Visits: Leadership teams from other schools visit Manurewa Intermediate to learn from the school's programs and practices, particularly in areas like sports, leadership, and curriculum innovation.

							<ul style="list-style-type: none"> • Christopher Luxon Visit: The visit of Christopher Luxon for the pool opening was a significant community event, raising the profile of the school. • ESports Mentoring: Providing leadership and mentoring to teachers from other schools interested in starting ESports programs, sharing expertise and supporting the development of new initiatives. • Public Access to Major Events: Major school events are open to the public, strengthening community engagement and involvement in school activities.
							<p>Future Focus:</p> <ul style="list-style-type: none"> • Expand Inter-School Competitions: Increase the scope and variety of inter-school competitions, particularly in chess and ESports, to include more schools and foster greater collaboration. • Develop Global Connections: Explore opportunities for global partnerships with schools internationally, perhaps through virtual exchange programs or global competitions in chess and ESports. • School as a Learning Hub: Position Manurewa Intermediate as a hub for educational innovation by inviting more schools and educational leaders to observe and learn from successful programs, such as ESports or sports management. • Strengthen Public Engagement: Increase community involvement by hosting more public events, such as performances, sports tournaments, or cultural showcases, to celebrate student achievements and foster a greater sense of school pride. • Broaden Professional Development: Continue offering professional development opportunities for teachers, not only within the school but also through wider networks, to build leadership skills and share successful strategies for program development across schools. • Celebrate School Achievements: Use major school events, such as the pool opening or other celebrations, to highlight student achievements, involve the community, and further strengthen school identity and pride.

STRATEGIC GOAL: Develop Community

BUDGET: \$50,000.00

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1. LEARNERS AT THE CENTRE	1.1 Establish opportunities that are relevant and engaging with local Primary Schools, ECEs and High Schools.	<ul style="list-style-type: none"> Cultural Groups to perform/mentor local Primary Schools Ensure working relationships with local Early childhood centres are established and maintained. Strong relationships and connections are evident and actioned on with visits and liaison. COL - Community of Learning Schools to promote opportunities across the schools in Te Kahui Ako O Manurewa Review community links surrounding student-based sharing of learning and performances i.e. cultural groups, 'road-show,' learning-talk 	<p>All teachers</p> <p>All Staff</p> <p>Students</p> <p>Local Primary Schools</p> <p>Local ECEs</p> <p>Local High Schools</p> <p>COL</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> We could look to support a local Primary school to connect with the Adopt a Park programme we do each term. Perhaps have small groups come and work in Zoo area as part of specific transition for those Gn'T Kids at a Yr6 level Connections with ECE are strong through Kahui Ako Collaboration across the Community of Learning Schools has been successfully initiated. Various opportunities have been promoted, but this could be stronger. Whilst outside of COL the most strongest of these is the depth of our Year 6 Transition programme to Manurewa Intermediate The continuation of our cultural groups engaging with our community has been strong in fostering a sense of pride and connection among students, while also building strong community ties. These have been mainly with our retirement village, Erin Park as well as the local hospice. There is still room for more to happen here with performances at our local and feeder primary schools As part of our growing instrumental music program, we have initiated exchanges with other intermediate schools and our local high school. These exchanges provide students with valuable opportunities to collaborate with peers from different schools, enriching their musical experiences and broadening their perspectives. Our school has taken the initiative to chase up local high schools for enrolment packs and transition support for our Year 8 students. Although this process is challenging and time-consuming, we recognise its importance in ensuring a smooth transition for our students. Despite the fact that this task falls under the responsibility of the high schools, we have stepped in to fill this gap. This reflects our commitment to supporting our whānau and ensuring that our students have the guidance as they prepare for the next stage post MI.

<p>1.2 Ensure there are opportunities for students to engage with the community through Performances outside of Manurewa Intermediate eg. competitions</p>	<ul style="list-style-type: none"> Staff to use their initiative and find opportunities for students to perform Initiate contact with community organisations that students can engage with through performance etc Cultural Groups to find opportunities to perform in the community and in other schools Look into competitions in the community to enter Purposeful relationships that empower our whanau (across all cultures) 	<p>All teachers All Staff Students COL</p>	<ul style="list-style-type: none"> We have actively sought out various community competitions to enter, focussing on events like the Rock Shop BandQuest, AIMS Hip Hop dance competition, and Toi Wearable Arts competition. These opportunities are providing our students with platforms to showcase their talents and gain valuable performance/presentation experience. These highlight the importance of providing our kids with diverse opportunities to excel, both within and outside the classroom, and underscore the positive impact that community competitions can have on their overall development! We actively sort out opportunities for our cultural groups to perform within the community. By participating in events such as performances at Erin Park Retirement Village, school assemblies, and our Term Four Cultural Night, students are able to share their cultural heritage and build confidence in a variety of settings. <ul style="list-style-type: none"> Regular performances at school assemblies offer a strong platform for our cultural groups to celebrate diversity and share their traditions with the entire school as well as embody our vision statement in a weekly performance setting. This year's Term Four Cultural Night, which will take place on the back of a truck-stage on the field, sees a creative approach to bringing our community and whānau together in a celebration of culture. This outdoor event will allow for greater involvement due to the size of the Hall and provides a memorable experience for both performers and the audience. The continuation of the Cook Island Dance and Speech competition held at Manurewa Intermediate has provided a focussed platform for students to showcase their cultural heritage. However, we need to get more students involved in this. Our effective parent Hui and Fono have played an effective role in building strong relationships between the school and our whānau/aiga. These meetings have provided a platform for open communication, where parents can actively engage in their child's journey at MI as well as how they can contribute to our school. They also have input and contribution to the school's decision-making processes.
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1.3 Ensure there are ongoing effective Transition processes and systems for Yr 6 to Yr 7 and Yr 8 to Yr 9	<ul style="list-style-type: none"> Transition Meetings with contributing schools Streamline the transition process from Year 8 → 9 Transition Meetings with High Schools Transferring of relevant and important information to assist with the effective transition of students Continually seek information from primary schools and high schools as to how the transition can be improved- from our end AND their end Make improvements to the Manurewa Intermediate transition process to High School ASCOL person who focuses on transition and engagement to continue to support the review process Ensure ALL parties involved in the transition process are on the same page and that communication is transparent and clear 	All teachers All Staff Local Primary Schools Local High Schools COL	<ul style="list-style-type: none"> Continuing with meaningful and well presented school visits by our Leadership team and Student Leaders, (Senators and Councillors), has been vital in establishing early connections with the Year 6 cohort. These visits provide incoming students with a sense of familiarity and excitement about joining our school next year. <ul style="list-style-type: none"> Involving our Student Leaders in these visits not only gives them an opportunity to develop their own leadership skills but also allows them to serve as role models for the younger students. Their presence and personal QnA responses help reassure the Year 6 students and inspire them in their upcoming transition/visits and beginning with us. Through these visits, they reinforce MI's student-centered culture and commitment to student wellbeing and inclusion. Transition meetings with high schools, led by MI, have proven effective in ensuring a smooth transition for our Year 8 students into Year 9. By taking the initiative (which we somewhat shouldn't have to), we are able to ensure that important data is shared and that the specific needs of our students are addressed. These meetings focus on reviewing key data, such as academic performance, social-emotional development, and any additional support requirements. This data-driven approach allows high schools to be better prepared to support our students from the moment they arrive. Having our Deputy Principal of Guidance and Support meet with primary schools to review transition data for Year 6 students has been a key task in ensuring a smooth transition to Year 7. This approach helps address any potential issues early and prepares students for their new school environment as well as our staff. The focus is on detailed transition data, including academic stages and approaches, behavioural observations, and any special needs (funded or otherwise), our DP GNS ensures that relevant information is communicated effectively to our staff etc. This comprehensive approach supports tailored interventions and continuity in student support. The collaboration between our Pastoral Team and primary schools has continued and strengthens our relationships with feeder schools. 	0	0
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1.4	<p>Capture Whānau voice regarding the vision and future thinkings regarding digital technologies at Manurewa Intermediate</p>	<ul style="list-style-type: none"> Continue to get Whānau voice at SIC's- What do Whānau want/need? Add to Self Review questions in 2024 	<p>Principal All teachers All staff Leadership Team Whānau Community BOT</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The Fono/Hui held in Term Two during the social evening provided a valuable opportunity for whānau/aiga to engage with the school and contribute to discussions about our programmes and activities, notably with a focus on their input surrounding Language Weeks. They spoke enthusiastically about these language weeks, showcasing their commitment to celebrating and preserving cultural languages. Their feedback and involvement in these discussions have been valued and recorded in shaping our approach to language and cultural celebration. Whilst these Fono/Hui were successful, there is a need to further increase parent attendance at these events. Enhancing this will ensure a broader range of perspectives and greater whānau/aiga engagement in our school initiatives. We captured Whānau feedback regarding the vision and future directions for digital technologies during our Student Involved Conference survey. This was valuable and informative feedback, which has been processed by the leadership team.
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1.5	Continue to develop and put 'in action' other opportunities where Māori can be a central part in the Community	<ul style="list-style-type: none"> Get Whānau voice regarding this- what might this look like? How could this work? Capture staff voice as well Investigate ways the community can become more active in the school eg. Volleyball League Continue to promote the events that celebrate the students Review and/or develop relationship with Manurewa Marae 	Principal All teachers All staff Leadership Team Whānau Community BOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> While Whānau voice is gathered effectively through SIC surveys, expanding the range of feedback criteria can provide a more comprehensive understanding of community perspectives. Broadening the criteria will allow us to capture diverse viewpoints and address a wider array of concerns and suggestions. The use of stocktake sheets is a valuable tool for providing structured feedback for staff as well as future intentions. These sheets allow leadership to systematically review and reflect on various aspects of our practices, ensuring that feedback is thorough, actionable and transparent We are fortunate to have a highly skilled staff whose expertise greatly contributes to the success of our school. Recognising and valuing their skills and contributions (often over and above) is essential for maintaining high standards and creating our school tone and culture within a positive and effective environment. Termly celebration fliers, along with updates on Facebook, YouTube, and sports prize-giving events, are effective ways to highlight student achievements and school successes. These promotional ideas have continued to build school spirit, recognise student accomplishments, and keep the community informed and engaged. This is on top of our weekly assembly certificates, positive play card and our end of year prizegiving - all of which feed into a positive and celebratory tone and culture of school Utilising multiple communication channels, including social media and various whānau events, ensures that our messages reach our parent community. This maintains strong connections with whānau and the wider community, supporting greater involvement and support for school and learning/involvement initiatives.
1.6	Maintain effective communication with Whānau	<ul style="list-style-type: none"> Communicate with Whānau students successes and achievement (Praise Cards/Certificates) Whānau receives Manurewa Monthly school newsletters, Class letters etc. 	Principal All teachers All staff Passion Pod Leaders Leadership Team Whānau BOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The Room 75 Facebook group for parents features regular posts that highlight classroom activities and important updates, encouraging positive engagement through thoughtful comments from parents. Teachers maintain open communication with parents by sending positive text messages and making phone calls. This approach helps to build strong relationships and ensures that parents feel connected and informed about their child's progress.

	<ul style="list-style-type: none"> • Invite Whānau to school assemblies/performances • School Nights to encourage Whānau to see children's learning eg. Meet and Greet, Exhibition of Learning in 2023 • Parent Surveys done throughout the year to capture Whānau voice • Regular phone conversations with Whānau (both positive and negative) • Tracking Whānau positive and negative interactions with teachers • Celebrate success through the Social Media platforms of the School Website and Facebook • Each form teacher sets up a system to support getting parents/Whānau on board for events eg. Night Markets, support in class, Camp etc. • Maintain effective AND regular contact with Whānau in times of high need ie. Pandemic, floods • Cultural focus group to seek whānau/parent support throughout the year as well 				<ul style="list-style-type: none"> • Parents are actively seen around the school, making efforts to engage with staff during drop-off and pick-up times. This visibility fosters a sense of community and reinforces the partnership between home and school. • We ensure constant communication with whānau through various channels, including direct messages, phone calls, and Student Involved Conferences (SICs). This approach allows us to address any concerns promptly and keeps parents updated on their child's learning journey. • Whānau receive important updates through multiple formats, including messages, school letters, texts, and class newsletters. This variety ensures that all parents have access to essential information in a manner that suits them best. • Few Teachers utilise WhatsApp to facilitate quick and efficient communication with parents, enabling them to share immediate updates or reminders about school events and important dates and it seems to work well for those who engage. • We conduct SIC's and Individual Education Plan (IEP) meetings for whānau who require additional support. These meetings provide an opportunity for collaborative planning and goal-setting to best support the learning needs of each student. • Every two weeks, we open the gym during off timetable modules to allow whānau to see learning exhibitions, where students showcase their projects they have been working on. This promotes and allows parents to celebrate their children's successes. • Parents are invited to Fono/Hui during socials to gather whānau voices and feedback on school initiatives. This involvement empowers parents to contribute to the decision-making processes within the school community. If only we had an abundance of parents show up. • During each SIC, we distribute surveys via Google Forms to gather input from parents. This feedback plays a crucial role in informing our self-reviews and operational plans, ensuring that we continuously improve our practices. • At the beginning of the year, we prioritise meeting and greeting parents every day to build strong relationships. This helps to foster trust and open lines of communication between teachers and families.
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									<ul style="list-style-type: none">Our school's Facebook, YouTube, website, and TikTok platforms are utilised to celebrate and showcase our students' achievements, highlighting their hard work and successes to the broader community and fostering a sense of pride in our school.
1.7 Review Home/School Partnership opportunities- what do Whānau want/need?	<ul style="list-style-type: none">Gather voice from Whānau and the community around SIC'sGet community voice on inquiry and assessmentLook at what the needs are for Whānau if there was another pandemic and students were not allowed/able to come to school so learning can continueWhat do Whānau want/need based on where we have come from in the last five years. What has developed here? What areas are in need of further depth?	All teachers All Staff All students The community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">During every Student Involved Conference (SIC), we gather whānau voices through surveys and class feedback books placed outside each classroom. This feedback provides valuable insights into parents' perspectives and concerns, allowing us to enhance our communication and support for students.At social events, we utilise QR codes to capture student voices. This innovative approach allows students to easily share their thoughts and ideas, ensuring that their opinions are heard and considered in school decision-making.We are fortunate to have a swimming pool facility at our school, which not only provides students with opportunities for physical activity but also supports their water safety education.Our school Zoo is a successful initiative that enhances hands-on learning experiences for students. This project teaches students about sustainability, animal care, and agricultural practices, promoting a deeper understanding of environmental stewardship.While we may not have explored all possible areas for development, we are considering building upwards to create additional space and facilities that can further enhance our learning environment and accommodate the needs of our growing student population.We conduct surveys during SICs on a variety of topics to gather feedback from parents and students. These surveys help us identify areas for improvement and guide our planning and decision-making processes.Many ESOL students often request homework to work on improving their English skills. This demonstrates their commitment to learning and highlights the importance of providing additional resources and support to help them succeed in their language acquisition journey.	
3 3.1 IT developments are effective and in use for	<ul style="list-style-type: none">Review the implementation and use of ICT in the curriculum	All teachers All Staff All students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">Sidd has implemented a QR code that provides instant access to resources and support for ICT learning. This tool makes it easier for staff to find information and	

QUALITY TEACHING AND LEADERSHIP	relevant and authentic opportunities to provide information on student's learning	<ul style="list-style-type: none"> Review the engagement with the community on a digital level with regards to website, Facebook etc Continue to build on the connection that ICT plays with students → Whānau Continue to build on SAMR model in the teaching programme 	DP: eLI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> assistance, promoting engagement with digital learning materials. We recently hosted a guest speaker, Rob from Our Kids Online, who addressed the importance of online safety. His insights helped to raise awareness among parents about responsible internet usage with their children. Utilising Instagram more frequently than Facebook could be one way to get more community engagement as IG is much more popular than FB with this generation of parents.
	3.2 Ensure if there is a disruption to face-to-face learning ie. Pandemic Lockdown systems are in place for effective online learning	<ul style="list-style-type: none"> Having a bank of online learning resources available for all staff to use Staff are up to date/knowledgeable on how to use IT infrastructure for online learning eg. Google Hangouts/Google Classroom etc Support students/Whānau with on-line learning needs Ensure relationships with Whānau remain positive and consistent during these times Ensure IT developments are effective and up to date for such an event 	All teachers All Staff All students DP: eLI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Although there hasn't been a pandemic or need for online learning, we still have resources and systems available should parents and/or students need it. In Humanities, students can use online journals and follow-up activities shared by their teachers. These tools encourage self-reflection and critical thinking, allowing students to document their learning even if they cannot be at school. Support for staff is facilitated through our helpdesk and Passion Pod meetings. These sessions provide opportunities for staff to seek assistance, share experiences, and engage in discussions about the different platforms they are using in their subject area. ESOL students frequently ask for homework assignments to help improve their English skills and language development. A ESOL booklet for new inductees has been created this year and can be used until the students are placed in their forever classroom.
	3.3 Review the effectiveness and use of MI PLH	<ul style="list-style-type: none"> Promote the MI PLH to see what the interest is like post-Covid Does it still serve its original purpose Seek new opportunities regarding this eg. PCT visitors, after hours, in holidays etc MI-PLH - where to next? Review the effectiveness 	AP: Ops All Leadership Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> This has been evident throughout the year, although for different reasons as it was originally intended for. MI PLH now hosts visitors from other schools who are wanting to set up systems/structures similar to what MI has in place. We've observed visitors making use of our facilities outside of regular school hours, including weekends and overnight Marae stays which we anticipate to expand further in 2025 and beyond. Questions we need to ask and consider: <ul style="list-style-type: none"> Where to next? How else could we promote these visits to other schools?

	of this and how it has been used by schools in and out of Auckland.						<ul style="list-style-type: none">o How has the book 'All the time, Every time, All of us, Everywhere' contributed to these opportunities? Are we getting more schools interested since the release?
3.4 To ensure the correct policies and guidelines are in place and can be easily accessed as necessary	<ul style="list-style-type: none">• Correct documentation is available and used• All stakeholders are familiar with and understand the school guidelines and procedures• Supporting students through the Dance Card and the connection to Whānau it has	Principal All teachers All staff Passion Pod Leaders Leadership Team Whānau BOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Speed Dating and sharing of data became a routine and a welcomed aspect of communication among staff at MI. Regular meetings and collaborative sessions are dedicated to discussing student data, academic progress, and target students. This approach allowed teachers/learning assistants to collectively analyse information, identify trends, and develop targeted ideas to support student success. This also allows staff to know each learner as well as ILPs across their respective classes.• Dance Cards are no longer required and no longer take place. This needs to be taken off the 2025 Strategic Goal.• Edge notes are consistently and effectively updated to guarantee that the correct support and follow-up actions were implemented for each student. These involved a continuous process of recording relevant information, such as behavioural observations, and support procedures. This allows us to be a step ahead of the new initiatives implemented in 2024 surrounding student follow up.• We have developed a new Vaping policy that has been in effect for almost two years now. After being implemented over the last seven terms, incidents involving students bringing vapes to school have significantly dropped.• A question that was asked during a Passion Pod review session was - Do all teachers know how to access all the policy information at MI? And do we all understand them?	
3.5 Main areas of review in 2024 - Gifted and Talented, The Arts (Performing Arts, Music and Visual Arts)	<ul style="list-style-type: none">• Staff and Whānau to answer self-review questions and provide evidence to support answers• Self-review questions to be answered in Whānau, Passion Pod and whole staff forums• Use Community Events such as Meet and Greet,	Principal Leadership Team All teachers All staff Passion Pod Leaders Nga Toi Passion Pod Whānau Students BOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Encouraging both staff and whānau to answer self-review questions has provided supporting evidence for over all direction of MI. This collaborative process ensures that a raft of perspectives are considered and that feedback is grounded in real experiences with cultural and community responsiveness.• Specific feedback stations have been setup during Community Events such as Night Markets and Whānau Day to capture Whānau voice.• These self-reviews have been addressed in various forums such as Passion Pod sessions, Focus Group Meetings as	

	Night Markets and Whānau Day to capture Whānau voice.	Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau BOT						well as Whānau responses such as Fono/Hui. This inclusive approach allowed for a diversity of perspectives and expertise to contribute to the reflective process.
3.6 Strategic Goals are updated every year in the School Whakaruruhau (charter)	<ul style="list-style-type: none">All Strategic Goals are reviewed throughout the yearAll staff take part in the review of Strategic Goals through Whānau and Passion PodsStudent's voice is captured (Curriculum Council, student surveys, MI Chat, review areas etc).Meet and Greet, SIC's to get Whānau voice specifically around what part the Whānau play - How do we get ALL students whanau to these? What do whanau want out of SIC's?Recommendations are made for the following yearStrategic Goals are updated yearly						<ul style="list-style-type: none">The continuous review of all Strategic Goals by syndicate groups (Whānau) and curriculum teams (Passion Pods) throughout the year ensures that our objectives remain relevant and aligned with our school's vision. This involves all staff: Leadership, Teachers and Learning Assistants.We have, once again, effectively captured students' voices through multiple avenues, including the Curriculum Council, student surveys on their form teacher at various stages, and MI Chat (relaxed morning tea with the Principal). This comprehensive approach ensures that students have a great deal of opportunities to share their opinions, experiences, and suggestions.<ul style="list-style-type: none">All councils feedback to their respective Deputy Principals about on-going issues, ideas and thoughts to do with their councilThe Curriculum Council serves as a key platform for students to engage in discussions about curriculum implementation and learning experiences. This involvement helps us tailor our educational approaches to better meet students' preferences and interests.The MI Chat responses offer informal and ongoing ways for students to voice their thoughts, ideas and concerns. We have taken these from this year and implemented various aspect of these.The Student Involved Conferences continue to allow whānau to work collaboratively with teachers and their child to set realistic and meaningful goals. This joint effort ensures that goals are aligned with the student's needs and next steps, ensuring a supportive environment for achieving these goals.<ul style="list-style-type: none">Whānau have indicated that the importance of Student Involved Conferences is enhancing their own engagement with MI as well as strengthening home-school connections and supporting student development through these goal-setting times during the year.We continue the annual update of our Strategic Goals, which ensures that they remain current and aligned with	

4	4.1 Continue to engage the community on a digital level	<ul style="list-style-type: none"> School Website is regularly updated with information parents need Promote the MI Facebook Page (reminders, links to website and monthly newsletter etc...) Continue to develop the connection of Whānau to the digital learning of the students 	All teachers All staff Whānau Students DP: eLI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>the needs of MI, Staff, Whānau, and the wider community. This regular revision process allows us to reflect on our progress, address any emerging challenges, and set new priorities for the coming year.</p> <ul style="list-style-type: none"> We need to assess whether we are using digital tools to their fullest potential. For instance, are there QR codes placed around the school or that we can share online to promote our activities and achievements to the wider community? Exploring this could enhance our visibility and engagement. Our school has established Facebook and Instagram pages that serve as platforms for sharing updates, events, and achievements at Manurewa Intermediate. By leveraging these social media channels effectively, we can foster a stronger connection with our community. Increasing our presence on Instagram can significantly expand our reach and promote our school to a broader audience. This platform is particularly effective for showcasing student work and celebrating school events in a visually engaging way. To facilitate access to information, we should consider placing QR codes at the front desk, including them in our newsletters, and featuring them on our website. These codes can direct parents and community members to important resources and updates, streamlining communication and encouraging engagement. 	<p>This regular revision process allows us to reflect on our progress, address any emerging challenges, and set new priorities for the coming year.</p>
	4.2 Collaborate more with Whānau, iwi, hapu, iwi, employers, industry and communities	<ul style="list-style-type: none"> Ensure curriculum objectives and classroom learning are making relevant links to outside agencies To add depth to real-world learning in connection with students' local knowledge and cultural identity. 	Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau BOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Invite community groups to the school for a meet-and-greet to share what we have and what we need support with - through our COL leaders. Build relationships with community groups to encourage collaboration and support. Attend the upcoming hui with Ngāti Tamaoho (Mareena) to strengthen iwi connections. Invite an iwi representative to join our termly trips to Puhinui Reserve. Enhance students' connection to the area through the involvement of local iwi representatives. 	<ul style="list-style-type: none"> Invite community groups to the school for a meet-and-greet to share what we have and what we need support with - through our COL leaders. Build relationships with community groups to encourage collaboration and support. Attend the upcoming hui with Ngāti Tamaoho (Mareena) to strengthen iwi connections. Invite an iwi representative to join our termly trips to Puhinui Reserve. Enhance students' connection to the area through the involvement of local iwi representatives.

STRATEGIC GOAL: Education for Sustainability

BUDGET: \$70,000.00

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 LEARNERS AT THE CENTRE	1.1 To incorporate and maintain sustainability as a concept in classroom planning and practice	<ul style="list-style-type: none"> Eco Council & Director of E4S to meet regularly to update sustainability programme Review the Sustainability Programme and its implementation each Eco Council meeting Eco Warriors chosen mid Term One to work alongside Eco Council (largely Year Sevens) Eco Council to maintain Eco Council vision and to develop and run activities around the school alongside Eco Warriors Establish a student Eco Council with a mandate to improve the sustainable culture across the school The Eco Council continue their Tuakana Teina model with the Eco Warriors 	AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	✓	<ul style="list-style-type: none"> The title "Director of E4S" is outdated since a Deputy Principal now oversees this work. The Eco Council meets weekly to review and update the Sustainability Programme, ensuring it's running well. Eco Warriors are now called "Eco Kids" and are chosen in Term One. They mostly come from the Nature Club and work alongside the Eco Council. The Eco Council manages the school's gardens, animals, and fruit kitchen. They even help fill in when the Environmental Education teacher is away. Using the Tuakana-Teina model, the Eco Council mentors younger students, which has helped build strong leaders, especially in Year 7. The Eco Council has been successful in improving sustainability in the school. They also share their work in Sustainable Design classes and get more students involved.
	1.2 Establish and maintain Environmental Education as a stand-alone programme for all students	<ul style="list-style-type: none"> Implement an effective learning programme which utilises the environment as its context. This will see the delivery of the five components of environmental learning: Awareness and sensitivity to the environment and environmental challenges Knowledge and understanding of the environment and environmental challenges 	AP: Learning and Teaching AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	✓	<ul style="list-style-type: none"> The five components of Environmental Learning are: <ul style="list-style-type: none"> o Sustainable Self o Sustainable Whānau o Sustainable Community o Sustainable Culture o Sustainable Environment. We talk to these in Sustainable Design and also in the outdoor environment. There is much more of an overall awareness and sensitivity to the environment due to this subject and participation of students. Their focus in Science and Sustainable Design also supports their understanding

	<ul style="list-style-type: none"> Attitudes of concern for the environment and motivation to improve or maintain environmental quality Skills to identify and help resolve environmental challenges Participation in activities that lead to the resolution of environmental challenges 					<p>of environmental challenges and their desire to change behaviour and practices.</p> <ul style="list-style-type: none"> These ideas are taught in Sustainable Design and outdoor lessons, helping students understand and care about the environment. Students are moving beyond just “sustaining” and are thinking more about “regenerating,” like fixing what’s broken. More students are getting involved in school and community projects, showing they care and want to make a difference. Students understand that we do not want to sustain everything (for example the rubbish going into the ocean) and potentially a better way to look at this is regeneration. Students overall are more motivated to participate in discussion and action for the environment as can be seen by the increase in numbers and participation in projects in school and the local community. 	
1.3 Develop, promote and maintain effective Period 6 programmes to ignite students’ interests in sustainability as a concept	<ul style="list-style-type: none"> Engaging Period 6 activities take place during the week promoting sustainable activities (i.e. Nature Club) Review our previous active Period 6 activities to see how effective they have been at promoting sustainability as a concept and also to find staff to run Period 6 activities 	AP: Operations Environmental Education Teacher Sustainable Design Teacher Teachers	✓	✓	✓	<ul style="list-style-type: none"> Period 6 activities like Nature Club run every Wednesday and Thursday, giving students a chance to learn about sustainability. We don’t have records of how effective Period 6 has been because no one has tracked this properly. Still, 138 students are currently part of these activities, which include animal care and waste disposal, which has been more than ever. Grateful to have passionate teachers who are able to share their knowledge with our students which in turn, ignites their interests and engagement in this area. Period 6 activities are popular and work well. We should think about whether this goal is still needed, as it feels like we’ve already achieved it. 	
1.4 Teach the concepts of Sustainable Design to support sustainability in business and financial literacy	<ul style="list-style-type: none"> Maintain and develop a successful and engaging subject area which has sustainability at its core Develop a programme which is delivered using a STEAM model, addressing real world problems with a mandate to genuinely solve them 	AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	<ul style="list-style-type: none"> Sustainable Design is an established and engaging subject area centered on solving real-world problems through a STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach, often incorporating Te Ao Māori perspectives. Students work on design briefs that tackle genuine issues, such as creating a bin-lifting machine, designing animal engagement activities, or planning native walkways. These projects link directly to the E4S programme, fostering interdisciplinary learning. 	

							<ul style="list-style-type: none"> The Environmental Educator actively incorporates sustainability concepts into daily teaching, with a growing number of students expressing interest and participation. This indicates the programme's effectiveness in integrating sustainability into business and financial literacy education.
1.5	Establish and maintain our reflective Enviroschools programme	<ul style="list-style-type: none"> Regularly meet with Enviroschools liaison Act on relevant suggestions provided by Enviroschools liaison Attend relevant professional development provided by the Enviroschools group 	AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	<ul style="list-style-type: none"> We have had quite a change in Enviroschool facilitators over the last couple of years and so have met with them sporadically. As one of our teachers used to be an Enviroschools facilitator, most of the work we can do ourselves. Enviroschool Facilitators no longer exist in Auckland - they are now part of the Sustainable Schools team and so are Sustainable Schools Advisors In saying that we have recently met with our newest facilitator and she is supporting us to connect with people around a climate change initiative (which will start with our CoL team at MI) Lots of scope to continue receiving PD with guests coming into school! We would also love to take opportunities to offer our own PD to other schools as we have so much to offer. We plan to do a full review in 2025 after some major projects are finished. We'll submit the annual reflection document by November 2024.
1.6	Provide succinct, clear analysis of progress towards targets, informed through analysis of student data	<ul style="list-style-type: none"> Analyse achievement data in relation to strategic aims, annual aims, and targets Develop achievement targets based on evaluation of student data 	AP: Operations Environmental Education Teacher Sustainable Design Teacher			✓	<ul style="list-style-type: none"> We collect data in Sustainable Design through rubrics, questionnaires, and report grades, but we don't have a set curriculum or year-to-year comparisons. Creating a proper curriculum and better ways to evaluate progress would help us see how well students are doing and improve our programme. Setting clear achievement targets could also make it easier to track and show our progress.
2	BARRIER FREE ACCESS	2.1 Provide opportunities for professional development around sustainability	AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	<ul style="list-style-type: none"> We stay in touch with the Sustainable Schools advisor, mostly through email, and call in experts when needed. There hasn't been much external training due to staff turnover and COVID-19, but we'd love to attend more in the future. The Green-Gold Enviroschools review is planned for 2025. Annual reflection reports will be submitted by the end of 2024.

[illegible]

	<ul style="list-style-type: none"> • Provide professional development for the Environmental Education Teacher where required • Ensure the Environmental Education Teacher is an active part of the Eco Council, notably meetings and the decision making process 	Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	<ul style="list-style-type: none"> • We support this role with training when needed, making sure they can continue developing the programme. • The E4S teacher leads the Eco Council meetings and works closely with these students. • The students are involved in the decision making process.
3.3 Develop, support and maintain an effective relationship with property staff	<ul style="list-style-type: none"> • Meet once a month with property staff to discuss the sustainable areas around the school and how they are being maintained • Coordinate with Property staff any property projects that may come about as a result of discussions with the Eco Council and the Enviroschools liaison 	Principal AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	<ul style="list-style-type: none"> • Environmental Educator coordinating with Property staff doesn't work in its current format. This needs to be re looked at as it would be extremely helpful • A suggestion for 2025 is that Property Staff are involved in E4S Focus Group meetings each term to be included/involved in the development of E4S and sustainability projects within the school. • It would also be beneficial for Iain to be part of these meetings as it often involves money lol.
3.4 Allocate funds to reflect and support the school's strategic plan	<ul style="list-style-type: none"> • Strategic investment in sustainable design and programmes • Budget allocation to strategic priorities and learning experiences for students • Purchasing resources for upcycling projects • Allocation and furnishing of a workshop space (potential container as researched in 2022) 	Principal AP: Operations Board of Trustees Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	<ul style="list-style-type: none"> • BOT have been investing substantially in the programme. • Purchasing resources for upcycling projects is an oxymoron - we shouldn't need to buy resources...we should be using available resources. This is what upcycling is- not buying resources for it! • We continue to need and request storage. We are unable to store resources currently in the quantity they are needed. We miss out on free stuff all the time due to this and also have to purchase it as we have nothing in storage. The only things we should be purchasing are tools and things like paints, glosses etc • Most budget allocation in Sustainable Design is spent on equipment and disposables (knives, hot glue guns, metal ruler replacement, large boards for blackboards, tools etc and disposables) and some resources such as untreated wood as we don't have space to store stuff we come across prior to projects. • Plans for a dedicated workshop space is coming soon, such as a container, with quotes being gathered for approval. This development would provide a

							centralised location for sustainability initiatives, further supporting the programme's objectives.
3.5 Review allocation of funding	<ul style="list-style-type: none"> Develop measurable outcomes resulting from investment Self review practices analyse the outcomes resulting from investment 	Principal AP: Operations Environmental Education Teacher Sustainable Design Teacher				✓	<ul style="list-style-type: none"> The money spent on resources like the zoo and outdoor classroom has made a big impact. Reviewing how we use funds will help us make sure we're getting the best results from our investments.
3.6 Develop and maintain safe practices when students and staff are interacting with school livestock	<ul style="list-style-type: none"> Review the safety plan for each of the school livestock (pigs, chickens, bees, birds, Goat) Liaison chart created for the Bees with links to external providers and requirements. Develop safety signage at our livestock housing (beehives, pigs, chickens, etc...) Encourage and maintain an effective and fair rotation of the animals, by staff in the holidays and weekends 	Principal AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓				<ul style="list-style-type: none"> Safety rules for working with animals are in the E4S handbook, and Eco Council students are trained to follow them. We need bigger, clearer signs for animal safety, especially near enclosures and walkways. This could be integrated into the proposed nature walkway and viewing platform. Staff currently aren't trained to manage the bees, so we rely on an external expert. Developing a liaison plan and training staff would be helpful. Animal care during holidays is managed well, but it would be great to get more staff involved.
3.7 Ensure health and safety procedures are followed and maintained in Sustainable Design lessons	<ul style="list-style-type: none"> Ensure the teacher for Sustainable Design has sufficient support to maintain a safe working environment within the workshop Ensure the Eco Shed is set up in an effective manner to ensure students can work alongside the teacher in a safe an engaging manner 	Principal AP: Operations Environmental Education Teacher Sustainable Design Teacher	✓	✓	✓	✓	<ul style="list-style-type: none"> Collaboration between the Environmental Educator and Sustainable Design teacher has significantly improved safety standards in the workshop. This partnership exemplifies the importance of teamwork in maintaining a secure learning environment. This shows this importance of the relationship between these two staff members The Eco Shack is well-maintained and serves as a hub for Sustainable Design activities, fostering a sense of community among Eco Kids. Regular upkeep ensures it remains a safe and organised space for both learning and resource access.

4 FUTURE OF LEARNING AND WORK	4.1 Ensure clear and real future focussed pathways are included in the direction and vision of E4S	<ul style="list-style-type: none"> Collaborate more with whānau, hapu, iwi, employers, industry and communities. 	Principal All Leadership All teachers All staff Passion Pod Leaders Whānau Leaders BOT	✓	✓	✓	<ul style="list-style-type: none"> The programme fosters collaboration with various stakeholders, including whānau, hapū, iwi, employers, industries, and communities. This approach enriches the curriculum with real-world relevance and diverse perspectives. Students are introduced to practical skills such as landscape design, animal care, and gardening. These skills not only align with sustainability principles but also equip students with competencies applicable to future careers. Recent collaborations include partnerships with engineers, architects, nutrition experts, and gaming professionals. These interdisciplinary connections expose students to a wide range of career pathways and innovative practices in sustainability.
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Professional Learning 2024

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (D)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'	2.1 Develop staff to strengthen teaching, leadership and learner support capability across education	<ul style="list-style-type: none"> Ensure professional development meetings are relevant Use surveys, feedback forms and one-on-one discussions to gather input from teachers regarding their professional development needs and interests PLL, Passion Pod and Whānau Leaders to provide opportunities for teachers to do observations Create a tracking document that PCTs add to when they are observing other teachers - adding information such as who they are observing, what the focus for the observation is and anything they gained from observing the lesson - linked to OAF RCG meetings provide opportunities to discuss teacher practice and upskilling of teachers LSC and DP: GaS to provide relevant and timely information to staff to support learners accessing the curriculum PCT cohort to be involved in weekly cohort meetings and regular check-ins with DP:PLL and Whānau Leader 	DP: PLL All Leadership LSC All teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The professional development focus in Te Ao Tangata has been centered around writing moderation and group-guided reading — areas identified as relevant and beneficial to the team. Teachers are provided cover by Passion Pod leaders to observe others as needed. Observation notes are recorded and uploaded into the PCT section of OAF, ensuring that PCTs are engaged in professional growth through observations. Observation notes uploaded into the PCT section of OAF. RCG meetings have focused on effective teaching practices that address the needs of target learners, showing that these discussions are helping to improve instructional strategies. Humanities teachers and LSC maintain open communication to address learner needs, with LSC assisting in creating tailored learning programmes. Weekly PCT meetings happen every Thursday morning at 7am and one-on-one catchups happen fortnightly for second-year PCTs and weekly for BTs.
3 Quality Teaching and Leadership 'Quality teaching and leadership make the	3.1 Develop Curriculum Knowledge with Staff	<ul style="list-style-type: none"> Observe PCT's delivering the curriculum and provide feedback against <ul style="list-style-type: none"> DAT's Curriculum knowledge Liaise with other Leadership members (where appropriate) on Curriculum knowledge of the PCTs Support PCT's and other staff members (where needed) with the upskilling of curriculum knowledge 	DP: PLL DP: LaT Passion Pod Leaders Whānau Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> PCT observations are ongoing throughout the year - formal and informal as well as mid and end-year cycle appraisals. Leadership meetings on Mondays are perfect opportunities for Passion Pod leaders to discuss any concerns regarding upskilling PCTs in curriculum areas. If the need arises - support is put in place to assist (observations of other teachers, modelling by Passion Pod leaders).

<p><i>difference for learners and their whānau'</i></p>	<ul style="list-style-type: none"> • DP: LaT to provide additional PD around the Curriculum Refresh at PCT Cohort meetings • Informal PCT observations will include how they are implementing the Curriculum Refresh and Common Practice Model into their practice • Encourage all staff to observe other teachers with best practice • At weekly Leadership meetings - Passion Pod leaders identify their best practitioner for the week and why • DP: PLL and Passion Pod leaders identify the best practitioners in their Passion Pods to model effective practices for other staff to observe 	<p>DP: PLL DP: LaT</p> <p>All Leadership</p>	<p>□</p>	<p>□</p>	<p>□</p>	<p>□</p>	<ul style="list-style-type: none"> • Leadership meetings on Mondays are perfect opportunities for Passion Pod leaders to discuss any concerns regarding upskilling any teachers in curriculum areas. If the need arises -support is put in place to assist (observations of other teachers, modelling by Passion Pod leaders). • DP: LaT has attended and facilitated sessions during Passion Pod meetings providing PD around specific areas within the curriculum that require upskilling within the various Passion Pods - this has been beneficial for teachers and Passion Pod leaders. • Staff are continually building their curriculum expertise, enhancing overall teaching quality within the school. • Passion Pod leaders discuss various effective teaching practice observations they have made at various leadership meetings. This has been helpful for us as a team so we know which teachers would be beneficial for other teachers to observe when needed. • OAF updated for teachers as and when needed. • All teachers understand and effectively utilise OAF, keeping track of their goals, reflections and appraisals in an organised, accessible format. • OAF documentation remains current and reflective of each teacher's progress, helping to create a transparent and accountable appraisal process. • Videos and slides shared as reminders for staff on how to navigate OAF and ensure expectations are clear and everyone is on the same page. • Staff induction remains to be very effective and beneficial at the beginning of the year - it helps get teachers on the front foot and prepare them for everything that is to come during SOW. • DP: LaT has made references to information available in the LaT handbook that assists
<p>3.2 Induct new staff into the local curriculum</p>	<ul style="list-style-type: none"> • Support new teachers set up Online Appraisal Folio <ul style="list-style-type: none"> ○ Talk with new staff and take them through it ○ Develop performance goals with the staff and work with their appraiser for the staff to achieve these goals ○ Check-in with Whānau Leaders every week to ensure this happens • DP: LaT to initiate this at Staff Induction and Staff Only Week • Ensure new staff have gone through LaT Handbooks, specifically the section about the curriculum area they teach • Ensure new staff are aware of expectations around curriculum and what this looks like in Whānau and Passion Pod Planning 	<p>DP: PLL DP: LaT</p> <p>All Leadership</p>	<p>□</p>	<p>□</p>	<p>□</p>	<p>□</p>	<ul style="list-style-type: none"> • Leadership meetings on Mondays are perfect opportunities for Passion Pod leaders to discuss any concerns regarding upskilling any teachers in curriculum areas. If the need arises -support is put in place to assist (observations of other teachers, modelling by Passion Pod leaders). • DP: LaT has attended and facilitated sessions during Passion Pod meetings providing PD around specific areas within the curriculum that require upskilling within the various Passion Pods - this has been beneficial for teachers and Passion Pod leaders. • Staff are continually building their curriculum expertise, enhancing overall teaching quality within the school. • Passion Pod leaders discuss various effective teaching practice observations they have made at various leadership meetings. This has been helpful for us as a team so we know which teachers would be beneficial for other teachers to observe when needed. • OAF updated for teachers as and when needed. • All teachers understand and effectively utilise OAF, keeping track of their goals, reflections and appraisals in an organised, accessible format. • OAF documentation remains current and reflective of each teacher's progress, helping to create a transparent and accountable appraisal process. • Videos and slides shared as reminders for staff on how to navigate OAF and ensure expectations are clear and everyone is on the same page. • Staff induction remains to be very effective and beneficial at the beginning of the year - it helps get teachers on the front foot and prepare them for everything that is to come during SOW. • DP: LaT has made references to information available in the LaT handbook that assists

	<ul style="list-style-type: none"> Leadership to regularly be in classes observing new teachers in action delivering the curriculum Leadership to identify what they have taken away from their ongoing observations while regularly being present in new teachers' classrooms during weekly leadership meetings 						<ul style="list-style-type: none"> them with planning and effective teaching practice - this has been beneficial for teachers. Ongoing informal observations are done regularly by the leadership team. During leadership meetings, DPs share examples of effective practices they have observed during regular walk-throughs.
3.3 Build staff pedagogy through Teaching as Inquiry	<ul style="list-style-type: none"> Continue to build on the inquiry model and how it is used during RCGs and in the teacher's own practice DP:PLL and DP:LaT continue to work closely together to ensure teachers' inquiries align closely with developing and improving teachers' teaching and learners learning Use the new format for performance goals and monitor the development of these goals Track performance goals and engage in conversations with appraisers Frequently facilitate discussions around performance and what actions are being taken in the classroom Review the use of Teaching as Inquiry and the Kaahui Ako model that is used during RCG's Provide opportunities for staff to share their inquiries to other staff members Facilitate collaborative group sessions focussed on specific areas covered in RCG sessions 	DP: PLL DP: LaT Passion Pod Leaders Whānau Leaders	□	□	□	□	<ul style="list-style-type: none"> Ongoing reflections have been added to Target Learners tracking doc linked with OAF. These observations and reflections made by teachers are also discussed and shared during RCG sessions. Teachers stay engaged with their performance goals and receive ongoing support, fostering professional growth and goal attainment. Mid-cycle and end-cycle observations and discussions are completed and uploaded to OAF as well as shared with the principal. Weekly reflections are included in weekly planning - Passion Pod and Whānau Leaders give feedback and offer advice on action that could be taken if necessary. Sharing opportunities are facilitated during RCGs, Passion Pod and Whānau meetings Collaborative group sessions are run and facilitated in RCGs by DP: PLL, LaT and a few teachers have been shoulder-tapped to facilitate sessions alongside DPs. Teachers learn from each other's experiences, fostering collaboration and a collective commitment to continuous improvement.
3.4 Support staff on Curriculum delivery	<ul style="list-style-type: none"> In liaison with DP: LaT and Deputy Principals, identify staff that need support in curriculum delivery DP: LaT and DP: PLL to consistently receive feedback from Passion Pod leaders about planning - areas that need support and focus from us to improve planning and delivery of the curriculum Schedule observations and meetings to improve delivery 	DP: PLL DP: LaT Passion Pod Leaders Whānau Leaders	□	□	□	□	<ul style="list-style-type: none"> Staff requiring support are identified and tailored support plans are established based on feedback and observations. Weekly feedback from Passion Pod leaders allows for real-time adjustments to planning and targeted intervention in areas needing improvement. Support systems put in place as needed by DP: PLL, LaT and relevant Passion Pod or Whānau Leaders.

	<ul style="list-style-type: none"> Release teachers to observe others to gain insight into teaching practices Continue promoting the PLL role in the school to provide counsel to staff and who should be spoken to for consistent information 						<ul style="list-style-type: none"> Release is covered by DPs for teachers to observe others as and when the need arises. Humanities also use release periods to observe others if they would like to. Staff gain insight from observing skilled colleagues, promoting shared best practices and strengthening teaching strategies across the school. RCGs and PCT meetings are ongoing throughout the year - run by DP: PLL. Staff have ongoing opportunities for development and collaboration, fostering professional growth and improved instructional quality. 	
3.5 Record all meetings of PCTs	<ul style="list-style-type: none"> Schedule meetings <ul style="list-style-type: none"> Weekly for first year PCT's Fortnightly for second year PCT's Record minutes from one-on-one meetings - PCT Mentor and Whānau Leader to add to notes as necessary (collaboratively) All PCTs meet one afternoon a week to discuss management and effective teaching practice Whānau Leaders and Appraisers to ensure they are meeting with PCTs as expected and that meetings are relevant and timely Promote teacher competency while maintaining knowledge of what is happening in the class Review support and seek information on the development that the PCTs need in their teaching 	DP:PLL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Weekly PCT cohort meeting agendas and minutes are shared with PCT team and Principal. Beginning Teachers attend weekly meetings with PCT mentor and Whānau Leaders. Second-year PCTs attend fortnightly meetings with PCT mentors and Whānau Leaders. Teachers on LATs attend weekly PCT Cohort meetings and catch-ups with PCT mentor and Whānau Leaders as needed. Meeting notes added into OAF. PCT Cohort meetings take place on Thursday mornings to allow for teachers to receive their CRT release on Thursday afternoons. Ongoing informal observations and walkthroughs keep us aware of what is happening in classrooms. Passion Pod and Whānau Leaders assist with keeping DP: PLL up to date with any support required within their teams. 	
3.6 Support Programmes are recorded	<ul style="list-style-type: none"> Meet with staff who have been identified as needing extra support as needed each week Observe regularly and discuss feedback Model effective teaching practice Release the teacher to observe others 	DP:PLL All Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Weekly check-ins with the identified staff member to discuss their challenges, progress, and needs. Regular observations to gauge teaching practices and provide tailored feedback. Focus on specific teaching practices or areas that have been previously discussed with the staff member. 	

	<ul style="list-style-type: none"> Use time in Passion Pod meetings to share what they take away from observing their colleagues Document all conversations and keep in a file Liaise with the Principal over matters concerning any staff member on the PLL support programme Seek feedback from staff specifically focussing on the effectiveness of the support offered by PLL 						<ul style="list-style-type: none"> Use teaching methods or strategies relevant to the staff's needs and model them. Passion Pod meetings are used as a platform for teachers to share their takeaways from observing their colleagues. Regular discussions with the Principal and Leadership team, providing updates and discussing any concerns that may need addressing at the leadership level.
3.7 Ensure staff feels supported	<ul style="list-style-type: none"> Model effective teaching practices for staff Observe staff and give feedback on their effectiveness Communicate with Whānau and PP Leaders to give support when needed Provide counsel to staff members when seeking support around their job Continue the use of the PLL Monthly to enhance awareness and understanding of effective teaching practices and encourage continuous improvement and development Get feedback from teachers regarding the relevance/usefulness of the PLL Monthly's 	DP:PLL All Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrate effective teaching strategies for staff to observe in classroom settings and Passion Pod meetings. Conduct regular observations of staff to assess and provide feedback on their teaching effectiveness. Observations focus on specific areas of teaching identified for improvement. Follow up each observation with a feedback session, providing actionable suggestions tailored to each teacher's growth areas. Regular check-ins with Whānau and Passion Pod Leaders to stay informed about staff progress, student needs, or any challenges. Offer targeted support to staff and leadership, ensuring alignment with PLL goals and school initiatives. Create content for PLL Monthly based on observed needs, recent PD learnings, and current school priorities. Feedback from staff allows the PLL Monthly to stay relevant and responsive to staff needs, ensuring it remains a helpful tool for professional growth.
3.8 To maintain and grow the Professional Growth Cycle started in 2020 even more	<p>Design</p> <ul style="list-style-type: none"> Design with teachers an annual cycle of professional growth in their setting Support teachers to engage in it Foster an environment for inclusive, collaborative teacher learning. 	DP:PLL All Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Work with teachers to establish a growth plan that includes goal-setting, professional learning opportunities, and evidence collection. Checkpoints are set throughout the year for review and adjustment of goals and reflections.

		<ul style="list-style-type: none"> Facilitators of the RCGs to monitor the collection of evidence towards the teachers' inquiry DP: PLL to receive additional professional development covering the effective use of OAF Opportunity Every teacher to engage in professional learning using the Standards Advance their understanding of the relationship between their professional practice and outcomes for learners Merge the Teaching Standards and Performance Goals Provide opportunities to discuss and receive feedback on their practice including observations <p>Confirm</p> <ul style="list-style-type: none"> Confirm annually that each teacher has participated in the annual cycle Provide a statement to the teacher about whether they meet or are likely to meet the Standards 					<ul style="list-style-type: none"> Scheduled time for teachers to reflect and gather evidence of their growth during RCG, Whānau and Passion Pod meetings. Facilitate regular group discussions and workshops to promote an inclusive environment for learning and collaboration. Organise targeted PD sessions focussing on OAF, which will better support teachers. Use RCG sessions, Whānau and Passion Pod meetings to allow teachers to discuss their experiences and exchange insights. Review and document each teacher's engagement in the growth cycle at the end of the year, assessing whether they meet the expected standards.
4 Future of Learning and Work <i>'Learning that is relevant to the lives of New Zealanders today and throughout their lives'</i>	4.1 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life with specific focus on Reading and Math	<ul style="list-style-type: none"> Teachers to observe other teacher's practice Ensure new teachers see best practices in action Whānau Leaders and Passion Pod Leaders use meetings as forums to share and discuss what is happening in classes (not admin-heavy) Use time in Passion Pod meetings to share what they take away from observing their colleagues DP: PLL to ensure they are in classes supporting new teachers where applicable Ensure teachers are using relevant assessment data to inform their student's next learning steps More writing moderation is to be done in Te Ao Tangata to continue to upskill our Humanities teachers 	DP: PLL All Leadership Humanities Practice Leader Math Practice Leader				<ul style="list-style-type: none"> Encourage teachers to observe other teachers in action. Use it as an opportunity to take notes, reflect, and discuss their observations in Passion Pod meetings. New teachers are assigned mentor teachers and organise opportunities for observation sessions that showcase a variety of effective teaching strategies, especially from experienced teachers. The agenda for meetings includes time for sharing classroom successes, challenges, and new ideas. Whānau and Passion Pod Leaders encourage discussions around effective teaching practice. Regular in-class support sessions where the DP: PLL works directly with new teachers, providing real-time guidance and feedback. RCGs and Passion Pod meetings provide workshops/sessions where teachers analyse student data.

		<ul style="list-style-type: none"> • Ensure teachers have knowledge and understanding of how to read and interpret assessment data • Continue to share relevant information about the NZC Curriculum Refresh and Common Practice Model in such a way that upskills our staff 					<ul style="list-style-type: none"> • Humanities team have had moderation sessions where Humanities teachers assess and calibrate writing samples to ensure consistency in assessing and feedback. • DP: LaT provides staff with regular updates about the new curriculum during staff or Passion Pod meetings as and when new information is shared and gathered. 	
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DIGITAL INTEGRATION 2024

BUDGET: \$100,000.00

NELPs	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 LEARNERS AT THE CENTRE	1.1 Engage the community on a digital level	<ul style="list-style-type: none"> Engage the wider community through various platforms <ul style="list-style-type: none"> Facebook Website Youtube TikTok Instagram Share highlights and progress of student learning across different curriculum areas Ensure social media platforms are kept up to date and kept relevant for whānau/caregivers 	AP: Operations All Leadership Passion Pod Leaders	✓	✓	✓	✓	<ul style="list-style-type: none"> Facebook posts are consistently updated, ensuring information is current and accessible, unlike other schools with outdated or irregular communication. However, engagement on these posts, such as comments or likes, remains minimal. Despite using multiple communication channels (Facebook, newsletters, direct messages), some parents still miss essential updates, like school closures, indicating a gap in effective reach. Posts showcase achievements from a variety of subject areas, celebrating the full breadth of student learning at Manurewa Intermediate and promoting inclusivity. Future Focus: Make posts more interactive to get whānau involved: <ul style="list-style-type: none"> For <i>Pūtāiao</i>: Share STEM challenges for whānau to try at home, encouraging them to post results or photos in the comments. For <i>Digi-Camp</i>: Feature student-created games and invite whānau to participate by posting screenshots of their high scores or sharing feedback. This would help connect whānau to the school and show them what their kids are learning in a more hands-on way.
	1.2 Engage with the whānau to share how digital technologies support student learning at Manurewa Intermediate	<ul style="list-style-type: none"> Fono/Hui, SLIC's, Reports, newsletters Seek feedback from whānau on how they see the use of digital technologies in learning is benefit their child 	AP: Operations DP: Learning + Teaching All Leadership All Teachers	✓	✓	✓	✓	<ul style="list-style-type: none"> Parents have been consulted during whānau Fono/Hui, but the focus on digital technology hasn't been strong or detailed enough as it's difficult to get parents to engage in this kind of forum. A cyber safety evening was held, and while 100 caregivers attended, it felt like a missed opportunity to other whānau. These sessions are so valuable for everyone to learn, particularly our parents, who would benefit from this understanding.

[illegible]

<p>2</p> <p>BARRIER FREE ACCESS</p>	<p>2.1</p> <p>Reduce barriers to education through Digital Technologies</p>	<ul style="list-style-type: none"> • Ensure teachers are meeting the needs of: <ul style="list-style-type: none"> ○ Māori and Pasifika students ○ Gifted and Talented students ○ Neurodiverse students • Provide necessary support to ensure identified students are supported through online programmes eg. AWS • Provide necessary support to ensure identified students are supported through assistive technology eg. Dyslexic, Vision Impaired 	<p>AP: Operations + DP: Learning + Teaching</p> <p>All Leadership</p> <p>All Teachers</p>	✓	✓	✓	<ul style="list-style-type: none"> - In Digi-Comp and Humanities, there are great programs and websites that offer language support, allowing students to select instructions in different languages. This helps reduce language barriers, empowering students to work more independently. - Offering varying levels of work within digital tasks has been effective for supporting student choice and agency. - Teachers are actively using suggestions from RTLB and other support services to enhance assistive tech in the classroom. - Continue to expand the range of online tools and programs that support diverse learning needs, particularly for Māori, Pasifika, neurodiverse, and gifted students. This could include more language options or gamified learning platforms that support different learning styles. - Explore further differentiation within digital learning tasks to ensure all students feel challenged yet supported, and ensure they have the freedom to choose tasks that align with their strengths and interests. - The devices used in Digi-Comp have some limitations, such as battery life and performance, which make them difficult to use across different spaces. While this has been a challenge, it's also a great opportunity to upgrade to more capable devices that can better support student learning in this important core subject. Plans for device upgrades have already been submitted to Iain, and we're looking forward to seeing improvements that will make a real difference.
	<p>2.2</p> <p>As part of the self review of ICT/Digi Comp/Digital Infrastructure, gain the voice of teachers /students /whānau /family on whether devices at school are beneficial for student learning.</p>	<ul style="list-style-type: none"> • Survey whānau/family during community events such as Fono/Hui, BNO, GNI • Capture student voice through surveys and conversations • Capture teachers voice through surveys and conversations 	<p>AP: Operations, DP: Learning + Teaching</p> <p>All teachers</p> <p>All students</p>	✓	✓	✓	<ul style="list-style-type: none"> - Gathering feedback from teachers, students, and whānau about the effectiveness of devices when supporting student learning is crucial for ensuring that technology meets the needs of everyone. - Surveys during community events like Fono/Hui, BNO, GNI, as well as conversations with students and teachers, will provide insights into how well devices are being used and if they are truly enhancing learning. - By actively listening to all voices, we can make informed decisions about any necessary changes or improvements.

3 QUALITY TEACHING AND LEADERSHIP	<p>3.1 Raise the capacity of the teaching staff by promoting and enabling a collaborative approach.</p>	<ul style="list-style-type: none"> Consider feedback given and make any relevant changes if warranted Offer a forum where teachers are able to continually develop their own practice which is collaborative and supportive. Create a team environment for our Passion Pods to showcase their personal talents in a collaborative manner. 	<p>AP: Operations DP: Learning + Teaching Digi Comp Teacher Passion Pod Leaders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Continue collecting feedback from whānau, students, and teachers to ensure devices are being used effectively for learning. Offering a collaborative forum for teachers to develop their practice is a great opportunity for continuous growth. It allows staff to share ideas, strategies, and resources, fostering a supportive learning environment. Like we do in other aspects of our professional development, it could be applied here also. Creating a team environment within Passion Pods will help showcase teachers' strengths and talents, encouraging collaboration and hopefully sparking some innovation in lessons. Future Focus: <ul style="list-style-type: none"> Set up regular sessions for teachers to share resources, reflect on practice, and collaborate on new ideas. Include this as an aspect of Passion Pod Meetings or do we start small and begin with Form Time subjects only? Allow Passion Pods time to highlight individual strengths and strategies that could inspire others. Encourage cross-Passion Pod collaboration to further strengthen teamwork and share successful strategies.
	<p>3.2 Provision and maintenance of all devices across the school</p>	<ul style="list-style-type: none"> Monitor and maintain the use of Chromebooks and Fujitsu laptops in classrooms by ensuring this is reported on in an ongoing way The ICT Helpdesk is regularly used and checked daily Ensure teachers know the expectations about how devices are kept and stored. Ensure each form class has established device monitors Hapara, Google, Microsoft Licenses and Software are kept up to date for staff and students 	<p>AP: Operations IT Manager All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> Davi and Sidd have implemented a reporting system that tracks device damage and ensures there is a clear trail of reports through the ICT help desk, helping to manage device issues more effectively. Some teachers are going the extra mile by colour-coding devices to make it easier to track and monitor them, which helps reduce the risk of loss or damage. The stocktake list provides a numbered tracking system for devices, making it easy for teachers to identify which student was using which device. This system helps prevent damage by ensuring accountability. Looking into upgrading/buying new devices for 2026 and the process will need to happen at some stage in 2025 in collaboration with DP: e-Learning, IT Manager and providers

	<ul style="list-style-type: none"> Stocktake of current devices and all assets yearly 	AP: Operations DP: Learning + Teaching All Leadership All Teachers	✓	✓	✓	✓	<ul style="list-style-type: none"> Yearly checks of the asset register and all digital infrastructure
<p>3.3</p> <p>Create optimum conditions for teaching and learning, using devices in all curriculum areas.</p>	<ul style="list-style-type: none"> Ensure the use of digital devices in class supports students learning Ensure devices are being used effectively using the SAMR model and not just as a substitute for pen and paper. Digi Comp teacher to provide PD for staff to support their use of devices in the classroom. <ul style="list-style-type: none"> Use of UTB knowledge Staff experts Make sure teachers have PD on how to use the devices to their potential in specific subject areas. Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life. 					<ul style="list-style-type: none"> Digi-Comp teacher has supported staff by sharing resources over the year to assist and adapt learning to topics based on needs - always available for questions Ensuring devices are used to support student learning across all curriculum areas is key to creating the best teaching and learning conditions. It's important that devices are not just used as a substitute for pen and paper but to truly enhance learning, following the SAMR model (Substitution, Augmentation, Modification, Redefinition). Sidd's support has been beneficial but incidental. With majority staff at varying levels of capability it has been tricky to tailor whole staff PD to meet the needs of all involved. It has worked best once people's needs are identified and then meet with them 1 on 1 to support them individually. Future Focus: <ul style="list-style-type: none"> Use the SAMR model to guide teachers in reflecting on how they're using tech in the classroom and explore opportunities to move from substitution to transformation in their lessons. Encourage teachers to collaborate and share best practices for using devices to enhance learning, creating a culture of continuous improvement in digital teaching. 	<ul style="list-style-type: none"> Yearly checks of the asset register and all digital infrastructure
<p>3.4</p> <p>Ensure there is a balance of Digital Device use and Bookwork in all subjects</p>	<ul style="list-style-type: none"> Discussion in Passion Pod and Whānau Meetings around the use of devices in class versus bookwork Planning should indicate where devices are being used Ensure device use enhances the learning is not just used for the sake of it Ensure there is the use of books and traditional recording methods used to capture student's learning 	AP: Operations DP: Learning + Teaching All Leadership All Teachers				<ul style="list-style-type: none"> Some teachers are clear about how devices are being used in their lessons, but it's important to ask whether they're being used to enhance learning or just as a replacement for traditional methods. Could this be added as part of all planning templates in 2025? In planning, devices are often listed as tools (e.g., "use Canva/Kami/Docs"), but the specific purpose of their use is not always clear. Are these tools being used to deepen understanding, encourage creativity, or support critical thinking? There are still some teachers who don't use devices regularly in their lessons so it's important to know how they are integrating technology in meaningful ways 	<ul style="list-style-type: none"> Some teachers are clear about how devices are being used in their lessons, but it's important to ask whether they're being used to enhance learning or just as a replacement for traditional methods. Could this be added as part of all planning templates in 2025? In planning, devices are often listed as tools (e.g., "use Canva/Kami/Docs"), but the specific purpose of their use is not always clear. Are these tools being used to deepen understanding, encourage creativity, or support critical thinking? There are still some teachers who don't use devices regularly in their lessons so it's important to know how they are integrating technology in meaningful ways

4 FUTURE OF LEARNING AND WORK	4.1 Establish a programme, to educate students about cyber safety and digital citizenship.	4.2 Maintain effective relationships with outside agencies to support Digital Infrastructure within the school	<ul style="list-style-type: none"> Media Studies will encapsulate an Online Cyber Safety Programme Ensure teachers 'teach' the prescribed Online Cyber Safety Programme Inform whānau of how they can support their child(ren) being Cyber Safe outside of school <ul style="list-style-type: none"> Online Safety Parent Tool Kits Cyber Bullying advice Newsletters 	AP: Operations DP: Learning + Teaching All Leadership All Teachers	✓	✓	✓	✓	✓	✓	when they do use it, to ensure it's truly enhancing learning outcomes. <ul style="list-style-type: none"> The cyber safety talk with the expert only happened in even years, so it hasn't been a regular annual event. This limits opportunities for consistent engagement with whānau on important digital safety topics. Despite offering incentives and advertising the event, the after-hours talk wasn't well attended by whānau. This suggests that the format or timing might not be effective for reaching all parents, especially those who would benefit most from the information. 	<ul style="list-style-type: none"> Maintaining strong relationships with outside agencies like PB Tech, Microsoft, and N4L is crucial for ensuring that the school's digital infrastructure remains up-to-date. These partnerships help ensure that the systems we use across the school are compatible and able to support the growing needs of students and staff. Ongoing collaboration with these agencies also allows the school to stay informed about the latest technology developments, tools, and resources available, ensuring we're always moving forward with the best possible digital solutions. The continued use of Google 360 and In-Tune for mass distribution helps streamline communication and resource sharing across the school, making it easier for teachers and students to access what they need, regardless of where they are.
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3. Evaluation and analysis of students' progress and achievement

End of Year Achievement Report 2024



Manurewa Intermediate

'Adventurous risk takers: persistent focussed achievement'

End of Year Achievement Report

This achievement report marks another step toward ensuring that our Overall Teacher Judgments closely correlate with our standardised assessment data. It is important to remember that standardised assessment data is not the be-all and end-all when it comes to student achievement. However, in my experience, it is essential that Overall Teacher Judgments are not consistently *lower* than what standardised assessment data indicates. A discrepancy such as this points to a failure on several levels. First, there may be a failure on the teacher's part to accurately recognise student ability. Alternatively, it could indicate a failure to ensure that students are adequately extended over the course of the year, resulting in students falling behind.

Since I began analysing the achievement data at Manurewa Intermediate, I have been consistently surprised that Overall Teacher Judgments are, in many cases, lower than what standardised assessment data suggests. I have always struggled to reconcile this with the fact that our students engage in a tremendous amount of learning, our teachers put in an extraordinary effort, our students generally have good attendance, and they are at school from 8:30 a.m. to 3:15 p.m. It has puzzled me why I couldn't find significant evidence of student competence relative to the curriculum in the Overall Teacher Judgments, despite finding it in the standardised tests.

I believe this achievement report reflects the fruits of various efforts by members of the leadership team to educate our teachers on how to use standardised data effectively when making Overall Teacher Judgments (OTJs). There have been significant shifts in the numbers reported in this achievement report, and interesting trends have emerged. For example, the writing achievement data for girls is particularly noteworthy - they are by far the most capable writers in the school, according to the data. This aligns with expectations, as girls often excel in writing. The emergence of such trends in the data suggests that teachers are becoming better at differentiating between learners and making more individualised OTJs, rather than crude estimates across entire populations.

I think that it is very important that teachers can group their students effectively using data and are ambitious when looking at their results, setting goals and making OTJs.

In my view, teachers who can set appropriate learning next steps through effective, ambitious target setting are more likely to provide challenging learning tasks, invest time in planning engaging lessons, and push students to reach their potential, rather than focussing on surface-level knowledge or imposing a ceiling on their learning. I also think it's vital, in a community of students who have often had negative experiences at school, that we have teachers who can find evidence of their abilities in the standardised data and use that to positively plan how to push students forward.

I would like to think this achievement report represents a shift in how teachers view student ability at Manurewa Intermediate. I am personally proud of how this achievement report ties the Overall Teacher Judgments of our staff to robust standardised data.

There have also been some significant changes to how this report looks. This is due to my increased competence in using data analysis tools like Excel or Sheets to break down and present data. This is where the impact of the Perry Rush PD I was part of for 2024 begins to show.

The advantage of using a tool like Excel is that it removes a lot of human error from the analysis, allowing more time to focus on interpreting the numbers, rather than manually cross-checking and re-checking them. Of course, a human needs to look at the figures to ensure they make sense, but not having the workload of creating tables manually is a huge advantage. I think this is the direction we need to move in with all data analysis in the school - how can we streamline processes so that we spend more time discussing what the data is telling us and acting upon it, rather than getting bogged down in the compilation of the analysis itself? This isn't a criticism; I just see it as a logical next step in the school's already robust evaluative systems.

I would also like to acknowledge Candice Knibbs. Throughout 2024, she has been open to making changes and adjustments to how Humanities assessment data is collected and acted upon. I believe the changes we have made together have been extremely positive. There is also ample evidence in this data suggesting that our focus on guided reading and writing moderation have been both appropriate and successful.

As always, I hope you enjoy reading this report, and I am happy to answer any questions you may have about the document.



Callum Baird
Deputy Principal: Learning and Teaching
18th December 2024

Curriculum Levels Aligned with Scale Scores

Scale scores are for Term 1: so represent the beginning of that curriculum level (i.e., 28.8 for PAT COMP = 2p).

e-asTTle: Scores: year end

AGE	7	8	9	10	11	12	13	14
YEAR	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
CURRIC LEVEL	2b - 2p	2p - 2a	3b - 3p	3p - 3a	4b - 4p	4p - 4a	5b - 5p	5p - 5a
e-asTTle (Reading)	n/a	1333	1390	1426	1453	1494	1519	1567
e-asTTle (Writing)	19 - 21	22 - 24	25 - 27	27 - 29	30 - 32	33 - 35	36 - 39	39 - 44
PAT COMP	n/a	28.8	35.8	45	53.2	60.4	67	76.5
PAT VOCAB	n/a	32.4	40.9	48.7	55	60.1	65.7	70.5

Scale scores are for Term 1: so represent the beginning of that curriculum level (i.e., 28.8 for PAT COMP = 2p).

e-asTTle Scores: year end

AGE	7	8	9	10	11	12	13	14
YEAR	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
CURRIC LEVEL	2b - 2p	2p - 2a	3b - 3p	3p - 3a	4b - 4p	4p - 4a	5b - 5p	5p - 5a
e-asTTle (Maths)	n/a	1389	1430	1466	1500	1535	1567	1601
PAT Maths	n/a	30.6	38.9	45.1	49.6	55.0	60.6	65.4

Data Cleaning Process for OTJ Data

- I have expressed my view that OTJs may not be the best way to measure progress, given that there are only four categories. However, until I have reading and writing data in Edge to explore running record or e-asTTle cut scores, this remains the best approach. I believe that standardised data is the most impartial method for tracking progress, as it reduces subjectivity.
- From Edge, I retrieved a list of 2024 Year 8 students, totaling 462. I then went back to the end-of-year "clean 2023 data," which contained 393 students. I overlaid the two spreadsheets (which included NSN numbers) and removed any students who did not appear in both lists. This resulted in 698 unique entries, which equals 349 students that we can compare from the end of last year to the end of this year. This represents 75.5% of the current Year 8 population
- As I used a clean list from 2023 this means that Students with learning needs and ESOL learners would have also been removed. Their names wouldn't have matched my 2024 data and then would have been removed.
- This process highlights the value of getting our achievement data into Edge. Instead of generating multiple spreadsheets and manually identifying students who have been here for a specific length of time, Edge would allow me to access all this data in one place and clean it much more quickly. I could also integrate running record data, making it easier to answer questions about student achievement.
- Incorporating this into Edge could significantly speed up the process, as I'd be able to generate spreadsheets with start and leaving dates for each student alongside their OTJs. This would make the data much cleaner and more efficient to work with. I believe it's worth investigating further for 2025, ensuring it works effectively before rolling it out.

Clean OTJ Data Summary

Year 7 2023 End of Year 'Clean' Data

	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Totals
Reading	51	14.66%	88	25.29%	119	34.20%	90	25.86%	348
Writing	22	6.32%	102	29.31%	135	38.79%	89	25.57%	348
Maths	30	8.62%	90	25.86%	130	37.36%	98	28.16%	348

Year 8 2024 End of Year 'Clean' Data

	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Totals
Reading	66	18.91%	131	37.54%	120	34.38%	32	9.17%	349
Writing	63	18.05%	122	34.96%	122	34.96%	42	12.03%	349
Maths	45	12.97%	107	30.84%	148	42.65%	47	13.54%	347

Year Seven Reading OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	31	12.81%	76	31.40%	80	33.06%	55	22.73%	242
African					1	100.00%			
Cambodian			1	100.00%					1
Cook Islands Maori	3	12.50%	10	41.67%	8	33.33%	3	12.50%	24
Fijian			1	16.67%	3	50.00%	2	33.33%	6
Filipino			2	66.67%	1	33.33%			3
Indian	4	16.00%	6	24.00%	8	32.00%	7	28.00%	25
Maori	12	13.19%	30	32.97%	31	34.07%	18	19.78%	91
Middle Eastern	1	100.00%							1
Niuean			3	75.00%	1	25.00%			4
Not Stated					1	100.00%			1
NZ European/Pakeha	4	33.33%	2	16.67%	4	33.33%	2	16.67%	12
Other Asian					1	100.00%			1
Other ethnicity	1	50.00%	1	50.00%					2
Other Pacific Peoples			3	60.00%	2	40.00%			5
Other Southeast Asian			1	100.00%					1
Samoan	5	11.11%	13	28.89%	13	28.89%	14	31.11%	45
Tongan	1	6.25%	3	18.75%	5	31.25%	7	43.75%	16
Vietnamese					1	33.33%	2	66.67%	3
M	23	9.62%	56	23.43%	104	43.51%	56	23.43%	239
African					1	100.00%			1
Australian	1	100.00%							1
Chinese			1	100.00%					1
Cook Islands Maori	1	7.14%	6	42.86%	3	21.43%	4	28.57%	14
Fijian	1	14.29%	2	28.57%	3	42.86%	1	14.29%	7
Filipino	1	9.09%			5	45.45%	5	45.45%	11
Indian	3	21.43%	3	21.43%	7	50.00%	1	7.14%	14
Maori	4	5.33%	17	22.67%	34	45.33%	20	26.67%	75
Middle Eastern			1	33.33%	1	33.33%	1	33.33%	3
Niuean	1	25.00%			1	25.00%	2	50.00%	4
NZ European/Pakeha	3	15.79%	4	21.05%	10	52.63%	2	10.53%	19
Other Asian			2	40.00%	1	20.00%	2	40.00%	5
Other ethnicity	1	33.33%	1	33.33%			1	33.33%	3
Other Pacific Peoples			2	40.00%	3	60.00%			5
Other Southeast Asian			1	100.00%					1
Samoan	6	11.11%	11	20.37%	26	48.15%	11	20.37%	54
Tongan			5	27.78%	8	44.44%	5	27.78%	18
Vietnamese	1	33.33%			1	33.33%	1	33.33%	3
Grand Total	54	11.23%	132	27.44%	184	38.25%	111	23.08%	481

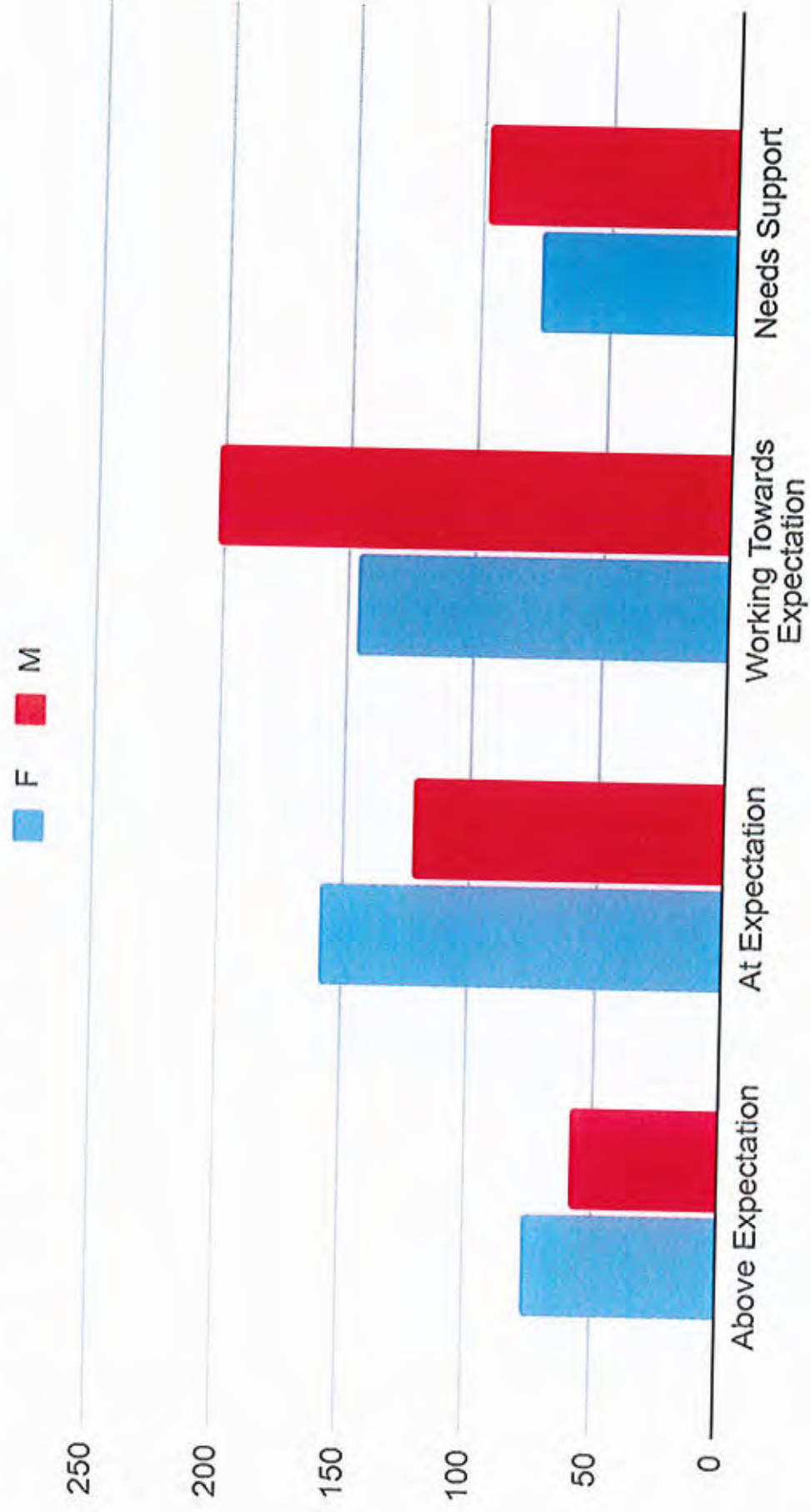
Year Eight Reading OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	46	21.10%	83	38.07%	67	30.73%	22	10.09%	218
Cambodian			1	100.00%					1
Cook Islands Maori	6	18.18%	12	36.36%	13	39.39%	2	6.06%	33
Fijian	1	9.09%	5	45.45%	4	36.36%	1	9.09%	11
Filipino	2	50.00%	1	25.00%	1	25.00%			4
Greek					1	100.00%			1
Indian	2	28.57%	1	14.29%	2	28.57%	2	28.57%	7
Maori	13	21.67%	26	43.33%	17	28.33%	4	6.67%	60
Middle Eastern							1	100.00%	1
Niuean	1	25.00%			2	50.00%	1	25.00%	4
NZ European/Pakeha	6	50.00%	1	8.33%	3	25.00%	2	16.67%	12
Other Asian			1	33.33%	2	66.67%			3
Other ethnicity					3	75.00%	1	25.00%	4
Other Pacific Peoples	1	50.00%	1	50.00%					2
Other Southeast Asian					2	100.00%			2
Samoaan	10	20.83%	23	47.92%	11	22.92%	4	8.33%	48
Tongan	3	13.64%	11	50.00%	6	27.27%	2	9.09%	22
Vietnamese	1	33.33%					2	66.67%	3
M	35	14.34%	67	27.46%	99	40.57%	43	17.62%	244
Cambodian	1	50.00%	1	50.00%					2
Cook Islands Maori	2	5.88%	10	29.41%	13	38.24%	9	26.47%	34
Fijian	5	27.78%	4	22.22%	5	27.76%	4	22.22%	18
Filipino			1	20.00%	3	60.00%	1	20.00%	5
Indian	3	30.00%	3	30.00%	3	30.00%	1	10.00%	10
Maori	10	13.69%	17	23.61%	30	41.67%	15	20.83%	72
Middle Eastern					1	100.00%			1
Niuean			1	50.00%	1	50.00%			2
NZ European/Pakeha	4	50.00%	1	12.50%	2	25.00%	1	12.50%	8
Other Asian			1	100.00%					1
Other ethnicity	2	18.18%	4	36.36%	5	45.45%			11
Other Pacific Peoples					3	100.00%			3
Samoaan	6	12.50%	16	33.33%	20	41.67%	6	12.50%	48
Tongan	2	7.69%	7	26.92%	13	50.00%	4	15.38%	26
Vietnamese			1	33.33%			2	66.67%	3
Grand Total	81	17.53%	150	32.47%	166	35.93%	65	14.07%	462

Whole School Reading OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	77	16.74%	159	34.57%	147	31.96%	77	16.74%	460
African					1	100.00%			1
Cambodian			2	100.00%					2
Cook Islands Maori	9	15.79%	22	38.60%	21	36.84%	5	8.77%	57
Fijian	1	5.88%	6	35.29%	7	41.18%	3	17.65%	17
Filipino	2	28.57%	3	42.86%	2	28.57%			7
Greek					1	100.00%			1
Indian	6	18.75%	7	21.88%	10	31.25%	9	28.13%	32
Maori	25	16.56%	56	37.09%	48	31.79%	22	14.57%	151
Middle Eastern	1	50.00%					1	50.00%	2
Niuean	1	12.50%	3	37.50%	3	37.50%	1	12.50%	8
Not Stated					1	100.00%			1
NZ European/Pakeha	10	41.67%	3	12.50%	7	29.17%	4	16.67%	24
Other Asian			1	25.00%	3	75.00%			4
Other ethnicity	1	16.67%	1	16.67%	3	50.00%	1	16.67%	6
Other Pacific Peoples	1	14.29%	4	57.14%	2	28.57%			7
Other Southeast Asian			1	33.33%	2	66.67%			3
Samoan	15	16.13%	36	38.71%	24	25.81%	18	19.35%	93
Tongan	4	10.53%	14	36.84%	11	28.95%	9	23.68%	38
Vietnamese	1	16.67%			1	16.67%	4	66.67%	6
M	58	12.01%	123	25.47%	203	42.03%	99	20.50%	483
African					1	100.00%			1
Australian	1	100.00%							1
Cambodian	1	50.00%	1	50.00%					2
Chinese			1	100.00%					1
Cook Islands Maori	3	6.25%	16	33.33%	16	33.33%	13	27.08%	48
Fijian	6	24.00%	6	24.00%	8	32.00%	5	20.00%	25
Filipino	1	6.25%	1	6.25%	8	50.00%	6	37.50%	16
Indian	6	25.00%	6	25.00%	10	41.67%	2	8.33%	24
Maori	14	9.52%	34	23.13%	64	43.54%	35	23.81%	147
Middle Eastern			1	25.00%	2	50.00%	1	25.00%	4
Niuean	1	16.67%	1	16.67%	2	33.33%	2	33.33%	6
NZ European/Pakeha	7	25.93%	5	18.52%	12	44.44%	3	11.11%	27
Other Asian			3	50.00%	1	16.67%	2	33.33%	6
Other ethnicity	3	21.43%	5	35.71%	5	35.71%	1	7.14%	14
Other Pacific Peoples			2	25.00%	6	75.00%			8
Other Southeast Asian			1	100.00%					1
Samoan	12	11.76%	27	26.47%	46	45.10%	17	16.67%	102
Tongan	2	4.55%	12	27.27%	21	47.73%	9	20.45%	44
Vietnamese	1	16.67%	1	16.67%	1	16.67%	3	50.00%	6
Grand Total	135	14.32%	282	29.90%	350	37.12%	176	18.66%	943

Whole School Reading OTJs



Year 7 e-asTTle

>2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	Total											
Female	27	11.64%	14	6.03%	25	10.75%	24	10.34%	12	5.17%	3	1.29%	232								
Māori	10	11.90%	7	8.33%	12	14.29%	10	11.90%	16	19.05%	6	7.14%	84								
Not supplied		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	-								
NZ European		0.00%		33.33%		0.00%	1	33.33%		0.00%		0.00%	3								
Other	4	12.12%	1	3.03%	3	9.09%	7	21.21%	7	21.21%	5	15.15%	4	12.12%	1	3.03%	0.00%	33			
Pacific	13	11.71%	6	5.41%	18	16.22%	8	7.21%	19	17.12%	19	17.12%	7	8.31%	14	12.61%	6	5.41%	1	0.90%	111
Male	57	22.80%	11	4.40%	22	8.80%	28	11.20%	33	13.20%	43	17.20%	14	5.60%	25	10.00%	15	6.00%	2	0.80%	250
Māori	19	25.68%	5	6.76%	2	2.70%	15	20.27%	12	16.22%	9	12.16%	5	6.76%	5	6.76%	2	2.70%		0.00%	74
NZ European		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	3
Other	12	26.67%		0.00%	2	4.44%	3	6.67%	6	13.33%	6	13.33%	3	6.67%	7	15.56%	5	11.11%	1	2.22%	45
Pacific	26	20.31%	6	4.60%	15	11.72%	10	7.81%	15	11.72%	28	21.86%	6	4.60%	13	10.16%	8	6.25%	1	0.78%	128
(blank)		0.00%		0.00%		0.00%		0.00%		0.00%	1	100.00%		0.00%		0.00%		0.00%		0.00%	1
(blank)		0.00%		0.00%		0.00%		0.00%		0.00%	1	100.00%		0.00%		0.00%		0.00%		0.00%	1
Grand Total	84	17.39%	25	5.18%	47	9.73%	52	10.77%	69	14.29%	86	17.81%	39	8.07%	49	10.14%	27	5.59%	6	1.04%	483

Year 8 e-asTlo

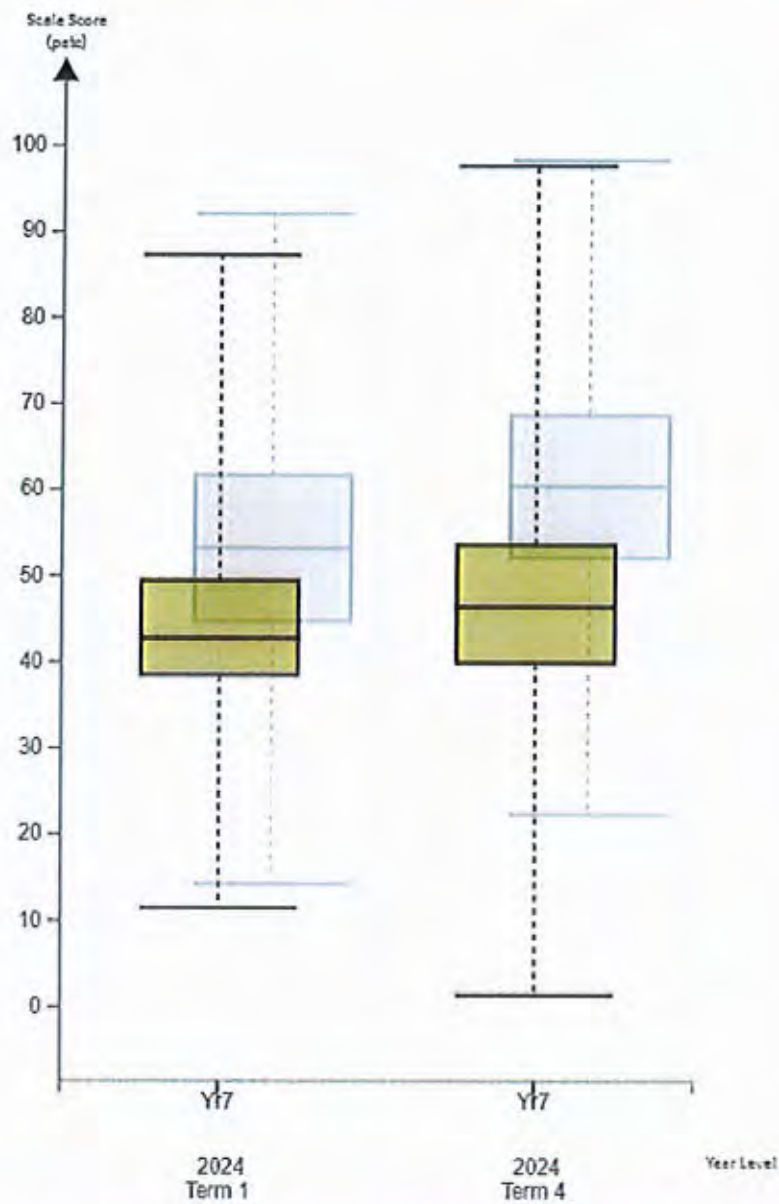
>2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5A	Total												
Female	9	4.29%	8	3.81%	11	5.24%	20	9.52%	19	9.05%	33	15.71%	31	14.76%	45	21.43%	29	13.81%	2	0.95%	3	1.43%	210
Maori	1	1.75%	3	5.26%	2	3.51%	4	7.02%	7	12.28%	11	19.30%	9	15.79%	14	24.56%	5	8.77%			1	1.75%	57
Not supplied													1	100.00%									
NZ European									1	12.50%	2	25.00%					3	37.50%			1	12.50%	8
Other	3	13.04%	1	4.35%	2	8.70%	4	17.39%	2	8.70%	1	4.35%	4	17.39%	4	17.39%	2	8.70%					23
Pacific	5	4.13%	3	2.48%	7	5.79%	12	9.82%	9	7.44%	19	15.70%	17	14.05%	27	22.31%	19	15.70%	2	1.65%	1	0.83%	121
Male	27	11.30%	13	5.44%	26	10.88%	26	10.88%	46	19.25%	35	14.64%	16	6.69%	31	12.97%	18	7.53%	1	0.42%			239
Maori	5	7.35%	3	4.41%	7	10.29%	9	13.24%	15	22.06%	10	14.71%	5	7.35%	10	14.71%	4	5.88%					68
NZ European																	2	40.00%	1	20.00%			5
Other	4	10.53%	1	2.63%	4	10.53%	3	7.89%	5	13.16%	3	7.89%	4	10.53%	6	15.79%	8	21.05%					38
Pacific	18	14.06%	9	7.03%	15	11.72%	13	10.16%	25	19.53%	22	17.19%	7	5.47%	13	10.16%	5	3.91%	1	0.78%			128
(blank)											1	100.00%											1
(blank)											1	100.00%											1
Grand Total	36	8.00%	21	4.67%	37	8.22%	46	10.22%	65	14.44%	69	15.33%	47	10.44%	76	16.89%	47	10.44%	3	0.67%	3	0.67%	450

Tongan	1	6.25%	3	18.75%	9	56.25%	3	18.75%	16	3	18.75%	9	56.25%	4	25.00%			16
M	24	13.33%	30	16.67%	64	35.56%	62	34.44%	180	28	15.47%	59	32.60%	71	39.23%	23	12.71%	181
Cambodian			1	50.00%	1	50.00%			2	1	50.00%	1	50.00%					2
Cook Islands																		
Maori										2	6.67%	10	33.33%	11	36.67%	7	23.33%	30
Cook Islands																		
Maori	1	3.23%	2	6.45%	17	54.84%	11	35.48%	31									
Fijian	1	14.29%	3	42.86%	2	28.57%	1	14.29%	7	3	37.50%	3	37.50%			2	25.00%	8
Filipino	1	50.00%					1	50.00%	2					1	50.00%	1	50.00%	2
Indian	3	42.86%	2	28.57%	2	28.57%			7	3	42.86%	3	42.86%	1	14.29%			7
Maori										8	13.33%	16	26.67%	27	45.00%	9	15.00%	60
Maori	7	12.07%	7	12.07%	20	34.48%	24	41.38%	58									
Niuean					2	100.00%			2			1	50.00%	1	50.00%			2
NZ																		
European/Pakeha										4	50.00%	1	12.50%	2	25.00%	1	12.50%	8
NZ																		
European/Pakeha	4	50.00%	1	12.50%			3	37.50%	8									
Other ethnicity	2	25.00%	1	12.50%	1	12.50%	4	50.00%	8	2	25.00%	3	37.50%	3	37.50%			8
Samoaan	3	8.57%	8	22.86%	13	37.14%	11	31.43%	35	3	8.82%	14	41.18%	15	44.12%	2	5.88%	34
Tongan	2	10.53%	4	21.05%	6	31.58%	7	36.84%	19	2	10.53%	6	31.58%	10	52.63%	1	5.26%	19
Vietnamese			1	100.00%					1			1	100.00%					1
Grand Total	51	14.66%	88	25.29%	119	34.20%	90	25.86%	348	66	18.91%	131	37.54%	120	34.38%	32	9.17%	349

A note about the data displayed on this page:

- This data table is a detailed breakdown of the data that contributed to the data summary on page 3.

Year Seven PAT Reading Comp Data

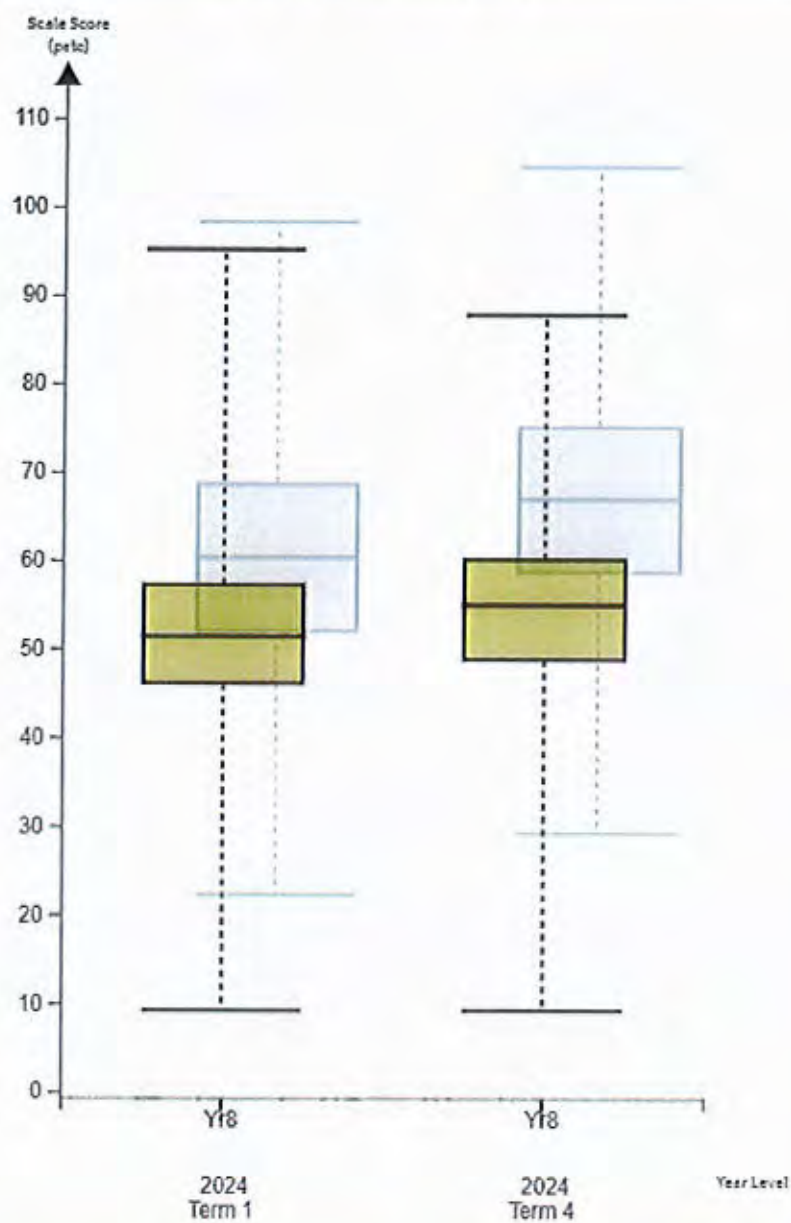


Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Term 1	7	382/411	44.5 (53.2)	9.3 (12.6)	87.3 (92.1)	49.4(61.7)	42.7 (53.2)	38.5(44.7)	11.5 (14.3)
Term 4	7	392/412	47.0 (60.4)	11.5 (12.3)	97.7 (98.4)	53.6(68.7)	46.4 (60.4)	39.9(52.1)	1.4 (22.4)

A note about scale scores:

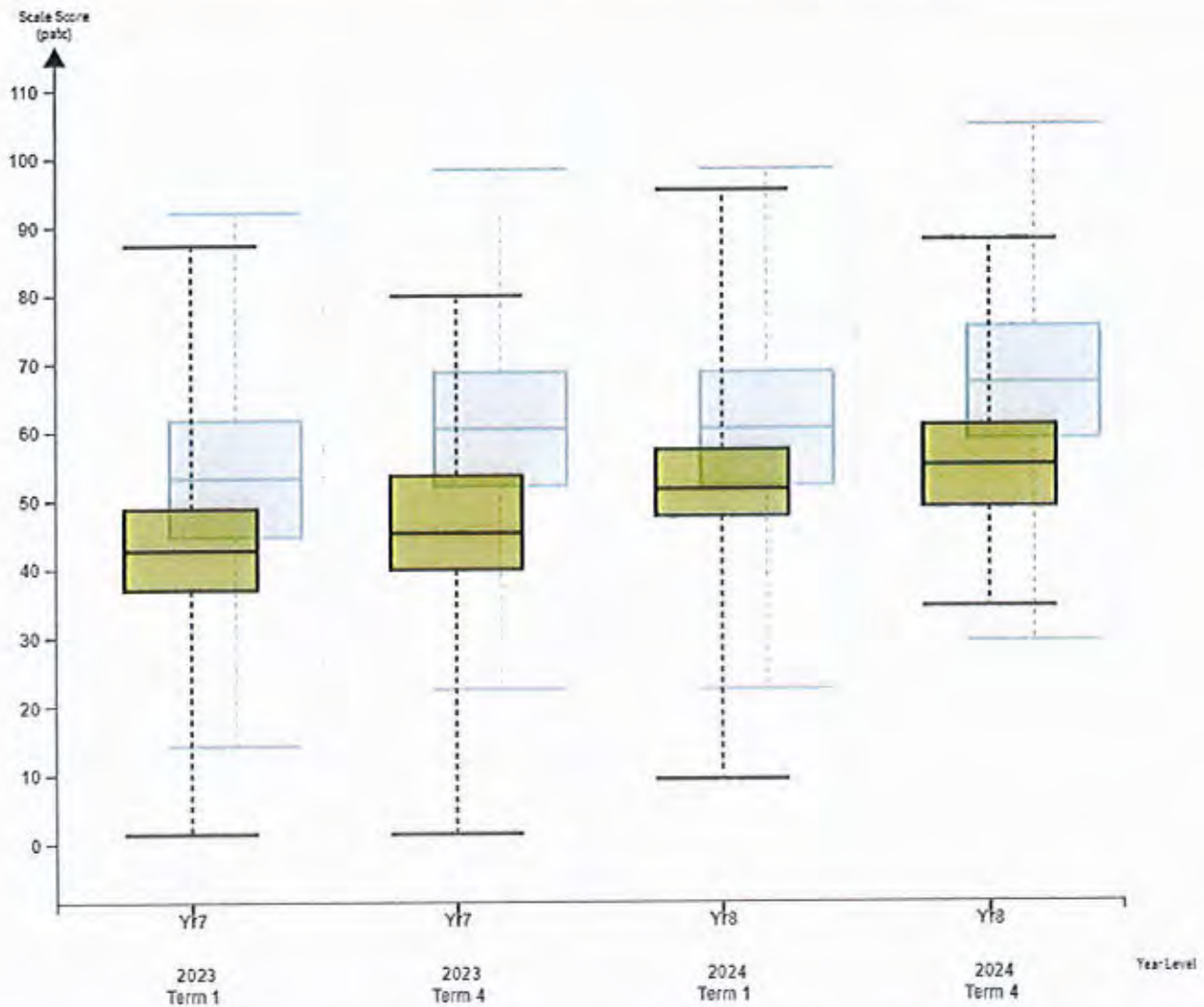
- Data displayed in the brackets is national reference data.
- A scale is not a percentage. It is a number that corresponds to both question difficulty and that number's relationship with a curriculum level.

Year Eight PAT Reading Comp Data



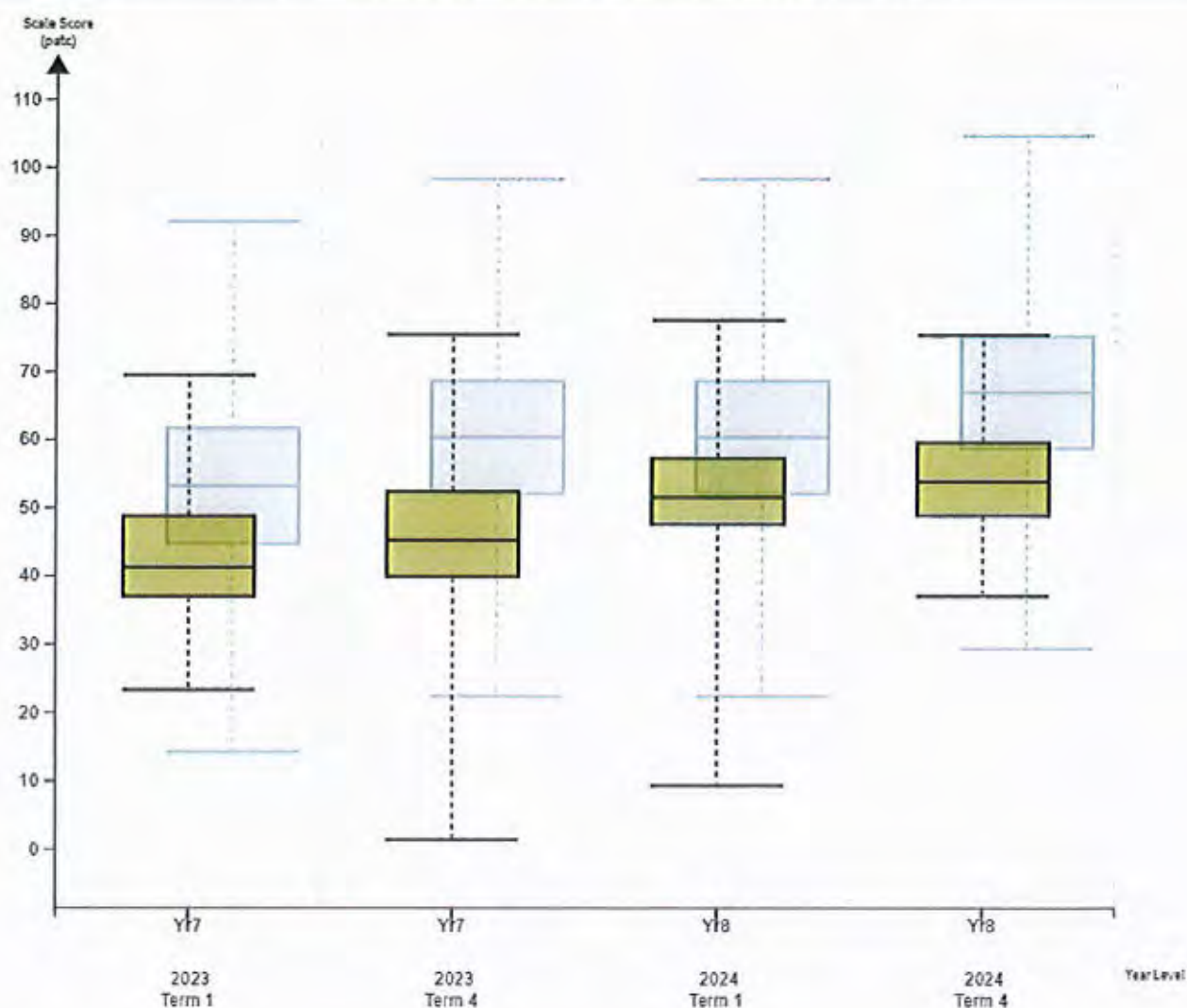
Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Term 1	8	396/408	51.8 (60.4)	8.8 (12.3)	95.3 (98.4)	57.3(68.7)	51.5 (60.4)	46.2(52.1)	9.3 (22.4)
Term 4	8	392/407	54.7 (67.0)	9.1 (12.2)	87.9 (104.7)	60.2(75.2)	55.0 (67.0)	48.9(58.8)	9.3 (29.3)

Clean Year Eight PAT Reading Comp Data (Year 7 2023 - Year 8 2024)



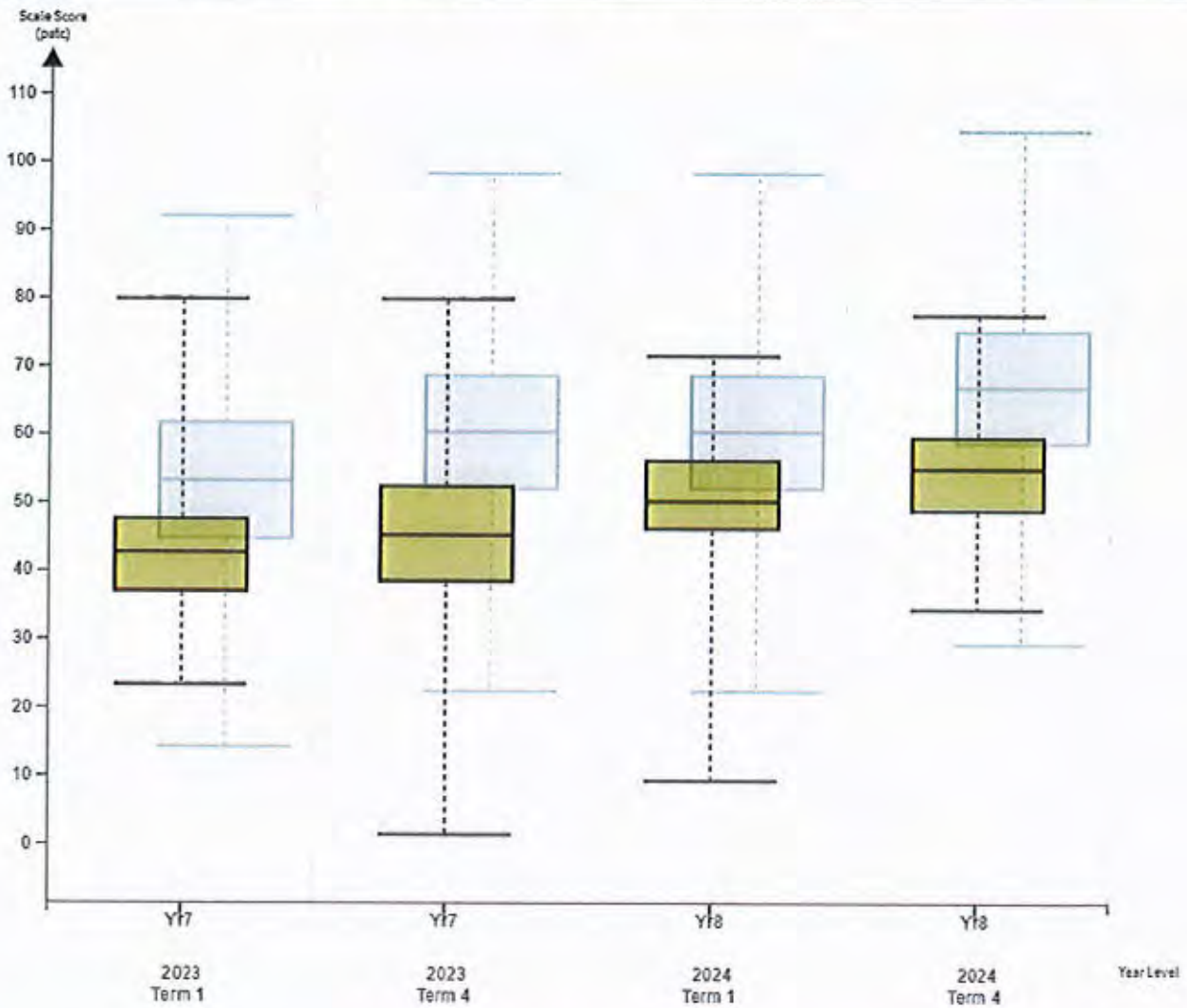
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	308/323	44.0 (53.2)	9.7 (12.6)	87.3 (92.1)	48.8(61.7)	42.7 (53.2)	37.0(44.7)	1.4 (14.3)
2023	Term 4	7	303/323	46.5 (60.4)	11.5 (12.3)	79.9 (98.4)	53.6(68.7)	45.2 (60.4)	39.9(52.1)	1.4 (22.4)
2024	Term 1	8	316/324	52.3 (60.4)	8.6 (12.3)	95.3 (98.4)	57.3(68.7)	51.5 (60.4)	47.6(52.1)	9.3 (22.4)
2024	Term 4	8	313/323	55.3 (67.0)	8.6 (12.2)	87.9 (104.7)	60.8(75.2)	55.0 (67.0)	48.9(58.8)	34.4 (29.3)

Clean Māori Year Eight PAT Reading Comp Data (Year 7 2023 - Year 8 2024)



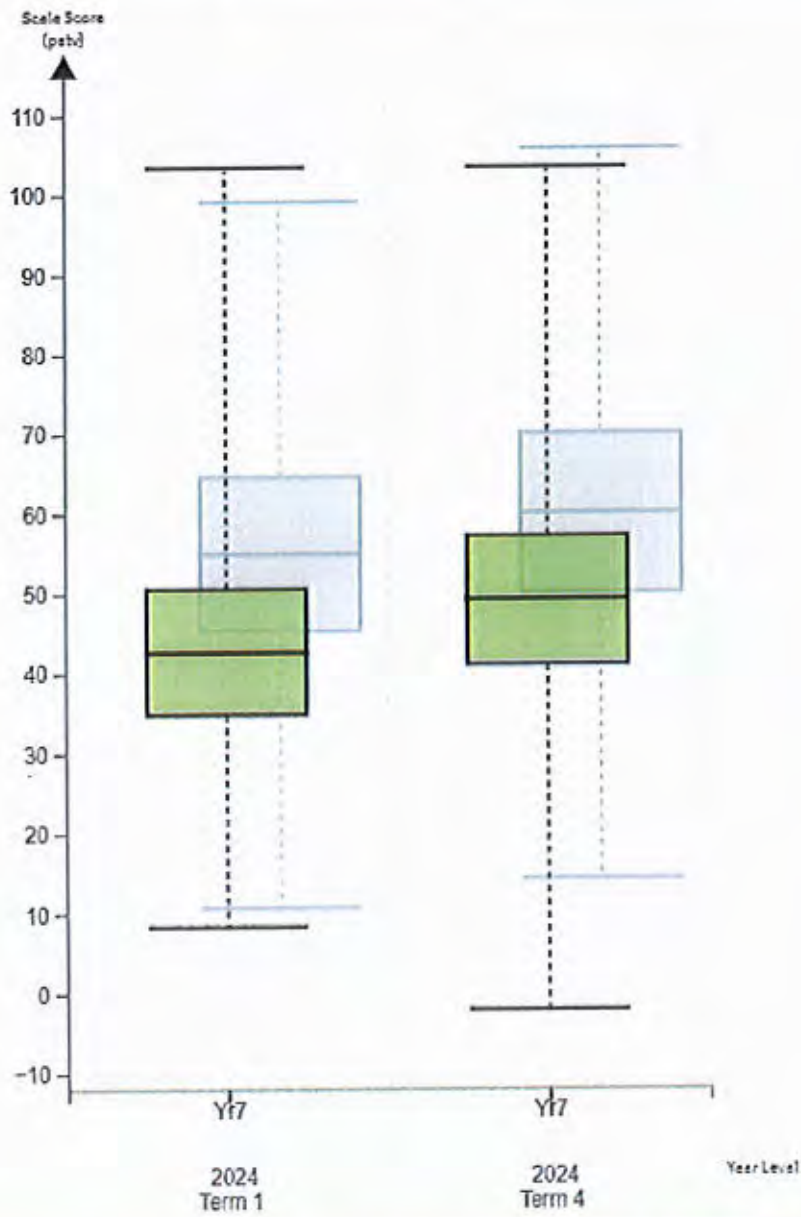
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	114/121	42.8 (53.2)	8.7 (12.6)	69.5 (92.1)	48.8(61.7)	41.3 (53.2)	37.0(44.7)	23.3 (14.3)
2023	Term 4	7	111/121	46.0 (60.4)	11.7 (12.3)	75.5 (98.4)	52.4(68.7)	45.2 (60.4)	39.9(52.1)	1.4 (22.4)
2024	Term 1	8	120/121	52.3 (60.4)	8.1 (12.3)	77.6 (98.4)	57.3(68.7)	51.5 (60.4)	47.6(52.1)	9.3 (22.4)
2024	Term 4	8	117/121	54.4 (67.0)	8.4 (12.2)	75.4 (104.7)	59.6(75.2)	53.9 (67.0)	48.9(58.8)	37.1 (29.3)

Clean Pacific Year Eight PAT Reading Comp Data (Year 7 2023 - Year 8 2024)



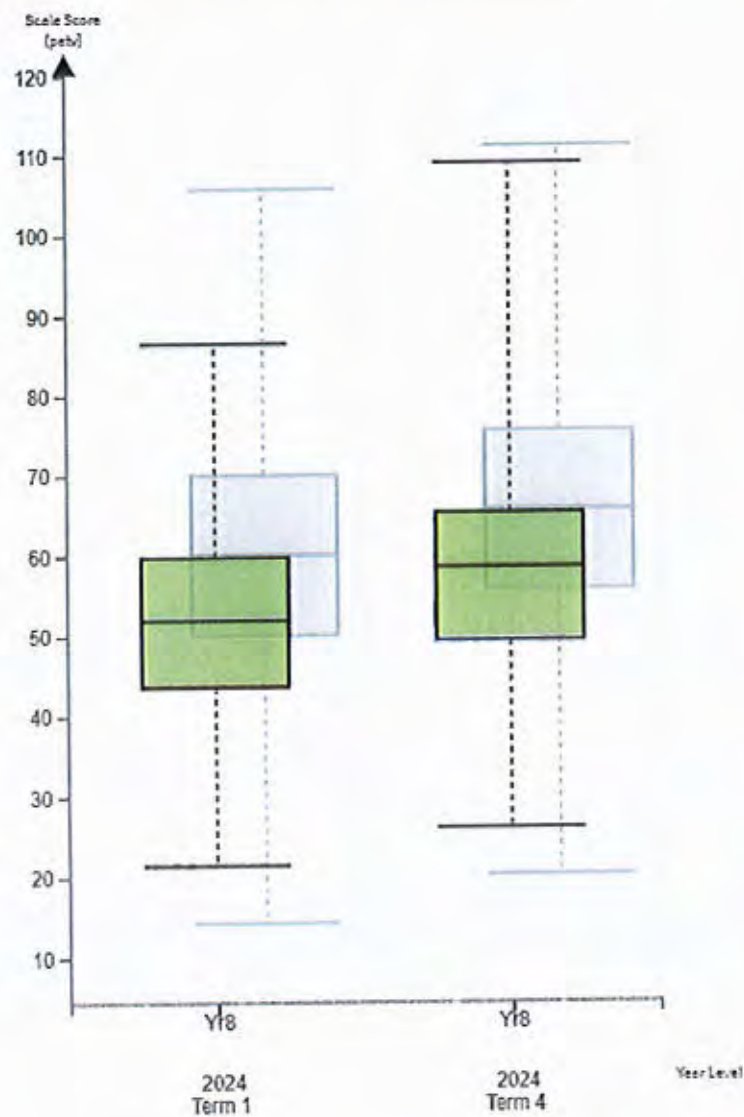
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	188/197	43.6 (53.2)	9.0 (12.6)	79.9 (92.1)	47.6(61.7)	42.7 (53.2)	37.0(44.7)	23.3 (14.3)
2023	Term 4	7	184/197	45.3 (60.4)	10.8 (12.3)	79.9 (98.4)	52.4(68.7)	45.2 (60.4)	38.5(52.1)	1.4 (22.4)
2024	Term 1	8	194/198	51.6 (60.4)	7.9 (12.3)	71.6 (98.4)	56.2(68.7)	50.2 (60.4)	46.2(52.1)	9.3 (22.4)
2024	Term 4	8	189/197	54.8 (67.0)	7.8 (12.2)	77.6 (104.7)	59.6(75.2)	55.0 (67.0)	48.9(58.8)	34.4 (29.3)

Year Seven PAT Reading Vocab Data



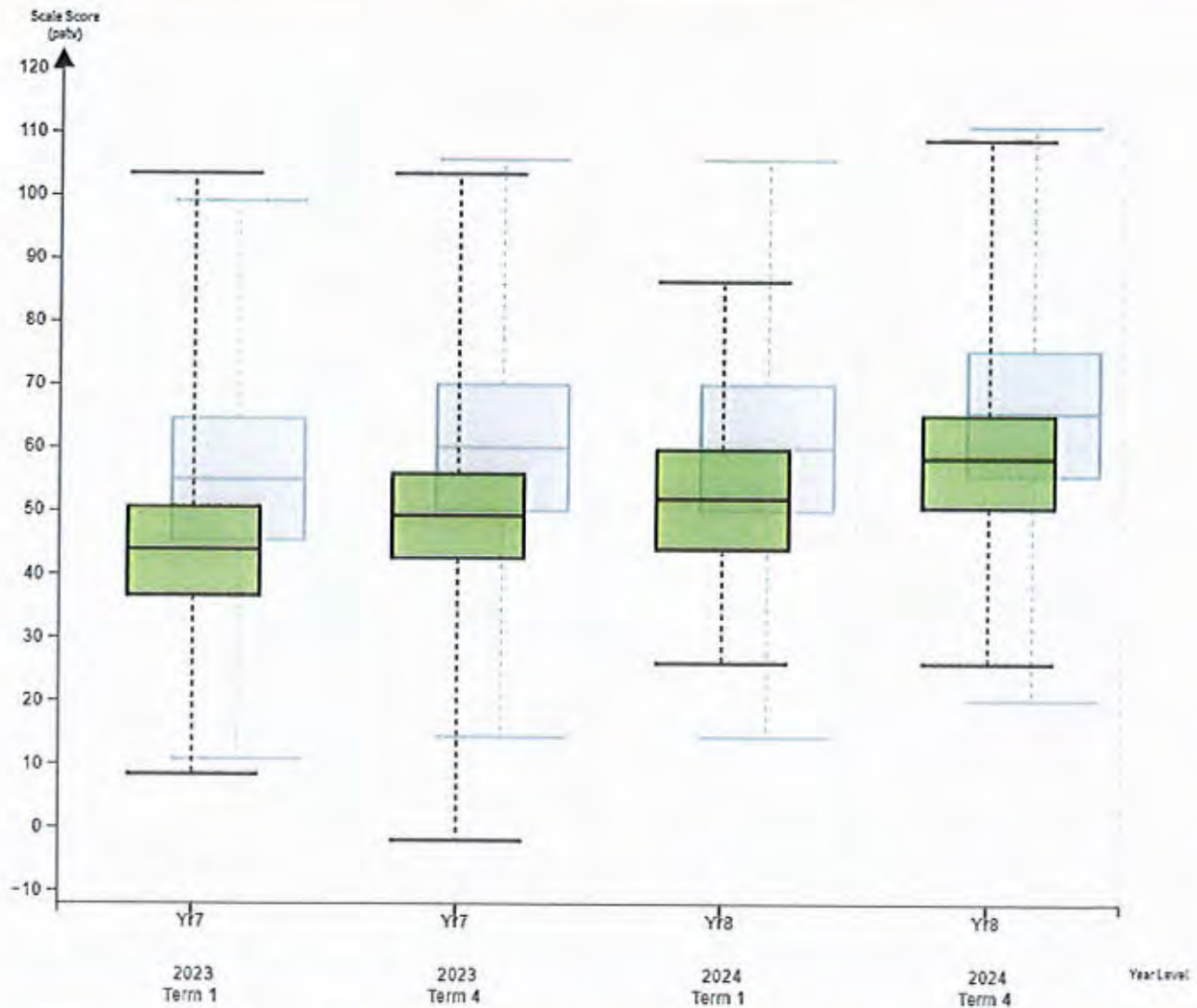
Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Term 1	7	383/402	43.2 (55.0)	10.9 (14.3)	103.5 (99.2)	50.6(64.6)	42.6 (55.0)	34.9(45.4)	8.4 (10.8)
Term 4	7	379/402	48.8 (60.1)	12.2 (14.8)	103.5 (105.8)	57.2(70.1)	49.3 (60.1)	41.1(50.1)	-2.0 (14.4)

Year Eight PAT Reading Vocab Data



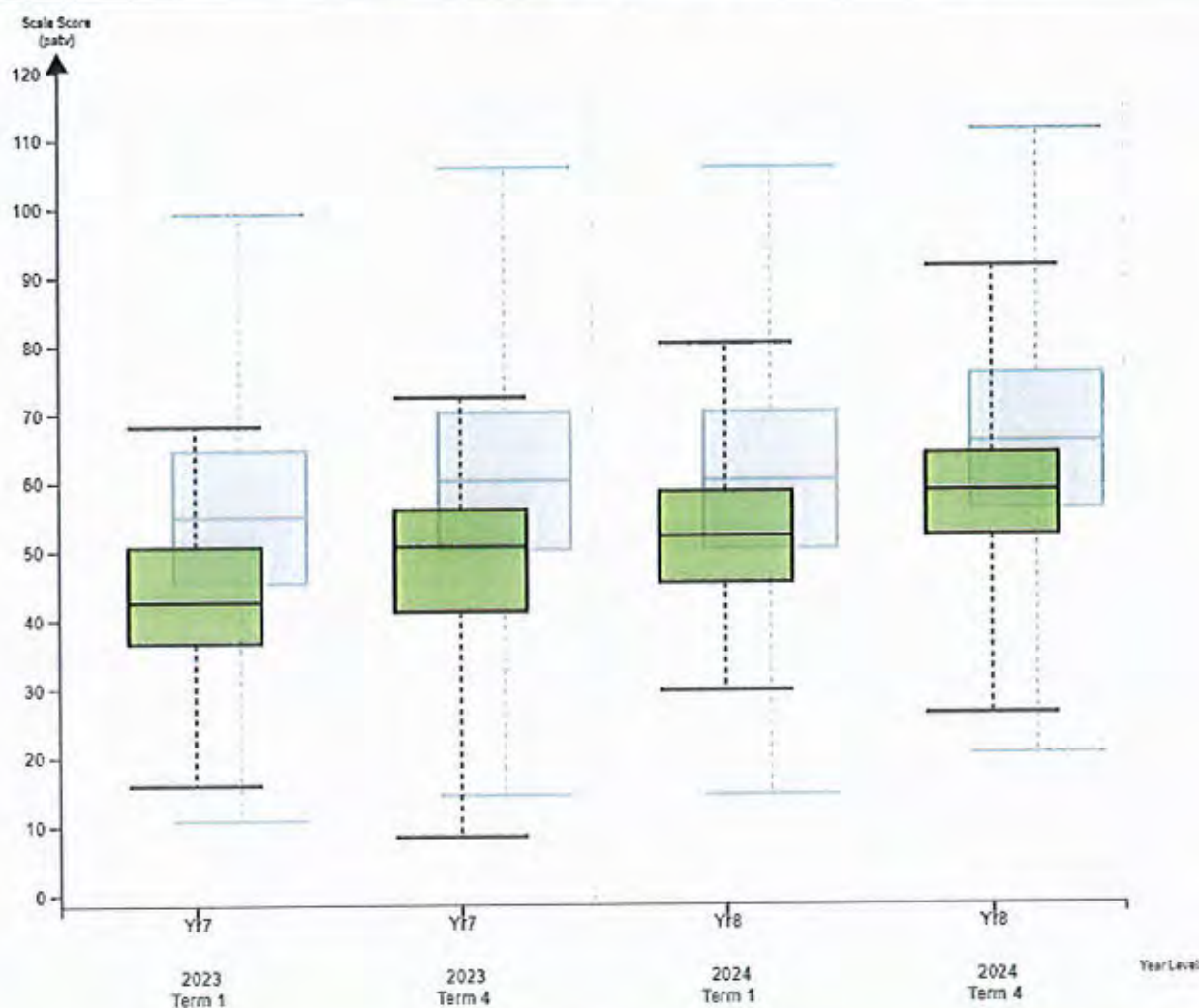
Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Term 1	8	381/392	51.8 (60.1)	11.6 (14.8)	86.5 (105.8)	59.8(70.1)	52.0 (60.1)	43.7(50.1)	21.5 (14.4)
Term 4	8	379/392	57.4 (65.7)	12.5 (14.7)	109.0 (111.1)	65.3(75.6)	58.5 (65.7)	49.4(55.8)	26.1 (20.3)

Clean Year Eight Reading Vocab PAT Data (Year 7 2023 - Year 8 2024)



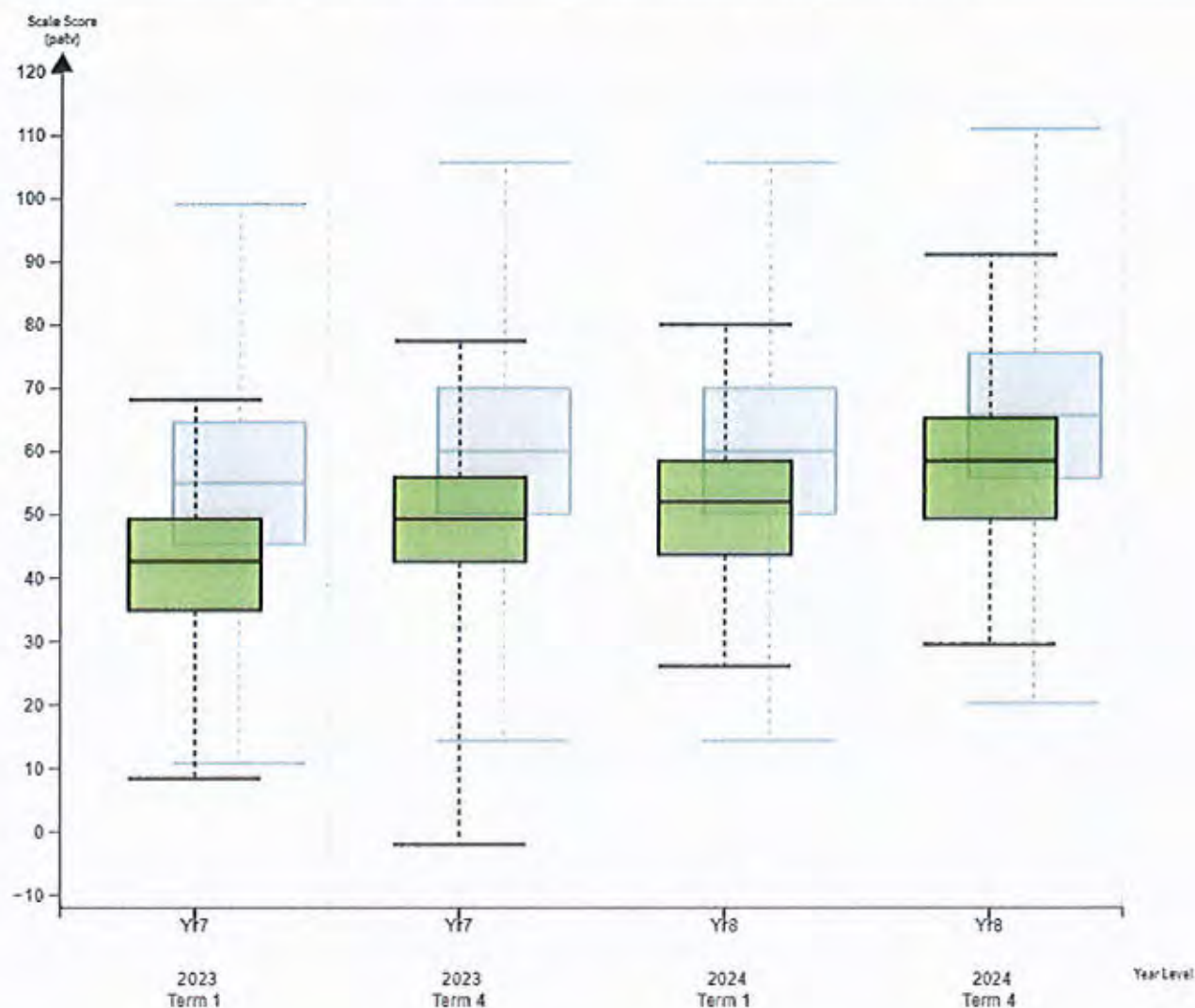
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	287/307	43.8 (55.0)	11.7 (14.3)	103.5 (99.2)	50.6(64.6)	43.9 (55.0)	36.6(45.4)	8.4 (10.8)
2023	Term 4	7	290/306	48.8 (60.1)	13.2 (14.8)	103.5 (105.8)	55.9(70.1)	49.3 (60.1)	42.6(50.1)	-2.0 (14.4)
2024	Term 1	8	299/306	52.2 (60.1)	11.5 (14.8)	86.5 (105.8)	59.8(70.1)	52.0 (60.1)	44.1(50.1)	26.1 (14.4)
2024	Term 4	8	296/306	58.2 (65.7)	12.4 (14.7)	109.0 (111.1)	65.3(75.6)	58.5 (65.7)	50.7(55.8)	26.1 (20.3)

Clean Māori Year Eight PAT Reading Vocab Data (Year 7 2023 - Year 8 2024)



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	101/110	43.0 (55.0)	11.1 (14.3)	68.2 (99.2)	50.6(64.6)	42.6 (55.0)	36.6(45.4)	15.9 (10.8)
2023	Term 4	7	100/109	49.1 (60.1)	11.5 (14.8)	72.3 (105.8)	55.9(70.1)	50.6 (60.1)	41.1(50.1)	8.4 (14.4)
2024	Term 1	8	107/109	51.5 (60.1)	10.9 (14.8)	80.1 (105.8)	58.5(70.1)	52.0 (60.1)	45.2(50.1)	29.5 (14.4)
2024	Term 4	8	106/109	57.2 (65.7)	11.4 (14.7)	91.2 (111.1)	63.9(75.6)	58.5 (65.7)	52.0(55.8)	26.1 (20.3)

Clean Pacific Year Eight PAT Reading Vocab Data (Year 7 2023 - Year 8 2024)



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	179/190	42.3 (55.0)	10.2 (14.3)	68.2 (99.2)	49.3(64.6)	42.6 (55.0)	34.9(45.4)	8.4 (10.8)
2023	Term 4	7	182/189	48.0 (60.1)	11.7 (14.8)	77.5 (105.8)	55.9(70.1)	49.3 (60.1)	42.6(50.1)	-2.0 (14.4)
2024	Term 1	8	184/189	51.2 (60.1)	10.7 (14.8)	80.1 (105.8)	58.5(70.1)	52.0 (60.1)	43.7(50.1)	26.1 (14.4)
2024	Term 4	8	183/189	57.3 (65.7)	11.9 (14.7)	91.2 (111.1)	65.3(75.6)	58.5 (65.7)	49.4(55.8)	29.5 (20.3)

READING: DATA REPORTING

- OTJ data states that 18.7% of all students Need Support, 37.1% are Working Towards, 29.9% are At Expectation, and 14.3% are Above.
- OTJ data states that 16.7% of all female students Need Support, 32.0% are Working Towards, 34.6% are At Expectation, and 16.7% are Above.
- OTJ data states that 20.5% of all male students Need Support, 42.0% are Working Towards, 25.5% are At Expectation, and 12.0% are Above.
- OTJ data states that 8.8% of all Cook Islands Maori (Female) students Need Support, 36.6% are Working Towards, 38.6% are At Expectation, and 16.0% are Above.
- OTJ data states that 27.1% of all Cook Islands Maori (Male) students Need Support, 33.3% are Working Towards, 33.3% are At Expectation, and 6.2% are Above.
- OTJ data states that 28.1% of all Indian (Female) students Need Support, 31.2% are Working Towards, 21.9% are At Expectation, and 18.8% are Above.
- OTJ data states that 8.3% of all Indian (Male) students Need Support, 41.7% are Working Towards, 25.0% are At Expectation, and 25.0% are Above.
- OTJ data states that 14.6% of all Maori (Female) students Need Support, 31.6% are Working Towards, 37.1% are At Expectation, and 16.6% are Above.
- OTJ data states that 23.8% of all Maori (Male) students Need Support, 43.5% are Working Towards, 23.1% are At Expectation, and 9.5% are Above.
- OTJ data states that 19.4% of all Samoan (Female) students Need Support, 25.8% are Working Towards, 38.7% are At Expectation, and 16.1% are Above.
- OTJ data states that 16.7% of all Samoan (Male) students Need Support, 45.1% are Working Towards, 26.5% are At Expectation, and 11.6% are Above.
- OTJ data states that 23.7% of all Tongan (Female) students Need Support, 28.9% are Working Towards, 36.8% are At Expectation, and 10.5% are Above.
- OTJ data states that 20.5% of all Tongan (Male) students Need Support, 47.7% are Working Towards, 27.3% are At Expectation, and 4.5% are Above.

READING: DATA ANALYSIS

- It certainly appears, looking at these figures, that teachers are starting to make changes to how they record OTJs based on the work that has been happening around interpreting data.
- The data suggests that teachers are more willing to back their own judgments rather than being conservative in their estimations about student ability.
- The reading data is very interesting because, across the school, I can see about 43% 'At or Above' in teacher OTJ data. When looking at standardised data, I cannot find similar figures within e-asTTle data. For Year 7 data, when you look at students who are 4B and above, you get about 24%. Similarly, when you look at students who are 4P and above, you get to about 26-27%. However, if you look at the students in each year group at the 3A mark, you find about 17% of all Year 7 students and 15% of all Year 8 students at that level. If you then consider that these students may have had a poor test result or a high running record score, it's possible that some teachers have made the call that, even though these students are slightly below the level for their year, they have decided to mark them as 'At Expectation.' This means that e-asTTle results do not automatically invalidate the teachers' OTJs.
- Comparing this with PAT data, I can see that 37% of Year 7 students have a scale score above 50 for PAT Reading Comprehension, which equates to a curriculum level of roughly 4B. This figure adds credibility to the teachers' OTJs.
- For Year 8 data in PAT, the median scale score is 55.0, which equates to a curriculum level of 4P. This means that 50% of Year 8 students have a curriculum level of around 4P and above.
- In short, the teachers' OTJs for reading are credible. I can find evidence supporting the figure of 43% 'At or Above' for reading.
- Last year, we had 39% 'At or Above' for reading, so this is not a radical change from what we've had in the past. However, given the fact that 10% of our population is 94 students, you are looking at potentially 42-50 students whose OTJs, in my opinion, better reflect the reality rather than a conservative estimation.
- I still feel there needs to be work done around making sure OTJs are consistent across the year because having great OTJs at the end of the year doesn't really mean anything to anybody except possibly me and the teacher. For a student who has two reports that are overly harsh and has to wait all year for one good one, I'm not sure that has a very positive effect on student engagement over the course of the year.
- Given the fact that we have some students indicate in form teacher surveys that teachers do not celebrate their learning or achievements, does this play into how students feel about their learning and their teachers' understanding of their progress?
- I even think about the question, "If my teacher knows me well" and reflect on the rather variable data we get for it. Is it conceivable that students are looking at reports that are overly conservative, with next steps that are too easy, and realising that the teacher doesn't fully understand them?
- I have different ideas I want to explore in 2025 to try and address this issue. I would like to develop a system where Year 7 OTJs are carried into the next year. I don't think this will remove teacher responsibility - in fact, I think it will increase it.
- I personally think it is important to have consistent OTJs, not to make our results look better but so the student has more consistent and accurate feedback about their learning. There is no need for a teacher to suppress student results just to make their own tracking sheet look better. Teachers need to be aware that, if they want to show the impact of their practice, the best way of doing that is engaging with standardised data, not trying to use OTJs as a way of showing their impact.

- On a separate note, given all the talk about curriculum and curriculum expectations, what I find fascinating about comparing our data to national data is that we have roughly 50% of students at or above the 4P level. Yet, the national population median PAT score is 60.4, which would place 50% of the national population in the 4P- 4A territory.
- What does that tell us about curriculum expectations and the alignment of PAT to the curriculum? I suppose it makes sense as when you would think about it, that would match up with a bell curve for the population. But, it still makes me wonder about the actual expectations within the test. Because, if you're going to say that 50% of the country are either 'at' or 'above' curriculum expectations, yet we have all this talk about kiwi kids not achieving relative to either societal expectations or tests like PISA, does that mean our curriculum is too easy? I would imagine that one person in particular reading this would say 'yes'...
- An interesting observation from our testing data is that while students make expected progress in terms of scale score shifts for vocabulary, this progress doesn't extend to reading comprehension. I believe this may be partly because many students don't put in their best effort during the tests.
- Anecdotal feedback gathered during cover sessions suggests that students feel more mentally engaged in term three compared to term four. When I asked simple questions like, *'Whose brain works better in term three?'* and *'Whose brain works better in term four?'* the majority of students raised their hands for term three. While informal, this feedback aligns with the idea that term three might be a better time for testing. Adjusting the testing schedule could have a positive impact on our data - not just to improve the results but to ensure that the effort students put into PATs matches the value of the insights we gain from them. Since PATs are a significant financial investment, it's important to maximise the quality and reliability of the data they provide.
- Integrating teacher tracking data into Edge could provide better insights into running record data, particularly in terms of chronological age. While I'm not overly concerned with the specific details, such as meaning or visual errors within running records, I am interested in understanding how much weight teachers assign to running record tests compared to curriculum-based assessments.
- That said, implementing a change like this is not a quick process. I want to have a clear understanding of what the transition would look like before making any adjustments. This will be an area of investigation throughout 2025, with a potential rollout planned for 2026. There may also be additional benefits to having tracking documents and other reporting functions integrated into Edge. I suspect there is untapped functionality in the platform that could streamline processes as more data is centralised. Over time, this could make our systems more efficient and easier to use.

Clean Reading Data Analysis and Reporting

- The clean PAT data shows that students make progress as they move through the school.
- However, there is a noticeable dip in performance in Term 4, where some students show no progress, despite gains evident in Term 1 of the following year.
- Moving the PAT testing to the end of Term 3 should improve testing conditions and better reflect student progress.
- In Term 1, 2023, the cohort was 9.2 points behind the national population, with an average curriculum level of around 3P, indicating they were 8-12 months behind their national peers.
- By Term 4, 2023, the gap widened to 13.9 points, with an average score of 46.5 (curriculum level 4B). The national population had a score of 60.4 (mid 4P), maintaining the gap of at least 8 months.
- In Term 1, 2024, the gap narrowed to 8.1 points, with a cohort score of 52.3 (solid 4B), despite minimal teaching due to holidays and off-timetable activities.
- By Term 4, 2024, the cohort's score rose to 55.3 (mid Level 4), but the gap widened again to 11.7 points.
- This pattern of underperformance in Term 4 testing reinforces the importance of shifting the tests to better track Year 8 leavers' achievements.
- The Māori cohort shows a similar trend, with the closest performance to the national population occurring in Term 1 of 2024.
- The lowest quartile for Māori students shows massive acceleration, often surpassing the national population.
- This supports the theory that attendance is a key driver of progress at the school, especially for Māori learners. Comparisons between school attendance and the 15% lower national attendance for Māori students below curriculum expectations highlight why Māori learners at Manurewa Intermediate accelerate more rapidly.
- The Pacific cohort follows the same pattern, with the smallest gap to the national population in Term 1 of 2024.
- The compression of the lowest quartile is evident, with these students accelerating to and surpassing the national population.
- Reading vocabulary data stands out as the only dataset where the Term 4 performance dip does not occur.
- Informal student feedback suggests the vocab test is easier due to simpler question formats.
- The vocabulary progress aligns with the school's efforts to emphasise vocabulary and signage around the school, supporting the idea that exposure to words, sayings of motivational quotes improves outcomes.
- The cohort's mean vocabulary score increased from 43.6 (3P) to 58.2 (4P), demonstrating a shift of an entire curriculum level over two years.
- Both Māori and Pacific populations made similar vocabulary progress, indicating a school-wide effect rather than gains confined to specific groups.
- The shifts in the clean OTJ data, where 14.6% of students were above curriculum expectations in 2023 compared to 18.9% in 2024, reflect the impact of the work Candice and I have done around curriculum expectations and effectively gauging student progress in guided reading lessons. This trend is particularly evident in the 'at expectation' category, where 25.3% of students were at expectation in 2023, increasing to 37.5% in 2024 - a shift of around 12%. I believe this improvement is largely due to teachers feeling more confident in backing their classroom observations and making connections between standardised data and actual student performance. It seems this change is more about how teachers are interpreting and assessing student achievement than a dramatic shift in student performance itself.

Year 7 Writing OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	27	11.16%	64	26.45%	97	40.08%	54	22.31%	242
African					1	100.00%			1
Cambodian			1	100.00%					1
Cook Islands Maori	3	12.50%	8	33.33%	9	37.50%	4	16.67%	24
Fijian			2	33.33%	2	33.33%	2	33.33%	6
Filipino					3	100.00%			3
Indian	2	8.00%	6	24.00%	8	32.00%	9	36.00%	25
Maori	9	9.89%	26	28.57%	42	46.15%	14	15.38%	91
Middle Eastern	1	100.00%							1
Niuean	1	25.00%	1	25.00%	2	50.00%			4
Not Stated					1	100.00%			1
NZ European/Pakeha	4	33.33%	2	16.67%	4	33.33%	2	16.67%	12
Other Asian			1	100.00%					1
Other ethnicity			1	50.00%	1	50.00%			2
Other Pacific Peoples			3	60.00%	2	40.00%			5
Other Southeast Asian					1	100.00%			1
Samoa	7	15.56%	9	20.00%	17	37.78%	12	26.67%	45
Tongan			4	25.00%	3	18.75%	9	56.25%	16
Vietnamese					1	33.33%	2	66.67%	3
M	14	5.86%	45	18.83%	107	44.77%	73	30.54%	239
African					1	100.00%			1
Australian	1	100.00%							1
Chinese			1	100.00%					1
Cook Islands Maori			3	21.43%	7	50.00%	4	28.57%	14
Fijian	1	14.29%	1	14.29%	4	57.14%	1	14.29%	7
Filipino	1	9.09%			7	63.64%	3	27.27%	11
Indian	2	14.29%	5	35.71%	7	50.00%			14
Maori	1	1.33%	13	17.33%	30	40.00%	31	41.33%	75
Middle Eastern					2	66.67%	1	33.33%	3
Niuean	1	25.00%					3	75.00%	4
NZ European/Pakeha	1	5.26%	7	36.84%	7	36.84%	4	21.05%	19
Other Asian			1	20.00%	2	40.00%	2	40.00%	5
Other ethnicity			1	33.33%	1	33.33%	1	33.33%	3
Other Pacific Peoples					3	60.00%	2	40.00%	5
Other Southeast Asian					1	100.00%			1
Samoa	5	9.26%	8	14.81%	28	51.85%	13	24.07%	54
Tongan			5	27.78%	6	33.33%	7	38.89%	18
Vietnamese	1	33.33%			1	33.33%	1	33.33%	3
Grand Total	41	8.52%	109	22.66%	204	42.41%	127	26.40%	481

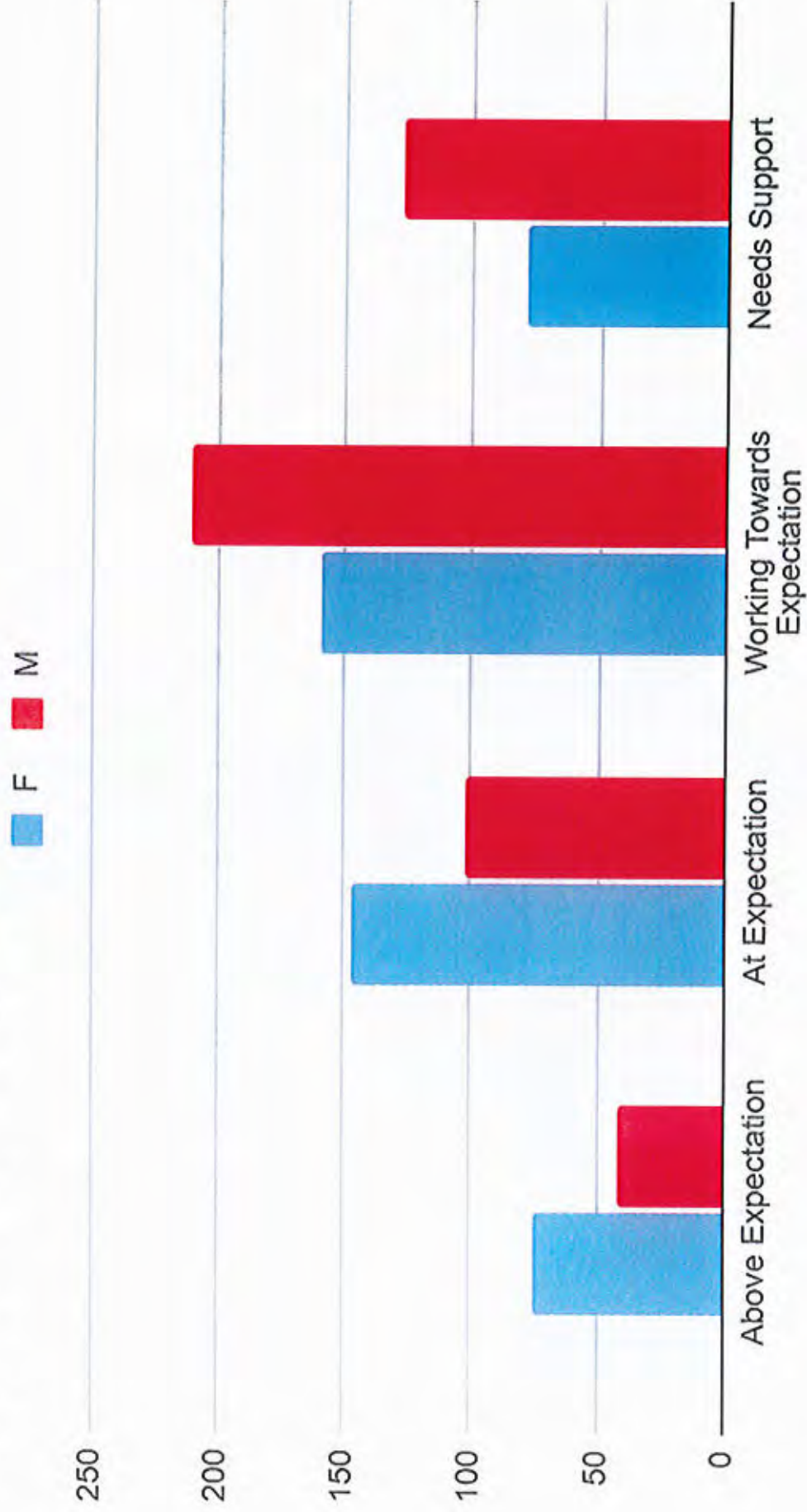
Year 8 Writing OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	48	22.02%	83	38.07%	62	28.44%	25	11.47%	218
Cambodian			1	100.00%					1
Cook Islands Maori	2	6.06%	16	48.48%	14	42.42%	1	3.03%	33
Fijian	2	18.18%	5	45.45%	3	27.27%	1	9.09%	11
Filipino	2	50.00%	1	25.00%	1	25.00%			4
Greek					1	100.00%			1
Indian			3	42.86%	1	14.29%	3	42.86%	7
Maori	14	23.33%	25	41.67%	16	26.67%	5	8.33%	60
Middle Eastern							1	100.00%	1
Niuean	1	25.00%	1	25.00%	2	50.00%			4
NZ European/Pakeha	6	50.00%	2	16.67%	2	16.67%	2	16.67%	12
Other Asian	1	33.33%			2	66.67%			3
Other ethnicity			1	25.00%	2	50.00%	1	25.00%	4
Other Pacific Peoples			2	100.00%					2
Other Southeast Asian			1	50.00%	1	50.00%			2
Samoan	14	29.17%	15	31.25%	12	25.00%	7	14.58%	48
Tongan	5	22.73%	10	45.45%	5	22.73%	2	9.09%	22
Vietnamese	1	33.33%					2	66.67%	3
M	28	11.48%	57	23.36%	104	42.62%	55	22.54%	244
Cambodian			2	100.00%					2
Cook Islands Maori	2	5.88%	6	17.65%	16	47.06%	10	29.41%	34
Fijian	3	16.67%	4	22.22%	6	33.33%	5	27.78%	18
Filipino					4	80.00%	1	20.00%	5
Indian	3	30.00%	3	30.00%	3	30.00%	1	10.00%	10
Maori	7	9.72%	16	22.22%	33	45.83%	16	22.22%	72
Middle Eastern					1	100.00%			1
Niuean			1	50.00%			1	50.00%	2
NZ European/Pakeha	4	50.00%			2	25.00%	2	25.00%	8
Other Asian					1	100.00%			1
Other ethnicity	2	18.18%	3	27.27%	6	54.55%			11
Other Pacific Peoples					3	100.00%			3
Samoan	5	10.42%	15	31.25%	17	35.42%	11	22.92%	48
Tongan	2	7.69%	6	23.08%	12	46.15%	6	23.08%	26
Vietnamese			1	33.33%					1
Grand Total	76	16.45%	140	30.30%	166	35.93%	80	17.32%	462

Whole School Writing OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	75	16.30%	147	31.96%	159	34.57%	79	17.17%	460
African					1	100.00%			1
Cambodian			2	100.00%					2
Cook Islands Maori	5	8.77%	24	42.11%	23	40.35%	5	8.77%	57
Fijian	2	11.76%	7	41.18%	5	29.41%	3	17.65%	17
Filipino	2	28.57%	1	14.29%	4	57.14%			7
Greek					1	100.00%			1
Indian	2	6.25%	9	28.13%	9	28.13%	12	37.50%	32
Maori	23	15.23%	51	33.77%	58	38.41%	19	12.58%	151
Middle Eastern	1	50.00%					1	50.00%	2
Nuean	2	25.00%	2	25.00%	4	50.00%			8
Not Stated					1	100.00%			1
NZ European/Pakeha	10	41.67%	4	16.67%	6	25.00%	4	16.67%	24
Other Asian	1	25.00%	1	25.00%	2	50.00%			4
Other ethnicity			2	33.33%	3	50.00%	1	16.67%	6
Other Pacific Peoples			5	71.43%	2	28.57%			7
Other Southeast Asian			1	33.33%	2	66.67%			3
Samoa	21	22.56%	24	25.81%	29	31.18%	19	20.43%	93
Tongan	5	13.16%	14	36.84%	8	21.05%	11	28.95%	38
Vietnamese	1	16.67%			1	16.67%	4	66.67%	6
M	42	8.76%	102	21.12%	211	43.69%	128	26.50%	483
African					1	100.00%			1
Australian	1	100.00%							1
Cambodian			2	100.00%					2
Chinese			1	100.00%					1
Cook Islands Maori	2	4.17%	9	18.75%	23	47.92%	14	29.17%	48
Fijian	4	16.00%	5	20.00%	10	40.00%	6	24.00%	25
Filipino	1	6.25%			11	68.75%	4	25.00%	16
Indian	5	20.83%	8	33.33%	10	41.67%	1	4.17%	24
Maori	8	5.44%	29	19.73%	63	42.86%	47	31.97%	147
Middle Eastern					3	75.00%	1	25.00%	4
Nuean	1	16.67%	1	16.67%			4	66.67%	6
NZ European/Pakeha	5	18.52%	7	25.93%	9	33.33%	6	22.22%	27
Other Asian			1	16.67%	3	50.00%	2	33.33%	6
Other ethnicity	2	14.29%	4	28.57%	7	50.00%	1	7.14%	14
Other Pacific Peoples					6	75.00%	2	25.00%	8
Other Southeast Asian					1	100.00%			1
Samoa	10	9.80%	23	22.55%	45	44.12%	24	23.53%	102
Tongan	2	4.55%	11	25.00%	18	40.91%	13	29.55%	44
Vietnamese	1	16.67%	1	16.67%	1	16.67%	3	50.00%	6
Grand Total	117	12.41%	249	26.41%	370	39.24%	207	21.95%	943

Whole School Writing OTJs



WRITING																							
Year 7 2023 End of Year 'Clean' Data									Year 8 2024 End of Year 'Clean' Data														
Above Expectation			At Expectation			Working Towards Expectation			Needs Support			Above Expectation			At Expectation			Working Towards Expectation			Needs Support		
F	13	7.74%	60	35.71%	69	41.07%	26	15.48%	168	39	23.21%	71	42.26%	48	28.57%	10	5.95%	168					
Cambodian					1	100.00%			1			1	100.00%					1					
Cook Islands																							
Maori																							
Cook Islands																							
Maori	3	9.68%	9	29.03%	13	41.94%	6	19.35%	31	2	6.45%	15	48.39%	13	41.94%	1	3.23%	31					
Fijian	1	20.00%	2	40.00%	2	40.00%			5	1	20.00%	3	60.00%	1	20.00%			5					
Filipino			2	100.00%					2	1	50.00%	1	50.00%					2					
Greek			1	100.00%					1					1	100.00%			1					
Indian	1	25.00%	2	50.00%			1	25.00%	4			3	75.00%	1	25.00%			4					
Maori																							
Maori	1	2.08%	15	31.25%	20	41.67%	12	25.00%	48	10	21.28%	20	42.55%	12	25.53%	5	10.64%	47					
Niuean			2	50.00%	2	50.00%			4	1	25.00%	1	25.00%	2	50.00%			4					
Not Stated					1	100.00%			1														
NZ																							
European/Pakeha										6	66.67%	2	22.22%	1	11.11%			9					
NZ																							
European/Pakeha	3	37.50%	3	37.50%	2	25.00%			8														
Other ethnicity			1	25.00%	2	50.00%	1	25.00%	4			1	25.00%	2	50.00%	1	25.00%	4					
Other Pacific Peoples			1	50.00%	1	50.00%			2			2	100.00%					2					
Other Southeast Asian																							
Samoan	3	7.50%	17	42.50%	16	40.00%	4	10.00%	40	13	31.71%	14	34.15%	11	26.83%	3	7.32%	41					
Tongan	1	6.25%	5	31.25%	8	50.00%	2	12.50%	16	5	31.25%	7	43.75%	4	25.00%			16					

M	9	5.00%	42	23.33%	66	36.67%	63	35.00%	180	24	13.26%	51	28.18%	74	40.89%	32	17.68%	181
Cambodian			2	100.00%					2			2	100.00%					2
Cook Islands																		
Maori										2	6.67%	6	20.00%	15	50.00%	7	23.33%	30
Cook Islands																		
Māori			4	12.90%	18	50.06%	9	29.03%	31									
Filipian	1	14.29%	1	14.29%	4	57.14%	1	14.29%	7	2	25.00%	2	25.00%	2	25.00%	2	25.00%	8
Filipino			1	50.00%			1	50.00%	2					1	50.00%	1	50.00%	2
Indian	2	28.57%	3	42.86%	2	28.57%			7	3	42.86%	3	42.86%	1	14.29%			7
Maori										7	11.67%	15	25.00%	28	46.67%	10	16.67%	60
Māori	1	1.72%	10	17.24%	19	32.76%	28	46.28%	58									
Niuean					2	100.00%			2			1	50.00%			1	50.00%	2
NZ																		
European/Pākehā										4	50.00%			2	25.00%	2	25.00%	8
NZ																		
European/Pākehā	1	12.50%	4	50.00%			3	37.50%	8									
Other ethnicity	2	25.00%	1	12.50%	2	25.00%	3	37.50%	8	2	25.00%	2	25.00%	4	50.00%			8
Samoan			13	37.14%	13	37.14%	9	25.71%	35	2	5.88%	14	41.18%	12	35.29%	6	17.65%	34
Tongan	2	10.53%	2	10.53%	6	31.58%	9	47.37%	19	2	10.53%	5	26.32%	9	47.37%	3	15.79%	19
Vietnamese			1	100.00%					1			1	100.00%					1
Grand Total	22	6.32%	102	29.31%	135	38.79%	89	25.57%	348	63	18.05%	122	34.96%	122	34.96%	42	12.03%	349

WRITING: DATA REPORTING

- OTJ data states that 22.0% of all students Need Support, 39.2% are Working Towards, 26.4% are At Expectation, and 12.4% are Above.
- OTJ data states that 17.2% of all female students Need Support, 34.6% are Working Towards, 32.0% are At Expectation, and 16.3% are Above.
- OTJ data states that 26.5% of all male students Need Support, 43.7% are Working Towards, 21.1% are At Expectation, and 8.7% are Above.
- OTJ data states that 12.6% of all Maori (Female) students Need Support, 38.4% are Working Towards, 33.8% are At Expectation, and 15.2% are Above.
- OTJ data states that 32.0% of all Maori (Male) students Need Support, 42.9% are Working Towards, 19.7% are At Expectation, and 5.4% are Above.
- OTJ data states that 20.4% of all Samoan (Female) students Need Support, 31.2% are Working Towards, 25.8% are At Expectation, and 22.6% are Above.
- OTJ data states that 23.5% of all Samoan (Male) students Need Support, 44.1% are Working Towards, 22.5% are At Expectation, and 9.8% are Above.
- OTJ data states that 8.8% of all Cook Islands Maori (Female) students Need Support, 40.4% are Working Towards, 42.1% are At Expectation, and 8.8% are Above.
- OTJ data states that 29.2% of all Cook Islands Maori (Male) students Need Support, 47.9% are Working Towards, 18.8% are At Expectation, and 4.2% are Above.
- OTJ data states that 16.7% of all NZ European/Pakeha (Female) students Need Support, 25.0% are Working Towards, 16.7% are At Expectation, and 41.7% are Above.
- OTJ data states that 22.2% of all NZ European/Pakeha (Male) students Need Support, 33.3% are Working Towards, 25.9% are At Expectation, and 18.5% are Above.

WRITING: DATA ANALYSIS

- This year, we have seen a slight but notable improvement in writing achievement across the school. Last year, 34% of students were at "Above" the expected level, and this year that percentage has increased to 38%. While it's not a massive change, this is significant for the 40 to 50 students who are now receiving reports that better represent their learning progress.
- There are some interesting trends within the gender data. In Year 8, girls are particularly outpacing boys in terms of "Above" or "At" expectations. Around 60% of Year 8 girls are at or above expectation for writing, while only 34% of Year 8 boys meet this level. This is a sharp increase from last year, when the gap was much smaller - 41% for girls and 36% for boys. This year, the gap has widened significantly, with girls leading by 60% to 34%.
- I'm personally happy with these numbers because they reflect a clearer understanding of the differences in writing ability within the same year group. It suggests that teachers are now more adept at analysing writing, rather than just marking according to expectations for the class. I believe that the moderation sessions Candice and I ran in Humanities have contributed to building teacher curriculum knowledge and improving analysis of student writing.
- The widening gap between boys and girls in Year 8 writing is in line with trends that teachers would typically expect. Girls are historically stronger in writing, and the fact that our numbers are now aligning with these general trends reinforces that our moderation practices are becoming more effective. While the percentage of girls at or above expectation may seem high, the important thing is that we're now seeing a distinct difference in achievement between genders, rather than a more uniform result across the year group. Last year, there was approximately a 10% difference between the genders. This year, the difference has increased to nearly 26%.
- One of the challenges we face is the lack of a standardised test for writing, which limits my ability to triangulate data. Unlike with other subjects, we don't have a clear reference point. We rely on teacher assessments through the e-asTTle framework. However, I feel more confident in these numbers than in previous years, especially when compared to last year's data from PaCT. The moderation process is now more reliable, and I believe it has made a significant difference in how teachers are assessing writing.
- Also, the moderation conversations I have had with teachers at events like Speed Dating or during the Humanities Passion Pod meetings give me confidence that the numbers we see are based on robust moderation practices. I believe the key difference lies in the framework itself, which provides a detailed breakdown of numbers, enabling teachers to more accurately place students within a curriculum level. It's simply a better assessment tool, and it's unfortunate that it remains underappreciated and underutilised.
- Looking ahead to 2025, I'm optimistic. The work Candice and I have done this year has helped move teachers away from the misconception that all surface-level features of writing must be 100% correct before moving a student on to more complex ideas. Teachers are getting better at looking at the whole piece of writing, rather than focussing on minor errors.
- The use of the e-asTTle framework also allows us to track finer details of student progress, which means teachers don't need to rely on an OTJ to show growth. They can use their own tracking data to demonstrate the impact of their teaching. This is something I will focus on next year: the OTJ should reflect student ability, not just the teacher's impact, and the tracking should clearly show how teaching has influenced student progress. Teachers also need to understand that with only four categories to place 950 students into, those categories naturally need to be broad. If my son were placed at a stanine 5 (or at expectation) for his entire educational journey, I would be satisfied, as it would mean he is still learning and progressing each year.
- It's important for teachers to grasp that a student remaining at stanine 5 (at expectation) throughout their schooling is still making significant progress, and it is vital to keep that perspective in mind when assessing students.

Clean Writing Data Analysis and Reporting

- I am most pleased with the writing data compared to all other areas. This is because, in the past, there was little alignment between teacher OTJs and tools like PaCT. Now, the writing data shows meaningful trends emerging across different groups, such as by gender or ethnicity, which is precisely what we need to inform targeted interventions. Previously, the data felt like an unusable "blob," but with improved assessment tools, we can now identify and act on specific areas of need.
- The use of better tools, like e-asTTe with cut scores, has allowed teachers to track student progress more effectively within curriculum levels. This is significant because students typically make finer progressions over a year or two rather than frequently moving up an entire curriculum level. In the "at expectation" category, we saw a shift from 25.3% of Year 7 students meeting expectations in 2023 to 37.5% in 2024.
- Additionally, while the "working towards" group was 37% in 2023 and is now 34% in 2024, the real progress lies in the reduction of students in the "needs support" category. In 2023, 25% of students were in "needs support," but this has dropped to just 12% in 2024. This indicates that teachers are more confident in moving students across crucial thresholds, particularly from "working towards" to "at expectation."
- This progress is significant not only for the students but also for our teaching practices. Teachers are now more willing to move students forward and make confident, evidence-based judgments. As I mentioned in the introduction, this shift is critical because teachers are more likely to select challenging next steps for learners when they clearly understand where students sit within the curriculum.
- This improvement addresses the "bottlenecking" problem discussed in earlier reports. Students are no longer hitting a glass ceiling due to the lack of quality assessment tools to pinpoint specific areas for development within Level 4.

Year Seven Math OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	21	8.68%	38	15.70%	123	50.83%	60	24.79%	242
African					1	100.00%			1
Cambodian					1	100.00%			1
Cook Islands Maori	4	16.67%	3	12.50%	13	54.17%	4	16.67%	24
Fijian					2	33.33%	4	66.67%	6
Filipino					3	100.00%			3
Indian	2	8.00%	6	24.00%	11	44.00%	6	24.00%	25
Maori	7	7.69%	10	10.99%	52	57.14%	22	24.18%	91
Middle Eastern					1	100.00%			1
Niuean			1	25.00%	3	75.00%			4
Not Stated							1	100.00%	1
NZ European/Pakeha	2	16.67%	3	25.00%	5	41.67%	2	16.67%	12
Other Asian					1	100.00%			1
Other ethnicity			1	50.00%	1	50.00%			2
Other Pacific Peoples			1	20.00%	1	20.00%	3	60.00%	5
Other Southeast Asian					1	100.00%			1
Samoan	6	13.33%	10	22.22%	14	31.11%	15	33.33%	45
Tongan			2	12.50%	11	68.75%	3	18.75%	16
Vietnamese			1	33.33%	2	66.67%			3
M	23	9.62%	67	28.03%	96	40.17%	53	22.18%	239
African					1	100.00%			1
Australian	1	100.00%							1
Chinese			1	100.00%					1
Cook Islands Maori	2	14.29%	3	21.43%	5	35.71%	4	28.57%	14
Fijian	2	28.57%	1	14.29%	3	42.86%	1	14.29%	7
Filipino	2	18.18%	3	27.27%	2	18.18%	4	36.36%	11
Indian	5	35.71%	5	35.71%	4	28.57%			14
Maori	2	2.67%	21	28.00%	31	41.33%	21	28.00%	75
Middle Eastern			1	33.33%	1	33.33%	1	33.33%	3
Niuean			1	25.00%	2	50.00%	1	25.00%	4
NZ European/Pakeha	2	10.53%	4	21.05%	10	52.63%	3	15.79%	19
Other Asian	2	40.00%	1	20.00%	2	40.00%			5
Other ethnicity	1	33.33%	1	33.33%	1	33.33%			3
Other Pacific Peoples					5	100.00%			5
Other Southeast Asian	1	100.00%							1
Samoan	1	1.85%	21	38.89%	20	37.04%	12	22.22%	54
Tongan	1	5.56%	4	22.22%	8	44.44%	5	27.78%	18
Vietnamese	1	33.33%			1	33.33%	1	33.33%	3
Grand Total	44	9.15%	105	21.83%	219	45.53%	113	23.49%	481

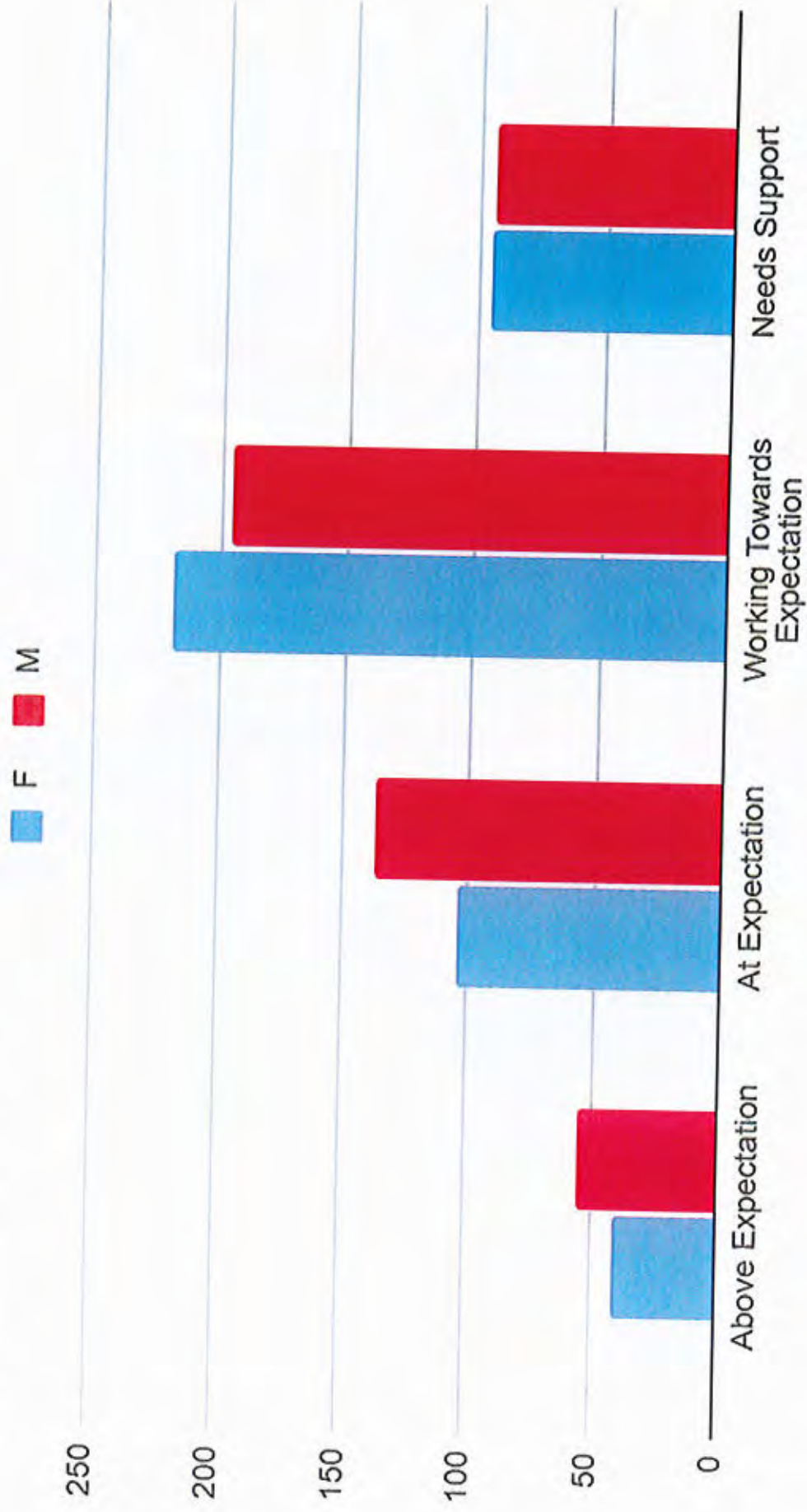
Year Eight Math OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	20	9.17%	66	30.28%	96	44.04%	36	16.51%	218
Cambodian					1	100.00%			1
Cook Islands Maori	3	9.09%	9	27.27%	16	48.48%	5	15.15%	33
Fijian			5	45.45%	3	27.27%	3	27.27%	11
Filipino	1	25.00%	1	25.00%	2	50.00%			4
Greek					1	100.00%			1
Indian			1	14.29%	4	57.14%	2	28.57%	7
Maori	2	3.33%	18	30.00%	29	48.33%	11	18.33%	60
Middle Eastern							1	100.00%	1
Niuean	1	25.00%			2	50.00%	1	25.00%	4
NZ European/Pakeha	2	16.67%	5	41.67%	2	16.67%	3	25.00%	12
Other Asian			1	33.33%	2	66.67%			3
Other ethnicity					4	100.00%			4
Other Pacific Peoples			1	50.00%	1	50.00%			2
Other Southeast Asian			2	100.00%		0.00%			2
Samoan	7	14.58%	13	27.08%	24	50.00%	4	8.33%	48
Tongan	3	13.64%	10	45.45%	4	18.18%	5	22.73%	22
Vietnamese	1	33.33%			1	33.33%	1	33.33%	3
M	32	13.11%	70	28.69%	100	40.98%	42	17.21%	244
Cambodian	1	50.00%	1	50.00%					2
Cook Islands Maori	3	8.82%	6	17.65%	20	58.82%	5	14.71%	34
Fijian	2	11.11%	8	44.44%	4	22.22%	4	22.22%	18
Filipino	2	40.00%	1	20.00%	1	20.00%	1	20.00%	5
Indian	2	20.00%	3	30.00%	3	30.00%	2	20.00%	10
Maori	9	12.50%	20	27.78%	29	40.28%	14	19.44%	72
Middle Eastern					1	100.00%			1
Niuean					1	50.00%	1	50.00%	2
NZ European/Pakeha	4	50.00%	1	12.50%	1	12.50%	2	25.00%	8
Other Asian		0.00%			1	100.00%			1
Other ethnicity	2	18.18%	6	54.55%	3	27.27%			11
Other Pacific Peoples			2	66.67%	1	33.33%			3
Samoan	4	8.33%	16	33.33%	20	41.67%	8	16.67%	48
Tongan	2	7.69%	6	23.08%	14	53.85%	4	15.38%	26
Vietnamese	1	33.33%			1	33.33%	1	33.33%	3
Grand Total	52	11.26%	136	29.44%	196	42.42%	78	16.88%	462

Whole School Math OTJs

Gender + Ethnicity	Above Expectation		At Expectation		Working Towards Expectation		Needs Support		Total
	Total		Total		Total		Total		
F	41	8.91%	104	22.61%	219	47.61%	96	20.87%	460
African					1	100.00%			1
Cambodian					2	100.00%			2
Cook Islands Maori	7	12.28%	12	21.05%	29	50.88%	9	15.79%	57
Fijian			5	29.41%	5	29.41%	7	41.18%	17
Filipino	1	14.29%	1	14.29%	5	71.43%			7
Greek					1	100.00%			1
Indian	2	6.25%	7	21.88%	15	46.88%	8	25.00%	32
Maori	9	5.96%	28	18.54%	81	53.64%	33	21.85%	151
Middle Eastern					1	50.00%	1	50.00%	2
Niuean	1	12.50%	1	12.50%	5	62.50%	1	12.50%	8
Not Stated							1	100.00%	1
NZ European/Pakeha	4	16.67%	8	33.33%	7	29.17%	5	20.83%	24
Other Asian			1	25.00%	3	75.00%			4
Other ethnicity			1	16.67%	5	83.33%			6
Other Pacific Peoples			2	28.57%	2	28.57%	3	42.86%	7
Other Southeast Asian			2	66.67%	1	33.33%			3
Samoa	13	13.98%	23	24.73%	38	40.86%	19	20.43%	93
Tongan	3	7.89%	12	31.58%	15	39.47%	8	21.05%	38
Vietnamese	1	16.67%	1	16.67%	3	50.00%	1	16.67%	6
M	55	11.39%	137	28.36%	196	40.58%	95	19.67%	483
African					1	100.00%			1
Australian	1	100.00%							1
Cambodian	1	50.00%	1	50.00%					2
Chinese			1	100.00%					1
Cook Islands Maori	5	10.42%	9	18.75%	25	52.08%	9	18.75%	48
Fijian	4	16.00%	9	36.00%	7	28.00%	5	20.00%	25
Filipino	4	25.00%	4	25.00%	3	18.75%	5	31.25%	16
Indian	7	29.17%	8	33.33%	7	29.17%	2	8.33%	24
Maori	11	7.48%	41	27.89%	60	40.82%	35	23.81%	147
Middle Eastern			1	25.00%	2	50.00%	1	25.00%	4
Niuean			1	16.67%	3	50.00%	2	33.33%	6
NZ European/Pakeha	6	22.22%	5	18.52%	11	40.74%	5	18.52%	27
Other Asian	2	33.33%	1	16.67%	3	50.00%			6
Other ethnicity	3	21.43%	7	50.00%	4	28.57%			14
Other Pacific Peoples			2	25.00%	6	75.00%			8
Other Southeast Asian	1	100.00%							1
Samoa	5	4.90%	37	36.27%	40	39.22%	20	19.61%	102
Tongan	3	6.82%	10	22.73%	22	50.00%	9	20.45%	44
Vietnamese	2	33.33%			2	33.33%	2	33.33%	6
Grand Total	96	10.18%	241	25.56%	415	44.01%	191	20.25%	943

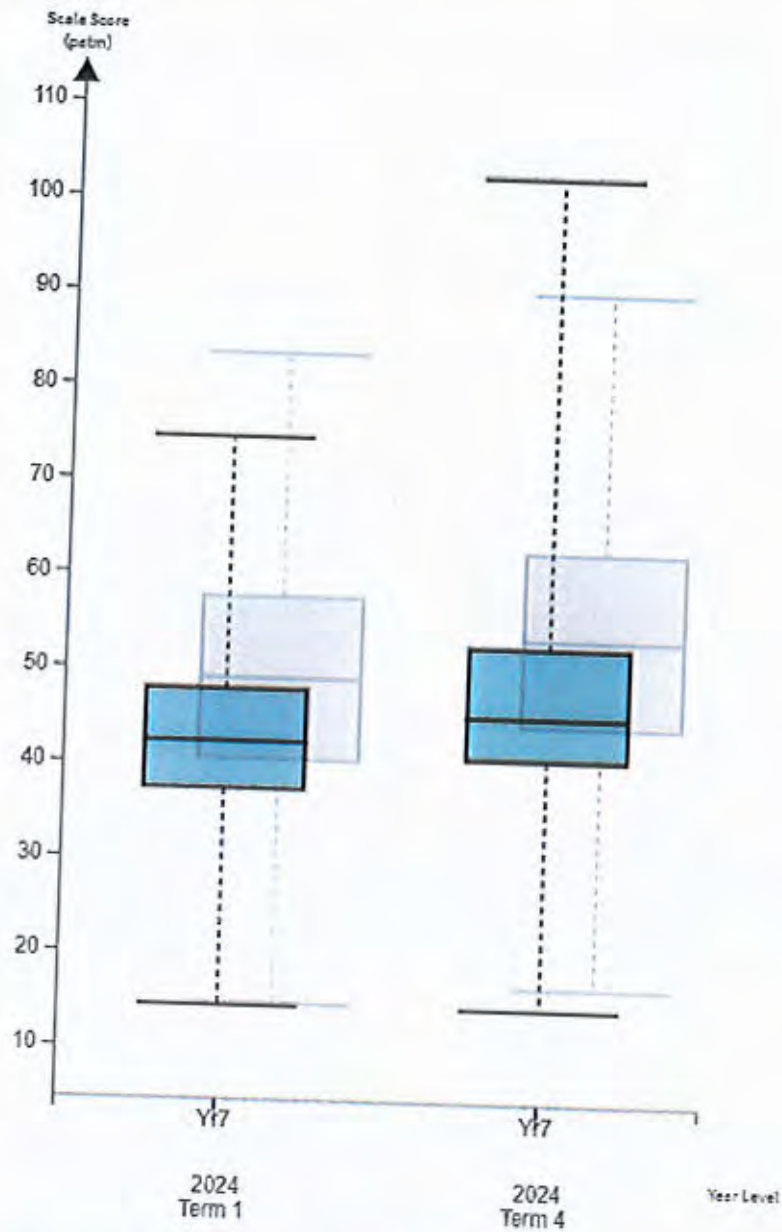
Whole School Math OTJs



MATH																		
Year 7 2023 End of Year 'Clean' Data									Year 8 2024 End of Year 'Clean' Data									
	Above Expectation		At Expectation		Working Towards Expectation		Needs Support			Above Expectation		At Expectation		Working Towards Expectation		Needs Support		
F	12	7.14%	49	29.17%	68	40.48%	39	23.21%	108	18	10.78%	56	33.53%	71	42.51%	22	13.17%	167
Cambodian					1	100.00%			1					1	100.00%			1
Cook Islands																		
Maori										3	9.68%	9	29.03%	14	45.16%	5	16.13%	31
Cook Islands																		
Maori	1	3.23%	10	32.26%	12	38.71%	8	25.81%	31									
Fijian	1	20.00%	2	40.00%	1	20.00%	1	20.00%	5					2	40.00%			
Filipino	1	50.00%	1	50.00%					2	1	50.00%	1	50.00%					5
Greek					1	100.00%			1					1	100.00%			1
Indian			1	25.00%	2	50.00%	1	25.00%	4			1	25.00%	3	75.00%			4
Maori										2	4.35%	15	32.61%	18	39.13%	11	23.91%	46
Maori	3	6.25%	8	16.67%	24	50.00%	13	27.08%	48									
Niuean	1	25.00%	1	25.00%	1	25.00%	1	25.00%	4	1	25.00%			2	50.00%	1	25.00%	4
Not Stated							1	100.00%	1									
NZ																		
European/Pakeha										2	22.22%	5	55.56%	1	11.11%	1	11.11%	9
NZ																		
European/Pakeha	3	37.50%	4	50.00%	1	12.50%			8									
Other ethnicity			1	25.00%	2	50.00%	1	25.00%	4					4	100.00%			4
Other Pacific Peoples					2	100.00%			2			1	50.00%	1	50.00%			2
Other Southeast Asian			1	100.00%					1									1
Samoan	2	5.00%	16	40.00%	15	37.50%	7	17.50%	40	7	17.07%	12	29.27%	20	48.78%	2	4.88%	41

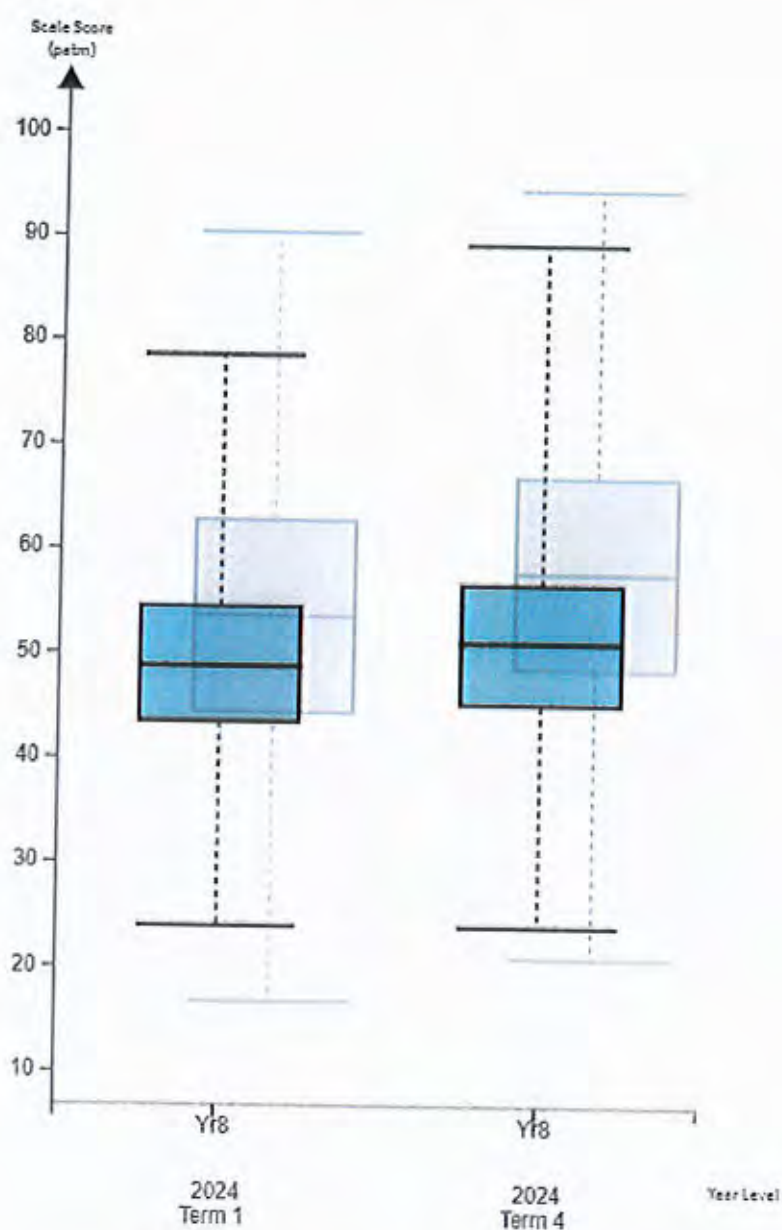
Tongan																			
M	18	10.00%	41	4	25.00%	6	37.50%	6	37.50%	16	2	12.50%	8	50.00%	4	25.00%	2	12.50%	16
Cambodian																			
Cook Islands				2	100.00%					2	1	50.00%	1	50.00%					2
Maori											3	10.00%	6	20.00%	18	60.00%	3	10.00%	30
Fijian	1	3.23%	6	19.35%	12	38.71%			31										
Filipino			3	42.86%	4	57.14%			7	1	12.50%	3	37.50%	2	25.00%	2	25.00%	2	8
Indian	2	28.57%	4	57.14%	1	50.00%	1	50.00%	2			1	50.00%			1	50.00%	2	2
Maori									7	2	28.57%	3	42.86%	2	28.57%			7	
Maori	4	6.90%	13	22.41%	16	27.59%	25	43.10%	58		7	11.67%	18	30.00%	25	41.67%	10	16.67%	60
Niuean				1	50.00%	1	50.00%		2					1	50.00%	1	50.00%	2	
NZ European/Pakeha																			
											4	50.00%	1	12.50%	1	12.50%	2	25.00%	8
NZ European/Pakeha																			
Other ethnicity	2	25.00%	2	25.00%	2	25.00%			8										
Samoan	4	11.43%	6	17.14%	14	40.00%	11	31.43%	35		2	25.00%	4	50.00%	2	25.00%			8
Tongan	2	10.53%	2	10.53%	11	57.89%	4	21.05%	19		2	10.53%	4	21.05%	11	57.89%	2	10.53%	33
Vietnamese			1	100.00%					1		1	100.00%							1
Grand Total	30	8.62%	90	25.86%	130	37.36%	98	28.16%	348	45	12.97%	107	30.84%	148	42.65%	47	13.54%	347	

Year Seven Math PAT Data



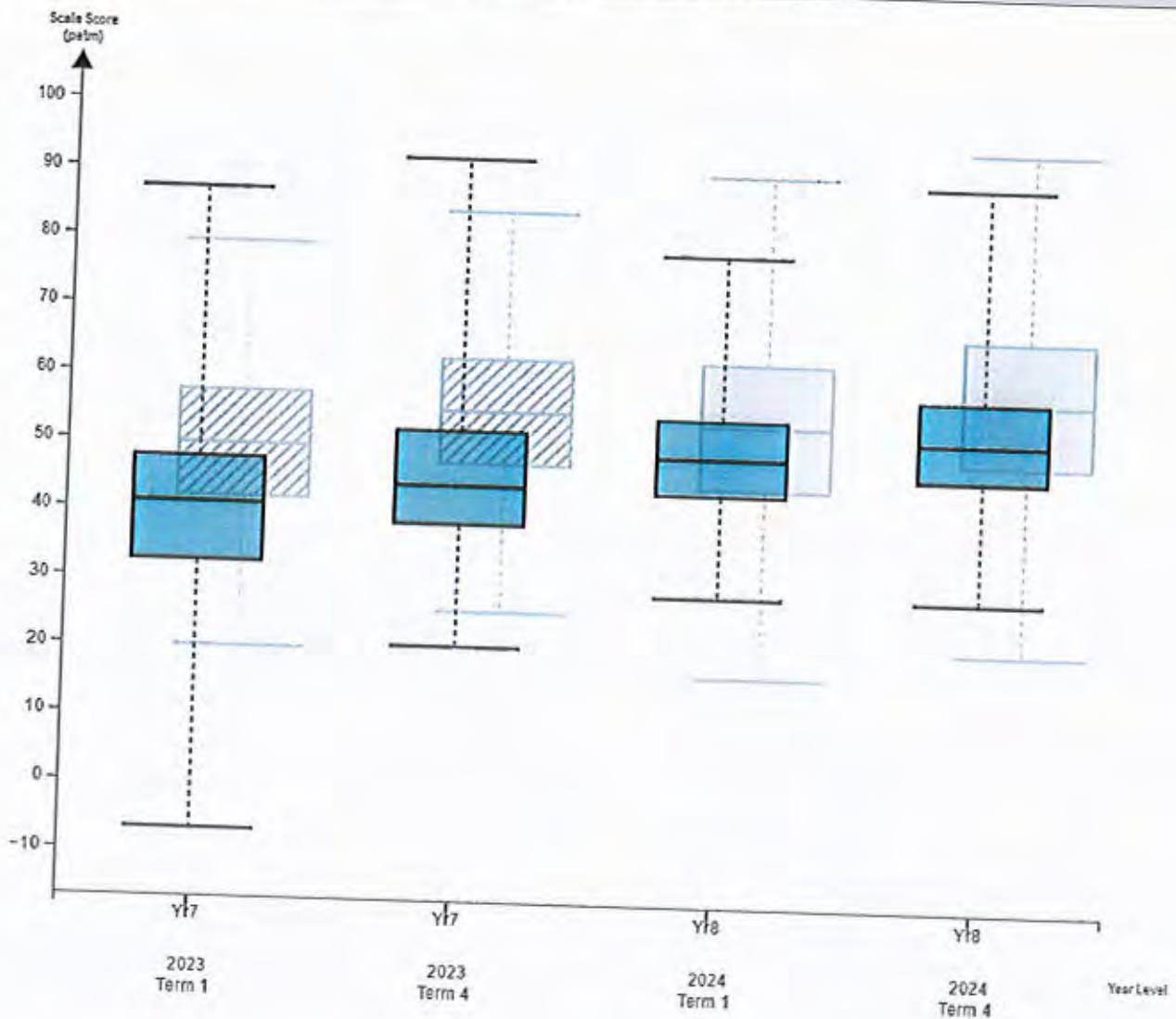
Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Term 1	7	408/429	43.3 (49.1)	8.5 (12.7)	74.6 (83.5)	47.9(57.7)	42.4 (49.1)	37.4(40.5)	14.5 (14.7)
Term 4	7	408/429	47.4 (53.6)	9.7 (13.7)	102.6 (90.4)	52.7(62.8)	45.3 (53.6)	40.9(44.4)	14.5 (16.8)

Year Eight Math PAT Data



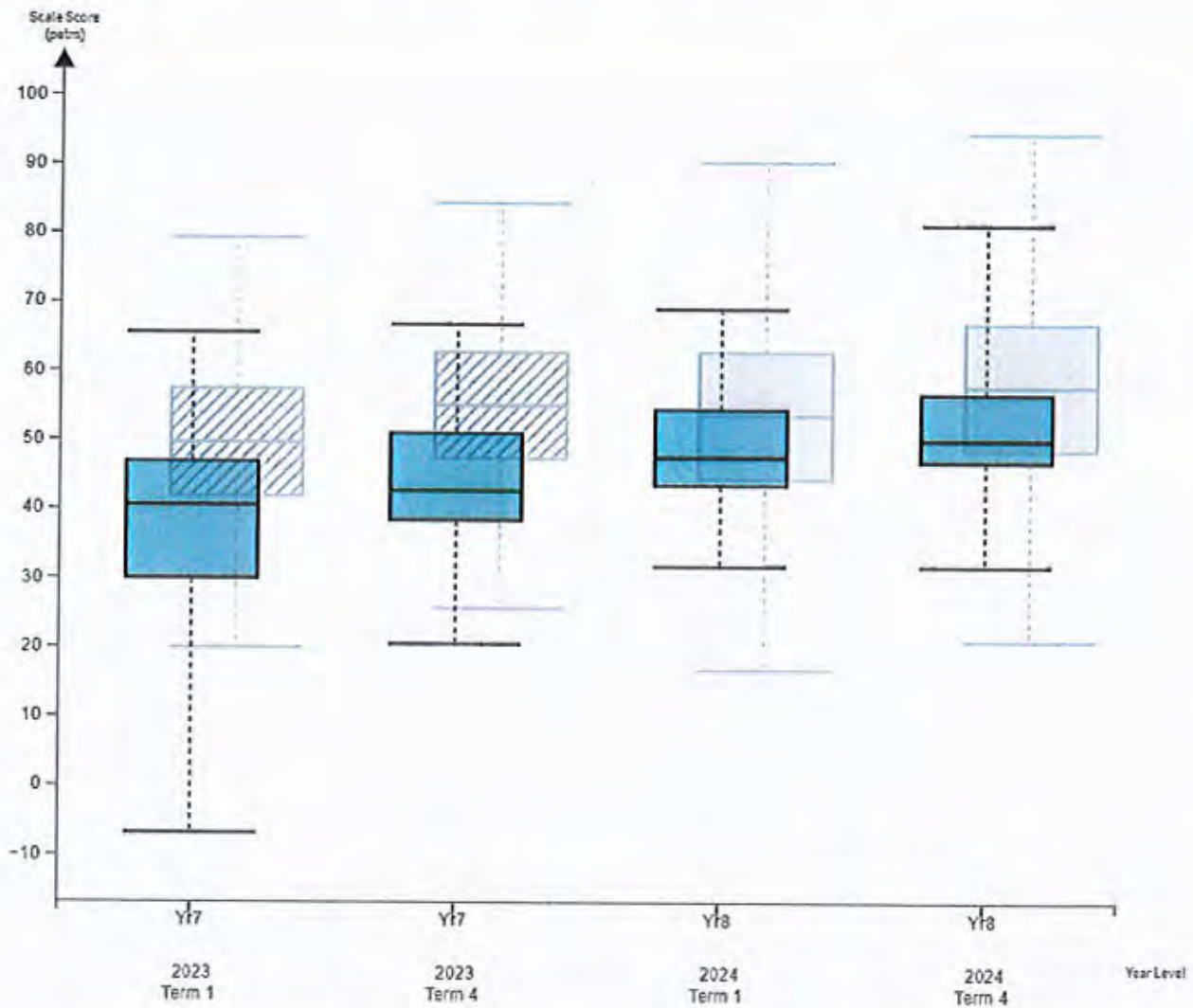
Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Term 1	8	402/410	48.9 (53.6)	8.2 (13.7)	78.6 (90.4)	54.5(62.8)	48.8 (53.6)	43.5(44.4)	24.0 (16.8)
Term 4	8	393/410	51.9 (57.8)	9.3 (13.6)	89.3 (94.6)	56.7(67.0)	51.1 (57.8)	45.3(48.6)	24.0 (21.0)

Clean Year Eight Math PAT Data (Year 7 2023 - Year 8 2024)



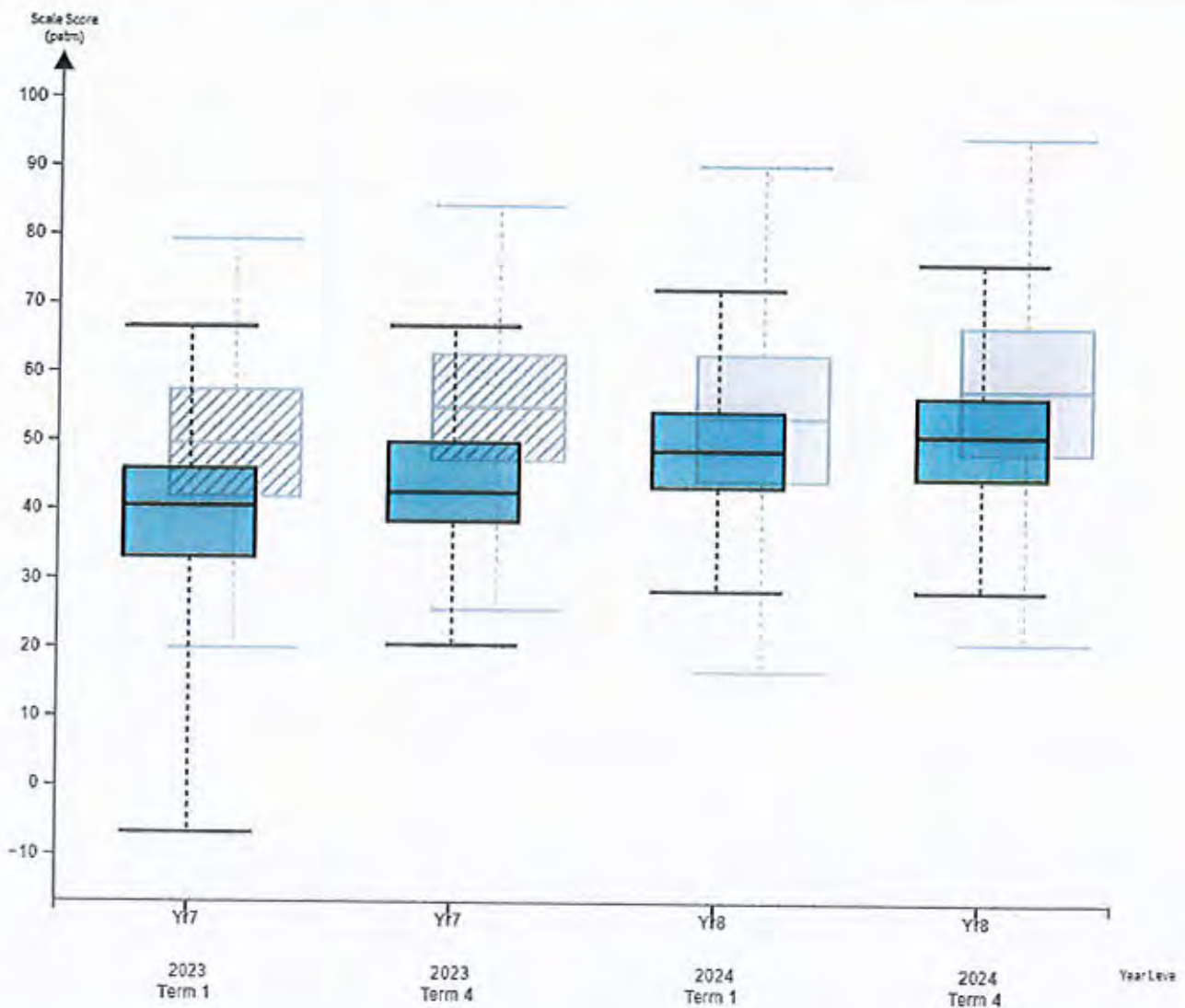
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	328/333	39.9 (49.6)	12.5 (11.5)	87.2 (79.3)	47.6(57.4)	40.9 (49.6)	32.4(41.8)	-6.8 (19.9)
2023	Term 4	7	316/332	45.3 (55.0)	10.2 (11.4)	92.1 (84.4)	52.1(62.7)	44.0 (55.0)	38.4(47.3)	20.5 (25.7)
2024	Term 1	8	326/332	49.5 (53.6)	8.2 (13.7)	78.6 (90.4)	54.5(62.8)	43.8 (53.6)	43.5(44.4)	28.5 (16.8)
2024	Term 4	8	321/332	52.4 (57.8)	9.4 (13.6)	89.3 (94.6)	57.9(67.0)	51.7 (57.8)	48.3(48.6)	28.5 (21.0)

Clean Māori Year Eight PAT Math Data (Year 7 2023 - Year 8 2024)



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	116/120	38.5 (49.6)	13.0 (11.5)	65.6 (79.3)	46.9(57.4)	40.5 (49.6)	29.9(41.8)	-6.8 (19.9)
2023	Term 4	7	115/119	44.7 (55.0)	9.6 (11.4)	66.8 (84.4)	51.0(62.7)	42.7 (55.0)	38.4(47.3)	20.5 (25.7)
2024	Term 1	8	118/119	48.5 (53.6)	7.8 (13.7)	69.1 (90.4)	54.5(62.8)	47.5 (53.6)	43.5(44.4)	31.8 (16.8)
2024	Term 4	8	115/119	52.1 (57.8)	8.8 (13.6)	81.3 (94.6)	56.7(67.0)	50.0 (57.8)	46.9(48.6)	31.8 (21.0)

Clean Pacific Year Eight PAT Math Data (Year 7 2023 - Year 8 2024)



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	7	202/204	39.1 (49.6)	11.9 (11.5)	66.6 (79.3)	45.9(57.4)	40.6 (49.6)	33.1(41.8)	-6.8 (19.9)
2023	Term 4	7	192/203	44.3 (55.0)	9.1 (11.4)	66.8 (84.4)	49.9(62.7)	42.7 (55.0)	38.4(47.3)	20.5 (25.7)
2024	Term 1	8	197/203	49.0 (53.6)	7.2 (13.7)	72.3 (90.4)	54.5(62.8)	48.8 (53.6)	43.5(44.4)	28.5 (16.8)
2024	Term 4	8	194/203	51.2 (57.8)	8.6 (13.6)	76.2 (94.6)	56.7(67.0)	51.1 (57.8)	44.9(48.6)	28.5 (21.0)

MATH: DATA REPORTING

- OTJ data states that 20.3% of all students Need Support, 44.0% are Working Towards, 25.6% are At Expectation, and 10.2% are Above.
- OTJ data states that 20.9% of all female students Need Support, 47.6% are Working Towards, 22.6% are At Expectation, and 8.9% are Above.
- OTJ data states that 19.7% of all male students Need Support, 40.6% are Working Towards, 28.4% are At Expectation, and 11.4% are Above.
- OTJ data states that 21.9% of all Maori (Female) students Need Support, 53.6% are Working Towards, 18.5% are At Expectation, and 6.0% are Above.
- OTJ data states that 23.8% of all Maori (Male) students Need Support, 40.8% are Working Towards, 27.9% are At Expectation, and 7.5% are Above.
- OTJ data states that 20.4% of all Samoan (Female) students Need Support, 40.9% are Working Towards, 24.7% are At Expectation, and 14.0% are Above.
- OTJ data states that 19.6% of all Samoan (Male) students Need Support, 39.2% are Working Towards, 36.3% are At Expectation, and 4.9% are Above.
- OTJ data states that 15.8% of all Cook Islands Maori (Female) students Need Support, 50.9% are Working Towards, 21.1% are At Expectation, and 12.3% are Above.
- OTJ data states that 18.8% of all Cook Islands Maori (Male) students Need Support, 52.1% are Working Towards, 18.8% are At Expectation, and 10.4% are Above.
- OTJ data states that 20.8% of all NZ European/Pakeha (Female) students Need Support, 29.2% are Working Towards, 33.3% are At Expectation, and 16.7% are Above.
- OTJ data states that 18.5% of all NZ European/Pakeha (Male) students Need Support, 40.7% are Working Towards, 18.5% are At Expectation, and 22.2% are Above.

MATH: DATA ANALYSIS

- For both Year 7 and Year 8, even though the starting point is lower relative to the national population, Year 7 and Year 8 students do make expected progress in mathematics. If you look at the main scale score in Term 1 for Year 7, it is 43.3, and that moves to 47.4, meaning the Year 7 students have made roughly 4 points of progress. The national population, at the same time, has moved from 49.1 to 53.6, which is also a similar shift of roughly 4 points.
- It is interesting to note from the Pacific Year 8 PAT math data that our median score is 51.2, which corresponds approximately to the beginning of Level 4P. Our upper quartile starts at 56.7, sitting right in the middle of 4P, while the national population's median score is comparable to our upper quartile. In my view, this means that about 25% of our Year 8 students, who fall between 51.2 and 56.7, are roughly six months behind their national peers. The progress of this section of our Pacific population is strong evidence that we have roughly halved the gap between the national population for this 25% of students that would fall into the 'working towards' category. In Term 1 2023 this same section of the population was between two sublevels to an entire curriculum level behind, which is anywhere from 16 months to two years behind. In short, our 'working towards' Pacific students are catching up to the national population.
- It is the same for all Year 8 students. You can see that the mean scale score in Term 1 2023 is 39.9, which moves to 52.4 in Term 4 2024, a shift of 12.5 points. The national population moved 8.2 points during this same time period. In short, our mean scale score for all our students moved roughly one curriculum sub level more.
- Roughly speaking, 50% of your Year 7 population is above a curriculum level of 3A, and 50% of your Year 7 population is above a curriculum level of very early 4P. What this means for OTJs is that the 35% at or above figure for mathematics is likely quite accurate.
- The Year 8 OTJ figure of roughly 40% at or above, whereas we only have 30% or above for Year 7, shows how the average achievement of a Year 7 student is pulling the overall OTJ figure for mathematics down.
- Depending on the future of e-asTTle, it would be interesting to do something similar to what has been done in Humanities this year - have the whole school sit a Year 7 or Year 8 test. This does have the effect of compressing results at both the higher and lower ends of the scale, but what it does provide is a third data point to analyse OTJs. So, I would have the mathematics PATS, the e-asTTle, and the OTJs.
- The difference between the genders again flips around, with boys outperforming girls slightly in mathematics. You can see a higher number of boys at or above overall compared to girls. Again, I like that our numbers are reflecting age-old truths about the genders - boys tend to do better in curriculum areas that relate to absolute answers and answers that can be arrived at quickly.
- This is reflected when you look at the Year 7 numbers. You can see a large number of Year 7 boys at expectation - 28% of all Year 7 boys are at expectation.
- I am really intrigued to see how all of this aligns with the new phases and how the Mathematics Passion Pod copes with planning and teaching using the phases while also using the old levels for formative assessment.
- It will be interesting to see the effect this has on OTJs. I think it will be important going forward to remind teachers of the numbers they had at the end of this year for Year 7 students, particularly as they move into Term 1 and start working on OTJs. It will be very important to remind them that these students likely haven't gone backwards just because they are learning new material or are in a new class.
- The Math PAT results tend to indicate that my theory about Term 4 not being the best time to test is coming true. It would be really interesting to see how these Year 7 students perform at the beginning of next year. I think we will likely see more progress then, rather than just 3 or 4 points on the scale score - but we will see.

Clean Data Analysis and Reporting

- The clean PAT data shows a significant improvement, with the mean scale score increasing from 39.9 in Term 1 of 2023 (a curriculum level of 3P) to 52.4 (a curriculum level of 4P). This indicates that the average PAT score has shifted an entire curriculum level.
- Nationally, the mean scale score has also increased, from 49.6 (a curriculum level of 4B) to 57.8 (a curriculum level of 4A). This highlights the size of Level 4, where our students have progressed roughly a curriculum level to place themselves within Level 4, while the national population has continued to advance toward the upper end of the level. It's worth noting that students can remain within Level 4 up to the middle of Year 9.
- Māori students have shown similar progress. Their mean scale score improved from 38.5 in Term 1 of 2023 (a curriculum level of 3P) to 52.1 in Term 4 of 2024 (a curriculum level of 4P). Pacific learners displayed a comparable trend, moving from a mean scale score of 39.1 (3P) to 51.2 (4P) over the same period.
- The mathematics OTJ data reveals an interesting pattern. The lower boundary of the upper quartile for PAT scores is 57.9, corresponding to a curriculum level of 4A. However, the clean OTJ data lists only 12.3% of students as "above," creating a discrepancy of approximately 13%. This doesn't necessarily indicate that teachers' OTJs are entirely inaccurate, but it does suggest that some assessments may still be overly conservative - a recurring issue in mathematics. Replicating the approach Candice and I have used in other areas within the Mathematics Passion Pod next year will likely address this, particularly as we transition to new curriculum phases.
- The PAT mean scale score for mathematics is 52.4, or just on 4P. This suggests that about 50% of the student population could be candidates for "at expectation." Clean data shows that 43% of students are categorized as either "at" or "above," which seems realistic. However, the number of students in the "above" category could be higher, potentially drawn from the "at" group.
- Teachers appear more comfortable moving students from "needs support" to "working towards." In 2023, 28.1% of students were in the "needs support" category, dropping to 13.5% in 2024. Meanwhile, the "working towards" group increased from 37.3% to 42.6%. This trend suggests that the longstanding hesitation to move students beyond "working towards" is still evident but is gradually improving, particularly within the Mathematics Passion Pod.
- Next year's focus on embedding this work in the new curriculum phases will further refine these outcomes, addressing the lingering conservatism in OTJ assessments and continuing to support teacher confidence in identifying and moving students through key thresholds.

School Name:	Manurewa Intermediate	School Number:	1353
Reading			
Strategic Aim:	Develop academically powerful students by <ul style="list-style-type: none"> Ensuring all students are equipped with the literacy skills of reading and engaging with text needed for lifelong learning. Effectively solves problems using their written language skills. Apply critical thinking skills in analysing what they read. 		
Annual Aim:	Strategic Objectives: <ul style="list-style-type: none"> Improve teacher effectiveness, pedagogy and practice Develop teachers' confidence and capacity in the teaching of reading Address the needs of students who Need Support and are Working Towards Level Four Extend those working At Expectation and Above Expectation. Monitor student achievement in reading and react accordingly. Utilise staffing capacity to its utmost to cater to the needs of all with a focus on differentiation and effective teaching practice. 		
Target:	<ul style="list-style-type: none"> Increase the percentage of all students achieving At and Above curriculum level four by 8% from 42% to 50%. Increase the percentage of all 2023 Year 7's achieving At and Above curriculum level four by 4% to 50%. Increase the percentage of all 2023 Māori achieving At and Above curriculum level four to greater than 50% Increase the percentage of 2023 Year 7 Pasifika achieving At and Above curriculum level four to greater than 50% 		
Baseline Data:	Baseline Data: <ul style="list-style-type: none"> Analysis of school-wide reading data in November 2024 for Year 7 students identified: 38% of all Year 7 students are achieving At or Above curriculum level four for reading at the end of Year 7 The breakdown for Working Towards and Needs Support is: 38.2% of all Year 7 students are Working Towards curriculum level four for reading at the end of Year 7 23.0% of all Year 7 students Need Support to attain curriculum level four for reading at the end of Year 7 43.51% of all Year 7 boys are Working Towards curriculum level four for reading at the end of Year 7 23.43% of all Year 7 boys Need Support to attain curriculum level four for reading at the end of Year 7 33.0% of all Year 7 girls are Working Towards curriculum level four for reading at the end of Year 7 22.7% of all Year 7 girls Need Support to attain curriculum level four for reading at the end of Year 7 39.0% of all Year 7 Māori are Working Towards curriculum level four for reading at the end of Year 7 28.0% of all Year 7 Māori Need Support to attain curriculum level four for reading at the end of Year 7 37.6% of all Year 7 Pasifika are Working Towards curriculum level four for reading at the end of Year 7 24.2% of all Year 7 Pasifika Need Support to attain curriculum level four for reading at the end of Year 7 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Maintained collaborative practices through peer planning reviews and observations, focusing on shared strategies to enhance reading instruction and comprehension. Dedicated time in Passion Pod meetings for Humanities teachers to discuss reading approaches, share resources, analyze assessment data, and explore culturally responsive strategies to improve student outcomes. Empowered students to articulate their reading goals, strategies, and progress, encouraging them to take ownership of their learning. Ensured planning included regular use of questioning strategies and oral discussions to deepen students' comprehension and engagement with texts. Encouraged Humanities teachers to use digital tools creatively and innovatively to enhance reading programmes and engage students in interactive and meaningful ways. Recognized and celebrated reading milestones, such as improved comprehension or fluency, by showcasing these achievements in visible spaces around the school. Featured examples of student engagement with reading, such as book reviews, creative responses, 	<ul style="list-style-type: none"> OTJ data states that 18.7% of all students Need Support. 37.1% are Working Towards, 29.9% are At Expectation, and 14.3% are Above. OTJ data states that 16.7% of all female students Need Support. 32.0% are Working Towards, 34.6% are At Expectation, and 16.7% are Above. OTJ data states that 20.5% of all male students Need Support. 42.0% are Working Towards, 25.5% are At Expectation, and 12.0% are Above. OTJ data states that 8.8% of all Cook Islands Maori (Female) students Need Support. 36.8% are Working Towards, 38.6% are At Expectation, and 15.8% are Above. OTJ data states that 27.1% of all Cook Islands Maori (Male) students Need Support. 33.3% are Working Towards, 33.3% are At Expectation, and 6.2% are Above. OTJ data states that 28.1% of all Indian (Female) students Need Support. 31.2% are Working Towards, 21.9% are At Expectation, and 18.8% are Above. OTJ data states that 8.3% of all Indian (Male) students Need Support. 41.7% are Working Towards, 25.0% are At Expectation, and 25.0% are Above. 	<ul style="list-style-type: none"> Target: Increase the percentage of all students achieving At and Above curriculum level four by 8% from 42% to 50%. This target was not met, with the percentage increasing only to 44.2%. Moving forward, clearer connections between teacher formative data, classroom planning, and overall OTJs will be prioritized to ensure this target is achieved in 2025. Target: Increase the percentage of all 2023 Year 7 students achieving At and Above curriculum level four by 4% to 50%. This target was narrowly missed, with the final percentage reaching 49.9%. Strengthening the links between formative assessment practices, effective use of resources such as school journals, and intentional planning will help ensure this target is met in 2025. Target: Increase the percentage of all 2023 Māori students achieving At and Above curriculum level four to greater than 50%. This target has been partially met, as 50% of Māori students are achieving at this level. However, more focus will be required to push beyond this threshold in 2025. Target: Increase the percentage of 2023 Year 7 Pasifika students 	<ul style="list-style-type: none"> Sustain and enhance collaborative practices: Continue peer planning reviews and observations, with an increased emphasis on sharing effective strategies for guided reading and comprehension instruction. Strengthen professional dialogue: Dedicate time in Passion Pod meetings for Humanities teachers to discuss reading strategies, analyse assessment data, and identify effective practices. Focus on incorporating culturally responsive approaches and improving links between formative data, planning, and instruction. Foster student ownership of reading: Empower students to articulate their reading goals, strategies, and progress through the use of student-centered rubrics and regular learning reflections. Incorporate effective questioning techniques: Ensure planning includes structured opportunities for questioning, discussion, and peer-to-peer conversations to deepen text comprehension and encourage critical thinking. Leverage technology for engagement: Encourage the innovative use of digital tools, such as e-books, collaborative platforms,

<ul style="list-style-type: none"> or reading journals, in shared spaces like the Room 62 corridor or outside the Deputy Principal's office. Continued to use the schoolwide Inquiry model to introduce engaging reading topics that spark curiosity, promote critical thinking, and include student voice in text selection and analysis. Initiated targeted reading intervention programmes to address gaps in comprehension, fluency, or decoding skills for students with additional needs. Utilized learning assistants to provide supplementary reading instruction, ensuring they supported but did not replace teacher-led learning. Applied structured literacy methods, such as phonics and decoding strategies, to strengthen reading instruction across Humanities and support teacher professional development in literacy. Increased teacher capacity to deliver effective reading instruction through a renewed focus on guided reading, ensuring targeted support for students at various levels of proficiency. 	<ul style="list-style-type: none"> OTJ data states that 14.6% of all Maori (Female) students Need Support. 31.8% are Working Towards, 37.1% are At Expectation, and 16.6% are Above. OTJ data states that 23.8% of all Maori (Male) students Need Support. 43.5% are Working Towards, 23.1% are At Expectation, and 9.5% are Above. OTJ data states that 19.4% of all Samoan (Female) students Need Support. 25.8% are Working Towards, 38.7% are At Expectation, and 16.1% are Above. OTJ data states that 16.7% of all Samoan (Male) students Need Support. 45.1% are Working Towards, 26.5% are At Expectation, and 11.8% are Above. OTJ data states that 23.7% of all Tongan (Female) students Need Support. 28.9% are Working Towards, 36.8% are At Expectation, and 10.5% are Above. OTJ data states that 20.5% of all Tongan (Male) students Need Support. 47.7% are Working Towards, 27.3% are At Expectation, and 4.5% are Above. 	<p>achieving At and Above curriculum level four to greater than 50%. This target has been exceeded, with 61% of Pasifika students reaching or surpassing this level. While the result is positive, the significant fluctuation raises questions about whether the target was too conservative or if there are inconsistencies in how teachers are interpreting and applying assessment data. Further investigation into this trend will be a focus for 2025.</p>	<p>and interactive reading apps, to make reading instruction dynamic and relevant for students.</p> <ul style="list-style-type: none"> Celebrate progress and achievements: Display reading milestones and successes, such as improved comprehension, fluency, or creative reading responses, in shared spaces to motivate and inspire students. Showcase reading engagement: Highlight student reading projects, book reviews, and journal entries in visible school spaces to promote a reading culture. Strengthen the Inquiry model: Use the schoolwide Inquiry framework to introduce diverse and engaging reading topics that ignite curiosity and provide opportunities for student choice in text selection. Support students with additional needs: Refine and expand targeted intervention programmes for students requiring support in decoding, comprehension, or fluency. Ensure these interventions are informed by formative and summative assessment data. Maximise the role of learning assistants: Provide ongoing training to learning assistants to effectively support students with additional reading needs, ensuring they complement rather than replace teacher-led instruction. Adopt structured literacy approaches: Continue embedding structured literacy methods such as phonics, decoding strategies, and
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			<p>fluency practices into reading instruction. Support professional development for Humanities teachers to enhance their capacity in this area.</p> <ul style="list-style-type: none"> • Focus on guided reading to build capacity: Strengthen teacher confidence and expertise in guided reading practices to target specific learning needs and enhance overall student outcomes. • Improve alignment of assessment and planning: Focus on making explicit connections between formative assessments, planning, and teaching practices to ensure data-driven instruction that targets student needs effectively. • Investigate fluctuations in assessment data: Analyse assessment processes to ensure accuracy and consistency in interpreting and reporting student progress, particularly for identified subgroups like Pasifika and Māori students.
Planning for next year:			
<ul style="list-style-type: none"> • Increase the percentage of all students achieving At and Above curriculum level four by 5% from 43% to 48%. • Increase the percentage of all 2024 Year 7s achieving At and Above curriculum level four by 5% from 39 to 44% • Increase the percentage of all 2024 Māori achieving At and Above curriculum level four by 5% from 43% to 48% • Increase the percentage of 2024 Year 7 Pasifika achieving At and Above curriculum level four by 5% from 48% to 53% 			

School Name:	Manurewa Intermediate	School Number:	1353
Writing			
Strategic Aim:	Develop academically powerful students by <ul style="list-style-type: none"> Ensuring all students are equipped with the literacy skills of writing and engaging in expressing themselves through written means for lifelong learning. Effectively select appropriate writing forms to achieve a specific purpose. Apply the technical skills needed to ensure writing is fluent, accurate and effective. 		
Annual Aim:	Strategic Objectives: <ul style="list-style-type: none"> Improve teacher effectiveness, pedagogy and practice Develop teachers' confidence and capacity in the teaching of reading Address the needs of students who Need Support and are Working Towards Curriculum Level Four of the New Zealand Curriculum. Extend those working At Expectation and Above Expectation. Monitor student achievement in reading and react accordingly. Utilise staffing capacity to its utmost to cater to the needs of all with a focus on differentiation and effective teaching practice. 		
Target:	<ul style="list-style-type: none"> Increase the percentage of all students achieving At and Above curriculum level four by at least 3% from 32% to greater than 35%. Increase the percentage of 2023 Year 7 males achieving At and Above curriculum level four by at least 10% from 24% to greater than 34%. Increase the percentage of Māori males achieving At curriculum level four by at least 7% from 27% to greater than 35%. Increase the percentage of clean cohort 2024 Year 8's achieving At and Above level 4 by at least 5% from 42% to greater than 47%. 		
Baseline Data:	Baseline Data: <ul style="list-style-type: none"> Analysis of school-wide writing data in November 2024 identified: 31.8% of all Year 7 students are operating At or Above curriculum level four for writing at the end of Year 7 The breakdown for Working Towards and who Need Support is: 42.4% of all Year 7 students are Working Towards curriculum level four for writing at the end of Year 7 26.4% of all Year 7 students Need Support to attain curriculum level four for writing at the end of Year 7 44.7% of all Year 7 boys are Working Towards curriculum level four for writing at the end of Year 7 30.5% of all Year 7 boys are Need Support to attain curriculum level four for writing at the end of Year 7 40.8% of all Year 7 girls are Working Towards curriculum level four for writing at the end of Year 7 22.3% of all Year 7 girls are Need Support to attain curriculum level four at the end of Year 7 40.0% of all Year 7 Māori males are Working Towards curriculum level four for writing at the end of Year 7 41.33% of all Year 7 Māori males are Need Support to attain curriculum level four for writing at the end of Year 7 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Sustained collaborative practices, such as peer planning reviews and peer observations, to support teacher development and effective classroom practices. Allocated dedicated time in Passion Pod meetings for Humanities teachers to discuss approaches, share ideas, review student work, analyze results, and focus on culturally responsive teaching strategies. Supported students in verbalising and taking ownership of their learning, fostering greater self-awareness and accountability. Ensured planning consistently reflected opportunities for questioning and oral language activities, particularly in shared writing sessions, and encouraged students to provide peer-to-peer feedback throughout the writing process. Humanities teachers demonstrated evidence of innovative and creative approaches when using digital technologies to enhance writing programmes and engage students. Recognized and celebrated incremental progress in student writing by treating small accomplishments as milestones and displaying this progress in classrooms and shared spaces. Featured student writing in prominent displays, such as the Room 62 corridor and outside the Deputy Principal's PLL office, under the guidance of the Humanities Passion Pod Leader. 	<ul style="list-style-type: none"> OTJ data states that 22.0% of all students Need Support, 39.2% are Working Towards, 26.4% are At Expectation, and 12.4% are Above. OTJ data states that 17.2% of all female students Need Support, 34.6% are Working Towards, 32.0% are At Expectation, and 16.3% are Above. OTJ data states that 26.5% of all male students Need Support, 43.7% are Working Towards, 21.1% are At Expectation, and 8.7% are Above. OTJ data states that 12.6% of all Māori (Female) students Need Support, 38.4% are Working Towards, 33.8% are At Expectation, and 15.2% are Above. OTJ data states that 32.0% of all Māori (Male) students Need Support, 42.9% are Working Towards, 19.7% are At Expectation, and 5.4% are Above. OTJ data states that 20.4% of all Samoan (Female) students Need Support, 31.2% are Working Towards, 25.8% are At Expectation, and 22.6% are Above. OTJ data states that 23.5% of all Samoan (Male) students Need Support, 44.1% are Working Towards, 22.5% are At Expectation, and 9.8% are Above. OTJ data states that 8.8% of all Cook Islands Māori (Female) 	<ul style="list-style-type: none"> Target: Increase the percentage of all students achieving At and Above curriculum level four by at least 3%, from 32% to greater than 35%. This target has been achieved, with 38% of all students now working at or above curriculum level four across the school. Stronger moderation processes have likely improved teacher capacity to identify students performing above expectations. Additionally, these processes have increased teacher confidence in shifting students from <i>Working Towards</i> to <i>At Expectation</i>. Target: Increase the percentage of 2023 Year 7 males achieving At and Above curriculum level four by at least 10%, from 24% to greater than 34%. This target has been met, with 34.7% of males in this cohort now achieving at or above curriculum level four. Continued efforts to link teacher moderation outcomes with relevant next steps for learners will likely help further improve this percentage moving forward. Target: Increase the percentage of Māori males achieving At curriculum level four by at least 7%, from 27% to greater than 35%. This target has not been met, with 25% of Māori males in this cohort achieving at curriculum level four. Greater focus needs to be placed on strategies to 	<ul style="list-style-type: none"> Foster collaborative practices, including peer planning reviews and peer observations of guided writing, to enhance teaching strategies across the Humanities team. Strengthen Assessment for Learning (A4L) practices by utilising e-asTTle moderation and introducing 'student-friendly' rubrics that support self-assessment and goal setting. Develop Humanities teachers' understanding of writing expectations at level four by using curriculum-aligned, e-asTTle-moderated examples for guidance. Dedicate regular time for moderation sessions, focusing on curriculum examples and the e-asTTle rubric to ensure consistency in teacher judgments. Empower students to take ownership of their learning by teaching them to articulate their progress and goals, supported by the use of e-asTTle's 'student-friendly' rubrics. Ensure planning consistently incorporates questioning techniques and oral language activities, particularly in shared writing sessions, and facilitates peer-to-peer feedback during the writing process. Encourage Humanities teachers to integrate new learning, creativity, and innovation when using digital technologies to support student engagement in writing.

<ul style="list-style-type: none"> Effectively implemented the schoolwide Inquiry model by selecting engaging topics that sparked curiosity and included student voice to enhance engagement and learning. Initiated intervention programmes tailored to meet the needs of students requiring additional support to bridge learning gaps. Utilized learning assistants strategically to complement instructional programmes for students with additional needs, ensuring their role supported but did not replace teacher-led learning. Adopted a Humanities-wide Structured Literacy approach, "Agility With Sound," to enhance literacy outcomes for students while simultaneously supporting teacher professional growth. 	<p>students Need Support, 40.4% are Working Towards, 42.1% are At Expectation, and 8.8% are Above.</p> <ul style="list-style-type: none"> OTJ data states that 29.2% of all Cook Islands Maori (Male) students Need Support, 47.9% are Working Towards, 18.8% are At Expectation, and 4.2% are Above. OTJ data states that 16.7% of all NZ European/Pakeha (Female) students Need Support, 25.0% are Working Towards, 16.7% are At Expectation, and 41.7% are Above. OTJ data states that 22.2% of all NZ European/Pakeha (Male) students Need Support, 33.3% are Working Towards, 25.9% are At Expectation, and 18.5% are Above. 	<p>engage Māori males in writing, as this remains a significant area for improvement.</p> <ul style="list-style-type: none"> Target: Increase the percentage of the 2024 Year 8 clean cohort achieving At and Above curriculum level four by at least 5%, from 42% to greater than 47%. <p>This target has been exceeded, with 53% of the clean cohort achieving at or above curriculum level four in 2024. Improved moderation practices have likely contributed significantly to this success, providing teachers with more accurate tools to assess and elevate student achievement.</p>	<ul style="list-style-type: none"> Track student progress through a variety of methods, including: Student-centered planning reflections. Summative assessment data, such as writing samples. Formative assessment practices, including writing group assessment sheets, learning conversations, and work samples. Regular opportunities for moderated writing samples. Continue to effectively implement the schoolwide Inquiry model, using diverse and engaging topics to ignite student curiosity and participation. Introduces intervention programmes tailored to support students with additional needs, ensuring these initiatives address individual learning gaps. Utilize learning assistants strategically to complement classroom learning programmes, ensuring their role enhances rather than replaces the teacher's instructional responsibilities. Integrate insights from schoolwide A4L professional learning and development (PLD) into classroom and schoolwide reading programmes for greater impact. Continue implementing a Humanities-wide Structured Literacy approach, such as "Agility With Sound," to support students identified as needing additional literacy support. Prioritize the upskilling of teacher practice in the teaching of writing, focusing on innovative and effective strategies to support diverse learners.
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Planning for next year:				
<ul style="list-style-type: none"> • Increase the percentage of all students achieving At and Above curriculum level four by 5% from 39 to 44% • Increase the percentage of 2024 Year 7 males achieving At and Above curriculum level four by 5% from 25% to 30%. • Increase the percentage of Māori males achieving At curriculum level four by 5% from 25% to 30%. 				

School Name:	Manurewa Intermediate	School Number:	1353
Mathematics			
Strategic Aim:	Develop academically powerful students by <ul style="list-style-type: none"> Ensuring all students are equipped with the numeracy skills to problem solve and operate as effective mathematicians. Effectively solve problems through use of mathematical processes and strategies that work for the individual. Applies critical thinking skills in analysing authentic situations that need applied mathematical skills. 		
Annual Aim:	Strategic Objectives: <ul style="list-style-type: none"> Improve teacher effectiveness, pedagogy and practice Develop teachers' confidence and capacity in the teaching of mathematics Increase the number of students operating <i>At or Above</i> level four of the curriculum for mathematics. To raise the rate of progress for students <i>Working Towards</i> or who <i>Need Support</i> to be achieving within level four of the curriculum for mathematics. Monitor student achievement in mathematics. 		
Target:	<ul style="list-style-type: none"> To decrease the percentage of the 2023 Year 7 cohort who <i>Need Support</i> from 31% to less than 20%. To increase the percentage of male 2023 Year 7 cohort achieving <i>At level four</i> from 29% to greater than 35%. To increase the percentage of Māori 2023 Year 7 males achieving <i>At level four</i> from 23% to greater than 28%. Increase the percentage of 2024 Year 8 Pasifika that are <i>At or Above</i> from 44% to greater than 50% 		
Baseline Data:	Base Data <ul style="list-style-type: none"> Analysis of school-wide numeracy data in November 2024 identified: 30.98% of all Year 7 students are operating <i>At or Above</i> curriculum level four for mathematics at the end of Year 7 The breakdown for <i>Working Towards</i> and <i>Needs Support</i> is: 45.5% of all Year 7 students are <i>Working Towards</i> curriculum level four for mathematics at the end of Year 7 23.49% of all Year 7 students <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 40.1% of all Year 7 boys are <i>Working Towards</i> curriculum level four in mathematics at the end of Year 7 22.1% of all Year 7 boys <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 50.8% of all Year 7 girls are <i>Working Towards</i> curriculum level four in mathematics at the end of Year 7 24.7% of all Year 7 girls <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 50% of all Year 7 Māori are <i>Working Towards</i> curriculum level four in mathematics at the end of Year 7 25% of all Year 7 Māori <i>Need Support</i> to attain curriculum level four for mathematics at the end of Year 7 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Developed a collaborative culture by leveraging the strengths and knowledge of teachers to support student learning. Utilized real-life contexts and concrete materials to introduce new concepts and foster student agency in mathematics learning. Enhanced differentiated teaching practices to address students' specific needs, incorporating effective assessments to diagnose and guide learning progress. Provided frequent opportunities for observations, co-teaching, and modeling lessons to strengthen and reinforce best teaching practices among staff. Increased student agency by ensuring assessment data was readily available and accessible in front of students' math books. Implemented Spring Into Math as an in-class intervention across all math classrooms. Set aspirational 2024 Math Achievement Targets and monitored progress rigorously throughout the year to ensure accountability. Passion Pod Leaders and Practice Leaders shared planning models to clarify expectations and support teachers effectively. Practice Leaders conducted regular teacher observations to enhance both curriculum knowledge and the 	<ul style="list-style-type: none"> The Practice Leader collaborated with all members of the mathematics team to develop and implement best practices, fostering a team culture that prioritizes catering to specific student needs, particularly those with high needs. Differentiation in mathematics was guided by a robust assessment schedule that effectively identified student learning needs. This allowed teachers to target gaps and support students in making measurable progress. Problem-solving and word-based tasks were used as extensions to reinforce newly acquired number knowledge or strategies, with practical links made to demonstrate real-world applications of mathematics. Student agency was strengthened through the consistent sharing of assessment data. Records of next learning steps were kept in student books and linked to assessment outcomes, aligning with the AFL framework. Mathematics teachers continued to use digital devices innovatively to enhance engagement. In 2024, they also balanced this engagement with strategies focused on meaningful learning that accelerated student progress. 	<ul style="list-style-type: none"> Target: To decrease the percentage of the 2023 Year 7 cohort who Need Support from 31% to less than 20%. This target has been achieved, with the percentage of this cohort needing support dropping to 15% in 2024. A key factor in this achievement is the improvement in student attendance, which has been significantly higher compared to previous years. Target: To increase the percentage of male 2023 Year 7 cohort achieving At level four from 29% to greater than 35%. In 2024, the percentage of male students achieving at level four is 41.8%. Increased teacher confidence in using standardised assessment data likely contributed to this success. Target: To increase the percentage of Māori 2023 Year 7 males achieving At level four from 23% to greater than 28%. In 2024, 38% of Māori males within this cohort are achieving at level four. As with other targets, the increased confidence in using standardized assessment data has likely played a significant role in this achievement. Target: To increase the percentage of 2024 Year 8 Pasifika students At or Above from 44% to greater than 50%. This target has not been met, as the current percentage of Pasifika students at or above is 38%. Moving forward, I believe we need to better align the wording of targets so that they are 	<ul style="list-style-type: none"> Support the professional development of mathematics teachers by continuing to build a collaborative culture where knowledge and strengths are shared. The Practice Leader will take an active role in fostering growth within the mathematics team. Enhance the teaching of mathematical concepts by using real-life contexts and concrete materials. Teachers will be supported in framing mathematical problems to extend learning for students who are near or above curriculum expectations. Ensure the use of differentiated teaching strategies that are tailored to meet the individual learning needs of students. This will include ongoing assessment to identify and address student learning gaps. Strengthen connections within and between strands of mathematics to ensure an integrated approach to teaching, avoiding a siloed curriculum. Embed problem-solving strategies and rich tasks as regular practices to deepen students' understanding and application of mathematical concepts. Increase opportunities for peer observation, co-teaching, and modelling of lessons, which will provide teachers with ongoing support and feedback to reinforce

<p>effective implementation of the mathematics curriculum.</p> <ul style="list-style-type: none"> Regular assessments provided formative data that informed timely next steps for both students and teachers. 	<ul style="list-style-type: none"> Spring Into Math remained a successful intervention in 2024, with data confirming that students who Need Support made notable progress when participating in this program. Foundational principles of assessment for learning (use of WALTs, success criteria, and sharing assessment data with learners) were well-embedded in the mathematics program. The mathematics team demonstrated a strong commitment to professional learning and upskilling, with this year's results reflecting the positive impact of their efforts. Math targets for 2024 and beyond were aligned with the realistic progression of students through the curriculum, supported by comprehensive and rigorous tracking by the mathematics team. 	<p>consistent and comparable across cohorts within a given year.</p>	<p>best practices in mathematics instruction.</p> <ul style="list-style-type: none"> Guide teachers in interpreting PAT and e-asTTle data to track student progress, group students effectively, and target specific learning needs. This will be particularly important as the new curriculum phases are implemented, and the Passion Pod Leader alongside the Practice Leader will ensure clarity around teaching goals. Sustain the use of Spring Into Math as an in-class intervention that continues to support students who need additional help to progress in mathematics. Continue to implement the schoolwide inquiry model to foster curiosity and engage students through a variety of topics, while ensuring that student voices are an integral part of the learning process. Align teaching practices with assessment data (e.g., PAT scale scores) to accurately report student achievement, ensuring that next steps for learning are grounded in reliable evidence. Establish and monitor aspirational 2025 Math Achievement Targets throughout the year. These targets will be closely aligned with standardized assessment data to better reflect student progress through the curriculum. Focus on improving students' ability to engage with rich learning tasks through didactic teaching methods that support the transition from
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				<p>guided learning to independent problem-solving.</p> <ul style="list-style-type: none"> • Maintain the use of Numicon and Highfliers interventions for students who need extra support, as these approaches have proven successful in accelerating progress for those students.
Planning for next year:				
<ul style="list-style-type: none"> • To decrease the percentage of the 2024 Year 7 cohort who Need Support by 5% from 23% to 19% • To increase the percentage of male 2024 Year 7 cohort achieving At level four from by 5% from 37% to 43% • To increase the percentage of Māori 2025 Year 7 males achieving At level four from by 5% from 31% to 36% • Increase the percentage of 2024 Year 7 Pasifika that are At or Above from by 5% from 40% to 45% 				



2024 Achievement Target for Inclusion

School Name:	Manurewa Intermediate	School Number:	1353
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Strategic Aim:	<ul style="list-style-type: none"> All students are supported to attend school, engage in all activities and achieve against the key competencies and learning of the New Zealand Curriculum All teachers strive for excellence To develop academically powerful students To develop potential in all students
Annual Aim:	<ul style="list-style-type: none"> Increase the level of connection and commitment students have to school and learning Provide learning experiences that challenge and empower students Increase the progress and achievement of students who are not currently achieving as expected
Target:	<ul style="list-style-type: none"> Identify staff needs and develop a professional development plan to build teacher knowledge, skills and confidence to meet the diverse needs of students All students with learning needs (including those in the adapted learning units) will be supported through their line of teachers in the core curriculum areas and form teacher
Baseline Data:	<ul style="list-style-type: none"> Guidance and Support Register developed and utilised effectively Guidance and Support Unit meets weekly including specialist support agencies Adapted Learning Units programmes developed in homerooms with adapted specialist programmes Students with special education needs and high needs participate in all programmes run school-wide All students included in the Guidance and Support Register transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)

	Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
	Maintain an inclusive school culture	<p>Classes are mixed ability and priority is placed on making good teacher student matches as opposed to streaming, with an emphasis on relationships.</p> <p>High expectations are maintained throughout the year with regard to inclusivity and differentiated programmes.</p> <p>Neuro and physically diverse students are actively identified and supported by the Guidance and Support team to ensure they have the highest access possible, both in learning and activities.</p>	<p>Significant time is spent by the DP: GaS and DP: PC in conjunction with the LSC to ensure that classes are mixed ability at the start of the year.</p> <p>High emphasis and consideration is given to student placement based not just on the form teacher but also the line of teachers.</p> <p>Teachers meet regularly as whānau and passion pod teams to plan collaboratively and provide for differentiation amongst learning levels.</p> <p>LAs continued to be upskilled in support programmes offered at MI e.g. AWS and Spring into Math</p> <p>This is done through a referral process or by analysing whole school data.</p>	<p>Continue to build stronger relationships with our contributing primary schools to ensure we are getting good transition information.</p> <p>Implement the new curriculum and ensure differentiation covering a wide range of learning needs.</p>
	Foster inclusive student relationships	Multiple opportunities for students to participate and enjoy success at school despite potential difficulties including: <ul style="list-style-type: none"> - sports programmes 	Programmes are generally strength-based and assess what students can achieve to feel successful.	Continue to base programmes on a strength-based model and current research. Make this explicit when delivering them.

	<ul style="list-style-type: none"> - multiple leadership opportunities - Night Markets - adapted learning programmes - programmes promoting social capability (Vibe) - Cultural groups - Period 6 options (E.g. Nature Club, E-Sports) - Recreation Terms 1 & 3 - Options Terms 2 & 4 <p>Additionally through deliberate activities and learning experiences such as the Graduate Profile, M1 Mates and Whānau competitions.</p>	<p>Intervention programmes for lower ability students are usually not mixed ability but grouped to ensure students are feeling supported by peers and to build social connections with like-minded students. Results in 2024 show this has been successful with students moving up from NEEDS SUPPORT.</p>	<p>Continue to group students for intervention groups based on ability or commonality of interests to make them feel comfortable and successful in an adapted learning environment.</p>
<p>Students identified and referred for support through the Guidance and Support referral process</p>	<p>Students are referred to the LSC for a student snapshot and then discussed at Guidance and Support Hui. A decision is then made as to whether to refer on for outside support or not. Often even if not referred further LA time may be given on the LA timetable and then this is reviewed later.</p> <p>The LSC is part of meetings for specific students at speed dating where progress from support in place is shared of new students are brought to the attention of staff.</p>	<p>Students who are identified are screened efficiently and needs are identified.</p> <p>Teachers have regular opportunities to meet (whānau and passion pod meetings) to discuss students and Leadership bring back any kids brought up to Leadership meeting for the DP: Guidance and Support to action either for a referral, LA time or student snapshot completed by the LSC</p>	<p>Continue to remind teachers of the process and their responsibilities to have collected information and data over a period of time.</p>
<p>Refine the IEP's process to determine how the most number of stakeholders can attend while reducing internal cover and disruption.</p>	<p>IEPs were held with only students who received funding, totalling 11 students.</p> <p>Math teachers were not part of the IEP (only Form teachers and Humanities). Where possible IEPs were scheduled during a release period to minimise disruption.</p> <p>There was more engagement from whānau to attend the start of the year IEP compared to the end of the year.</p>	<p>This at times proved to make things difficult to discuss goals (particularly in math) as information wasn't available and filled in properly. It did however reduce the cover required.</p> <p>Whānau seem to be more engaged with their child's learning at the start of the year and more available to meet. Despite the LSC's best efforts not all whānau engaged, however, copies of their IEP were still sent home.</p>	<p>Discuss the IEP process at the start of the year with all staff so that they know and understand what is expected in terms of contributions within the meeting and prior.</p> <p>More follow-up with teachers particularly math to have all the data necessary pre-inputted into the IEP doc so that goals can be made.</p>

LA (Learning Assistants) time to be assigned on a needs basis ensuring that those receiving funding get their allocation first.	All students with active funding were prioritised LA time with the needs of the student prioritised and ensured they were linked to the right LA who can support them. Students with ORS and ICS funding were given first priority with the withdrawal programme High Fliers (iDeal and Numicon). Additional spaces were only assigned after those spaces were full.	Considerable time is spent on the timetable each week to ensure the appropriate (and entitled) support is given to students each week. The checklist for funded students document supports this. Testing by the LSC and LAs for iDeal ensured we had the right kids in the groups who needed the support. Math teachers put forward names for students to be considered for Numicon and the LSC and DP: Guidance and Support decided on what students would be involved based on support already in place. Students only were withdrawn for High Fliers from Humanities or Math Blocks with two periods for Literacy and one period for Math.	Ensure that the LAs know how they should be supporting specific students they are with i.e. what programmes they might need (Spring into Math, AWS etc). Continue to upskill the teachers running HighFliers: iDeal to see improved outcomes for students as seen in the first year of the programme.
Implementation of a new structured literacy intervention (iDeal)	Teachers made recommendations for students they believed needed extra support in Literacy (non-ESOL students). Start-of-year assessments were carried out and students identified who would benefit from this new approach. PD was attended by the DP: Guidance and Support, LSC and LA who would be running the programme.	The programme was not delivered to its full capacity with just the spelling component focussed on as opposed to the reading aspect. This was due to the time fact we can only withdraw students twice a week and that the LA delivering the course was new to the approach of teaching spelling. Testing of 25 students at the start of the year and end of the year showed significant progress for 22/25 students.	iDeal structured literacy to be taught by trained teachers. Further PD will be provided for the new teachers taking iDeal. Assess all students at the start of the year and end of the year to report through the Learning Support Reports.
Ensure effective transition processes for new students starting during the year	Students starting later in the year are placed in the enrichment class from Monday-Wednesday or Wednesday-Friday. This gives us time to get information about the students from the school they have come from and also for us to collect some initial data to ensure the right decision is made for class placement.	DP: Pastoral Care led the decision-making of which classroom to place students in with the support of DP: GaS. At times multiple students were starting at once and the decision had to be made to place a student straight into a class if there was enough information available already.	DP: Pastoral Care to continue to lead this process. Having a second academic enrichment class next year will allow for being able to place induction kids across two classes catering for those times when there are multiple enrolments at the same time.

Transition processes for Year 6 students and Year 8 students	<p>The transition process was well organised this year with all Transition Profiles completed by MI teachers promptly and in great detail.</p> <p>Meetings were held in Week Four for High Schools and Week Five for Primary Schools. Discussions were informative and this year it did appear that more quality and consistent information was provided by our contributing primary schools.</p> <p>Primary Schools were encouraged by the RTLB service to refer students for transition support.</p> <p>During MH and JC school visits, specific students were identified and provided one-on-one support on the day to make their transition support successful.</p> <p>Late enrolments and incomplete or poorly completed transition forms have and will continue to make the transition for new Year Sixes more difficult.</p>	<p>Communication was clear with what information was expected through a whole staff meeting and regular follow-ups.</p> <p>Regular communication and consistent follow-up meant that primary schools were prepared on their day of meeting</p> <p>A meeting was then held with all RTLBs working with students in 2025 in Week 6 to share information they had obtained to support the transition. Strength-based profiles were shared.</p> <p>Students benefited from this extra support on the day and were able to participate and engage with the activities.</p> <p>Schools are followed up with and asked to provide more detail if we feel necessary.</p>	<p>Maintain high expectations for the schools in our Kahui Ako with regard to transition.</p> <p>Maintain good lines of communication with our contributing schools and the high schools.</p> <p>The assessment schedule for 2025 will change allowing more up to date data given on transition profiles.</p>
Students identified as having learning needs or specific needs will be transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)	<p>Students with high needs at MI are identified early, through the IEPs, the high school they plan to attend with whānau input. Discussion between the LSC and whānau has been rigorous and allowed those students who would benefit from additional transition visits to have them. Additionally, support was given for those students to enrol in a timely manner thus ensuring we have done our due diligence. The LSC supported whānau with this process where appropriate.</p>	<p>Consistent and regular communication by the LSC with the high schools and whānau has made transition visits successful.</p>	<p>Keep using the systems we already have in place.</p>

	Support for new Year 6s has been more proactive with the RTLB encouraging primary schools to make referrals earlier so this can happen.	Increased support from RTLB to contributing primary schools has ensured this has happened.	
Regularly review the Guidance and Support Register/Students of Interest Doc for the TWR Wall	<p>The learning support register is a great tool to record students' needs and what support or interventions have been given to these students.</p> <p>The Wall of Fame system was well set up at the start of the year and has detailed information for staff. It does need work to ensure this is updated more regularly with new or departing students. A better system perhaps needs to be considered as it doesn't appear to be engaged with very often by staff.</p>	<p>The register is updated by the LSC ensuring the most up-to-date information is recorded about students and their diverse range of needs.</p> <p>The register is used as the first port of call when completing SEN profiles for Year 6 Transition.</p> <p>The wall of fame was updated to have whānau colours as part of the display to enable teachers to more efficiently find students or take note of students they may work with.</p>	<p>Continue to maintain the Learning Support Register and ensure it is updated regularly. Check during off-timetable weeks that all students who should be on here are and information is up to date.</p> <p>Consider how the Wall of Fame is used, its effectiveness and how it could be modified to improve its effectiveness if necessary.</p>
Guidance and Support Unit meets weekly including specialist support agencies	<p>The Guidance and Support Unit meets regularly with the RTLB Liaison, MoE Service Manager and LSC meeting with the DP; GaS to discuss students of concern. The DP; PC attends when able.</p> <p>These meetings are extremely valuable and their continued use has meant that we are able to quickly get support from outside agencies or sort internally when needed.</p>	<p>The meetings are scheduled well in advance with an agenda sent out well before the meeting.</p> <p>Communication is given in advance to RTLB and MoE about students who may be discussed so that they can be prepared.</p>	Continue these meetings as is.
Life Care Meetings twice a term.	The introduction of Life Care Meetings came about from discussions at the end of last year that many students crossed over between	The meetings are scheduled well in advance with an agenda sent out well before the meeting.	Continue these meetings as is.

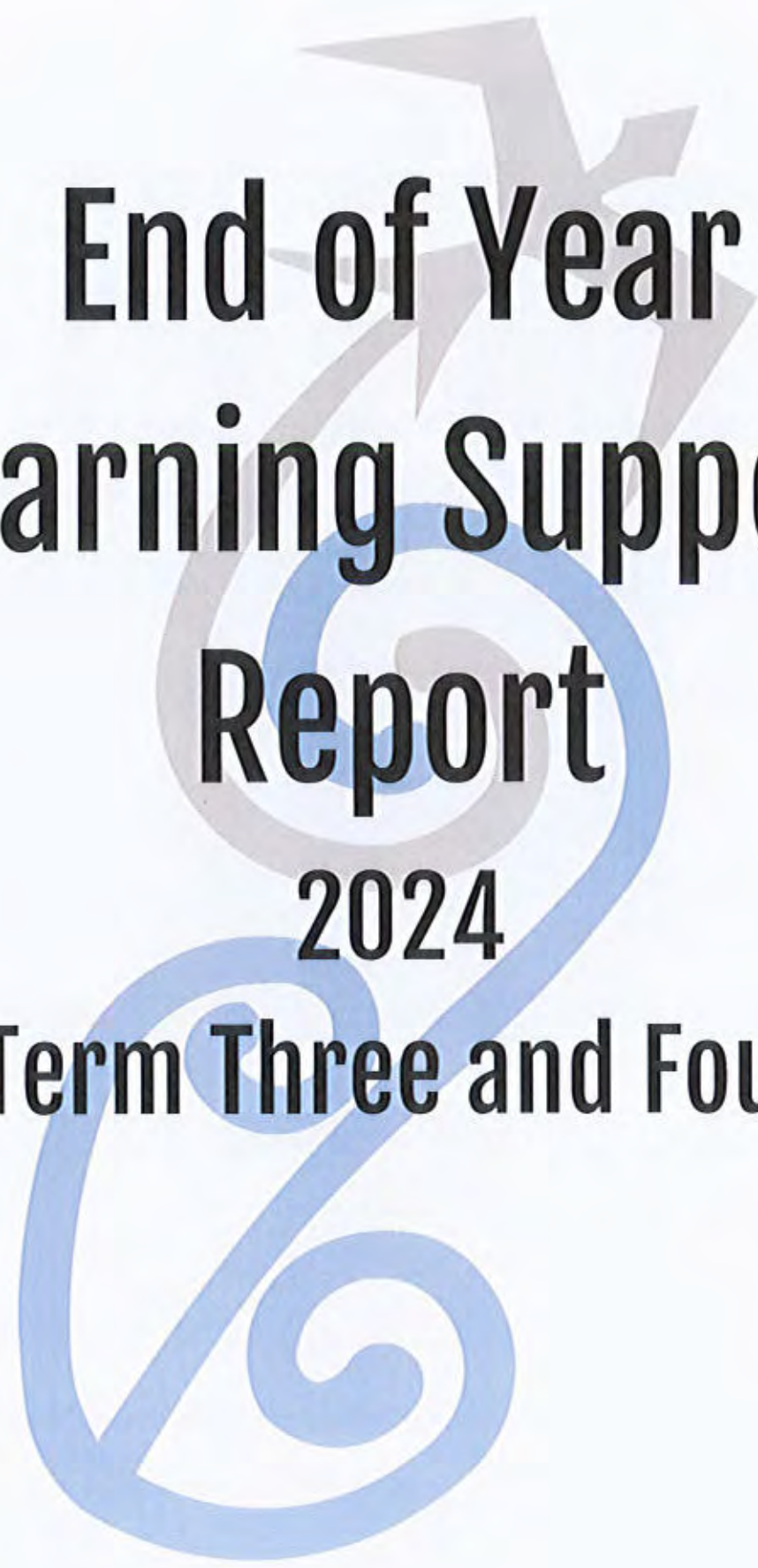
	<p>learning, behaviour, counselling, health and attendance. Meetings are held twice a term.</p> <p>The Life Care Team was established:</p> <p>DP: Guidance and Support DP: Pastoral Care DP: Student Focus Learning Support Coordinator SWS School Counsellor Nurse Outside agencies e.g RTLB, MoE</p>	<p>All members of the Life Care Team contribute and bring their students for discussion. Where there is a crossover of students the student is discussed by all members who have input.</p> <p>The Life Care meetings enabled engagement with RTLB and MoE face to face making the referral process easier.</p>	<p>Maintain effective relationships with these outside agencies.</p> <p>Continue to advocate for the student and ensure the right person is involved with their support at every part of the process.</p> <p>Connect with and develop a productive relationship with the Ko Taku Reo representative.</p>
<p>Coordinate an appropriate range of specialist services and personnel in support of students with diverse needs</p>	<p>As usual, the MoE and RTLB have been very forthcoming and cooperative with regard to the support they provide.</p> <p>BLENNZ has been effective this year providing fantastic support as well as Pd to upskill and LA and the DP: Guidance and Support.</p> <p>Ko Taku Reo has not been very effective with a new RTDeaf this year and communication channels are limited.</p>	<p>Good communication with the RTLB and MoE means we get support in a timely manner when needed.</p> <p>Establishing a strong relationship with BLENNZ has enabled positive outcomes.</p> <p>The transition between both a new DP: Guidance and Support and RT Deaf has meant limited communication between MI and Ko Taku Reo.</p>	<p>Continue to advocate for the student and ensure the right person is involved with their support at every part of the process.</p> <p>Connect with and develop a productive relationship with the Ko Taku Reo representative.</p>
<p>Teachers will engage in professional learning to build knowledge, skills and confidence to meet the diverse learning needs of students. This support will be provided in school and through outside facilitators as well.</p>	<p>Professional development has been provided by the RTLB in regard to meeting the needs of ESOL learners.</p> <p>Professional Development was funded by the RTLB for the implementation of iDeal - our structured literacy-targeted intervention.</p> <p>BLENNZ PD was attended to upskill LA who was specifically working with the student and the DP: Guidance and Support.</p>	<p>PD was attended by relevant staff who work with these learners.</p> <p>The Kura Reo team then provided support to the Humanities team for ways in which programmes can be adapted when working with ESOL students.</p> <p>New strategies were put in place to support the student and relevant information was passed on to Line of Teachers and LAs.</p>	<p>DP: GaS to continue to upskill himself and lead this supporting the Guidance and Support team to do the same.</p> <p>Continue to seek our relevant PD to support the diverse needs of students at MI.</p>

Learning Interventions based on need	<p>Students identified by assessment data or observations are flagged for discussion by the GaS team and a referral is supported.</p> <p>Student Snapshot is done to identify potential specific learning concerns. Interventions are then trialled with these concerns in mind. Professional Development may be undertaken to ensure those working with the student are upskilled and relevant to the need.</p> <p>Highfliers: iDealL was introduced as an intervention to support literacy in a more structured and modern approach.</p>	<p>The snapshot provided information that could be utilised to support learners.</p> <p>The DP: GaS and LSC made themselves available and accessible consistently.</p> <p>Consistency with regard to the efficacy of the snapshot is maintained by robust testing conditions.</p> <p>iDealL was run by an LA for specific students who were identified and assessed at the start of the year. These students were withdrawn for two periods a week from Humanities</p>	<p>Provide further PD for iDealL with new teachers taking it next year and ensure assessment is completed for all students at the start of the year and end of year to analyse the impact this is having.</p>
Teachers to take more responsibility around early identification of students who need referral for support and follow set out processes to refer these students ie. Evidence to support referral	<p>The GaS referral document continues to be used and this is revisited each year in an all-staff presentation at the start of the year teacher-only days. Support of this is given by the LSC who plays a vital part in the process should students need a further referral externally.</p> <p>Additionally, the Guidance and Support team has been using school-wide testing data to identify potential students of concern and following up with a snapshot or supporting the teachers to make a GaS referral</p>	<p>The use of the referral process was demonstrated and support was provided to fill them in.</p> <p>Whole school data were analysed when possible. The number of students that this identified was significant and often students had to be triaged based on time and need.</p> <p>From whole school data analysis, some students were placed straight into intervention programmes e.g. iDealL, as space allowed so</p>	<p>Continue to maintain the profile of the Guidance and Support Referral process by reintroducing it and supporting its use each year.</p> <p>Continue to analyse whole school data with particular reference to the new curriculum expectations when these are set.</p>

Analyse year-end data to inform progress and planning for 2025	<p>Whole school end-of-year data has been collected and analysed. This is reported to the Board via our DP: Learning and Teaching which also provides suggestions for the following year.</p> <p>The Guidance and Support team all provide individualised analysis which is then collated and scrutinised by the DP: GaS. This is provided as a report to the Board twice a year and suggestions for future planning are incorporated into the document.</p>	<p>The analysis is robust and informative. Callum Baird provides feedback and brings ideas and changes to the table which are discussed at the Leadership Meetings.</p> <p>Getting the individual members of the Guidance and Support team to write their components and contribute separately means the data is authentic and analysis robust.</p> <p>DP: GaS then provides further deeper analysis of statistics in the Mid Year and End of Year reports from data supplied.</p>	<p>Changes to the assessment schedule in 2025 when whole school testing is completed</p> <p>Use findings in these reports to guide 2025 Learning Support programmes.</p> <p>Continue to delve deeper into the analysis of data as more data is provided. Identifying trends or patterns that are successful, as well as those that need addressing.</p>
Analyse end-of-learning interventions to inform the next interventions	<p>Mid-Year Learning Support Report completed.</p> <p>End of Year Learning Support Report completed.</p> <p>Analysis and recommendations were completed and incorporated in both reports.</p>	<p>DP: GaS oversees the generating of the report and follow-up discussion in conjunction with LSC.</p>	<p>Use findings in these reports to guide 2025 support programmes</p>

Planning for next year:

- ★ Continue to have a modifiable and flexible Learning Assistant Timetable to incorporate specific interventions for students based on need when the need arises.
- ★ Provide professional development for Learning Assistants to raise the capacity to support students with differing needs.
- ★ Continue to encourage and support the use of the Guidance and Referral process.
- ★ Implement the new Breakout Buzz structure to minimise disruption from other areas of learning.
- ★ Collect data from students in the intervention programmes to track their success and include this in the Mid-Year and End-of-Year Learning support reports.
- ★ Strengthen the transition process to ensure the most important and relevant data is being collected from the contributing primary schools.
- ★ Upskill and support the new Kura Reo (ESOL) teacher with the requirements for funding applications.
- ★ Continue to maintain an up-to-date Learning Support Register and transfer this to Te Rito if this comes to fruition.
- ★ Engage in PD related to the curriculum changes in Literacy and Numeracy.

A decorative background graphic featuring a large, light blue spiral that starts from the bottom left and winds upwards towards the top right. Overlaid on this spiral is a grey, stylized arrow pointing towards the top right corner.

End of Year Learning Support Report 2024 Term Three and Four

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Opening Acknowledgements

As the year draws to a close, I am proud to present the End of Year Learning Support Report, reflecting on the incredible strides we have made in supporting our students and celebrating the dedication of the wider Guidance and Support team. This report captures the progress achieved, the learning support and intervention programmes in place, and the tireless efforts of everyone involved in ensuring our diverse learners with a range of physical, sensory and learning needs thrive at Manurewa Intermediate (MI).

To the Leadership Team and Nirvana Rao, our amazing Learning Support Coordinator, your guidance and encouragement during my first year in this role have been invaluable. I deeply appreciate your patience, understanding, and openness to the new ideas I've brought to the table, as well as the queries and conundrums I have had along the way. Your support has given me the confidence to grow in this position and continually strive to achieve the best outcomes for our students.

A huge thank you to the Te Tautoko team (Learning Assistants known as LAs) for their remarkable work this year. Their commitment to supporting our students has led to progress, not just academically but in the students confidence and engagement with learning. The genuine care and individualised attention they provide make a noticeable difference in the lives of our students.

Special recognition goes to the Kura Reo team of Allison Leiataua and Litarina Savaiinaea, whose dedication to supporting our ESOL learners is nothing short of inspiring. Their work in helping students with little or no English navigate their new environment, embrace the curriculum, and build confidence is a cornerstone of the inclusive culture at MI, ensuring that language is never a barrier to belonging or success.

A massive shoutout must go to our High Fliers team of Korinto Seuala and Carlos Tuala for Numicon (Numeracy) and Iavana Seuala for iDeal (Literacy). They have shown great enthusiasm and commitment to the delivery of our High Fliers programmes. Their ability to engage the students and also identify individual needs of learners is a credit to them and bodes well for their own personal teaching endeavours.

I also want to extend my gratitude to the transition team, whose seamless and well-planned processes have ensured that we will be well-prepared for new students in 2025. The collaboration with RTLB will be instrumental in making these transitions smooth and effective, offering students the targeted support they need during a pivotal time in their educational journey when they begin at MI.

Behind the scenes, the Life Care team continues to demonstrate extraordinary care and dedication. Their efforts often go unseen, but their work is the backbone of the holistic support we provide to students; whether it is addressing emotional well-being, social challenges, learning gaps, or creating plans for those most in need. So thank you Lois, Debbie, Jen, Shalene, Dave, Emma, Paula, Sarah, Elise and of course our DP: Pastoral Care - Junior Peilua!

Within this report, you'll find insights into the programmes we've implemented, the progress our students have made, and the voices of those we support. It serves as a testament to the collaborative effort of everyone who plays a part in this vital work.

Thank you all for your contributions, big and small, that enable our students to overcome challenges, embrace opportunities, and reach their full potential.

Ben Nathan



Deputy Principal: Guidance and Support
December 2024



In-Class Support (ICS) Funded Students

In-Class Support (ICS) funding continues to play a vital role in providing targeted assistance for students who require additional support but do not meet the criteria for Ongoing Resourcing Scheme (ORS) funding. This funding is allocated to support the employment of Learning Assistants, ensuring these students can access the curriculum and thrive in the classroom environment. One of the key advantages of ICS funding is its transferability, as it follows students for an entire year, even if they transition between schools during that period.

Looking ahead, it has again been agreed that ICS funding will be given to the Primary Schools within our Kahui Ako. However, we anticipate the possibility of receiving funding for new enrolments who were granted ICS funding in the latter part of 2024 as Year Six students. This may include students joining us from both our contributing schools and the wider area.

Should this be the case, these students will receive their allocated hours of support and an Individual Education Plan (IEP) will be established in the early stages of next year to ensure their needs are met comprehensively.

Ongoing Resource Scheme (ORS) Students

Ongoing Resource Scheme (ORS) funding is designated for students who have the highest ongoing needs for support within an educational setting. This funding enables students to participate alongside their peers in a learning environment, with the assistance of a teacher aide for a varying number of hours based on each student's specific needs. Students qualifying for ORS are categorised into one of three levels: Very High Needs, High Needs, and Moderate Needs. The level of funding support is determined by the student's needs in areas such as learning, hearing, vision, mobility, language use, and social communication. To qualify for ORS funding based on learning needs, students must exhibit learning capabilities equivalent to half their age or less. A significant benefit of ORS funding is that, once awarded, it remains with the student until they reach the age of 21, ensuring sustained support not just at Manurewa Intermediate but also throughout their educational journey.

To finish the year we had three students who received ORS Funding. These are the same three male students (Two in Year 8 and one in Year 7) from the Mid Year Learning Support Report. We have also recently applied for ORS funding for a departing Year 8 female student and we are hopeful of a successful application to support her needs as she heads to Manurewa High School in 2025.

Student RL, a Year 8 male student has had a tremendous year with many teachers commenting on his increased engagement and enthusiasm towards learning. His funding entitled him to 12 hours of teacher aide time per ten week term. This was used across a range of subjects as well as his inclusion in Numicon. It was great to celebrate the progress RL has made during his time at MI. During his final IEP we were able to acknowledge the achievement of many of his goals including: writing sentences using fullstops, read vocabulary lists with increasing difficulty, participate in 'SPRING into Math' whilst learning some of the two, five and ten timestables, managing himself to be at class on time and leaving only when given permission with an out of class pass. He also shared that his goal in life was to one day own his own business and be CEO to be super rich and sell houses. We wish RL all the best as he continues his schooling journey at James Cook High School.

Student AM, a Year 8 male student has had a great time at MI becoming a lot more independent and responsible for the use of his assistive technology. With impaired vision that requires him to be 10x closer (or have things 10x enlarged) AM has had everything thrown at him, particularly with module subjects including both Cooking and X-PLO Tech where he has had to learn new skills. Although challenging at times, AM has been able to succeed in these with the support of his passionate LAs; Jaden and Maz. During his most recent IEP, AM was able to celebrate many of his goals that he had achieved. These included: being able to use a cutting knife in cooking to cut vegetables, getting into positive habits charging his assistive technology, using his iPad to enlarge work in math to support his learning, sharing ideas in small groups and using voice to text to enhance his writing with more interesting vocabulary. As AM departs MI having been with us for three terms we wish him all the best as he transitions to Manurewa High School.

Student KJ a Year 7 male student bounces around the school with a bundle of energy. You can often hear him before you see him with his infectious laugh or enthusiastic discussions with staff. KJ continues to be a keen member of the Nature Club during Period 6. His recent IEP was a wonderful success achieving many of his goals set out in his initial IEP. We were able to acknowledge that KJ is now able to speak in front of a small group, read unknown texts at a higher level, and edit his writing by adding punctuation or improving punctuation. Unfortunately KJ's teacher; Rangi Ropati is taking a new role within the school next year so this will mean that he will have a new form teacher. Careful consideration will be made for who KJ is placed with and what peers remain with him, so that his progress may continue.

Individual Education Plans (IEPs)

IEPs were completed for 11 students in Term Four. An IEP is a customised document designed to support the specific learning needs of a student with disabilities or additional educational requirements. The IEP outlines tailored goals, strategies, and accommodations to ensure the student can access the curriculum and achieve their potential. Developed collaboratively by teachers, parents or caregivers, specialists, and, where appropriate, the student, the IEP reflects a shared commitment to the learner's success. It includes specific objectives, measurable outcomes, and a clear timeline for review to monitor progress.

Upon completing the IEPs, a PMI was done with the teachers who had been part of an IEP with a student. Below is their feedback.

Positives

- ★ Love that we got to take a closer look at their achievements especially because these students can often be overshadowed in a whole class environment.
- ★ Great way to communicate their learning progress with whānau.
- ★ The IEP room has a really calm and relaxing vibe to it which helps make the students feel at ease.
- ★ Love the calm space and environment.
- ★ Love how the students speak without feeling anxious or nervous about their learning. They get a say about how they can progress and goals to work towards.
- ★ Students do most of the sharing and it is great that they can talk openly.
- ★ Great to have the LA's who work and know the student just as well (or better) as the teacher.
- ★ Having parents there and sharing what is important for their child.
- ★ Holistic approach to student learning and it is not just the academic that is the focus.

Minuses
<ul style="list-style-type: none"> ★ First IEP I was unsure of what to expect, having not had to do an IEP before. Would have appreciated a run through on what to prepare and what to expect face to face (don't do well with emails sorry). Felt unprepared the first time. ★ Hard to discuss the goals set for the following year in Term one on the first meeting when you have not been the one to set them and then needing to discuss them with the parent. ★ Agree to have these given to us in Term One before the meeting to see if these goals are still relevant or need to be changed.
Interesting
<ul style="list-style-type: none"> ★ Whānau not always able to attend during the day if any are able to get time off work. Possibly consider after school IEPs for those that can't make it? Or is that too logistically difficult - I don't know the numbers of how many whānau couldn't make it in the day. ★ An introduction to who the other people were in the room and what their input is and any suggestions from them to support the student e.g the psychologist. ★ I should have been more proactive in getting data from the programmes that are doing iDeaL and Numicon

Reflecting on the feedback it would appear that some more support needs to be given to teachers to understand the expectations of what they need to know about the student and their learning and also what they need to prepare. Although the IEP document is shared well in advance with the previous record of goals, perhaps, especially for students where there has been a change of teacher this needs to be printed for them. It would also be good for teachers to take along the students' IEPs when they have speed dating to actively reflect on how the student is going in achieving their goals and what further support may be needed.

Action: As part of the start-of-year teacher only days, IEPs will be discussed within the Guidance and Support presentation and these expectations set.

Next year with iDeaL now in full swing we will be able to also use this data for those students who are part of the programme to set goals in literacy. Math data will continue to come from the tests that we do which include PAT, e-asTTle, Ikan and Basic Facts.

It is pleasing to hear such positive feedback regarding the tone and atmosphere of the meeting. It is of course great when we can have the whānau join for the meeting to not only celebrate with them the success of the student, but also have their contributions of goals and aspirations for their child. Obviously the goal is to always have whānau present and engaged with the child's learning so flexibility with scheduling will again be at the forefront of planned meetings in 2025.

In-School Learning Support

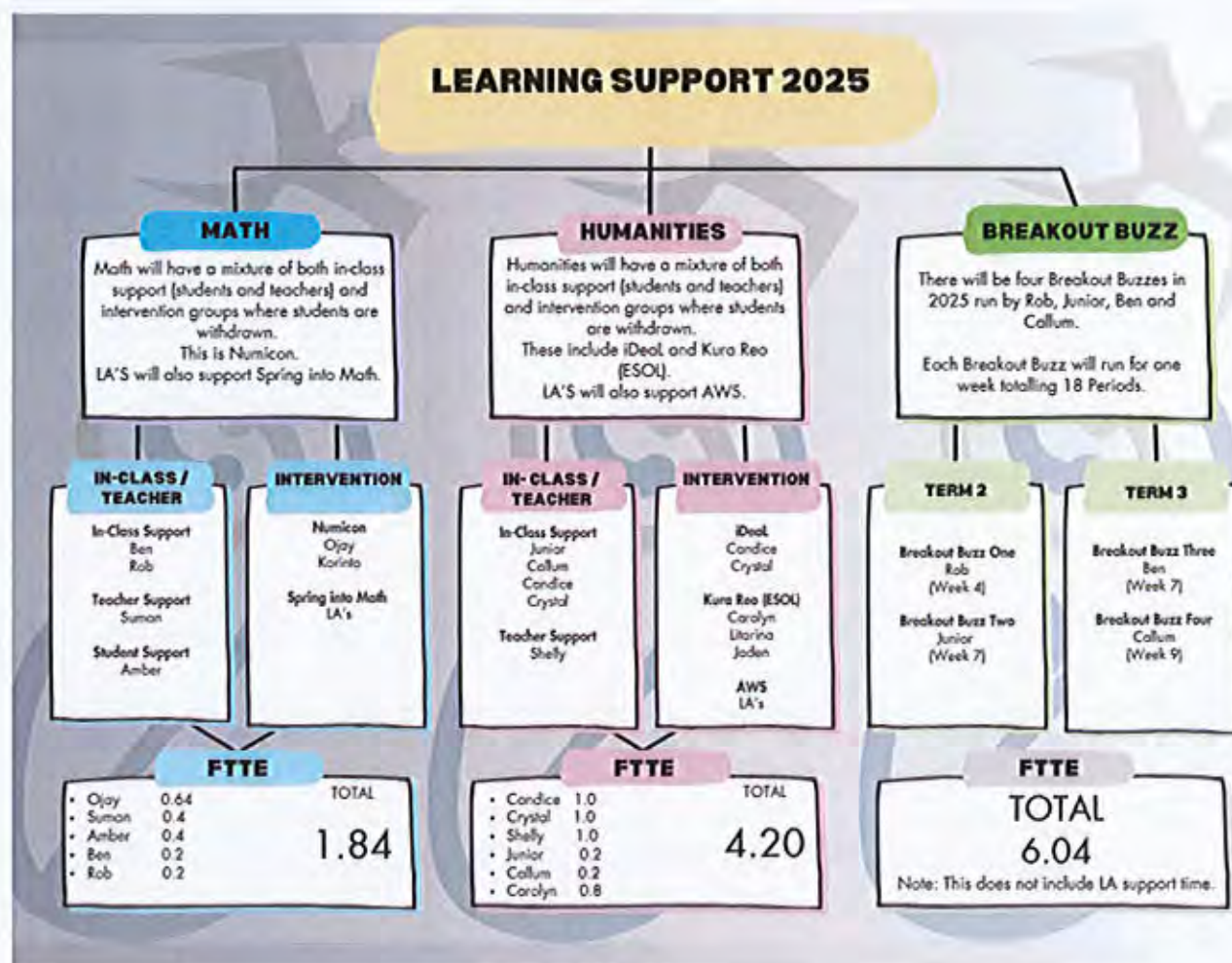
In Term three, in-class learning support was limited due to the demands of Breakout Buzz, facilitated by both Junior Peilua and Candice Knibbs, as well as off-timetable modules. Consequently, support was primarily provided by Rob Shephard, who continued working with students in SPRING into Math to address identified number knowledge gaps and supported small groups in class. However, in Term four, both Rob Shephard and Candice Knibbs took on their own math classrooms, ceasing their learning support roles.

Junior Peilua remained actively involved, supporting students through the Agility with Sound programme and assisting small groups in class with content-specific learning. Looking ahead, increased learning support scheduled for 2025, as outlined in the accompanying table on the following page, aims to ensure consistent support and enable the collection of comprehensive data to track student progress over the year. To minimise disruptions, Breakout Buzz has been condensed into an intensive one-week programme, and additional teaching staff have been granted partial or full-time release to support literacy and numeracy, as detailed below.

Junior Peilua - Learning Support - Literacy

The sessions I did run were well received by all students involved. Agility of Sound is a great tool, and getting students to build the words using different sounds was cool to see. Word chain remained a favourite of the students. There was also a focus on writing and getting students to extend their vocabulary - especially around their use of figurative language. I was pleased to see an improvement from the majority of the students I worked with.

Humanities LS TIMETABLE 2024 - Junior							
Time	Period	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:15 - 9:05		Form Time (8:15-8:45) and Fitness (8:45-9:05)					
9:05 - 10:05	1						
10:05 - 11:05	2		<div>FIRST HALF - Room 67 in Room 30</div> <div>AWS<ul style="list-style-type: none">LeslieLillyAvaJunia</div> <div>SECOND HALF - Room 70 in Room 34</div> <div>AWS<ul style="list-style-type: none">MoniaCarysKynaHarriara</div> <div>ICS<ul style="list-style-type: none">Ayva</div>	<div>FIRST HALF - Room 73 in Room 12</div> <div>AWS<ul style="list-style-type: none">StanleyTulipeMoeTe Awe</div> <div>SECOND HALF - Room 25 in Room 13</div> <div>AWS<ul style="list-style-type: none">RaimalaJohn MichaelVili</div> <div>ICS<ul style="list-style-type: none">Juliana</div>	<div>FIRST HALF - Room 27 in Room 28</div> <div>AWS<ul style="list-style-type: none">HarrenLorelynRangiHarmony</div> <div>SECOND HALF - Room 78 in Room 28</div> <div>AWS<ul style="list-style-type: none">LaytonTobias</div>	Assembly	
11:05 - 11:25		Interval					
11:25 - 12:25	3			<div>FIRST HALF - Room 24 in Room 34</div> <div>AWS<ul style="list-style-type: none">KilaNathanSavaaAnstinAbigail</div> <div>SECOND HALF - Room 71 in Room 4</div> <div>AWS<ul style="list-style-type: none">TereinaKingYanna</div> <div>ICS<ul style="list-style-type: none">Hayley</div>			
12:25 - 13:25	4			<div>FIRST HALF - Room 34 in Room 34</div> <div>AWS<ul style="list-style-type: none">RaymondIsraelStrickland</div> <div>ICS<ul style="list-style-type: none">Rayton</div>			



The above chart shows a representation of how the Learning Support will be distributed in 2025. Incredibly there will be an equivalent of 6.04 FTTE (Full Time Teacher Equivalent) allocated to Learning Support. This is over and above the employment of Learning Assistants.

1. Numeracy Learning Support

Numeracy Learning Support in 2025 will support students who have gaps in their number knowledge. This will be identified through the assessments carried out in early Term One as well as overall teacher judgement of where students are aligned to the new curriculum changes.

This in-class support will be provided by the Deputy Principal: Guidance and Support (Ben Nathan), and the Deputy Principal: Student Programmes (Rob Shephard) who will use SPRING into Math. This is a small group intervention focussing on early number knowledge through engaging, repetitive activities like games and visual aids. It develops skills such as counting, skip counting, number recognition, and basic facts, aiming to accelerate learning.

Additionally, Amber Hobbs will be providing student support in Mathematics. This will be linked to the new curriculum and target groups of students who may need support to remain 'At' or shift from 'moving towards' to 'At' for in their learning levels.

Suman Sharan will continue to provide support for teachers as Professional Practice Leader. Teachers will be able to use the expertise of Suman as indicated in the table. This model allows teachers to reflect on their own teaching and decide how they best need to support to enable student progress with all learners in mind, but in particular those learners needing extra support.

2. Humanities Learning Support

Humanities Learning Support in 2025 will support students who have learning gaps identified in their literacy ability. This could be in either Reading and Writing or both. This will be identified through the assessments carried out in early Term One of where students are aligned to the new curriculum changes. This in-class support will be provided by the Deputy Principal: Pastoral Care (Junior Peilua), and the Deputy Principal: Learning and Teaching (Callum Baird). As well as these two; Candice Knibbs and Crystal Wolfgramm will also provide in class support balanced around when they will be running the iDeal programme.

These teachers will work with small groups of students within their Humanities classroom. They will support the teaching programme or use Agility with Sound providing classroom-based support for Decoding, Comprehension, Spelling, and Writing.

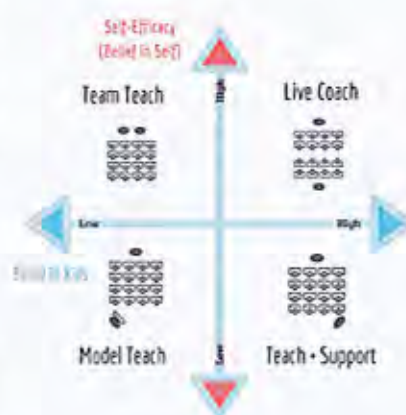
Additional teacher support will be provided by Shelly Mohi in terms of resourcing and engagement for students with an eye towards the new curriculum changes. This support will be able to raise teacher capacity particularly in the use of digital resources to enable student progress.

3. High Fliers Programme

Highfliers in 2024 has been highly successful with lavana Seuala (Mr SJ) leading the literacy intervention - iDeal. In 2025 this will be taken over by Candice Knibbs and Crystal Wolfgram who will split their time between iDeal and in class support.

Numicon this year was led by Korinito Seuala (Mr S) and Carlos Tuala (Mr T). Next year Ojay Solomonoa will return to lead Numicon (having taught Science in 2024) alongside Korinito.

The students that are a part of High Fliers are those who have high learning needs and have funding. Depending on how many funded students there are will then allow for more students to be part of the programmes based on teacher recommendations and supporting data.



High Fliers - iDeal Feedback 2024	
Feedback	<p><u>lavana Seuala</u></p> <p>High fliers this year has been a great success for my treasures. Not only did we as a group learn a new programme 'iDeal' but the students thrived and improved immensely in this year. Which is proven in their end-of-year test results.</p> <p>The 47 students under High Fliers this year have grown closer to each other which makes learning and working together a fun time. I have seen and sat in lessons with them where they would not speak or look at each other because of</p>

	<p>how shy they felt. A few of them were embarrassed to be part of this programme because of being stereotyped as being "dumb". That is what their own peers would say to them. But I made sure that the kids understood that getting the extra support meant that they would get better and progress faster than they have ever before. My treasures understand now that being a High Flier is not only a privilege for them but a blessing for me. As time has gone by, they have become a lot more comfortable in their groups and feel as if they belong. I assure my treasures that Room 31 is a safe space for them and that in this room it is OKAY to make mistakes. I am here to help them and give them opportunities to grow the confidence they need to give something a good go.</p>
Student Voice	<p>AD (Room 30, Boy - Y7) <i>"I enjoy coming to High Fliers because we learn easier work and have heaps of fun."</i></p> <p>FA (Room 30, Girl - Y8) <i>"I like coming to High Fliers because of the new programme we get to do this year. It is way better than what we did last year."</i></p> <p>KH (Room 30, Girl - Y7) <i>"I have a funny group that always makes me smile and laugh when we are doing our work. I like learning about the vowels and other stuff."</i></p> <p>CA (Room 30, Boy - Y7) <i>"I like coming to High Fliers because I learn new things."</i></p> <p>AH (Room 78, Boy - Y8) <i>"High Fliers is cool because we do work I understand and Mr SJ helps me."</i></p> <p>ZA (Room 78, Girl - Y8) <i>"I have been in High Fliers for two years and I always like coming here because the work in class is too hard. But here it's a lot easier and my group is cool."</i></p> <p>ES (Room 73, Girl - Y7) <i>"I learnt about open and closed syllables and how to find how many there are in a word."</i></p> <p>PP (Room 73, Boy - Y8) <i>"I like hanging with Mr SJ and my group cause it makes me feel smarter and I learn faster."</i></p> <p>TE (Room 73, Boy - Y7) <i>"High Fliers is solid because I get to learn new things with my friend (PP) and I ask heaps of questions."</i></p> <p>KA (Room 27, Boy - Y7) <i>"iDeaL is my favourite subject at school cause my group supports each other and Mr SJ has a lot of energy."</i></p> <p>NA (Room 3, Girl - Y7) <i>"I like reading and spelling with my group."</i></p> <p>AR (Room 9, Boy - Y7) <i>"I like when we walk in class and have to dance before we start. I like putting on Mr SJ's costumes cause it makes me feel cool and makes me more confident to learn."</i></p>

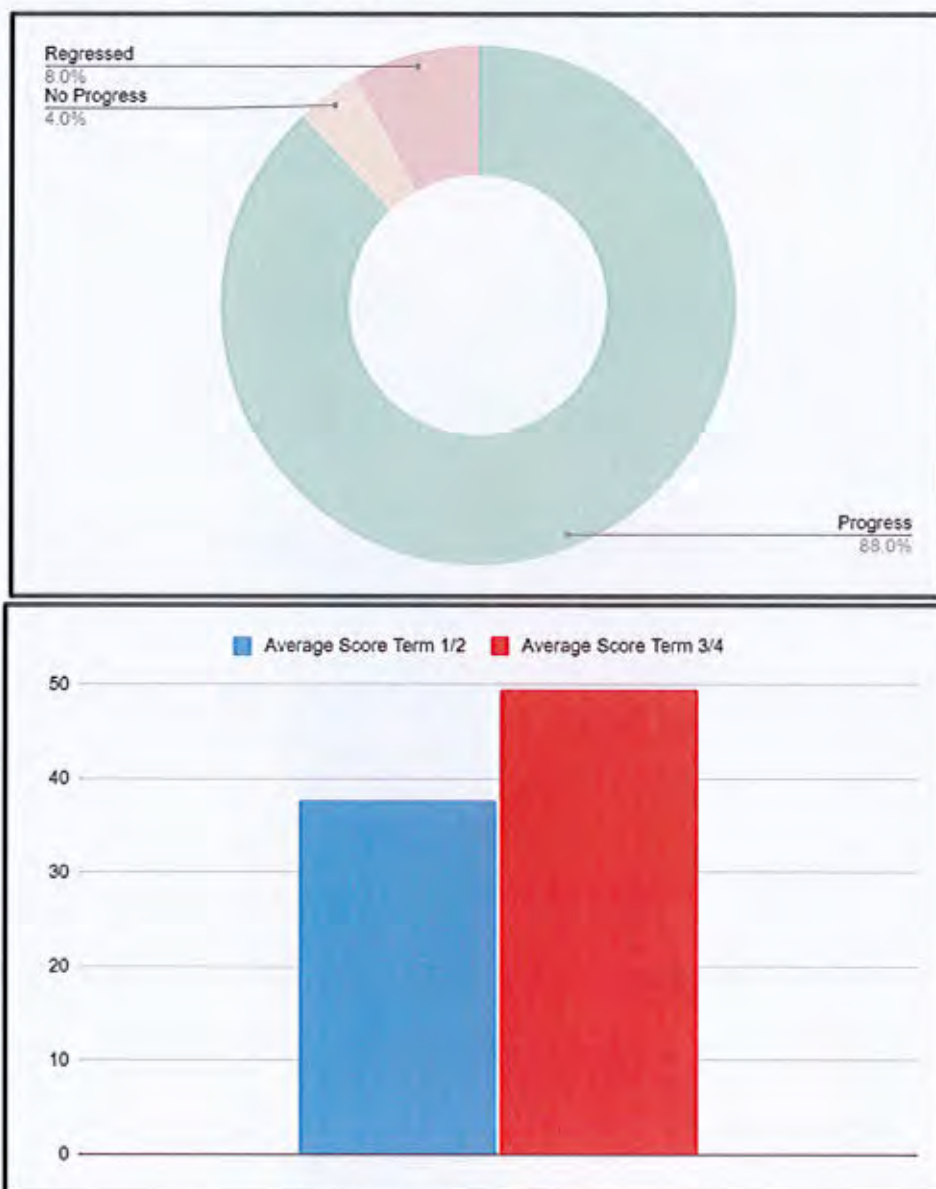
	<p>LA (Room 9, Boy - Y8) <i>"Mr SJ and my group are always happy and it makes me happy to be here."</i></p> <p>MA (Room 9, Boy - Y7) <i>"I like that we get to share about our weekend and hear what my friends like to do. Mr SJ makes the work sound and look easier for me."</i></p> <p>TU (Room 9, Girl - Y7) <i>"I didn't like coming here in Term One cause I would get mocked but now I don't care because I learn heaps and my group makes me happy."</i></p> <p>TA (Room 12, Girl - Y8) <i>"My High Fliers group is the best. I learnt more this year and I like the new books better."</i></p> <p>EG (Room 75, Boy - Y7) <i>"I like coming here because I'm with a smaller group and I try my best."</i></p> <p>PA (Room 75, Boy - Y8) <i>"I like to read and write."</i></p> <p>AL (Room 75, Girl - Y7) <i>"I like coming to Mr SJs class because he has cool photos and helps me with my reading."</i></p> <p>DA (Room 11, Boy - Y7) <i>"Learning with Mr SJ is exciting and fun. My group is the best!"</i></p> <p>SH (Room 11, Girl - Y7) <i>"I feel confident with my group and love having fun."</i></p> <p>AM (Room 26, Girl - Y7) <i>"I learnt how to say the vowels and that it is important."</i></p> <p>JU (Room 26, Boy - Y7) <i>"My best times at High Fliers is when we sing songs and do our work at the same time."</i></p> <p>DA (Room 4 , Boy - Y7) <i>"My group is always working hard and helping me."</i></p> <p>DE (Room 4, Boy - Y7) <i>"I like coming to Room 31 because it's got good vibes and I like the work cause I understand it."</i></p> <p>MO (Room 4, Boy - Y8) <i>"I like when we laugh and have fun because it makes the work better."</i></p>
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This year for iDeal we were able to test 25 students both at the start of the year and at the end of the year.

On the following page you will see data showing the students performance in the two tests. With the programme only in its first year and mainly only focussing on the spelling component these are significant results that should be celebrated.

Full credit to Mr SJ who was the teacher throughout the year starting fresh from our very first PD sessions!

The data is grouped by their fist assessment and then their second assessment. The graphs here show that of the 25 students with two assessments, 88% (22 students) made progress. It also shows that in the assessment the average score in the Spelling assessment went from 38 to 50.



Note: On the following page - green indicates progress or 100% in that assessment component, orange indicates no progress, and red indicates regression.

Assessment	Year	Gender	Short vowel - closed syllable		Final consonant	Long vowel - open syllable		Digraph	Beginning blend		End blend	Silent e syllable		Longer spelling after a short vowel		Double the consonant rule	Schwa syllable	Silent e plus a suffix - whole word	Consonant le - syllable type		Long vowel team - syllable type		Diphthong - syllable type	R controlled syllable	Whole word correct
			Initial consonant	Initial consonant		Initial consonant	Initial consonant		Initial consonant	Initial consonant		Initial consonant	Initial consonant	Initial consonant	Initial consonant				Initial consonant	Initial consonant	Initial consonant	Initial consonant			
Term 1 2024 Assessment	8	Female	63	20	50	20	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Term 4 2024 Assessment	8	Female	75	40	100	40	17	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Term 1 2024 Assessment	7	Female	100	70	100	100	92	100	50	100	100	0	100	33	0	0	100	0	0	0	40	33	0	45	
Term 4 2024 Assessment	7	Female	100	90	100	100	100	92	100	100	100	0	100	33	100	50	100	100	100	0	60	67	50	65	
Term 1 2024 Assessment	7	Male	100	100	100	100	100	100	90	100	100	100	100	100	33	100	50	100	100	100	100	100	81	100	
Term 4 2024 Assessment	7	Male	100	85	100	80	83	90	100	100	75	100	100	33	100	50	0	50	50	50	100	67	100	75	
Term 1 2024 Assessment	7	Female	100	50	75	60	33	50	25	25	0	50	0	100	0	100	0	100	50	0	40	0	0	29	
Term 4 2024 Assessment	7	Female	100	75	100	100	75	100	100	75	100	75	0	50	0	100	0	100	50	100	80	67	0	48	
Term 1 2024 Assessment	7	Male	100	50	50	60	58	100	75	50	0	33	50	0	100	0	100	0	50	20	30	0	50	23	
Term 4 2024 Assessment	7	Male	100	50	75	40	92	80	75	25	75	67	50	0	50	0	100	0	50	20	33	0	29		
Term 1 2024 Assessment	7	Male	83	65	75	100	92	80	50	75	100	100	100	33	100	50	100	100	100	90	07	100	75		
Term 3 2023 Assessment	7	Male	100	95	100	100	100	90	75	100	100	100	100	33	100	50	100	100	100	100	30	33	100	75	
Term 1 2024 Assessment	7	Male	100	100	100	100	100	100	92	80	100	100	100	67	100	0	100	50	100	100	100	67	100	81	
Term 3 2023 Assessment	7	Male	100	100	100	100	100	100	100	100	100	100	100	33	100	0	100	0	100	100	100	67	100	81	
Term 1 2024 Assessment	7	Male	50	25	75	60	25	10	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	11	
Term 1 2024 Assessment	7	Male	26	5	25	20	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	
Term 4 2024 Assessment	7	Male	75	20	75	60	25	20	0	0	0	0	0	0	0	0	100	50	0	40	07	0	20		
Term 1 2024 Assessment	8	Female	83	40	75	40	42	10	25	0	0	0	0	0	0	0	100	50	0	40	07	0	28		
Term 3 2023 Assessment	8	Female	100	55	100	80	67	70	25	50	33	100	0	0	0	0	100	50	0	40	07	0	40		
Term 1 2024 Assessment	7	Male	83	70	100	100	75	80	50	25	33	67	100	0	50	0	100	50	80	100	07	50	60		
Term 3 2023 Assessment	7	Female	88	70	100	100	75	80	50	25	33	100	33	100	0	100	50	100	50	80	100	07	50	60	
Term 4 2024 Assessment	7	Female	100	75	75	100	67	70	50	75	75	33	100	33	100	0	100	100	100	50	60	100	0	75	
Term 1 2024 Assessment	8	Male	100	90	100	100	92	100	100	100	100	100	100	67	100	0	100	100	100	100	80	67	100	78	
Term 3 2023 Assessment	8	Male	100	100	100	100	100	100	100	100	100	100	100	33	100	0	100	50	100	100	100	0	0	45	
Term 1 2024 Assessment	7	Male	75	65	100	60	75	50	50	50	33	0	50	33	100	0	100	50	50	50	100	33	50	95	
Term 3 2023 Assessment	7	Male	100	85	100	100	100	80	75	0	33	0	0	0	0	0	100	0	0	0	0	0	0	5	
Term 1 2024 Assessment	7	Female	75	5	25	0	8	0	0	0	25	33	0	0	0	0	0	0	0	0	0	0	0	3	
Term 4 2024 Assessment	7	Female	75	40	100	40	50	10	50	50	50	0	0	0	0	50	0	100	100	0	40	33	0	35	
Term 1 2024 Assessment	8	Female	100	85	100	100	92	90	75	100	100	33	100	33	100	50	100	100	100	50	80	33	50	63	
Term 3 2023 Assessment	8	Male	88	85	100	100	92	80	100	100	75	33	50	67	50	100	100	100	50	100	100	07	50	75	
Term 1 2024 Assessment	7	Female	38	25	75	20	42	10	25	25	0	0	0	33	0	50	0	100	0	0	0	33	0	15	
Term 3 2023 Assessment	7	Female	88	55	75	100	60	20	50	50	50	33	50	67	0	50	100	0	20	0	0	0	35		
Term 1 2024 Assessment	7	Female	13	10	50	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	
Term 4 2024 Assessment	8	Male	38	15	50	20	8	0	25	0	25	0	0	0	0	0	100	0	0	0	0	0	0	10	
Term 1 2024 Assessment	8	Male	100	90	100	100	83	80	100	75	100	67	100	33	100	50	100	100	100	50	100	100	50	60	
Term 3 2023 Assessment	8	Male	100	100	100	100	100	100	100	75	100	67	100	33	100	50	100	100	100	100	100	07	100	78	
Term 1 2024 Assessment	7	Male	100	60	100	100	25	30	25	25	25	0	0	0	50	0	0	50	0	20	0	0	0	15	
Term 3 2023 Assessment	7	Male	88	95	100	80	92	80	75	25	25	0	0	33	50	0	100	0	80	07	50	50	50		
Term 4 2024 Assessment	7	Male	63	30	50	40	42	50	25	25	0	0	0	0	0	50	100	50	0	20	0	0	11		
Term 1 2024 Assessment	7	Female	100	65	75	100	83	80	90	50	0	33	0	0	0	0	100	50	0	40	33	100	28		
Term 4 2024 Assessment	7	Female	100	65	75	100	83	80	90	50	0	33	0	0	0	0	100	50	0	40	33	100	28		
Term 1 2024 Assessment	7	Female	100	100	100	100	92	100	100	75	100	67	100	67	100	0	100	100	100	100	100	07	100	75	
Term 3 2023 Assessment	7	Female	100	100	100	100	100	100	100	100	100	100	100	100	100	50	100	100	100	100	100	07	100	95	
Term 1 2024 Assessment	7	Male	100	100	100	100	67	90	75	25	75	33	0	100	0	100	50	100	50	0	60	07	100	40	
Term 4 2024 Assessment	7	Male	100	80	100	100	75	90	75	25	75	33	0	67	100	0	100	50	0	0	33	0	15		
Term 1 2024 Assessment	8	Female	75	35	75	80	33	50	25	25	25	0	50	33	100	0	100	100	50	80	33	50	63		
Term 3 2023 Assessment	8	Female	88	85	100	80	83	90	100	100	75	33	50	33	100	0	100	100	100	50	80	07	50	65	
Term 1 2024 Assessment	7	Male	88	100	100	80	80	100	100	100	100	100	100	33	100	0	100	100	100	50	80	07	50	65	
Term 3 2023 Assessment	7	Male	100	80	75	100	68	70	25	25	0	33	0	0	0	0	0	0	20	0	0	0	25		
Term 1 2024 Assessment	7	Male	88	85	100	100	68	70	25	25	0	33	0	0	0	0	0	0	20	0	0	0	25		
Term 3 2023 Assessment	7	Male	88	85	100	100	68	70	25	25	0	33	0	0	0	0	0	0	20	0	0	0	25		

High Fliers - Numicon Feedback 2024

Feedback

Korinito Seuala

This year, I was introduced to Numicon, and it quickly became one of the most impactful teaching tools I've had the pleasure of using. Its hands-on, visual approach to teaching math has completely transformed how the students engage with the subject. At the start of the year, many of the students had difficulty understanding place values and were unsure about basic number concepts. However, thanks to Numicon's structured and visual method, they made great progress in this area. The coloured shapes and patterns helped students connect abstract ideas to concrete visual aids, making it much easier for them to grasp.

Throughout the year, the improvements have been impressive. Students who initially struggled with place values now have a strong understanding of the concept. They can confidently identify tens and ones, and they understand the structure of numbers in our place value system. This improvement is also evident in their assessment scores, with many students performing better than they did when they first took the test. Their abilities in basic facts have also greatly improved. Where they once struggled with simple addition and subtraction, they now solve problems with more ease and confidence.

I made sure to adapt my lessons to the different learning needs of the class. For those who needed extra support, I offered one-on-one practice with Numicon materials. For students who were ready for more challenges, I provided more advanced problems that still used the same concepts but were applied in different ways. The flexibility to adjust my teaching and meet the individual needs of each student has been crucial to their success. It has been incredibly rewarding to see their progress and to watch their confidence and interest in math grow.

Carlos Tuafa

Math Learning this year has achieved great results by using Numicon, a programme designed to make learning basic math skills easier and more hands-on. By focussing on key areas like addition, subtraction, multiplication, and division, the programme helped students build a strong understanding of math while boosting their confidence.

Numicon's visual and hands-on approach made math concepts simpler and easier to understand. Students learned to see and feel the numbers, which helped them connect with the ideas in a way that made sense to them. This approach also gave students a sense of achievement as they noticed their own progress, making math feel less intimidating and more enjoyable.

Overall, the programme has displayed how using the right tools and creating a supportive environment can make a big difference in helping students feel confident and capable in math. Furthermore, when the time is right, I hope to become more involved in other programmes that support diverse learners. I'm excited about the chance to grow, learn new teaching strategies from new experiences, and help make a real difference in helping our kids succeed.

<p><u>Student Voice</u></p>	<p>TH (Room 15, Boy - Y7) <i>"I find Numicon cool and enjoy meeting new people in Numicon. My basic facts have improved, and I feel like I understand place values a bit better now, which helps me with my math."</i></p> <p>NH (Room 15, Girl - Y7) <i>"I've noticed that my basic facts have gotten better, and I feel more confident with place values now. Mr S makes the lessons cool and fun and he is always fair."</i></p> <p>DV (Room 69, Boy - Y7) <i>"I've learnt my timestables and different ways of solving them. I've also improved in my basic facts and have a better understanding of place values, which makes maths easier for me."</i></p> <p>OT (Room 9, Girl - Y7) <i>"It's cool. I am learning new strategies, and I'm getting better with my basic facts. I also understand place values more clearly now, which helps me work out problems faster."</i></p> <p>NP (Room 28, Girl - Y7) <i>"I find Numicon fun and a little bit hard, but I've learned new math skills. My basic facts have improved, and I'm getting better at place values, which makes math a bit easier."</i></p> <p>LI (Room 9, Boy - Y8) <i>"It's good. I like math. I learn new ways to solve things. My basic facts have improved this year. I like Numicon because Mr S is funny and he never cheats in the games."</i></p> <p>MT (Room 20, Boy - Y8) <i>"I like it because I have fun. Mr teaches us how to do math. He taught us new math games using cards and I like versing other whānau and winning because Rimu is the best."</i></p> <p>SC (Room 30, Girl - Y7) <i>"I enjoy playing fun games. It helps with my maths, and I've gotten better at my basic facts Mr S has helped me with learning about place values by using shapes as an example."</i></p> <p>LP (Room 20, Girl - Y7) <i>"I find it hard, but it is fun though. I've gotten better at my basic facts, and I'm starting to understand place values better, which helps me with the problems."</i></p> <p>GA (Room 20, Boy - Y8) <i>"Numicon is fun, and it's pretty cool. I've improved my basic facts, and Mr S lets us have fun. I like versing other groups in maths. It is fun."</i></p> <p>SF (Room 28, Boy- Y7) <i>"I learn about numbers, and it is fun. I've also gotten better at my basic facts and have a stronger understanding of place values, which makes solving problems easier."</i></p> <p>CL (Room 28, Girl - Y7) <i>"Numicon is fun, and I like the games! I've learned more about skip counting and now have a better understanding of place values, which helps with my</i></p>
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calculations."

IL (Room 33, Girl - Y8)

"I love the games because I sometimes win. The math work we do is cool. I love learning even though it's hard for me, but with Mr Tuala's help he made it a bit easier for me to understand! I need to do more work at home so I get better and better."

SF (Room 33, Boy - Y7)

"I love the games! Everyone loves the games! But I loved learning my division's basic facts. It was hard at first but now I'm finding it easy. I just need to slowly count and check my answers."

JN (Room 33, Boy - Y8)

"It was fun because I can finally learn at my own pace. I like doing my division because Mr Tuala always helps us."

LL (Room 33, Girl - Y7)

"It was okay. I'm still finding it hard to do some math but because Mr Tuala helps us it has become easier to understand. I just need to believe that I can do it like he always says."

Resource Teacher of Learning and Behaviour (RTLB)

Manurewa Intermediate End of Year Report

RTLB Cases for Board Report 2024



The RTLB team are specialist, itinerant kaiako or teachers who work across many schools and Kura. They work with education providers, other agencies and service providers to identify local needs and resources to plan and provide effective support and best outcomes for students. MI and RTLB have worked together in the implementation of interventions and the school has sustained these interventions such as AWS and iDeaL. The RTLB offer a range of referral types including; Individual student, groups of students, Groups of Schools COL - Kahui Ako, Teacher referrals, Bilingual Assessment Referrals, Transition, PLD provision, Projects - trialling innovations and also Inquiries and assisting teachers with their inquiries for PGC processes. The RTLB service seeks to work with schools in flexible and responsive ways that suit each school's individual culture and kawa.

Referrals to date for 2024

Current Cases

Initials of Students	Teacher	RTLB	Learning (L) Behaviour (B)	Current stage:
LP	Di Tanaki	Nicky Scanlan	L	Monitoring and to be reviewed in W and closing.
Room 79 Group	Shar Hardwidge	Betty O'Brien Andersen	L	Monitoring closing at end of Term
LM	Rangi Ropati	Elise troy	L	Just allocated for transition to Manu
JB	Suman Sharan	Elise Troy	L	Just allocated for transition to Manu
IL	Rita Brooking	Elise Troy	L	Just allocated for transition to Manu
ET	Kalen Chase	Elise Troy	LB	Transition to Manurewa High - co w

Closed Cases

Initials of Students	Teacher	RTLB	Learning (L) Behaviour (B) Transition (T)	Reason for closing: E.g. Goals met, settled, poor attendance
(Room 20) Developing	Callum Baird	Elise Troy and David McGerty	LB	Goals met

teacher strategies for positive engagement towards learning				
CT	Daniel Cope	James Goril	LB	Goals met
Four students in Gifted and Talented Programme Term Three	Ben Nathan	Nesan Sundrum	L	Goals met
IS	Dana Mousa	Elise Troy	L	Closed due to Poor attendance
KB, TJ and AJ	Kalen Chase	Betty O'Brien - Andersen	L	Goals met
LL	Nirvana Rao	Avasha Ramanna	L	Goals met
IP	Shelly Mohi	Betty O'Brien - Andersen	L	Low attendance Goals not achieved.

Current Cases - Students Transitioning to Manurewa Intermediate in 2025

Initials of Students	School 2024	RTL	Learning (L) Behaviour (B)	Previous RTL (Yes / No) (If yes → L or B)	Current stage:
CK	Manurewa West	Goolam Narot	L	Yes (L)	Transition Support to MI
JS	Manurewa West	Gaylene Simmonds Hawley	L	Yes (L)	Transition support to MI
CT	Manurewa West	Elise Troy	L	No	Transition support to MI
DL	Roscommon	Nicola Lightfoot	L	No	Transition support to MI
KH	Roscommon	Avasha Ramanna	L	No	Transition support to MI
K T-H	Roscommon	Betty O'Brien	L	No	Transition support to MI
SL	Weymouth	Elise Troy	L/B	No	Transition support to MI
AC	Man Central	Nicola Lightfoot	L	Yes (L)	Transition support to MI
AN	Manurewa Central	Julie Nicolaii	L	No	Transition support to MI

BA-C	Manurewa Central	Nesan Sundrum	L	Yes (L)	Transition support to MI
AO	Manurewa Central	Paula Kingi	L	Yes (L/B)	Transition support to MI
DK	Manurewa Central	Paula Kingi	L	No	Transition support to MI
XS	Manurewa Central	Avasha Ramana	L	Yes (L)	Transition support to MI

Funding from the RTLB service for the year to date.

More	Case #	Type	Name	Status	App Date	Req	App	
+	8636	Project	IDEAL Project Resourcing	Approved	09/04/2024	\$4,996.83	\$4,996.83	
+	8584	Ind Stu	Laekyn AWS Support	Approved	01/05/2024	\$211.50	\$211.50	
+	8753	Ind Stu	Letava Laban	Approved	17/05/2024	\$846.00	\$846.00	
+	8585	Ind Stu	Prabhjot Singh	Approved	01/05/2024	\$211.50	\$211.50	
+	8586	Ind Stu	Prabhjot Singh	Approved	01/05/2024	\$420.00	\$420.00	
+	9083	Grp Stu	Rm19 Boys Group EF Skills resource	Approved	19/08/2024	\$84.50	\$84.50	
Total:						\$ 6770.33		

Resources and Professional Development.

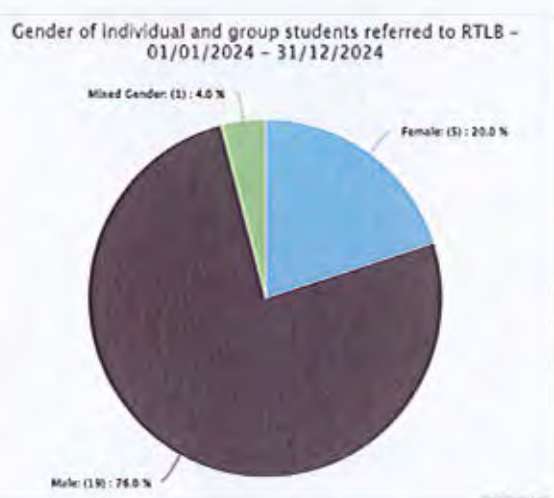
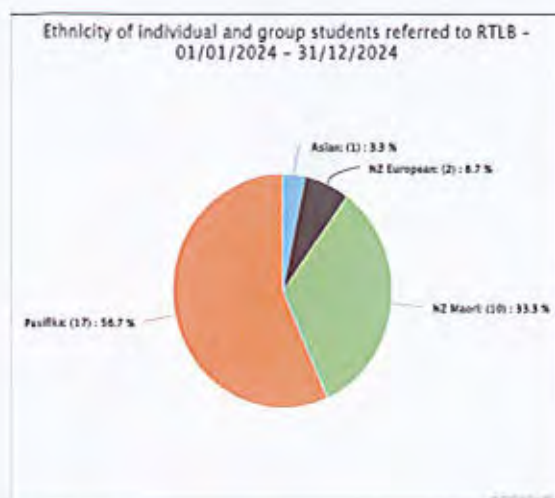
TA Hours to implement AWS

TA hours to support curriculum access.

TA hours to support curriculum access.

Chromebook purchase

Executive Functioning resource.



RTLB Wonderings for 2025

- Working together in Kahui ako space to identify trends and needs using data. Then using this space to provide PLD for Kahui ako and collaborate on Kahui ako projects to improve student outcomes.
- Evaluating any learning for teachers around math support for Tier 2 and 3 learners.
- Support with any training needed for teachers or support staff.
- Any support from our Pacific or Maori team needed

Ministry of Education: Learning Support (MoE: LS)

The Ministry of Education: Learning Support is a branch of the MoE that supports schools with high and complex needs students. Despite the title, they can provide support for learning or behaviour working with physically, emotionally or cognitively complex children using a variety of means. They are also our support and funding provider for our ORS children. This support can come in a variety of forms, including but not limited to additional Learning Assistant time, psychological and cognitive testing as well as safety and behavioural plans. Detailed below are the four active cases at Manurewa Intermediate School at the time of writing this report.

Manurewa Intermediate: MoE Cases

Case Name	Date of Referral	MoE (current info and history – note all MoE who has worked with student and their specialist area)	Reason for referral	Focus of intervention	Summary of support being provided by MoE
PS (Rm 12. Boy - Y8)	16 May 2024	Currently assigned to MoE Psychologist Jen Butler	Concerns with regards to PS's behaviour and lack of progress at school.	Inappropriate content discussed at school, inappropriate sexual and violent comments to others. Focus on building positive relationships with his teachers and reinforcing his "rap" writing skills. Lack of progress in learning - is making slow and steady progress. Confidence has increased and he is	<ul style="list-style-type: none"> Developing trusting and supportive relationships with adults around him have increased his confidence and engagement in his learning. He is less likely to try and impress or seek attention negatively although this still happens from time to time. Ongoing IEP discussions involving PS have been informative and have contributed to building his trust and engagement. Ongoing Resilience, self-esteem and focus on strengths whilst building on his challenges has been helpful. Jen Butler will continue support into high school and share

LL (Rm 33. Girl - Y7)	16 February 2024 Previous support from MoE in 2017 (SLT and EIT)	Currently assigned to intern psychologist Marie Kelly (under the supervision of Joanna Vivash). Previously received SLT and EIT support in 2017 from MoE in Papakura.	Some behavioural as well as cognitive concerns.	<p>Cognitive assessment was completed and findings shared with the LS team.</p> <p>Intervention around emotional regulation and supporting positive peer relationships.</p>	<p>more trusting and engaged with teachers and learning.</p>	<p>strategies that have been shown to be helpful for PS.</p> <ul style="list-style-type: none"> • RTLB Involvement • MoE conducted a cognitive assessment as well as a number of classroom and playground activities. • Information gathering and feedback meetings held with LL's mother, RTLB, DP, GaS and LSC. • Findings and recommendations from cognitive assessment shared with the team.
ET (Rm 19. Y8)	26 September 2024	Currently assigned to MoE Psychologist, Jen Butler	Concerning behaviour, particularly with regards to safety online.	<p>Understanding and navigating online connections whilst ensuring safety.</p>	<p>Understanding and navigating online connections whilst ensuring safety.</p>	<ul style="list-style-type: none"> • Counselling received through school counsellor. • RTLB Involvement. • One-on-one interventions and discussions around online safety and precautions as well as gender exploration. • Support into high school in 2025. Jen Butler to remain onboard. • Jen has already connected with Manurewa High and a plan is in place to connect ET with their Rainbow group.
TT (Rm 20. Boy -Y7)	18 September 2024	Currently assigned to MoE Psychologist, Jen Butler	Behavioural concerns within school such as defiance, leaving the classroom, not listening to	Classroom observations	Classroom observations and information gathering undertaken but TT was away from school for some of the time and delayed the process.	<ul style="list-style-type: none"> • Classroom observations and information gathering undertaken but TT was away from school for some of the time and delayed the process.

			instructions, stealing and fighting. Has been stood down for above behaviours.		<ul style="list-style-type: none"> Next steps for 2025 is to conduct a number of emotional assessments with a focus on trauma and emotional regulation.
TN (RM 79. Boy - Y7)	22 November 2024	Has just been assigned to MoE Psychologist, Jen Butler	Behavioural concerns, behind in his learning, inability to focus.	Behaviour and engagement. Explore possible assessments.	<ul style="list-style-type: none"> RTLB group involvement Support from Kotahi te Whakaaro for Term One & Two MoE Psychologist, Jen Butler to gather data and conduct assessments or referrals where indicated in 2025.
TP (Boy, Starting 2025)		MoE Psychologist meeting with whānau to get as much information as possible before he starts at MI in 2025	Disengaged from school	Re-engagement	<ul style="list-style-type: none"> Gather information as to dis-engagement Prepare and set up for a successful start at MI in 2025.

Students with Medical Needs (Med book)

Currently, we have seven students with diabetes who require varying levels of assistance with monitoring their blood glucose levels. Jaden Godinet oversees this monitoring, with Maziah Maiava stepping in during Jaden's absences due to teaching placements. Student glucose levels are diligently recorded, and appropriate actions are taken if readings fall outside the normal range. If retesting still indicates abnormal levels, parents are promptly contacted. We are fortunate to have the support of Nurse Paula from the Mana Clinic team, who provides specialist assistance when necessary, such as helping students with their diabetic monitoring systems or insulin administration. Additionally, we support students who require medication during school hours to support their learning and behaviour. This medication is administered at specific times, and Jaden and Maziah ensure compliance by calling students to the office if they have not come to take their medication. We maintain a record of the remaining doses and proactively contact parents when supplies are running low. Unfortunately we are sometimes at the liberty of the parents providing the medication in time and there may be periods where the student has no remaining doses.

Note 1: For our kids with diabetes if they are below 4 they must remain visible in sickbay / office, be given something to eat/ drink according to plan and retested in 30 min. If retest is below 4 then parents must be rung for them to be collected. They remain in the office / sickbay until then.

Note 2: If they record over 15 they must go for a run and report back to test again in 30 minutes. Continue until below. If over twice inform parents.

Time	Student:	Room:	Medication:	Doses Left	Taken	Further action:	Sign:
8:30:00 AM	DM	33	Ritalin X 2				
8:30:00 AM	KW	15	x 1 Ritalin (High dose - only if has not been taken at home)				
8:30:00 AM	RL	34	Rubifen X 1				
8:30:00 AM	LT	27	Ritalin X 1				
9:05:00 AM	LA CHECK		Name:				
11:05 AM	T - check blood glucose	20					
11:05 AM	G - check blood glucose	69					

11:05 AM	MM- check blood glucose	20						
11:05 AM	MD- check blood glucose	30						
11:05 AM	KP- check blood glucose	26						
11:05 AM	J- check blood glucose	74	No longer needs to test as has pump that links to phone monitored by J - do check in every now and then					
11:25:00 AM	LA CHECK		Name:					
12:25:00 PM	KW	15	x 1 Ritalin (low dose)					
1:00:00 PM	DM	33	Ritalin X 1					
1:00:00 PM	RL	34	Rubifen x 1					
1:00:00 PM	LT	27	Ritalin x 1					
1:20:00 PM	T - check blood glucose	20						
1:20:00 PM	C - check blood glucose	79						
1:20:00 PM	G - check blood glucose	69						
1:20:00 PM	KP- check blood glucose	26						
1:20:00 PM	MM- check blood glucose	20						
11:05 AM	MD- check blood glucose	30						

1:20:00 PM	J-check blood glucose	74	No longer needs to test as has pump that links to phone monitored by J - do check in every now and then					
1:20:00 PM	TD	20	Rubifen x 2					
2:05:00 PM	LA CHECK		Name:					

Learning Assistants

A key aspect of the Guidance and Support portfolio is the invaluable, often unseen work carried out by our Learning Assistants (LAs). I want to shine a light on these dedicated team members who support our learners with diverse needs, providing that extra layer of care essential for their success at school. Our LAs invest significant time and care into understanding each student individually, supporting not only their academic progress but also their personal growth. The impact of their dedication is profound, shaping students in ways that go beyond the classroom. During a recent Individual Education Plan meeting, one student even shared that their dream was to one day work here at MI, just like the LAs who have made such a difference in their life. Moments like these are a powerful testament to the lasting impression our LAs leave on our students' journeys.

This year they have been upskilled through internal PD with our in-class support programmes of SPRING into Math and Agility with Sound (AWS). Our Kura Reo (ESOL) specialists have also shared with the LAs some of the activities and resources that can be used for these learners with language barriers.

Each week, the Learning Assistant (LA) Timetable is shared with all staff to support lesson planning and ensure adjustments can be made to best meet the needs of students receiving LA support. To promote independence, students typically work with different LAs across sessions. However, some students with specialised learning programs are paired with the same LA whenever possible, leveraging specific upskilling and professional development provided to that LA.

The LA Timetable is structured based on a checklist prioritising funded students, who are allocated hours first. Afterward, students without funding are assigned support according to their individual needs. When feasible, LAs may work with small groups within a class to maximise effectiveness. Below is an example of a learning block and a funded student's checklist, detailing the subjects and periods allocated for their LA support.

12-25	4	Taylor - S (Room 77 in 15)
13-25		Steven - K, C and L (Room 79 in 22)
		William - S (Room 27 in 26)
		Jaden - A and I (Room 14 in 3)
		Max - L (Room 24)
		Sarah - D and C (Room 66 in 25)
		Haare - R and S (Room 13 in 71)
		Amelie - D and N (Room 32)
		Talana - A and J (Room 11)
		<u>Other programmes</u>
		ESOL - Allie, Litalia
		Cooking - Rhona
		CEAL - Savana
		Numicon - Korinto
		Op Room - Henry
		Uni - Carlos



The information here shows an example of a Period 4. The LA's name is coded by their Whānau color and student listed with their form class and the class that they are working in for that period.

Humanities
Math
Sci
Other
ESOL
High Fliers - iDeal
High Fliers - Numicon
Cultural Enrichment / Red School Singing
Form Time
Physical Education

Funded			
First Name	Last Name	Room	Hours Per week
K	J	12	12 - ORS

Learning Assistant Voices

KJ - Room 12 (12 hours) + PS and LK					
	Monday	Tuesday	Wednes	Thursday	Friday
Period 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Period 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Period 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Period 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Period 5	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most important thing to me about this job?

Iavana Seuala	To create a safe and welcoming learning environment for our students. To see them smiling, happy and joyful over anything. Education is the reason they come to school but I believe we should give them the passion and love they need to make our school their home. For some of our kids their home is their house... Just a building they live in and not a place that is built on love and safety. Most of the time it isn't the best place to be at. For some of our kids the adults in their lives who are meant to be their role models do not lead by example in a positive manner. We have the opportunity to use education, culture, structure, fun and values to help uplift and motivate our kids to believe that they are more than what and where they come from. As well as giving them the love and guidance they may not get from their own blood at home. For some kids we are the only hope they have to achieve happiness and success. Our kids deserve to be happy and we owe it to them to ensure that we are ALWAYS doing it for them. We are in a very privileged and blessed position as a staff member here at MI. This is more than a job, this is and should always be... FOR THE KIDS, ALWAYS IN ALL WAYS!!!!!!
Carlos Tuala	The most important aspect of this job for me is having the opportunity to make a difference on students' learning journeys. Being able to support students individually and in small groups allows me to tailor my approach to meet their unique needs, helping them build confidence, character, and understanding in their learning. Knowing that I and other awesome LAs play a role in their academic growth and personal development is incredibly rewarding.
Litarina Savaiinaea	The most important thing for me in this job is to ensure safe spaces in our learning environment. From there, I hope students feel confident to navigate resources that elevate their academic levels. I want the best for the up and coming generations by understanding the importance of numeracy, literacy and social skills. It's also important that I upskill myself as a lifelong learner to equip myself with the right tools to assist students with their learning.
Steven Misa	The most important thing to me about this job is to create a safe and fun space for the kids that I work with. Teaching and supporting these kids to the best of my abilities for them to learn as much as possible. Not only supporting them in their academic learning but also guiding them as a mentor, to stay out of trouble and to let them understand that learning new things, doing their work doesn't make them not cool but, it makes them better than the person who makes the wrong decisions.
Taylor Chongnee	I think it is crucial to give these students the best experience possible for the duration of their two years here at Manurewa Intermediate. I find joy in seeing them grow not only in the classroom but as a person. I find it rewarding as I reflect on how they were shy Year 7's to confident Year 8's. Assisting in the education sector is my sole purpose as an L.A, however I believe it is also important to help them learn life skills that will help guide them as they mature in the coming years. The most important thing to me about this job is ensuring the students I work with become an all round good person.
Brittany Wilson-Connal	The most important thing to me is encouraging and assisting our students to do their best in their academics. I want to make sure our students enjoy the two

	years they have with us here at M.I, helping our Year 8's become confident and ready for high school.
Jaden Godinet	The most important thing to me about my role is giving students a sense of belonging and identity. I strongly believe that when students feel valued and appreciated in their environment and amongst their peers, they will succeed inside a classroom and their learning will excel. It's up to us as kaitiaki for our kids to ensure that our students are being heard and most importantly, feel valued here at Manurewa Intermediate.
Maziah Maiava	Manurewa intermediate is a great place for young students to grow and adapt to their surroundings but most importantly have a say on what they would want to do in high school especially if they would like to pursue Music, Art, Hip Hop, Cultural Dance and Sports. This is important to me because what we do here will stick with them and give them a good idea for what they want out of high school or for some in life. I believe we have a big impact on these kids' school life.
Sarah Iakopo	The most important thing to me in this role is giving. Helping our students achieve a little or a lot each day, and engaging with them in their learning to become better learners and individuals. Each day is an opportunity to give to our students. Whether knowledge, a piece of advice or even sometimes a pie for lunch, I know the kids learn to be grateful and feel appreciated. Their sense of being in a safe and supportive school is just as important as coming to school to get good grades in class.
Henry Vinivini	Well the most important thing is that I am passionate about trying to teach students to learn so they can make better choices in life and to make better decisions. If I was not passionate about my job I would not be working at this school for 22+ years.
Taiawa Popata	Personally I believe in creating an environment where learning and fun can co-exist. A place where our tamariki can feel open to embracing failure and feeling comfortable seeking advice to further their new learning opportunities. Whilst working alongside our tamariki I have built numerous relationships, many see me as a teacher but renownedly known to be a role model.
Shona Upoko	An important aspect is helping our tamariki learn life skills like how to cook, clean, arrange things neatly and in order how I like it. Giving them the opportunity to make and enjoy their meals that they've created.
Haare Popota	The most important thing to me is being able to support and encourage students learning whether it's in class or anything that they are involved in. It is an amazing feeling when you see them light up when they fully understand what you are trying to teach.
Korinito Seuala	I am a strong believer in giving children opportunities no matter where they are from. I firmly believe in creating a safe space but also a challenging environment for our students to thrive and succeed. The most important thing about this job is showing the students that they matter and that they are worthy. A lot of our students don't have great role models in their lives and they struggle with finding that person to look up to. I want to be that person! I believe that if I strive and

	push myself in my personal life outside of school it will have a ripple effect on the students as I am able to give nothing but 100% in all I do!
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How have I grown as an LA this year or in my role?	
Iavana Seuala	<p>With learning a new programme called 'iDeaL' I have learnt new skills and methods of how I can be better with helping our kids in their learning. This programme has helped to broaden my horizons with knowing the importance of what works and what I need to work on to make sure that I am 100% confident in teaching our kids the right methods and structures. I love my iDeaL kids and have really enjoyed spending time with them and helping them to grow! Besides the educational sides of things, I have been very punctual and refuse to take off sick days. Because 1. I love my job and 2. I want to be here everyday FOR OUR KIDS!!!! I want to be part of every step of their journey here at MI and celebrate with them when they succeed.</p>
Carlos Tuala	<p>This year, I believe I have grown significantly in my ability to adapt different teaching methods to different learning styles. Working closely with students who face challenges in specific areas has taught me the value of patience and persistence.</p> <p>I can honestly say that I have grown significantly this year, especially in my confidence and understanding of the abilities I possess and bring to this role. In saying that, I really struggled to find my rhythm, figuring out how to communicate effectively with the kids as well as taking initiative without always needing direction. However, with the guidance and support shown by my brothers and the incredible staff here at Manurewa Intermediate, I have developed confidence to step up and take ownership of my responsibilities.</p> <p>What has truly driven this growth is the kids themselves. They are the heart of everything we do here at Manurewa Intermediate, and knowing that I, along with the staff here, contribute to their learning and development has been a constant source of motivation. This journey has taught me not only to trust myself but also to embrace the challenges as opportunities to grow both personally and professionally.</p>
Litarina Savaiinaea	<p>Thank you to the handful of staff who have advised me when I need support! I have learnt a few more ways to plan, communicate and approach more effectively with students who have different needs or styles of learning. My goals have been met because I have been placed in different areas this year. I have built resilience through challenges and I am proud of that. It has been awesome to look back at my year knowing growth is well supported here.</p>
Steven Misa	<p>I have grown a lot as an LA compared to how I was the previous year. I used to always hide away in my shell and not do things outside of my comfort zone. I didn't know what to do, where to start, how to interact with kids or what to say in front of the kids. The more I observed and learnt from the LA brothers I can see and feel that I have found my feet here at Manurewa Intermediate. I've grown to</p>

	become more confident in speaking in front of the kids and taking lead for school singing. I now know what to do as an LA and my purpose towards the kids. I can even run my own programmes like Numicon, SPRING into math, AWS and even as simple as taking a group of kids out to work with - all stuff that includes teaching them myself. I never could do what I do now the previous year, so to see myself step up like this is a big improvement for me.
Taylor Chongnee	Academically, I have learned adaptive ways to accommodate the students I work with. I am able to assess their ways of learning by working closely with those on my timetable and adjusting their work to how I think they learn best. A personal growth area for me is my lack of confidence in big crowds. In previous years, I constantly shied away from opportunities to be in front of the students. This year, I gave it a go. I had the opportunity to lead multiple school singing dances (thanks to the LA brothers), lead some Zumba sessions during fitness, and, finally, lead a chant for the first time since I started here three years ago. This is huge for me, and I am proud of the progress I have made with my self-confidence.
Brittany Wilson-Connal	If I compare my skills and knowledge to my previous work I would say I have noticed an extreme change in myself. Since being employed here at Manurewa Intermediate I have gained many skills and strategies to carry out my role as an LA. I'm excited to learn more during my time here and help our students.
Jaden Godinet	Every year is a hectic, but rewarding year for me in many ways. As everyday comes with its different challenges and obstacles, I am always looking forward to coming to work. A key area I have grown in this year is being organised and having effective communication. Having the responsibility of taking care of ALL our med students here at Manurewa Intermediate sometimes takes longer than usual, due to either my diabetic kids being too low/high and having to take the correct steps to support them, or having to follow up with students to ensure they have taken their medication. Therefore having effective communication with teachers and informing them of where I am and who I'm supporting is vital, so they don't think I am wagging my classes.
Maziah Maiava	As an LA here I feel like I've grown to adapt to my surroundings thanks to the help of the LA BROTHERS! They are great at their job and have helped me alot this year. It's great to have these people around me to help grow and show me how to be the BEST at my job.
Sarah Iakopo	The challenges that I face throughout this role have been pushing me to become a better individual, but more importantly a better role model for our kids. The high standards and expectations have been a challenge to meet, but I am proud to say each day at work I've tried my best. Throughout the year I limited myself in my role. There's the thought that I should've or could've done more for our students, but I have appreciated the work that I put in. It is a privilege to understand that I have space to improve and to keep trying.
Henry Vinivini	I do everything to the best of my abilities every year.
Taiawa Popata	My new role as Aquatics Supervisor has come with many curve balls and hurdles this year! Personally I had a hard time trying to balance being inside class and

	inside the chemical shed, this had been a battle for me during Term Two and Three, However, working alongside CBH and Derrick they taught me, "no matter where I may be, if I'm giving my all for the kids that's all that matters". They taught me it's okay to be behind the scenes, learn to love new things and use it for creating a better environment for our kids!
Shona Upoko	By engaging with our tamariki when I am in class and getting to know them but working at Manurewa Intermediate has helped me communicate and appreciate those around me. I enjoy how I challenge myself by getting involved with staff dance and other events.
Haare Popota	By communicating and sharing ideas with teachers and how we can better support certain students in their learning environment to keep them focussed, engaged and able to work on their own without distracting others in their class.
Korinito Seuata	I am always learning and growing in this role. I have been here five years and there's always something new to learn. I have taken on more responsibilities as the years go by and I always find joy in everything I do. A part of my growth was being able to be a sponge in the classroom environment and learn from the different teachers and how they run the show. I have learnt what works for me and what doesn't. I teach Numicon and the way I teach is a mixture of what I have learnt from the variety of different teachers and what I know I am good at. I have learnt the importance of adapting to the different kids and their different learning needs. I adjust my lessons to the different groups I get and each lesson has been a great experience. I have also learnt how to work with different personalities and varying behaviours of students. It has been challenging at times as my students can often lose focus during the lesson. Not everything has been a walk in the park. There are times where lessons have failed or where I didn't manage to get the best out of my students. I have had to change a lot of things, especially my approach to certain situations. I also learnt the skill of slowing down and working at the students pace. This is beneficial for their learning and their development.

What am I great at as an LA?

Ivana Seuata	I say this with a humble heart, but I know that as an LA what I do well is lead by example and just get on with whatever I need to do no matter what can be happening for me behind closed doors. Like anyone else, life can be stressful and unfair. There are days where I come to work carrying so much baggage and going through hell but the kids or staff will never know BECAUSE I PUT ON! I put whatever is happening outside our school gates behind me and I show the whole school what happiness, joy and energy looks like. I never let the ugliness from outside affect how I can be the best LA possible for our kids! If our kids have to put on a brave face everyday and come to school and try their very best then what is our excuse? I love my job and I will always push aside my own personal matters and put on FOR OUR KIDS! Wherever I go I carry an energy that helps to uplift the spirits of anyone that is around me. I take pride in that because at the beginning of the year everybody says they are ready for the year and cannot wait
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	to do this, do that. But nearing the middle to the end they start clocking off. Not me. I STAY UP and turn up because our kids come first.
Carlos Tuala	<p>I believe my strengths as an LA lie in my dedication to building positive relationships with students and creating a supportive learning environment. I am approachable and encourage our kids to ask questions and express themselves without hesitation.</p> <p>My creativity in using different tools and activities to help simplify complex topics also helps students connect with the material, making the learning process enjoyable and rewarding for them.</p> <p>Although I have become more confident and have learned to trust in my own abilities, I know there is still so much for me to learn. I believe I haven't reached my full potential or fully discovered the kind of teacher I want to be. I am still exploring how to shape my teaching style, how to make a lasting impact on our kids, and how to grow into that role that truly reflects my passion for education. This journey is ongoing, and I am truly excited to continue learning, growing, and evolving both as an educator and as a person.</p>
Litarina Savaiinaea	I believe I am great at creating pathways of learning for students who are academically challenged or haven't had much to do with daily routines. I aspire to see more of our students unlocking their potential which is why my big push is to make the most of each day. My role can be hidden at times but I aspire to maintain the same energy for all.
Steven Misa	Building relationships with the kids like getting to know them about what they like, what they don't like. Talking to them more and more gives me a glimpse of knowing how those kids work in terms of keeping them engaged, with their learning. I am also good at turning their learning into fun activities where they are learning what they need but also having fun too.
Taylor Chongnee	Building relationships with the kids is a key strength I possess. I think because I have grown up in Manurewa I am relatable and can easily connect with students here at Manurewa Intermediate. This helps me do my job to a higher standard and get results.
Brittany Wilson-Connal	As a learning assistant, I'm good at connecting with students and making them feel comfortable. I try to understand what each student needs and adjust my help to make things easier for them, whether by explaining things in a new way or just giving them encouragement. I work well with teachers and other staff to keep a positive atmosphere in the classroom. My positive attitude and patience helps show students how to stay motivated and keep going, even when things get tough.
Jaden Godinet	Being present, 'neva'folding' to any challenge or task, and being able to adapt quickly and effectively. I strongly believe that just being present and showing up EVERYDAY is important for our students and helps with building positive relationships, with our tamariki throughout the year, and also showing our kids that we care about them and their learning journey. 'Neva'folding' is something my brothers and I live by each and every day. This saying means not folding on

	our job, not folding in front of our kids, and not folding in any situation that is thrown at us. Giving everything a go and being an adventurous risk taker.
Maziah Maiava	I am a relatable adult that the kids can connect well with. Growing up in Manurewa I find certain traits within the kids that I see in myself. Connections are important here at M.I as our school is a huge change for them compared to primary and I feel I can make their transition that bit easier. I am easy going, however in the classroom I know how to switch on and get work done with whatever student I am with. I think I am great at being a friendly face as well as having a high work ethic. The Brothers have helped me out of my shell and encourage me to be in front of the kids. I am grateful for this as it will help me next year in my role as Passionator.
Sarah Iakopo	I offer a supportive attitude towards our students in class and around school. I'm able to engage and empathise with our students when they need it. Also, my confidence and passion in being able to speak Samoan has created a bridge between me and some students within their learning. I can translate work for them, speak to them and help them understand what they're learning about. I enjoy being able to support our students in their learning, and watching them become eager to achieve more despite the language barriers.
Henry Vinivini	I am great at supporting all the teachers and management in any way I can. I am great at supporting the Marae stays, Survival camp, X-PLO Tech, Leadership camp and monitor students in the Opportunity room.
Taiawa Popata	One thing that has been a goal for me this year is being able to bridge the gap to all of our tamariki who tend to always get the bad end of the stick. Whilst creating these relationships I've learnt many things, but one thing that always sticks out to me is they value respect and loyalty. By displaying these two small values whilst working with these individuals, it has helped them open up, not only to me but to their peers as well. Showing them to NEVER judge a book by its cover and to show each other the same respect that I display to them.
Shona Upoko	Cooking has always been a part of me. I work in different places sharing my talents in food, culture, and catering. Working as an LA in the cooking room alongside Miss Rowney has been an honour. I also get to share my knowledge and passion in food with our tamariki.
Haare Popota	Being fair, understanding and helpful.
Korinito Seuata	I believe I work hard and invest time and energy in helping the students succeed. I believe that as an LA I can work with all students no matter the learning capabilities. I bring great energy to the students and give them positive affirmations when required. I am great at coaching sports. I have a passion for coaching the students at MI and the results speak for itself. I love to help others in need and I enjoy supporting everyone too.

What is something I can improve on or what do I hope to achieve next year?

Iavana Seuala	Improve on not always doing a teacher's job for them. Sometimes it's better to let them sink so they can learn how to float.
Carlos Tuala	<p>Expanding knowledge of learning strategies: Learn more diverse teaching methods and tools, such as incorporating technology or differentiated instruction, to better support students with different learning styles and needs.</p> <p>Reflection: Dedicate more time to reflecting on myself and the way I carry out different learning sessions.</p> <p>Understand Learning Styles: Learn more about different learning styles (visual, kinesthetic, etc.) and how to adapt different teaching methods to suit individual student needs more effectively.</p>
Litarina Savaiinaea	I can improve on time management and some other skills that need brushing up on. Never too late to develop.
Steven Misa	<p>I can't think of one right now however, I think for me there is always something to improve on especially in this school of MI. There is something to learn every day and when I know there is or was something I could've done better, I would do just that.</p> <p>What I hope to achieve next year is to use all the skills, things I've learnt and observed from my years at MI to teach the next wave of kids to the best of my abilities.</p>
Taylor Chongnee	I can improve in all areas surrounding my job. Something I hope to achieve next year is the new programme I am enrolled in for my own personal growth as a student teacher. This programme will provide me with even more tools to help me assist my kids better.
Brittany Wilson-Connal	As a learning assistant, I could focus on developing strategies to better engage and support diverse learners, pursue professional development in areas like classroom management, and strengthen collaboration with colleagues. Enhancing my mentorship skills through communication, resilience, and positivity would set a strong example for students, while fostering their confidence and independence could empower them to become more self-sufficient learners.
Jaden Godinet	With having the role as Passionator next year, I am very excited and looking forward to the challenges and success that comes with it. If there is something I can improve on looking ahead to next year, it is simply saying no.
Maziah Maiava	I am excited to start my new role as Passionator next year. I know with this comes huge responsibility, so during this time as the year is ending I am looking at ways to improve my skills as well as absorbing new things I can implement next year. I find that as I move into this role I have minor improvements that I can develop through the support this school gives me. Organisation and time management will be big for me next year so I am excited to see what I can do to fulfill my role in 2025.

Sarah Iakopo	As an LA, I know I have a lot to learn and things to be better at, but I also believe I have a lot to offer. My only obstacle is I limit myself because I'm afraid of failing. Setting boundaries between me and the kids is also something important that I can work on. Not letting them get away with poor behaviour or attitude just because I seem friendly. As an individual though, I need to get better at time management, being well organised, communicating and lastly, valuing confidence and self belief.
Henry Vinivini	I hope to achieve everything I have done this year and more.
Taiawa Popata	Personally for me, time management is something I could work on. Well working in the pool I tend to have clashes in my timetable, some days I may be paired with a class but the pool will need a top up on chemicals. Next year I will be hoping to create a timetable alongside my pool partner (Colin) to help out with time management.
Shona Upoko	By leading chants for whānau singing and dancing in front of our kids. What I do hope to achieve next year as a learning assistant doing the best I can with the programme I am enrolled in to have better understanding about our tamariki.
Haare Popota	Leading chants for whānau singing and have a type of swimming class in Period 6.
Korinito Seuata	I definitely can improve in finding more creative ways in teaching different math strategies in Numicon. I find that the student's can lose focus easily when the activities I do are too challenging or are similar to a whole class environment. I hope to improve on planning different tasks for students.

What was a challenge with a student that I have seen positive change in?	
Iavana Seuata	EG was a shy kid at the start of this year. Always came to school with a hat and barely talked to anyone around them. I took it upon myself to always say hi to this student whenever I saw them and even created a handshake with them that we still do to this day. Now I see they are a lot more confident and just enjoy being a kid. I am so proud of them and the growth they have had just this year.
Carlos Tuala	When RL first started Numicon, all he wanted to do was play games and listen to music on the Chrome book. By making my lessons fun, interactive and hands on, he gradually started participating in the activities. Now, he is the first one to run to Numicon when it's his time. Yay!
Litarina Savaiinaea	FM started as a quiet and isolated student who barely spoke and interacted in our group sessions. Cultural and language barriers were big factors so I made little introductory activities to model safe spaces and conversations, in hopes she'd follow suit and eventually, she did. Now she always says hi when she sees me and can hold a conversation. There are many like her who need to be shown social skills in order to get the best of their abilities at school. I'm glad she has progressed.

Steven Misa	RM's behaviour has changed dramatically in a positive way this year compared to how he was last year. He was a kid that refused to do any work and liked to disrupt the class. He would always be stuck on his laptop listening to music as he is very fond of the sound of music. However, this year he has calmed down a lot especially with this behaviour. He has the mindset of getting his work done before he can get time to chill and listen to music. He doesn't disrupt the class and knows the values and rules this school holds inside and outside the classroom.
Taylor Chongnee	I reflect on my time with IL in Room 33. Last year, I spent most of my time with her. When we first met, she barely spoke to me; she had low self-esteem and faced both mental and physical disabilities. She was only comfortable learning on a device and could hardly write words in a book. Now, she confidently writes stories in Humanities with the assistance of an LA and can talk for hours about anything and everything. It has been an honour watching her grow through her years here, and I'm confident she will do well as she transitions to high school.
Brittany Wilson-Connal	Looking at the time I've spent with RL R34. He started the year off with being uncomfortable and not wanting to work with me at all. Comparing Term One to Term Four I can definitely see the major change and growth of this student.
Jaden Godinet	In Term Two, a student came to our school with vision impairment (AM) and found it very difficult and challenging to be himself due to his condition. AM did not want any of his classmates to know there was a problem with his vision and was very shy and hardly contributed to his class or group discussions. But with my support and telling him that it is okay to ask for help, AM got more comfortable and started opening up to his classmates. He began to ask for support and use the devices given to him to support him with his learning, which is a huge success.
Maziah Maiava	When AM and I first met he was a shy kid, not wanting to bring any attention to himself because of his eye condition. Nowadays AM is confident and talkative to his peers and LA's. Sometimes he would play basketball with his friends knowing he has a disadvantage but still decides to play, which is awesome!
Sarah Iakopo	When SL started at MI, I noticed how quiet she was. Her body language and facial expressions seemed as if she was uncomfortable being at school.
Henry Vinivini	AC and AA have had a change in their attitude, learning and behavior.
Taiawa Popata	When SP started Manurewa Intermediate he had many challenges inside and outside of school. Working with him this year I have seen a massive change in attitude and work ethic.
Shona Upoko	It's been a challenging year with our tamariki in the cooking room. Most of our kids don't know how to use basic equipment or clean or do laundry but it takes time for those kids who are willing to learn. The most important part is giving them that opportunity by creating something yummy and delicious to share with their friends.

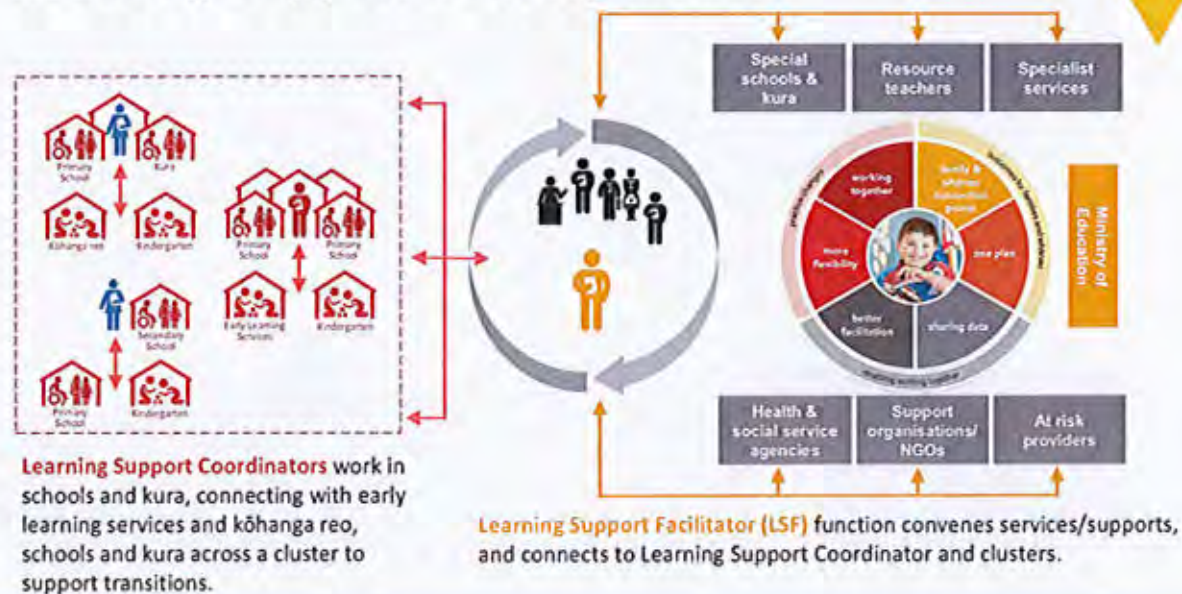
Haare Popota	"L" Boosting his confidence level. From a very quiet lad who would stick to himself is now making more friends and telling jokes and having a laugh and sometimes getting himself into trouble. I see this as a huge change and will help him in the future.
Korinito Seuata	KW struggled with math and staying focussed in class. He often seemed uninterested, which affected his work and behaviour. I found out he loved rugby league, so I started using it in our lessons. For example, I made maths problems about scores and player stats. This made learning fun and relatable for him. As a result, KW's focus improved, and he started understanding maths better. His behaviour also got better because he felt more engaged and included. Using rugby league helped him enjoy learning and succeed.

What is my memorable moment of 2024?	
Iavana Seuata	I would say everything this year was a memorable moment. But seeing our kids happy, excited and full of joy will always be the best feeling ever. Seeing them like that makes all the long hours, late nights, hard days and stressful days all worth it.
Carlos Tuala	<p>My first year here at Manurewa Intermediate has been an unforgettable journey filled with many moments that have shaped me. From camp and night markets to cultural enrichments and sports days, every experience has been memorable. The highlight, however, if I were to choose one, has been seeing our kids develop and succeed, not only in their learning but in their personal growth and confidence. Witnessing them overcome their own learning challenges, celebrate their wins, and grow into themselves has been the most rewarding part of this year.</p> <p>What makes this year even more special is the sense of belonging I've found at Manurewa Intermediate. Being part of such a supportive and talented team has been a privilege, and it has helped me grow in ways I never expected. Building my own confidence alongside incredible people in this workspace has been a game changer for me. This full-circle moment, once being a student and now being in a position to give back, has shown me the true power of community support and giving it your all for the next generation. These experiences and connections are something I'll carry with me for life.</p>
Litarina Savaiinaea	Pretty much the whole year! My personal highlight was climbing Rangitoto and making it to Home Bay. Camping, yes. That type of hikoi? Heck no lol. The whole year of staff dances has also been a favourite and I feel keeps us connected. I'm also blessed to be in a strong and awesome whānau. It's great when we win, I think what our team stands for is far more valuable and has set the bar for any other team I am involved with.
Steven Misa	My memorable moment of 2024 would have to be camp without a doubt. I was given a great opportunity to stay at Rangitoto Island for the whole two weeks

	there. Not only did I get to enjoy my time with my brothers but I also got to enjoy it with the kids in every whānau. It was a great way to introduce us LA's to the kids especially to the kids in our given whānau whom we are going to be with for the rest of the year. In saying that, creating that bond and relationship with the kids first hand was crucial, and camp was the best platform to do that.
Taylor Chongnee	I can't pinpoint one thing but if I were to tell you of my memorable moments I would start with camp, an amazing way to start the year. Then I would talk about our language weeks and how we as a school come together and celebrate diversity. I would also talk about the facilities, the opening of our pool was a celebration in itself. The list is endless, Manurewa Intermediate is full of memorable moments.
Brittany Wilson-Connal	This being my first year here at M.I, this whole year has been a memorable moment. Starting the year off with meeting the amazing staff at Castaways. Beginning the school year with camp, getting to explore Motutapu Island with our Kauri Whānau.
Jayden Godinet	My memorable moment of 2024 is CAMP! I feel that camp is the best way to start the year and build those positive relationships with our students right from the get go. It also gives us the opportunity to set the tone with our whānau groups. For some of our students they have never experienced being on a ferry let alone a school camp. Seeing our students smile and fellowship with their peers on the ferry ride, to watching them endure through a 4 hour hike in the blazing hot sun, to seeing them happy and excited to make it to the very end. I will be forever grateful that I work in an environment where we give all our students to create lifelong memories.
Maziah Maiava	A memorable moment for me has to be our school survival camp. This experience helped me alot in terms of fulfilling my job as a LA! Our LA team is reliable and puts on for the kids all the time, anywhere and with the energy you would need to pick you up and hit the ground running. Camp was a cool way to engage with my new team and kids giving me a head start to the bond building with my whānau and team.
Sarah Iakopo	It's never a boring day at MI. Each term had something special to celebrate together as a staff, whānau and school. However, my most memorable moment this year was celebrating the kids and their victory at Sports Camp in Term Two. Their hard work, dedication and talent determined their win. The staff's support and commitment towards the kids was a privilege to see as well. Watching them return as champs and being celebrated by the whole school was special. The big and small victory and defeat these kids achieve each day, is a thrill to be a part of!
Henry Vinivini	There are so many memorable moments, seeing students giving of their best in learning math, Science, X-PLO Tech, Performing Arts, and many other subjects. There are other activities like Camps and the Maraë stays because I got to know about the students background and found out quite a few students are related to me.
Taiawa Popata	My highlight this year was definitely camp because I was able to display my manu skills for all to see!

Shona Upoko	Too many! I have to say camp was the most fun and memorable for me. When we got to Motutapu Island, getting off the ferry and going to explore the island with Nirvana then got lost. Cooking meals to share with the LAs and staff and appreciating the company was awesome.
Haare Popota	A memorable moment was In Term One at camp when I was able to show my strengths in the ocean. Also when Nito and I stacked the camp gears into the truck and had heaps of room left over! Also SMASHING the staff swimming relay.
Korinito Seuala	Would definitely be taking on Numicon full time. I have enjoyed working with different groups from different whānau. It has been a great learning experience not only for the students but for me as well.

Learning Support Delivery Model

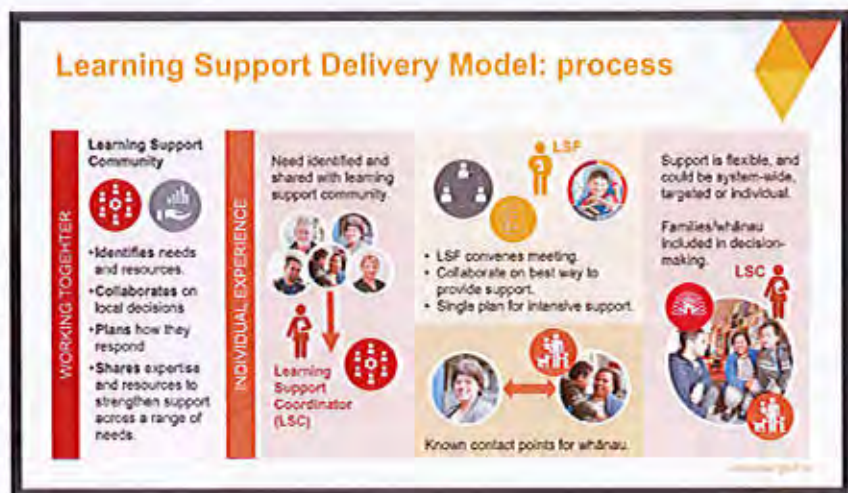


1. Learning Support Coordinators Role

The role of LSC includes identification and planning for the learning support needs of all children and young people in their cluster schools by working closely with Ministry Learning Support Facilitators through the LSDM, to help build capability across the Kāhui Ako schools. The LSC role also includes connecting with a range of specialist supports and services, such as Resource Teachers, and those provided by other agencies, such as Oranga Tamariki – Ministry for Children, and community organisations.

2. Learning Support Delivery Model

The LSDM provides a framework that organises learning support around how the needs of all learners are best met within their local community. The LSDM is a way of working with more local control to deliver tailored responses for children, young people and their whānau/families. It involves the Ministry of Education's facilitation function, usually provided by a Service Manager, who facilitates support for schools and Kura from the Ministry, a range of service providers, the community and other agencies. Te Kāhui Ako o Manurewa facilitator is Debbie Law.



3. Mid Year Review

Area of LSC Focus	LSC at Manurewa Intermediate
<p>Supporting teachers and students through building an inclusive school or Kura and cluster environment where all students participate, progress and make successful transitions.</p>	<p>The LSC supports the implementation of an inclusive environment based on the principles of Universal Design for Learning. The intention is for teachers to have a common understanding of how best to meet the needs of all students in their classrooms.</p> <p>Support includes:</p> <ul style="list-style-type: none"> • working with classroom teachers, other professionals and parents to identify students' needs as early as possible and to respond promptly with the right support. • supporting teachers with observations and assessments to be able to identify areas of support needed. • providing students and teachers with evidence-based strategies, practices and guidance about what will make a difference for their students. • working with the leadership team, teachers, learning assistants and SENCo to develop capability through training and professional development. • working with schools and whānau of students with learning difficulties who transition during the year to ensure relationships are built and there is clear communication and understanding of needs. • liaise with the previous school to gather data and information for students who transition during the term. • supporting and working with a small group of students in class to help achieve their learning goals. • working with the leadership team to ensure all students, including gifted students, receive appropriate support to enhance their learning and progress. • supporting classroom teachers and students to access online assessments for Humanities and Mathematics (e-asTTle / PAT's). <p>In Terms Three and Four support included:</p> <ul style="list-style-type: none"> • working with local secondary and contributing primary schools to plan a transition pathway for those students who will benefit from this support. • assist the transition process for those students. • share current assessment data and Individual Education Plans with secondary schools.
<p>Te Kāhui Ako o Manurewa</p>	<p>As part of the Learning Support Team of Te Kāhui Ako o Manurewa, the LSC is:</p> <ul style="list-style-type: none"> • contributing to the identification of learning support needs across the school or Kura and cluster through the provision of tools and advice to teachers. • building relationships with contributing agencies - Social Workers, Ministry of Education, Resource Teachers (RTLB), private providers etc. • embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared. • hosting fortnightly meetings at Manurewa Intermediate that include: <ul style="list-style-type: none"> ◦ discussing cases brought to the LSC and SENCo panel for suggestions as to the next steps for referrals, learning interventions, MoE support and other agency referrals.

	<ul style="list-style-type: none"> ○ sharing what's working and what's not working across the Kāhui Ako. ○ supporting and sharing expertise with others ie learning interventions, planning etc. ○ supporting the transition process and documentation set up with local high schools and contributing schools. ○ identifying the importance of, and adherence to, a common language for the Ministry Learning Support Register (LSR) across the Te Kāhui Ako o Manurewa.
Learning Support Register (Te Rito)	<p>Currently, students with learning differences and/or difficulties are being recorded on a new school SN database along with students who require health or behavioural support. This new database is currently being utilised by the SENCo and LSC as the MoE Learning Support Register (Te Rito) has been delayed with no due rollout date.</p> <p>24/11 - attend hui on how to navigate our way through Te Rito.</p>
Individual Education Plans/ One Plan and follow up work	<p>The SENCo convened Individual Educational Plan (IEP) meetings in Term Four for eleven students, their whānau, form teacher, LAs, Humanities and Math teachers. These IEPs were evaluated against the Term 2 goals to ensure students receiving ICS, ORS, MoE and RTLb funding had targeted learning plans to meet their individual learning needs. Goals for Term 1 2015 were written collaboratively with the student, their parents/whānau (who were all invited to attend) and their form, humanities and math teachers.</p> <p>All students were assessed by the LSC using the Burt Word Reading assessment, PROBES or PM Benchmarks, GLoSS (Math), Raven and McCarthy and Kirk Assessment of Oral Language to gain baseline data.</p> <p>IEPs were completed for:</p> <ul style="list-style-type: none"> ○ Two students with ICS funding (In-Class Support) ○ Three students with ORS funding (Ongoing Resourcing Scheme) associated with learning and social behaviour ○ Six students who received funding support from MoE & RTLb <p>IEP follow up work involved:</p> <ul style="list-style-type: none"> ● Sharing the completed IEPs with teachers, SENCo students and whānau. ● Contact students' previous schools to obtain additional information. ● Contact Manurewa High SENCo to support enrolment applications for out of zone ORs students. ● Organising headphones with microphones for students requiring access to 'speech to text' and 'text to speech'. ● Creation of visual timetables . ● Identifying possible RTLb or MoE referrals for 2025
Referrals to Guidance and Support	<p>The profile of the LSC within the school has remained high. Teachers are aware of the work the LSC does and the number of learning referrals continues to increase. A SnapShot of general ability across the curriculum is completed following the allocation of a referral to the LSC.</p>

	<p>Testing</p> <p>Term 3:</p> <ul style="list-style-type: none"> • Fifteen Snapshots were done. Out of these there was two group referral made to RTL B R19 & R79 • Three Individual referral to RTL B • Two to MoE for observation and next steps • Two referrals to MoE (Psychologist) • One referral to MoE (Speech & Learning Therapist) • Five students were screened for dyslexia and three were identified as being dyslexic <p>Term 4</p> <ul style="list-style-type: none"> • Fifty students who are in the iDeaL data base were tested to monitor progress • One student to gather data for ORS application • BAS assessment for three students with the assistance of a translator
Referrals to outside agencies	<p>The LSC has completed, or is in the process of completing referrals, for:</p> <ul style="list-style-type: none"> • Paediatric assessments • RTL B support (with SENCo) + Transition referrals for our vulnerable Year 8 • MoE support • Assistive Technology • Subscription for Sunshine Online • Worked alongside outside agencies to complete ORs application • Worked closely with SWiS, and the school counsellor to engage and get consent from whānau whose tamariki needed additional learning support from outside agencies
Whole school support with Agility with Sound (AWS) structured literacy programme	<p>During Term Three and Four the LSC supported the Agility with Sound (AWS) PLD of LAs to enable a smooth implementation of AWS in all Humanities classes with the students that they work with throughout the school.</p> <p>AWS will support many of the neuro-diverse students in the school.</p> <p>New classroom teachers were supported in class in setting up their students with Word Chain and working with one to one students.</p> <p>Introducing the Agility with Sound readers to students who are working at Level one and two in the programme.</p>
Peer and small group interventions Colourful Semantics Numicon SPRING into Math Sunshine Online	<p>The LSC has supported the implementation of the Colourful Semantics, Numicon, Sunshine Online resource and SPRING into Maths. This involved:</p> <ul style="list-style-type: none"> • Colourful Semantics: training learning assistant, modelling the programme's implementation for the ESOL learning assistant and providing ongoing support. • SPRING into Maths: supporting learning assistants and Leadership (ICS) implementing and providing ongoing support
Kura Reo Programme	<p>Students who are new learners of English, or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.</p> <p>During Term Two the LSC has supported the school ESOL programme for</p>

	<p>students who are English Language Learners.</p> <p>This has involved:</p> <ul style="list-style-type: none"> • Identifying and confirming all students entitled to funding under current MoE guidelines. • Training two learning assistants to assist with the assessment of ELL students using BURT, PROBES writing samples and instruction following tests. • Assessing and analysing all Year 7 ELL students (with Learning Assistant support) • Completing MoE English Language Learning Progressions matrices for all Year 7 and 8 ELL students. • Supporting the creation of a timetable for ELL learners for Terms One and Two. • Designing an ESOL programme to be run by a learning assistant. This involved: <ul style="list-style-type: none"> ◦ modelling the use of Colourful Semantics resource for LAs x2. ◦ modelling aspects of the Agility with Sound programme for LAs x2. ◦ creating an ESOL planning template and working weekly with the ESOL learning assistant to plan curriculum relevant lessons. • Supporting the ESOL learning assistants to update MoE English Language Learning Progressions matrices.
Assessment kete	<p>The LSC used evidence-based assessments to ensure consistency in baseline data, identification of learning support required by students, and student learning progress.</p> <p>This has involved:</p> <ul style="list-style-type: none"> • Use of dyslexic screening tool • iDeaL assessments in Reading and Spelling
Relationship building with parents and whānau	<p>The LSC has supported parents / whānau to develop an understanding of the learning support processes available.</p> <p>This has included:</p> <ul style="list-style-type: none"> • including whānau in IEP meetings to ensure they have agency in their child's learning and key competency goals. • explaining application processes (ORS, paediatric referrals, Ministry of Education referrals, RTLB, etc.) to whānau. • calling whānau after Snapshots have been completed to gather their voice, and discuss findings and possible next steps. Meeting if whānau are available to do so. • meeting with social workers and other agency personnel. • providing whānau with relevant support and guidance on the use of suitable resources and strategies to support their child's learning. • home visits to sign consent forms for students to receive additional support from outside agencies.

<p>Working with the School Leadership Team to ensure all students receive the appropriate support to enhance their learning and progress.</p>	<p>LSC has raised learning support related issues that required leadership involvement:</p> <ul style="list-style-type: none"> • Speed Dating: <ul style="list-style-type: none"> ◦ used this time to meet with Lines of Teachers for feedback meetings. • Streamlined Process for referrals to LSC: <ul style="list-style-type: none"> ◦ worked with SENCo to raise the profile of the Guidance and Support team to ensure that students are referred and get the support they require. ◦ IEPs included Form Teacher, Math and Humanities teachers in the process. ◦ Participated in the Student Involved Conference by providing feedback and feedforward to whānau.
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Kura Reo (ESOL)

Students who are new learners of English, or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.

Each session of the Kura Reo programme may include:

- An oral language component of listening and speaking, using a range of games and activities.
- A reading component comprising online book reading (Sunshine Online/EPIC) and listening to books being read, followed by related comprehension and word activities. Occasionally Agility with Sound (AWS), supported in class by Humanities teachers has proven to be effective in developing phonemic awareness.
- A writing component of formulating sentences orally, using images, followed by creating sentences. Students write their sentences when they can do so confidently.

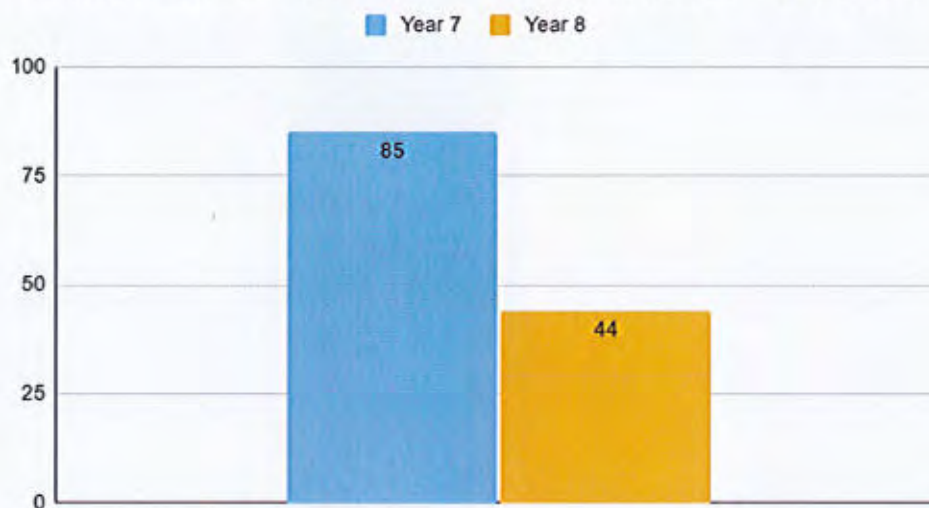
Twice a year we apply for funding for eligible students. In our first round of funding we applied for 113 students. This number increased by 16 to 129 in our second round of funding for the second half of the year.

The English Language Learning Progressions (ELLP) scores are a key component of ESOL funding applications in New Zealand. These scores assess students' proficiency in English across four key areas: listening, speaking, reading, and writing. The ELLP framework is divided into stages that reflect a student's progression, from Foundation (new learners of English - 0) to Stage 4 (approaching mainstream proficiency). Each stage provides a detailed description of the expected language abilities for that level, helping schools identify where students are in their English language development. ELLP scores are crucial for demonstrating a student's need for additional language support and ensuring that resources are allocated to help them succeed in their learning environment.

Below are some graphs that show the student background, ethnicity of these students, their country of birth, and first language. Also included are graphs showing how the students scored in each of the four key areas. It is clear from the data that our ESOL students demonstrate more competence in listening and speaking than they do with their writing and reading. Listening and speaking are typically acquired more rapidly because they involve direct, real-time interaction and exposure in social and classroom settings. These skills are often

practiced frequently in everyday communication, allowing students to build vocabulary, pronunciation, and conversational fluency through immersion and repetition.

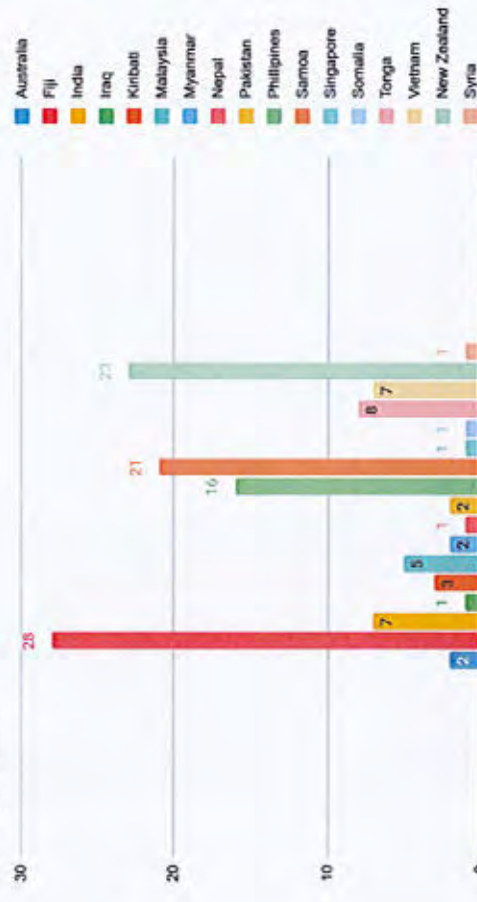
FUNDED ESOL STUDENTS - TERM THREE AND FOUR



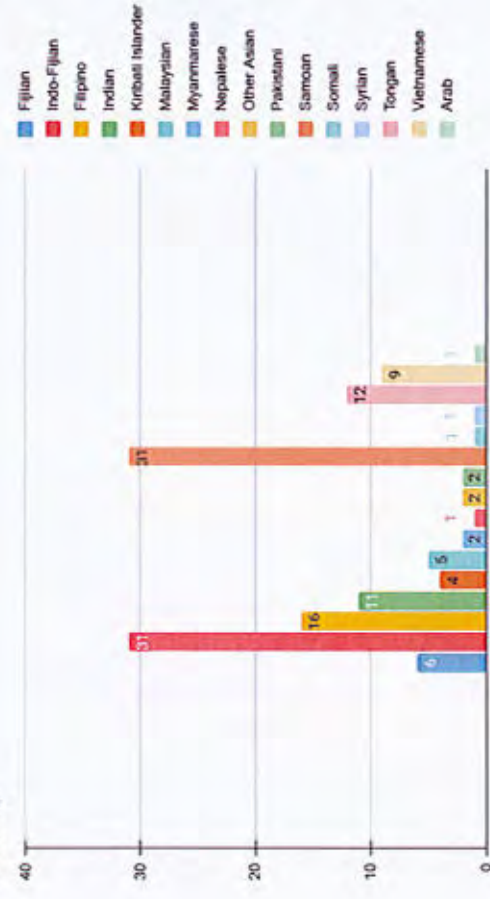
Student Background



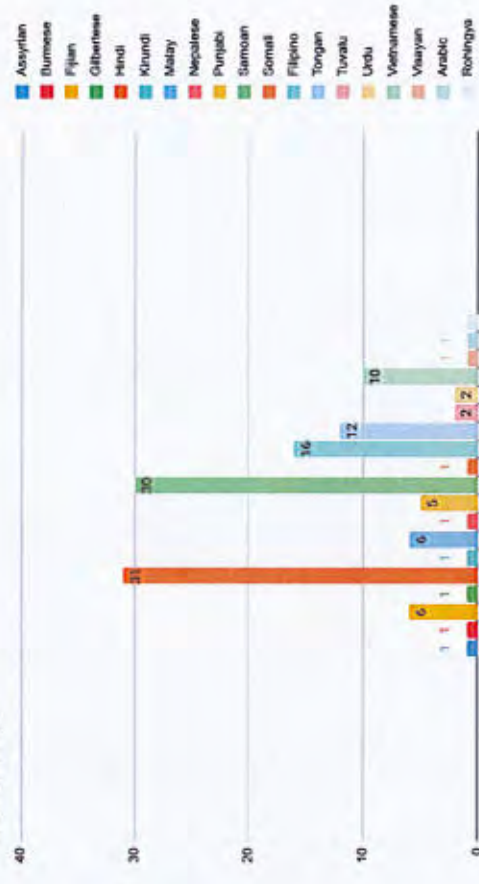
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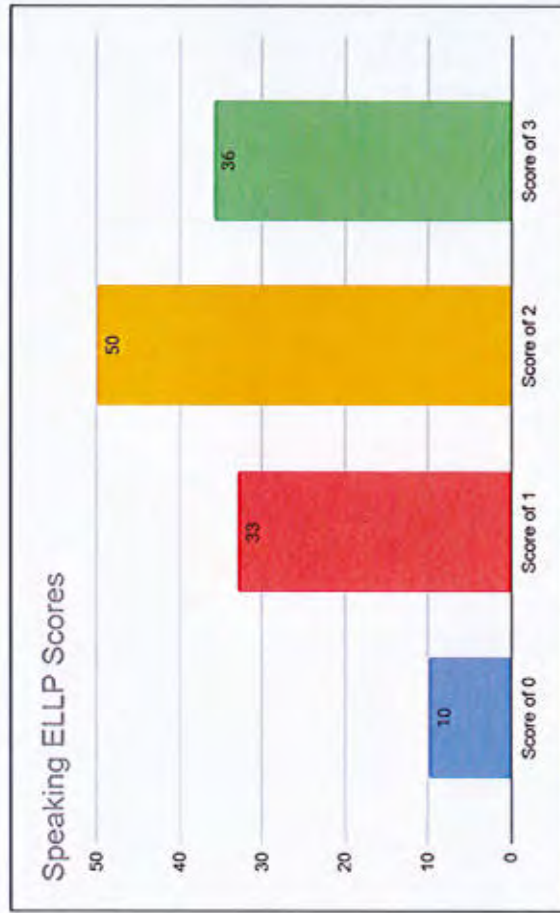
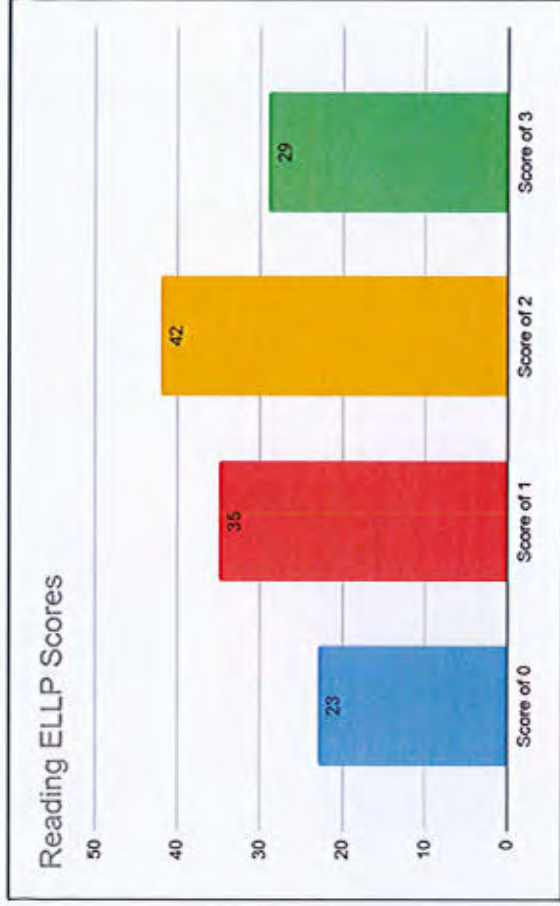
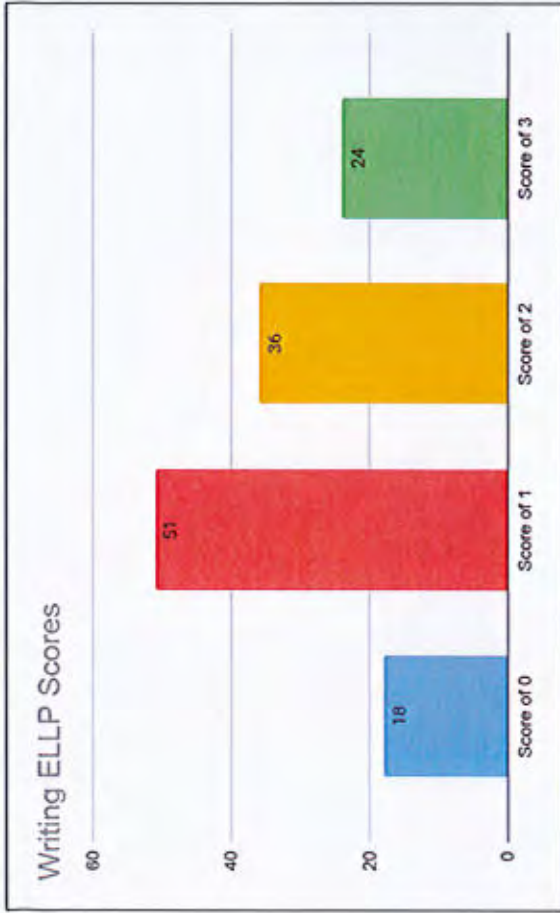


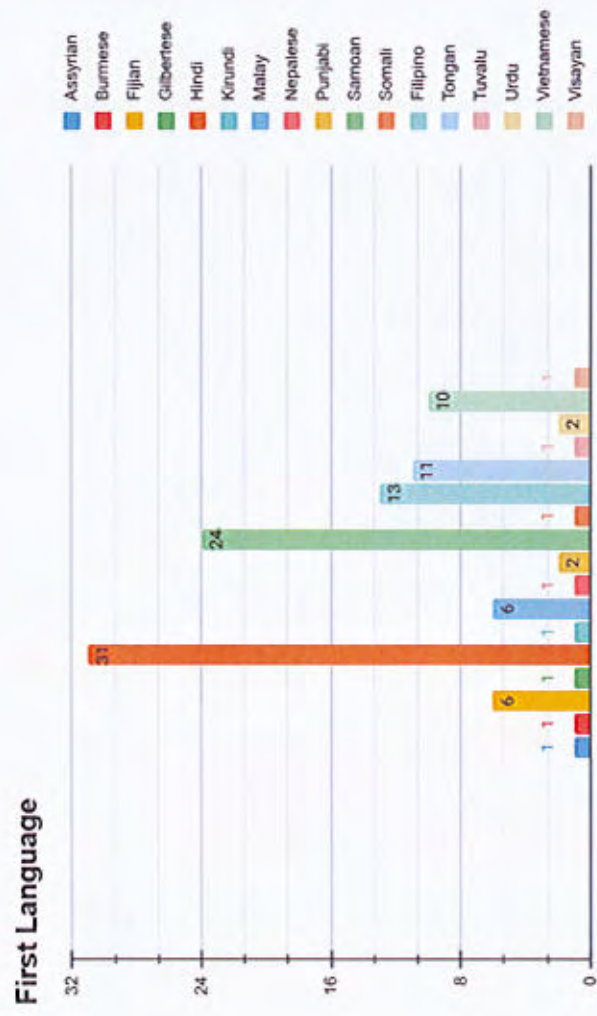
Ethnicity



First Language







ESOL Feedback

Allison Leiataua	<p>I am grateful for my teacher role here at Manurewa Intermediate School. I'm looking forward to 2025, where I can further develop the skills and knowledge I have gained during my nine terms in the ESOL programme. Humanities will be a new challenge.</p> <p>This year the ESOL programme was fun. Together with Litarina I was able to create lessons based on what we believed were gaps in student knowledge or front loading students with vocabulary rich content before their humanities lessons. Having access to Humanities teachers planning really helped in ensuring that our lessons were on par with what students were learning with their form classes.</p> <p>It has been reassuring to see students improve in Reading Age and Comprehension from the start of 2023 or for Year 7s, their first round of Probes in February/March this year.</p> <p>Many of our students have amazing decoding and phonetic skills, however their inferencing skills and comprehension need a lot of attention. We have been addressing this by including lessons that involve explicit teaching as well as trying to link students' prior knowledge of life and real world events to our learning.</p> <p>ESOL students come from a vast array of backgrounds and bring with them a wealth of knowledge. Encouraging students to share that knowledge and then having them freely do so, has been a pleasure.</p> <p>I am proud to be able to say that each lesson implemented a facet of each of the essential learning areas of speaking, listening, reading and writing. Having the freedom to create then execute some of my 'Out of the box' ideas in the ESOL programme has been great. Having access to the wharekai to have hands-on learning experiences for the students has also been rewarding and beneficial on several levels for our ESOL kids.</p> <p>With me stepping back into the classroom next year, it's regrettable that I can not take all my ESOL students with me. The realisation that there are students in every class at MI that will benefit from my love for teaching and 'Man of steel' patience, consoles my needi-ness gene into understanding that the person stepping into my role as ESOL teacher (though not as amazing as me) will do the students in Room 10 justice next year.</p>
Litarina Savaiinaea	<p>What an exciting year it has been! I have thoroughly enjoyed every part of ESOL. Allie and I created lessons and activities from scratch to cater to as many backgrounds while faced with barriers we knew could be broken with a gentle approach and a warm atmosphere.</p> <p>Moving to Te Ao Passion Pod gave me the full picture of what they learn in class and how I could direct my lessons for the students. We knew the expectations in our New Zealand setting would be different especially for those who migrated, so our content was based around literacy skills as well as social skills to give our students positive experiences and a heads up when they interact outside of school. I often thought, "How could I get our students to look forward to interacting with others if they didn't know the basics?" We would have ice breakers on the back burner if something didn't fit well and be flexible</p>

	<p>to see what worked and what didn't. When planning, we'd discuss the ELLP score sheet and how we could get them to participate or show what they've learned, bearing in mind that we get students once a week for less than an hour.</p> <p>Although we have students who have progressed with their levels of learning, we also have those who haven't moved or moved much, but the understanding of the wait time before it happens is important.</p> <p>Attending ESOL Cluster meetings has been awesome as we get to share and take in tips and tricks from others. We weren't far off from what other schools implemented but were ahead in some ways, but still had room to apply what we saw would be more effective. ESOL has been a privilege to lead and the challenges have had me on my toes to push for other angles to present the work. I look forward to the growth of this programme and believe with passion, patience and guidance applied, comes great results.</p>
Organisation	<p>The ESOL programme was organised and implemented by Allison and Litarina. It is designed to cover the seven principles of ESOL instruction:</p> <p>Principle 1: Know your learner Principle 2: Identify the learning outcomes Principle 3: Maintain the same learning outcomes for all learners Principle 4: Make the abstract concrete Principle 5: Provide multiple opportunities for authentic language use Principle 6: Ensure a balance between receptive and productive language Principle 7: Include opportunities for monitoring and self-evaluation</p> <p>Each ESOL lesson follows a set format allowing for variation and individual abilities.</p> <p>Oral Language (listening and speaking activities): Weekly themes reflect schoolwide curriculum topics or activities.</p> <ul style="list-style-type: none"> • 'A ship came into the harbour' e.g. students vocalise prior knowledge in a round robin situation. Topics range from basic colours/fruit/pop culture/gaming/labels. • 'Wrap up convos' e.g. What part did you like best today? If you could add any ingredient to your pizza, what would it be? Why? • Recall and share.....relate to activities involving curriculum specific vocabulary we're learning each week. • Turn and talk, then share what your partner told you. This activity was used as a way to recall the previous week's learning in a low pressure way. • Vanishing cloze. Reading together in a group repetitively while removing high frequency words each time. <p>Reading: (listening to and reading texts):</p> <ul style="list-style-type: none"> • All lessons are presented both onscreen (HDMI) and on the whiteboard. Each has a reading component attached to them. Students are encouraged to read (WALT) alongside the teacher with key words and learning focus discussed in more detail. • Ingredients and procedure text via recipe. Students have been able to engage with real life learning in the Wharekai this year (pizza making)

	<p>by following a recipe as well as the order of each instruction during the procedure.</p> <ul style="list-style-type: none"> • Vanishing cloze. Reading aloud together in a group repetitively while removing high frequency words each time. Fluency and phrasing was our focus for this activity. <p>Writing: (writing and reading texts written)</p> <ul style="list-style-type: none"> • Dictation: Each ingredient was given to students. Differentiation was introduced by asking students to either write the ingredient itself or the sentence it was given in. • Clines. Using synonyms and antonyms on a scale to broaden students' understanding of words and promote their use in their writing. E.g. Pretty (handsome,appealing, graceful) • Brainstorming was an essential part of our writing lessons in Term Three and Four. A simple bubble brainstorm to ensure ordering of events was in place. • Reconstructing texts. Alongside ordering events, recreating a text presented orally and noting down key words and phrases. Dictogloss was both challenging and fun for students. • Picture referencing done right. Word/picture association evolved into rewriting the original text in students' own words. <p>Reflection: (think about what has been learnt in the lesson)</p> <ul style="list-style-type: none"> • '1 more at the door' Students share the first thing that comes to mind when I give them a word (lesson relevant) • Check ins during the lessons • Marking books while students are in class to check if their understanding is correct or if certain points need to be revisited. <p>It's always difficult to check whether the learning from our lessons has been retained in a way that is meaningful and transferable to other contexts. We see students in our programme one time a week, ten times (if we're lucky) a term. It is therefore imperative that we revisit skills taught during ESOL repetitively.</p>
<p>Student Analysis <u>Allison</u></p>	<p>LB (Room 25, Girl - Y8) has made amazing progress socially this year. She has progressed by half a year from a 5 to a 5.5 reading age.</p> <p>SP (Room 25, Girl - Y7) has made excellent progress. She tested out of the ESOL programme in Term Three and has moved two reading ages from 8 to 10.5.</p> <p>PG (Room 25, Boy - Y7) tries hard but requires one-to-one and explicit teaching to progress. He has moved from a 7 to a 7.5 reading age.</p> <p>JMR (Room 25, Boy - Y8) will progress further when he is able to focus for extended amounts of time. He has moved from a 7 to a 7.5 reading age.</p> <p>JA (Room 25, Boy - Y7) has moved half a year from a 5 to a 5.5 reading age. He would benefit from one-to-one teaching to bring up his basic understanding of the English language.</p> <p>LF (Room 13, Boy - Y8) has a relaxed attitude towards his learning, however he has progressed from a 6.5 to an 8 year old reading age.</p> <p>LV's (Room 13, Girl - Y7) attendance issues have affected LV's achievement.</p>

She has however progressed by one year from a 5.5 to 6.5 reading age.

CL (Room 28, Boy - Y7) is an absolute pleasure. She gives 100% effort and has a positive attitude. To progress she needs one-to-one support. CL has moved from a 5 to a 5.5 reading age.

MT (Room 28, Boy - Y7) needs one-to-one support and explicit teaching to progress further. His understanding of English is limited. He is not able to access the curriculum at present.

LT (Room 73, Girl - Y8) is a new learner to English and has a very basic understanding. She will benefit greatly from 1 to 1 teaching. She was not able to access the curriculum at all and relies on Google translate to communicate.

TT (Room 73, Girl - Y7) is a new learner to English. TT has a very basic understanding. She will benefit greatly from one-to-one teaching. She is currently reading at a 5 year old reading age.

JU's (Room 11, Girl - Y8) confidence has improved. Her comprehension requires further development. She remains at a 5 year old reading age.

YE (Room 78, Girl - Y7) is a bundle of energy who needs to be reminded to restrain her enthusiasm at times. She has progressed from a 9 to a 10 year old reading age.

EG (Room 78, Girl - Y7) is quiet and reserved. EG has moved by half a reading age from 8.5 to 9 years old.

JU (Room 78, Boy - Y7) is boisterous and mischievous. JU has moved by half a reading age from 6 to 6.5 years old.

JBV's (Room 78, Boy - Y7) attendance has been a huge influencer for JBV's achievement this year. He has moved slightly from a 6 to a 6.5 year old reading age.

VP (Room 78, Boy - Y8) is an eager and curious learner. VP tested out of ESOL in Term Three. He is currently reading at an 11 year old reading age.

MN (Room 69, Boy - Y7) has a very active personality. He has increased his reading age by one year from 7.5 to 8.5.

DV (Room 69, Boy - Y7) requires intensive development of his phonics and decoding skills. He would greatly benefit from further one-to-one lessons. He has moved from a 5 to a 5.5 year old reading age.

HK (Room 69, Boy - Y8) is intelligent. He requires guidance and some direction to stay on task. He has progressed hugely by three and a half years reading age from 6.5 - 10.

JP (Room 67, Boy - Y7); ever the socialiser. JP is happy to go with the flow and sometimes this is to his detriment. He has remained at a 9 year old reading age.

AN (Room 73, Boy - Y7) is quiet and at times distant from his peers. AN has moved from a 10 to a 10.5 year old reading age.

	<p>JF (Room 22, Boy - Y7) has progressed from a 5.5 to a 7 year old reading age. He is quiet and determined towards his learning.</p> <p>AC (Room 11, Boy - Y8) is reserved and friendly. He has gone from a 9 to a 10 year old reading age.</p> <p>AD (Room 79, Boy - Y7) left school halfway through this term. He was able to make some progress in his learning and move from a 9 to a 10 year old reading age.</p> <p>SP (Room 79, Girl - Y7) has moved from a 8.5 to 9 year old reading age. She is shy and quiet with a love for learning.</p> <p>RK (Room 79, Girl - Y8) was a gift into our ESOL programme. Though not eligible for funding she was able to benefit from our smaller group lessons.</p> <p>SE (Room 13, Girl - Y8) came to MI at the beginning of Term Four. Her understanding of English is very limited. She was not able to access the curriculum.</p> <p>AT (Room 24, Boy - Y7) would demonstrate achievement on par with his schoolmates if he attended school more. He has moved from a 5.5 to a 7 year old reading age.</p> <p>TN (Room 24, Boy - Y7) is friendly and sociable, TN would benefit from more intensive word and letter sound lessons. He remains at a 5.5 year old reading age.</p> <p>MA (Room 24, Boy - Y8) is reserved and determined. With limited English he has done well moving from a 8 to a 9.5 year old reading age.</p> <p>PV (Room 28, Boy - Y7) has progressed from a 8 to 8.5 year old reading age. He requires more concentration and focus to keep pushing forward with his learning.</p> <p>KD (Room 27, Girl - Y7) is quiet and reserved. KD has moved from a 5.5 to a 6 year old reading age.</p> <p>FK (Room 27, Boy - Y7) did not move in reading age this year. He is a great kid, but is unable to process or retain new information for any amount of time.</p> <p>SR (Room 27, Boy - Y7) is confident and determined. SR has progressed from a 7.5 to 8.5 year old reading age.</p> <p>BA (Room 27, Boy - Y7) is the epitome of COOL. He will benefit from basic word work drills. He has progressed from an 8 to an 8.5 year old reading age.</p> <p>FK (Room 27, Boy - Y7) will increase his achievement with some concentration and determination. He remains at an 8 year old reading age.</p> <p>DP (Room 27, Boy - Y8) has been a pleasure to watch progress over the last two years. He has moved from a 7 to an 8 year old reading age.</p> <p>KA (Room 34, Boy - Y7) has a great attitude towards his learning. He has moved from a 5 to 5.5 year old reading age.</p> <p>YG (Room 34, Girl - Y7) has moved from a 7 to a 10 year old reading age. Her</p>
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determination and commitment to learning is commendable.

TN (Room 26, Girl - Y8); ever the queen bee. TN is easily distracted and requires some reminders to stay on task. She remains at a 6.5 year old reading age.

VS (Room 28, Girl - Y8) has a determined attitude towards her learning. She has increased her reading age from 8 to 8.5 years old.

JT (Room 26, Girl - Y8) has progressed from an 8.5 to 9 year old reading age. She has enjoyed stepping into ESOL this year.

PK (Room 26, Girl - Y7) has developed in confidence these past two terms, after a rocky start. She is reading at a 7 year old reading age, up from 6.5.

MM (Room 26, Girl - Y7) has increased from a 6.5 to a 7 year old reading age. Word work and drills will increase MMs understanding of word and sentence structures.

ZZ (Room 30, Girl - Y8) has been a silent achiever but has put in effort to complete tasks given and practice speaking out loud. Her reading age has progressed from an 8 to a 9 reading age.

AT (Room 30, Girl - Y7) has shown more confidence and takes the lead for others in the group by participating in our lessons. She's still friendly and has improved with her writing pace but I feel like she could have an issue with her learning. Reading age remains at 5.0.

FN (Room 77, Girl - Y8) is smart, independent, focussed and gets the tasks done in class. Although she doesn't like to come to class, she gets the work done quietly and helps out the next person from time to time. Reading level went from 8.5 to 9.5

SU (Room 30, Girl - Y7) has come a long way in terms of wanting to be in the room and starting to speak out loud. She still has a long way to go but with encouragement, I know she will start to build confidence in the English language. Reading age still remains at 5.0.

WLN (Room 14, Boy - Y7) is a smart and respectful student who doesn't hesitate to ask or give things a go. He's helpful towards others and progressed from 11.5 to 12.0 with his reading age and has tested out of ESOL. I wish him the best for next year!

RL (Room 14, Boy - Y8) has stepped out even more this year by taking part in class conversations, reading out loud more confidently, showing more enthusiasm when working in groups and is respectful. Reading age went from 6.5 to 7.0.

JS (Room 32, Boy - Y7) is humorous and likes to participate in class discussions. He shows his knowledge when he is excited. He's been a joy to have. Reading age from 9.0 to 9.5 and I'm confident he will progress next year.

ET (Room 32, Girl - Y8) is a quiet achiever that participates in class and is also amazing at drawing. Her comprehension skills have improved and she has

managed to speak more in class. I'm proud of her. Her reading age has progressed from 7.0 to a confident 7.5.

BR (Room 32, Boy - Y8) is a pleasant student who puts effort into learning and his goals. He shows initiative and confidence with enthusiasm when we have group discussions. He started at a 5.5 reading age and am thrilled to see him reading at an 8.5 to 9.5 level.

AC (Room 32, Boy - Y8) has grown in confidence and has contributed to the class a lot more in this last half of the year. His reading level has gone from a 7.5 to an 8.

JD (Room 32, Girl - Y8) doesn't hold back and asks questions that will benefit her understanding. She's grown so much this year and proud to see her reading age has bumped up from 6.5 to a solid 7.

RR (Room 32, Girl - Y7) is a delightful student who needs to read regularly. She is more sociable and confidence has grown over time. Her reading age has progressed from 6.5 to 7.0.

MG (Room 32, Boy - Y8) has a bright smile, likes to work quietly and has participated more. His reading age has progressed from 6.0 to 8.0 over the past year and will advance as he puts effort into each task. Proud to also say he stepped up in the Samoan group and performed! For a quiet student, he put in the work and did great!

FMI (Room 3, Girl - Y7) has come a long way and has taken initiative for her own learning in class and also with my lessons. She asks a few more questions and I am happy that she responds well to me. Her reading age remains at 5.5 with a huge step towards improvement.

EFP (Room 71, Boy - Y7) is a pleasure to have in the class as he is funny and always keen to ask questions when he is unsure. His confidence has grown big time and also performed in the front line for Samoan group. His reading age has progressed from a 7 to an 8.

JS (Room 71, Girl - Y7) is lovely and gets the tasks done. She is vibrant and likes to share when we do group discussions. Her personality is like a light feather. Her reading age went from 8.5 to a solid 9.

LT (Room 71, Girl - Y8) is quiet and gets her work done. She's shown more interest over the last half of the year, performed in the front line for Samoan group and displayed some leadership qualities which I'm proud of. Her reading age has progressed from 7 to 7.5.

JTN (Room 71, Boy - Y7) actively participates in all activities and isn't afraid to ask questions. I have told him about what needs improvement and he has slowly applied this. He reads at a 7.0 reading age.

NT (Room 71, Girl - Y7) is quiet-natured but always has interesting things to share in small groups. She's slowly built the courage to contribute to discussions although she doesn't speak loud enough. Her reading has gone up

from an 8 to an 8.5 level.

VH (Room 71, Girl - Y7) is always cheerful and helpful towards others. She finds some things challenging, but gives it a go. Her reading level dipped to an 8 and recently has progressed back to 8.5.

AZA (Room 62, Boy - Y7) is quiet-natured and pleasant to have in class. He is slowly building his confidence to speak out loud and make his own decisions as his class buddy speaks for him at times. He needs more time to practice reading out loud. His reading level has dropped from 6.5 to 5.

ZZA (Room 30, Boy - Y7) has trouble reading and communicating at times. I feel like he could do with one-to-one support as I'm unsure whether English is spoken at home to practice. He cannot write and read well in English yet and is sitting at reading age 5.

ZC (Room 20, Girl - Y7) has trouble focussing at times and needs information broken right down. Overall, when she's fully focussed, she participates and gets the work done. Her current reading age is still at 7 with some improvement.

AU (Room 20, Girl - Y7) is quite shy but is doing ok with reading and writing. I am actively working on getting her to speak out loud more as she is conscious of her lisp. Her reading age is still at 7.5 progressing from a 7.0 earlier in the year.

MT (Room 20, Boy - Y8) is a character that has come a long way from a zero in English literacy level last year. Although he still needs work, his confidence shows in front of his peers and will be buckling down this term as he heads to high school next year. His reading age is 5.5 progressing from a slow start last year at 5.0. I wish him well.

SA (Room 15, Boy - Y7) was frequently absent in Term Two but is always pleasant when he comes to ESOL. He needs to put in the work to get his literacy levels up. Reading age has dropped from 6 to 5.5.

NN (Room 15, Girl - Y7) has shown progress since Term One and attendance has also picked up. Her reading level is sitting at 7.0 as there is no consistency shown in the last half of the year.

ET (Room 15, Boy - Y7) uses his initiative to participate and try out new tasks. He is a delight to have in class. Reading and comprehension progressed from 10.5 to 11. His consistency and eagerness to progress will get him far next year.

KA (Room 15, Boy - Y7) has come a long way from little to no knowledge of English. His progress is slowly taking off and tiny signs of confidence are starting to show. His reading is getting better although he points with his finger a lot (understandable as English is still foreign). Comprehension will improve once he gets more familiar with bigger words. His reading age is 6.5 and reading is more fluent compared to the start of the year.

MV (Room 15, Boy - Y8) is one of the most outspoken in class and likes to show what he knows. He has improved over the year and took on more responsibilities around the school which was exciting to see. He was the lead drummer for Samoan group and also performed well. His reading age progressed from 8.0 to 8.5 and also does the reading program with Ms Edwards.

TCL (Room 75, Girl - Y7) has shown slow progress in class and slowly participated in most activities. She understands a bit of English and uses Google Translate for some communication. She is currently sitting at 5.0 reading age and I am looking forward to her improvement over the next term. We're not there yet but I believe she will show more results next year.

BI (Room 75, Boy - Y7) is a smart student who participates and tries his best to complete tasks. He's outgoing and encourages others. His reading age slid back to 8 after progressing to 8.5.

VS (Room 75, Girl - Y7) is lovely and polite, likes to help out others but also focusses on her work. She is sociable and is tracking well with literacy skills. She has tested out of our programme as she has shown big progress and reading age is at a comfortable 10.5 after going up to 11.

RK (Room 4, Boy - Y7) likes to come to class and gets a bit shy when trying new things or answering questions in front of peers. He is pleasant to have and recently started to communicate ideas to contribute and has a sense of humour with a big smile. His reading age went from 7 to 7.5.

PR (Room 4, Boy - Y7) is smart and likes to talk about the tasks and in general. His reading age went from 8 to 8.5. He also likes to show what he can do with tasks given.

JP (Room 12, Girl - Y8) is outspoken and likes to work. She shows her progress every week and enjoys the interaction between her peers that builds her confidence. Her reading age is 7.5 climbing to a confident 8.

AKPL (Room 3, Boy - Y8) seems happy to be in class but hasn't made much progress. He tries to communicate in English which is really basic and short. He responds to Learning Village and doing group activities with his ethnic group. Reading age is still sitting at 5.

BRT (Room 3, Girl - Y7) is non-verbal but understands some English. She doesn't like to try speaking in English but can do some work. We use Google Translate to communicate in detail sometimes but recently started to say a few English words. She shows initiative and improvement with her reading level currently at 5.5.

JP (Room 9, Girl - Y7) still reads at 6.0 and continues to require a lot of support. She's not vocal so ice breakers are good for students like her to get some participation.

	<p>AL (Room 9, Boy - Y7) is talkative and always participates in class activities. He likes to share and show his progress with the class as well as encourage his buddies. His reading age progressed from 9.5 to 11 and shows signs that he'll progress higher next year. He doesn't need ESOL.</p> <p>LM (Room 9, Girl - Y8) is a quiet achiever who has shown a lot of improvement over the term. She's smart and respectful and is slowly coming out of her shell to speak. Her reading age went from 9 to a solid 10.</p> <p>AD (Room 9, Girl - Y7) is still in the foundation stage and will continue in our 101's. She doesn't fully understand questions so breaking down messages in little chunks seems to work. She is still reading at age 5. She might need more support as she struggles with word recognition.</p> <p>AT (Room 19, Boy - Y7) is smart and talkative with myself and others. His progress has shown over the term and he applies advice when given. His reading age went from 8.5 to a solid 10. I'm proud of his progress this year.</p> <p>EW (Room 19, Boy - Y7) brings enthusiasm and gives effort in class. He's progressed from a 6.5 to 7.5, shows signs of levelling up and is a joy to have in class.</p> <p>SN (Room 19, Girl - Y8) is polite and vibrant and also knows expectations for herself to progress before going to high school. She is good with literacy and has shown improvement with comprehension. Her reading age progressed from 10.5 to 11 and tested out.</p>
<p><u>Student Voice</u> Allie</p>	<p>DP (Room 78, Boy - Y8) <i>"I feel excited to come into Room 10 with Miss Allie. I enjoy the questions and I really like the questions at the door because they are fun and exciting."</i></p> <p>MN (Room 69, Boy - Y7) <i>"In Room 10, I feel good and happy. I enjoy coming because it is fun there. Miss Allie makes me want to be here all the time."</i></p> <p>HK (Room 69, Boy - Y8) <i>"I want to have more free time in class. I like it in Room 10 because it's fun and we made pizza. I like doing the questions at the door before we leave."</i></p> <p>CL (Room 28, Girl - Y7) <i>"I feel so good and happy when I come to see Miss Whaea Allie. She is good and she teaches me. I learn listening and reading here, but I need help on my spelling more."</i></p> <p>JU (Room 78, Boy - Y8) <i>"I like doing the question at the door before we leave. Miss Allie is fun and Jolly. I feel blissful when I go to Room 10."</i></p> <p>FV (Room 78, Boy - Y7) <i>"If I'm going to be honest, I would say Room 10 is amazing. I enjoyed the listening lesson we did today."</i></p>

Litarina	<p>EG (Room 78, Girl - Y7) <i>"I would like to read more in the library during our lessons. I enjoy learning but I need help with the big words more. It's fun when I come into Room 10. Miss Allie talks a lot, like me at home."</i></p> <p>VP (Room 78, Boy - Y8) <i>"Miss Allie loves us, she's kind and so fun. My favourite lesson was cooking, but I would like to play more learning games too. I like the question at the door because Miss Allie is testing out learning."</i></p> <p>YE (Room 78, Girl - Y7) <i>"I enjoyed making Pizza and cupcakes this year. We always do fun activities here. Miss Allie is kind and always passionate about our learning. The lessons always surprise me."</i></p> <p>LL (Room 73, Girl - Y8) <i>"In Room 10 we are writing and talking. It is good here and it is fun. I need more help with learning english."</i></p> <p>TL (Room 73, Girl - Y7) <i>"It is fun with games in Room 10. I enjoy coming here to Room 10. My teacher is good."</i></p> <p>MT (Room 28, Boy - Y7) <i>"I don't enjoy reading books and I need help with my learning. I ask Miss Whaea Allie for help with everything and cooking."</i></p> <p>JMR (Room 25, Boy - Y8) <i>"Miss is a lovely person and helps us. I like coming to Room 10 because I get to learn English and cook food. My favourite lessons are bus stop and cooking."</i></p> <p>PG (Room 25, Boy - Y7) <i>"I cook, play and read. I want to do more cooking though. I need more help with my spelling. I enjoy it here and I love it here in Room 10. Everyday Miss Allie is smiling."</i></p> <p>JA (Room 25, Boy - Y7) <i>"I enjoy coming to Room 10, I love it. I need to do more reading but I want to do more playing games. I like coming to Room 10."</i></p> <p>AT (Room 30, Girl - Y7) <i>"I feel happy about coming to learn in Room 21. I need help with math. I remember learning how to cook. Her name is Miss Rina. It is fun to go to Room 21. I want to see new faces in our groups. My favourite lesson was playing games."</i></p> <p>SU (Room 30, Girl - Y7) <i>"I feel sad no more ESOL. I like Miss Rina. I like playing cards."</i></p>
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SA (Room 15, Boy - Y7)

"I feel happy about coming to learn in Room 21. I need help with reading. I remember learning how to cook and writing. It is fun to go to Room 21. My favourite lesson was playing games. We are friends."

ET (Room 32, Girl - Y8)

"I feel happy when I come to Room 21. I need help with speaking in front of my class more. I remember learning the disappearing text and playing memory after. Miss Rina is fun and I like that she is cool and nice. She doesn't growl at me, only the boys when they talk all the time. It is nice in Room 21. I like everything there. I like leaving with questions at the door."

BR (Room 32, Boy - Y8)

"I like going to Miss Rina because it's fun and not loud. I need help with my writing. I learned how to cook and write heaps of sentences. Miss Rina is fun and talks to all of us. I'm going to MH next year. We did a scavenger hunt and it was fun. I like the questions at the door because it is maths."

JS (Room 32, Boy - Y7)

"I feel like a happy person when I go to Miss Rina's room. We have fun learning and it is not too loud. I need help with spelling and writing. We learned how to make sentences with our brainstorm and learned how to play memory in 5 minutes. Miss Rina is cool and likes to bake chocolate cake. Can we have more new people in our class. I like having questions at the door because we see who knows the answers first!"

AT (Room 19, Boy - Y7)

"I always run to Room 21 once the bell goes because it's fun and exciting. Miss Rina makes learning fun and is the best teacher ever! She is kind and I enjoy going to ESOL because I am able to focus better. I have learnt a lot, like how to write better sentences and tips on how to read more fluently. The questions at the door are fun!"

EW (Room 19, Boy - Y7)

"I feel happy and like going to Room 21. We all have fun and sometimes it's hard work. I like finishing my work first so I can ask for free time. We were learning how to cook pizza on a budget. I would like to see some more activities next year like this year. I have more confidence speaking because Miss Rina always says to practice. I like having questions at the door."

JP (Room 9, Girl - Y7)

"I like the cooking lesson and going to Room 21. Miss Rina always talks. I can brainstorm. I enjoy going to her room."

MK (Room 9, Girl - Y8)

"I always feel happy when I come to Room 21. Miss Rina has fun things for us to learn. I have improved on my reading and writing and she always says I will go far in college if I know how to do them. Cooking and doing syllables were fun. Miss Rina likes to bake chocolate cakes and has a big family because of

	<p>her pictures on the wall. I would want to stay in ESOL if I wasn't going to college. The questions at the door are fun!"</p> <p>MV (Room 15, Boy - Y8) <i>"I sometimes have fun in Miss Rina's class. I sometimes need help with speaking in front of others. We did cooking and we did a quiz about countries from the wall. She likes to have fun and she always tells me to look after the drums for Samoan group. The questions at the door are ok."</i></p> <p>NN (Room 15, Girl - Y7) <i>"I like Miss Rina's room. We have fun and do lots of writing. I need help with spelling. Cooking and eating was cool. Miss Rina is nice. I like playing games."</i></p> <p>PR (Room 4, Boy - Y7) <i>"I like going to ESOL because we have fun. I need help with writing sometimes. We cook and learn how to write in our books. Miss Rina is cool and kind and we always have pens. I like our class because it's not loud. I want to stay in ESOL when I come back next year. Games and seeing other people is what I want to see next year. Questions at the door is funny. I always know the answer."</i></p> <p>BL (Room 4, Girl - Y7) <i>"I like our class. I need help with writing. I liked cooking because I made yummy food. Miss Rina is loud and likes music. I have fun sometimes. We play games and write a lot."</i></p> <p>VS (Room 75, Girl - Y7) <i>"I like going to ESOL with Miss Rina because we do fun things. I like it when we play games after we finish our work. We played memory and silent ball a few times. I need help with writing more. I liked it when we cooked and ate our baking. Miss Rina is Kowhai all the way and kind. I get nervous when we do questions at the door but I get it right sometimes."</i></p>
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Recommendations for 2025

- Kura Reo
 - More 1 on 1 opportunities for 0 - 4 ELLP
 - Students need help with basic word work
 - Students need help understanding basic sentence structure
 - Students need help with letter sounds
 - Some more work around simple everyday things like days of the week and months of the year, especially with our Filipino kids

- More opportunities to talk out loud for all ESOL kids
- Tuakana/Teina ESOL kids and encourage interaction with their peers and teachers at every opportunity
- Literacy
 - Continue using iDeaL as the structured literacy intervention through the use of its spelling and reading programme
 - Ensure that all students involved in iDeaL are tested at the start of the year and end of the year to track progress
 - Engage in PD related to the new curriculum, and in particular structured literacy
- Numeracy
 - Continue to use hard materials and games to support low level learners to improve number knowledge e.g. Numicon and SPRING into Math kits
 - Engage in PD related to the new curriculum and in particular Oxford resources
 - Track data of students in intervention groups to report back e.g. Basic Facts
- Outside agencies
 - Continue to maintain strong relationships with outside agencies whom support our low level learners
- Medication
 - Develop a more robust system of tracking medication and administering it efficiently
- Learning Assistants
 - Continue to upskill the LAs in curriculum to provide support for the students

CURRICULUM OBJECTIVES 2024

COOKING

OBJECTIVES	ANALYSIS
To Continue managing and utilising modern technology in the new room to provide equitable access and quality learning experiences for our children.	This has been achieved well. The cooking teacher and LA make the technology easily accessible to students to increase learning. A new iPad has been purchased which has enhanced program delivery. The Apple TVs are sometimes problematic (i.e., unable to cast and need reselling by Da Vi).
To develop systems, routines, organisation and structure in the new food teaching space.	This has been fine-tuned as the year has gone on. Both the teacher and LA have been very strict with routines. Some things changed, such as the location of the microwaves, for logistics.
To utilise the school gardens and any leftover, usable food from the lunches as valuable resources for our Foods room. This approach minimises waste and allows us to make the most of the available resources. Consistent use of these resources will promote the usefulness of such a resource (the gardens) in our school and encourage its successful management, as well as encourage students to emulate this resource (i.e. a garden) at home.	This has happened somewhat haphazardly as the classroom is distant from some of the gardens. This means either sending students on their own or in pairs to the garden or the teacher will collect it before lessons. The gardens are being re-planted by our environmental teacher who will be working more closely with the cooking teacher. There have been discussions between the teacher and Environmental teacher about ideal foods to be planted etc.
To develop a culture where students are able to talk about and use the skills and knowledge they learn in Cooking everywhere else.	This has continued to be a focus this year. Some students really enjoy using correct terminology. Some struggle. Always great to hear from families that students are stepping up at home.
To put recipes and/or useful Information on the school website, and some videos.	This is still on the "to do" list. The teacher will liaise with the DP of e-learning for ideas of the best way to do this.
To be involved in providing an after-school programme within the Cooking Room.	This has happened during: Period Six, Vibe, Master Chef and part of some Marae stays.
To continue developing the 'cafe' concept with the support of the Cooking Teacher, Passion Pod Leader and selected students.	This has been hugely successful. Students have worked at break times, usually on a roster, and have tried all the different aspects of the cafe. All food has been sold for \$1. The food has often been more popular than the hot chocolates. Although not designed to make a profit, there has been a small profit. There have been groups of staff and students using the cafe for meetings and there is scope for this to increase.

CULTURAL ENRICHMENT

OBJECTIVES	ANALYSIS
For all teachers to facilitate or be involved in a Cultural Enrichment Group. They are engaged with this group of kids for the year, ensuring each group has an engaging plan. The Period 6 material will involve a year-long action plan of what will happen also.	All teachers have been actively involved in facilitating or supporting a Cultural Enrichment Group. Each group has a well-thought-out, engaging plan that spans the entire year, reflecting the commitment of teachers to ensure meaningful and strong experiences for students. This continuity in engagement has resulted in well-structured and student-centred programmes.
Develop a diverse, engaging and inclusive programme, that meets the needs of all children who choose their Cultural Enrichment Group equally, maintaining high standards that are measured and obtainable.	We have successfully developed a diverse and inclusive Cultural Enrichment Programme that meets the needs of all students, regardless of their cultural background or interests. By maintaining high standards that are measurable and obtainable, we have ensured that each student who chooses a Cultural Enrichment Group has equal access to opportunities for growth and success. This is most notable with the addition of a Fijian group this year.
To maintain the upkeep of costumes/uniforms and musical instruments for the performing groups. If new items are bought/acquired then they are accessioned into the cultural shed.	The upkeep of costumes and uniforms for the performing groups has been diligently maintained. New items have been properly accessioned into the cultural shed, ensuring that our resources are well-organised and accessible.
All performing groups must fulfil the MI P.E.R.F.O.R.M acronym and this is referred to regularly.	All groups continue to regularly reference and fulfil the MI P.E.R.F.O.R.M. acronym, which has become a guiding principle for our arts and cultural performances. This is often referred to in assemblies and/or in class (where it is displayed throughout the school).
Continue to develop and provide more opportunities for students to perform over and above Erin Park (not only within the community). Performances outside of school are happening at primary schools, festivals and other relevant events.	We have continued to provide more performance opportunities for students beyond Erin Park. Our performing groups have showcased their talents not only in local community spaces but also at primary schools and Totara Hospice. It would be good to now partner with the High Schools in this domain.
To implement a new Cultural Enrichment planning model to develop student interest and exposure to inclusion and success that contains depth and engagement.	Planning has been done and followed up with. Also having all students meet in the hall at the beginning of Cultural Enrichment has ensured school wide consistency of direction and ensured all students get to where they need to go.

DIGI COMP

OBJECTIVES	ANALYSIS
Create, edit and use algorithms, coding languages and a range of resources to achieve specific tasks.	It has definitely been beneficial to focus on using a variety of software and encouraging students to explore different programming languages. It's been great to see students engaging with more than just block-based manipulation, as they're now taking an interest in coding with typed commands as well.
Use and express subject-specific vocabulary surrounding the usage of digital tools and literacy.	Reflections at the end of each term for every class have shown a clear increase in students' knowledge and confidence, particularly regarding vocabulary terms and their use in specific contexts. Using practice sets to review content has been well-received and has proven very useful for my own teaching practice.
Show an understanding of how the design and use of digital systems can affect humans in both local and global ways.	This progress is especially evident when we discuss the real-world applications of systems. When links are made to real-life situations, it becomes clearer to students why understanding how systems can affect the world is so important. For example, the recent cyber update that crashed systems globally, and events like Tonga's experience, help students see the relevance.
Complete independent tasks that show personal choices in design elements, purpose and inputs/outputs.	The use of task sheets and Google Classroom, along with other software platforms, has been both practical and positive. Students are able to access and complete work at home if they wish, and they have shown a lot of enthusiasm for independent work. This is encouraging, as their progress reflects a deeper understanding, and they're taking ownership of their learning while embracing new challenges.

DIGITAL INFRASTRUCTURE

OBJECTIVES	ANALYSIS
<p>Ensure new staff induction includes helpful information on Digital Infrastructure.</p>	<p>The Deputy Principal who oversees Digital Infrastructure went over the systems and processes at Induction with new staff as well as a reminder for the whole staff during Staff Only Week. These reminders included:</p> <ul style="list-style-type: none"> - Keeping devices tidy and looked after - Routines and expectations with students - How to hold/carry devices - What to do if there is an issue - How to prevent issues from happening <p>Information slides were also shared with staff, as a reference for the beginning of the year routines but also available to use throughout the year.</p> <p>This is a constant reminder for all teachers when using devices in their classrooms. Some teachers require more follow up than others.</p>
<p>Monitor and maintain the use of Chromebooks and Fujitsu laptops in classrooms by ensuring this is reported on in an ongoing way.</p>	<p>The use of the ICT Helpdesk, supports teachers who have reported ongoing issues with their devices</p> <p>Our IT technician and leadership keep on top of what's being damaged, what issues seem to be reoccurring and in what rooms they are occurring. We then deal with these accordingly and in a timely manner. I ensure to keep everyone in the loop as well, so they know who may need additional support in their whānau/team.</p> <p>Majority of the staff are really good at looking after their devices and both the IT technician and leadership do random checks whenever we are in and out of classrooms.</p> <p>Some devices are performing past their use by date and are often coming up with the same issues. This is something we will look into in 2025.</p>
<p>Ensure the upkeep and maintenance of digital assets/hardware within our school are accounted for in an ongoing way e.g. equipment repairs and/or device failures</p> <ul style="list-style-type: none"> - Ipads - TV's and Projectors - Sound systems - Printers - Cameras/Speakers - Wifi/Network - Telephones - Hardware 	<p>Our IT Technician completes a stocktake of devices twice a year to ensure they are maintained and kept in good condition. Whānau Leaders also check this at the end of the Term, as part of their classroom pack ups.</p> <p>The Helpdesk has been split into Whānau groups again this year so Whānau Leaders can easily see who in their whānau is needing support.</p> <p>There have been a couple of connection issues where teachers have found it difficult to keep their laptops casting to their screens for long periods of time. Our IT Technician is aware of this and is working on making this more effortless.</p> <p>Ipads: These are still in circulation and currently live with the Science teachers, particularly for recording their learning process. These will continue to be used until they die.</p> <p>Wifi and network: Issues with connectivity are still</p>

	<p>apparent every now and then but only in certain places of the school and only when everyone is on a device i.e filling in a survey at the same time.</p> <p>Printers: Have continued to have their ups and downs this year and Toshiba have been really responsive in fixing these for us. As a whole, we are very lucky to have the printers we currently have as many schools do not have this.</p> <p>Cameras/Speakers: Cameras and speakers are working well and haven't caused any issues this year. Cameras particularly come in handy when we need to check on something and the IT Manager is always very diligent when asked to check our footage. We are wanting to install a new speaker on the GOAT to ensure the kids can hear the bell when they are all under there playing.</p> <p>Sound Systems: The same speaker in the Hall we had issues with last year, has been temperamental this year and we have had someone come in to look at them. Speakers are now 8 years old. These speakers don't seem to be able to handle our expectations of them or the purpose in which we use them.</p>
<p>Ensure the upkeep and maintenance of ICT consumables within our school are accounted for in an ongoing way and checked yearly:</p> <ul style="list-style-type: none"> - Test and Tag - Cables and Fuses - Cartridges and Toners - Repairs and maintenance 	<p>Term Three is when our IT Technician tests and tags all our appliances in our school. A huge job as we have over 1,400 devices, and that's only laptops, computers and TVs. This doesn't include the machines and appliances (cameras, phones, bell and printers) we have also.</p> <p>Staff have been better at looking after such resources. However, there have been a few replacements of items such as HDMI cables and locks on laptop cabinet doors.</p>
<p>Hapara, Google, Microsoft Licences and Software are kept up to date for staff and students.</p>	<p>Our IT Technician ensures our licences are kept up to date each year.</p> <p>In 2023, we had 1024 current licences which covered all our staff and students. This year, with a growing roll of 940+ students, we have had to upgrade the amount of licences to cater to this.</p> <p>We continue to communicate with Microsoft to install a dual Google and Microsoft package which helps with all devices to distribute apps etc and control our digital environment.</p> <p>Hapara is a third-party software, which is no longer supported by Google. This means we must deploy the software to match our systems.</p> <p>It would be good to further our skills in Hapara in the future, to see what else this software has on offer and how it can support student learning in classes.</p>

DISCOVERY PROGRAMMES

OBJECTIVES	ANALYSIS
Ensure Options retains its rigour as an extension of the curriculum. STEAM-based as well as GaT Options.	Many opportunities for students to explore new and demonstrate current talents in options such as: GaT Math, Art Design, Whakorero, Poi Making etc. However, some areas have ventured away to specific STEAM structure where we saw a need. All teacher choices for the options they will offer are reviewed by the leadership team, ensuring that high-quality options lessons are available to students. This process helps maintain a standard of excellence and aligns with the overall goals and objectives.
Teachers use a shared planning template/expectation to ensure high quality, thoughtful planning.	All planning is linked into a shared document for review and feedback, addressing any necessary adjustments. Some teachers have received light support concerning their planning and implementation, but this has been targeted to very specific areas.
Increase the emphasis on the "create"/"share" for each Option. Develop and provide more opportunities for students to perform and share what they have learnt/practised in Options.	There's room for improvement in this aspect. While work is typically showcased in classrooms, we can explore additional avenues for sharing work and performances, such as utilising platforms like Facebook, Instagram, or organising a dedicated "Celebration of Learning" event.
Form teachers must dedicate time to ensuring their kids choose the Option that is right for them. The use of an explanatory slideshow that helps students choose their Option could help teachers do this.	We have a well-designed selection process in place. Students are initially presented with various activity options, from which they choose their top four preferences. Their Form Teacher compiles and adds these choices to a document, and students are then assigned to activities accordingly.

E - LEARNING

OBJECTIVES	ANALYSIS
<p>Ensure staff induction includes helpful information about E-Learning and how this can be applied in classrooms, across the curriculum.</p>	<p>This was done at the beginning of the year during Staff Only Week where we upskilled everyone as a whole cohort on their use of the SAMR model. Very few teachers knew about the SAMR model so it was good to get everyone to think more critically about the way they use their devices.</p> <p>Consider incorporating this into the 2025 Staff Induction to continue to enhance integration and consistency across the school.</p>
<p>Ensure devices in class are being used effectively using the SAMR model and not just as a substitute for pen and paper.</p>	<p>This year I have ensured we are checking this in our capacity as Whānau Leaders and as Passion Pod Leaders as we are in and out of classrooms.</p> <p>There has been a significant redirection from using devices as a substitute and instead using devices to enhance student learning. This is still a work in progress and will need to continue throughout 2025 to move through each phase of the SAMR model.</p>
<p>Provide Professional Development opportunities for staff to support their use of devices in the classroom by staff experts and DP: eLl.</p>	<p>Providing PD on classroom device use has been a bit of a challenge this year, however solutions have been put in place to ensure this can be done effectively across the year in 2025. This year, DP: eLl, created short, sharp videos for staff to use no matter their subject area. Discussions were also had by Passion Pod leaders about what their team does really well and what they needed support with. A padlelQR code was also created as an e-Learning Helpdesk for staff to add their queries to if they needed support. This wasn't a huge success and I have come to the conclusion that people don't know what they don't know. A more effective way of providing this support would be through RCGs, at the beginning of staff meetings, sharing videos for reference and talking to people about their e-Learning goals/desires.</p>

ENVIRONMENTAL EDUCATION

OBJECTIVES	ANALYSIS
To implement an engaging and rich programme to better equip our students with the knowledge, skills and motivation to tackle environmental issues.	The environment we are constantly improving supports robust knowledge and skill-building for our students and gives them a sense of ownership over what they are learning and what they can contribute to their surroundings. Through hands-on projects, students are not only learning about environmental responsibility but also seeing firsthand how their efforts can make a difference. They are encouraged to take pride in the positive impact they create, fostering a deep commitment to sustainable practices that they can carry into the future.
To engage in problem-solving, and take action to improve outcomes for the natural environment.	There's a lot of problem-solving associated with the maintenance of our waste system, ensuring that everyone understands and follows the correct ways to sort and dispose of waste effectively. Students are taught to differentiate between compostable, recyclable, and non-recyclable materials, giving them critical skills that go beyond the classroom. Similarly, caring for our animals requires thoughtful planning and consideration. Keeping animals, like ensuring the ducks and roosters don't mix with the pigs' food (and vice versa), teaches students responsibility and the importance of each animal's unique dietary and environmental needs, creating a sustainable, student-led ecosystem.
To increase the biodiversity (plants, fungi, birds, reptiles and invertebrates) in the school environment.	With the planting of our native gardens and the introduction of new herbs and vegetables, alongside our composting system and the mulching of all garden spaces, we've seen increased biodiversity. The garden's soil quality has improved, attracting a greater variety of plants and invertebrates. This rich ecosystem offers students an invaluable opportunity to observe plant and insect life cycles firsthand, helping them understand the interconnectedness of all living things and the value of nurturing biodiversity.
Utilise and manage the new Outdoor Classroom for classes and teacher use if required.	Nature Club now has an exciting and sheltered place to meet, providing students with a comfortable, outdoor learning space that fuels their curiosity. Although at times it's still not quite big enough - with about 40 students being the comfortable maximum - it's a fantastic spot for fostering community and teamwork. During Nature Club, our numbers often exceed this limit, but the enthusiasm remains strong! For a standard class size, however, it's ideal, offering a unique environment that inspires learning and stewardship. Managing this outdoor classroom and

	ensuring it meets students' needs is an ongoing commitment.
Learn to build soil and maintain organic recycling systems conserving natural resources and diverting food waste from the landfill.	<p>Our Zero Carbon wooden compost boxes and Hungry Bins play a key role in our sustainability efforts. The Hungry Bins are awaiting the arrival of worm farms, which we will use to engage eight classes in, turning organic waste into nutrient-rich soil.</p> <p>Our compost boxes are thriving, filled with animal waste, food scraps, and paper waste, creating premium soil that's perfect for growing healthy plants. The quality of this composted soil means there's no need to purchase soil or fertiliser anymore - saving resources and demonstrating the full cycle of sustainability.</p>
To empower students as kaitiaki to drive and lead environmental projects in the school environment.	<p>I'm incredibly proud of our Eco Council and the enthusiasm the Year 7s show to step into leadership roles that promote environmental awareness and action.</p> <p>Their passion and dedication have helped make our sustainability initiatives successful, creating a culture of responsibility and respect for the environment.</p> <p>These young leaders are learning essential skills in teamwork, problem-solving, and community engagement, paving the way for a more sustainable future.</p>

OBJECTIVES	ANALYSIS
<p>Develop and maintain a programme that accurately supports the students learning and understanding of sustainability from a personal (wellbeing), whanau, cultural, societal and ecological perspective (local to global) Emphasis to be put on the Eco Council and Eco Ambassadors getting more involved in school-wide initiatives.</p>	<p>Our Environmental Teacher is a reflective and proactive practitioner. All learning activities students are involved in are designed around empowering their abilities and knowledge to be effective Eco-conscious people.</p> <p>Responsibilities within our program are incredibly diverse, offering numerous opportunities for students to take on various roles. These roles encompass tasks like animal feeding and care, tending to the garden by both maintaining and creating new areas, administrative duties such as designing data collection sheets and collecting data, servicing our rat trapline, nurturing seedlings, cleaning, organising equipment, and even contributing to educational displays and designing informative signs, among many other tasks.</p> <p>The Eco Council is increasingly involved in wider school life i.e., supporting the lunch crew and all classes to produce less waste, policing the bins and supporting students to use the correct bin and mentoring the next, promising group of Eco Councilors.</p>
<p>Refine the programme of withdrawing students from Sustainable Enterprise to participate and be involved in the maintaining of the school's sustainable learning spaces with the Environmental Education teacher.</p>	<p>Students are taken out of class in small groups of approx 5-10 (depending on the work they're doing). These students receive the same information presented in the Sustainable Enterprise class through working closely with the Environmental Education teacher on Eco projects around the school. Every student has the chance to engage in outdoor learning experiences at least a couple of times each term. Additionally, for those who seek to take on leadership roles, opportunities are available to enhance their skills and guide other students in this outdoor learning journey.</p>
<p>Provide authentic learning opportunities for a wider range of students around sustainability by including practical opportunities to interact with genuine experiences.</p>	<p>Practical Opportunities provided have ranged from, creating a native plant garden, establishing and maintaining a rat trap line, participating in the South Auckland Moth Plant Competition, field trips to Tiritiri Matangi Island, Puhinui Reserve (Adopt a Park Programme run by Auckland Council), Manurewa Community Recycling Centre (Run by Beautification Trust), in-school waste audits,, raising chickens from eggs, providing enrichment for our animals, caring for our animals, maintaining gardens for vegetables, flowers, pruning and feeding our fruit trees, designing posters, coastal monitoring at a local beach and visiting the Auckland Botanical Gardens to learn about</p>

	weaving and tikanga surround harakeke.
Develop students' understanding of their impact on the world (positive, negative or neutral), and how to sustain their personal wellbeing and create a more sustainable culture in their everyday lives.	This is interwoven into everything I do. Involving students in the Nature Club is the most effective way to achieve these goals. Personal well-being being linked to Nature is possible because the students are immersed in a range of environmental contexts to problem solve and enjoy. I've observed many students come out of their shells and find their confidence and enjoyment in learning because of their involvement in Nature Club.

FRIDAY FRENZY

OBJECTIVES	ANALYSIS
<p>LANGUAGES In 2023 the focus on Te Reo Maori through different contexts eg. School Haka/ Greetings/Tikanga. For 2024, there will be greater emphasis on planning for language week build up to term during whanau planning time. This will allow teachers to be better prepared for the language weeks before they happen.</p>	<p>Language weeks have been incorporated into Form Time planning right from the outset rather than getting to a language week and thinking about what we do. This has been a much better way of making sure that the language works are celebrated and the content taught to the students is well thought out and organised.</p>
<p>FOUNDATION BASICS Support Form Teachers in identifying students' gaps in basic competencies and then provide a support programme that meets these needs across several weeks and curriculum areas. For 2023, there was a focus on basic punctuation. For 2024, there needs to be a focus on getting students to adhere to the basics of punctuation, but also differentiation for students who are ready to be shown how to use more sophisticated forms of punctuation.</p>	<p>Meant to be a focus on basic punctuation, however, as stated elsewhere PAT data showed that our students have many vocabulary gaps so therefore the focus was shifted to building student vocabulary as this is usually the reason why students disengage from a lesson. Foundation Basics should be about more than just punctuation and a focus on surface features for writing.</p>
<p>CAREERS (2024) To support students in engaging in careers education, through meaningful, practical activities to provide an initial understanding of career pathways based on education choices. This is an area where looking at how the Broadening Horizons model is used to support planning in form time subjects would be a positive step. Greater integration of the Broadening Horizons model could allow for more flexibility within plans to foster student engagement and interest.</p>	<p>For both term three and four the broadening Horizon's model was incorporated across the entire form time planning template. The inquiry question was used to structure the planning and reflective weeks at the end of the term were planned in where students could look at their work using the final phase of the broadening Horizons model. this is a much better way of using the model because you're actually using it when you start planning rather than relying on the students to be able to navigate their way through it</p>
<p>GEOGRAPHY (2024) Students will learn about different places, continents and countries as well as the oceans, rivers, deserts or mountains on our planet. Expand students' knowledge of the world and its history as well as develop student skills with reading a variety of texts in this subject area, e.g. map reading, ability to interpret a key/legend, understanding of scale, etc. Again, this is an area where the Broadening Horizons model and its usage could play a greater role in how the units are planned.</p>	<p>For Geography in 2024 there was a focus on looking at the difference between continents and countries. Specifically, we were looking at the fact that continents are naturally formed where countries are made by political decisions carried out by human beings. There was a focus on looking at countries that have non-natural borders e.g., nations in Africa that have straight borders and have been decided by colonial powers.</p>

GIFTED AND TALENTED

OBJECTIVES	ANALYSIS
The GtT team will ensure that opportunities are made available to students across all curriculum and extra curricular areas. Maintaining a high level of efficacy around accelerated learning and performance.	Students have the opportunity to trial for and participate in a wide array of school-wide activities across various curriculum areas, including bands, art, sports, dance, and cultural groups. Additionally, events like "Rewa's Got Talent" allow students to showcase their unique abilities. Many of these activities occur during Period 6 and are facilitated by dedicated teachers with expertise in their respective fields. Breakout Buzz was also facilitated this year by various Deputy Principals; each choosing an area of interest and selecting students to provide meaningful opportunities for them to extend their skills and knowledge.
Ensure teachers have input and value the systems we have in place to identify GtT students who demonstrate GtT through indicators based on evidence.	<p>This year, a self-review of the Gifted and Talented program is underway, which will include a survey for teachers to gather their insights and feedback about support they may need for this.</p> <p>Currently differentiation in lessons and work for individual students and groups can be seen in classroom practice.</p>
To ensure students who are identified as GtT and/or higher ability are catered across the curriculum. Evidence of this should be in teachers' planning.	Differentiated planning is implemented for the academic enrichment class to extend learning opportunities beyond those available to peers in other classes. This is evidenced by tailored lesson plans that include advanced content and challenging activities designed specifically for these students. Furthermore, successful strategies and ideas developed for the enrichment class are also adapted for higher-ability students in other classes
To ensure teachers are given opportunities to upskill in their practice i.e., Gifted and Talented/Higher Ability students	This year, a self-review of the Gifted and Talented program is underway, which will include a survey for teachers to gather their insights and feedback about support they may need for this.
SPORTS ENRICHMENT	
Students Independently Run REC.	In Term 1 the Year 8s in Rooms 22 and 23 led this and in Term 4 Year 7's from these classes will run/support the staff at each Rec activity.
Students are highly performing athletes (not just a 'keen' sportsperson).	This is done both inside class and school and outside school, with many students competing in rep comps for the year like for example PYC at the end of the year. They are supported in this aspect well. Zone Days and Competition Days give the students the abilities as a platform to showcase their talents.

MENTORS: Students show leadership and help to build student confidence in sports programmes at school.	This is also enforced by CBH and Mr E for all students to show their leadership in our service on hosting rec on Thursdays period 5. This is an opportunity for them to work on their individual leadership skills while being led by their teachers.
Students fully commit to any sports teams they are involved in.	Again this is enforced by Mr E and CBH. Students have their booklets where they record their times and days for when and where they need to be. The training doc is uploaded to the Google Classroom each week to allow students to remain organised.
Students maintain a high level of school attendance (94%).	This is put in the contract and is rigorously enforced by Mr E and CBH. The follow up is good for students and parents to know about how well or poor their kids are doing.
Students attend homework club once a week.	This is a mandatory Period Six lesson on a Monday for them to catch up with work. They already lose a lot of time with most of them going out playing sports. This is a lesson for them to refocus on what is the priority, their academics.
BANDS	
To develop students' musical ability by rehearsing, listening, writing and performing as a part of a group led by effective and appropriate coaches.	This year, we have effectively developed our students' musical abilities by providing consistent opportunities for them to rehearse, listen, compose, and perform within a group/band setting. These experiences have been guided by our highly skilled teachers growing both collaborative and individual skills.
To develop students' individual musicianship skills within a group by using and maintaining equipment that is befitting and fit for purpose.	We have ensured that students are using and maintaining musical equipment that is not only fit for purpose but also enhances their rehearsals. Through this, students have gained confidence notably through regular performances also.
To ensure ALL bands are given the opportunity of regular and meaningful performance opportunities as well as enter competitions to showcase their talent.	Bandquest was again attended by 2 bands this year and they won an individual prize for vocalisation. Bands have also had the opportunity to perform at assemblies and individuals have supported playing instruments for school singing at times.
To continue to promote and enhance our G&T Bands into holistic, well-rounded performers, ensuring the quality of the whole performance is of a high standard.	We have successfully continued to promote and enhance our G&T Bands, developing them into holistic, well-rounded performers. Through a focus on both their musical and performance skills, we have ensured that the quality of the entire performance, musically, visually, and in terms of audience engagement remains of a high standard - but always room for improvement. By paying close attention to all aspects of their presentation, our students are growing into confident performers

	who deliver polished, professional performances that showcase their talent and dedication. Notably with some going on to win major honours at our 2024 Talent Quest!
G AND T GROUPS	
To give opportunities for our students to participate in activities that showcase their talent including competitions and exhibitions. e.g., Passion Pursuits elite performance groups, GaT Bands and Performance Groups etc.	<p>MI Musical will be held this year over two nights for those students who have an interest in showcasing these specific talents.</p> <p>In Term Four we also have our Cultural performance night. Some of these groups also perform throughout the year in assemblies or down at local schools and rest homes.</p>
To provide more explicit opportunities to cater for Higher Ability students through various activities eg. cooking, Performing Arts, Dance, Music, Academics, Leadership etc such as being done in the speech, spelling and maths competitions.	Students have had the opportunity to participate in a diverse array of activities across the curriculum, representing the school as gifted and talented individuals. These activities include the Cooking Master Chef competition, the Wearable Arts Competition, 728 dance at AIMS and the South Auckland / Auckland wide Mathex competition. Additionally, students have showcased their skills in the Rehu Tai Speech competition, the APPA Speech competition, and the E-Sports competition. We also had a couple of students engaged with the RTLB Gifted and Talented programme, further enhancing their talents and experiences in various domains.
To continue to develop our winning Hip Hop team - '728's'. Ensure they are given the opportunity of regular and meaningful performance opportunities as well as enter competitions to showcase their talent.	The 728 crew represented the school at the recent AIMS games in Tauranga. We have looked into other competitions but there are none. Hopefully some more opportunities will arise such as Express Yourself. The crew are also signed up to participate in the Santa Parade at South Mall at the end of the year.
To continue to develop our Cultural talent - e.g. TMKR. Ensure they are given regular and meaningful performance opportunities as well as enter competitions (where appropriate).	Going to Totara Hospice and having the preschool attend gave the TMKR team a chance to showcase their talents.
Establish and maintain the whole school programme MI Breakout Buzz in conjunction with DP: Guidance and Support and the leadership team members who are running the programme. This programme should support identifying and catering for gifted and talented students in all curriculum areas, especially those 'spikey' kids and twice exceptional.	<p>This year has seen the completion of four Breakout Buzz Modules. Initially, student selection was difficult as teachers tried to identify students who may benefit from a general extension.</p> <p>This process was improved by selecting the students specifically for the type of Breakout Buzz, where students were passionate about the focus.</p> <p>Breakout Buzz is part of the Gifted and Talented Self Review for 2024.</p>

GUIDANCE AND SUPPORT

OBJECTIVES	ANALYSIS
<i>Learning Support Coordinator</i>	
To ensure all students with moderate to high learning needs receive the appropriate support to enhance their learning and progress.	The objective of supporting students with moderate to high learning needs is met through targeted programs like Numicon, iDeaL, and ESOL. Additional resources such as Word Chain, AWS, Colourful Semantics, Spring into Math, and Break Out Buzz address specific literacy and numeracy gaps or extensions where required. Learning Assistants and Deputy Principals provide in-class support.
To continue to support parents and Whānau to partner successfully with their school and develop an understanding of learning support processes.	Whānau receives clear explanations of referral pathways and the benefits of involving external agencies. Practical strategies and resources are also provided to help families support children with dyslexia and other learning needs at home. Individual Education Plans (IEPs) in Terms 2 and 4 further equip whānau with knowledge about their child's next steps and the support being provided.
To support staff in schools to lift their capability to better meet the needs of learners.	The Learning Support Coordinator (LSC) conducts tailored assessments and implements strategies that benefit individual students. BAS translators are organised for assessments to differentiate between learning needs and language barriers. Additionally, the LSC provides support to individual students or small groups within classes to ensure targeted assistance is available as needed. Relevant professional development is attended to upskill staff and share effective tips and strategies for supporting learners with specific needs.
<i>ESOL</i>	
To ensure the ESOL programme targets students' needs and the students involved in the programme are engaged and motivated.	Practical learning initiatives that emphasise oral language and visual aids are used. These elements accelerate the learning and usage of the English language, fostering a more interactive and supportive environment that encourages student participation.
To provide support and communication around how ESOL students can be supported in class to enable access to the curriculum	Engaging and user-friendly resources and strategies are shared with teachers, equipping them with effective tools to support ESOL learners in the classroom. This ensures that students can participate at a level appropriate to their individual needs.
To provide information that can support the ESOL learners through reflection and analysis.	Insights about learners are provided during activities such as Speed Dating and report writing, facilitating discussions around students' progress and next learning steps. Additionally, the mid-year and

	end-of-year learning support reports offer valuable data and anecdotal notes about each student.
To upskill and support the new ESOL Teacher to perform their role successfully.	External professional development sessions provide effective strategies for teaching ESOL learners, while attendance at South Auckland Intermediate Schools ESOL groups fosters collaboration and idea-sharing. Additionally, the Kura Reo teachers engage in regular meetings to discuss student needs and collaboratively plan, ensuring the new ESOL teacher receives comprehensive support in their role.
Learning Assistants	
To support students' learning through careful placement in classes based on effective and positive relationships with Learning Assistants.	The Learning Assistant (LA) timetable is regularly updated to ensure that each student is matched with the appropriate LA. This placement considers various factors, including the specific learning or behavioural needs of students and any professional development or upskilling the LA has received. Additionally, the positive relationships that students have with particular LAs are taken into account, ensuring that placements are effective and responsive to each student's requirements.
To ensure funded students get their allocation of LA support.	The implementation of a checklist that tracks funded students weekly. This checklist ensures that each student receives, at a minimum, their allocated hours of support. Notably, many students receive additional hours beyond their funding, and unfunded students also benefit from receiving LA support.
To provide opportunities for Learning Assistants to be upskilled in Learning Interventions eg. AWS, Spring into Math etc.	Learning Assistants (LAs) have received targeted upskilling in learning interventions such as Spring into Math and AWS. They have also had opportunities to observe one another during programs like Numicon, enhancing the pool of capable LAs who can effectively deliver these interventions. Weekly meetings are held on Tuesdays, focusing on various topics relevant to the identified needs, ensuring that LAs continually develop their skills and strategies to support student learning effectively.
High Fliers	
To ensure this learning intervention has value added for the students involved.	<p>iDeal is an evidence-based intervention designed for both students with dyslexia and those who need support with reading and spelling. Students benefit from smaller groups where they work with others of similar abilities.</p> <p>Numicon is a multi-sensory mathematical resource designed to help children develop a strong understanding of number concepts and</p>

	mathematical operations. Again, students benefit from a smaller group where they are encouraged to participate and feel successful with their knowledge.
To upskill the Leadership member taking LS: Humanities in the running of this programme.	An LA was designated to lead the iDeal intervention programme, receiving support from the Learning Support Coordinator (LSC) for assessments and student selection. Professional development was funded by the RTLB service at the start of the year, ensuring that the LA was well-prepared. Additionally, the Deputy Principal: Guidance and Support modelled lessons based on prior experience with the programme.
<i>In-Class Interventions</i>	
Students are assigned Learning Assistants based on identified needs and appropriate interventions are to take place within the class.	Specific students are allocated LAs who have received targeted training in relevant programs such as BLEENZ, Spring into Math, and AWS, enabling tailored support. Additionally, students with behavioural needs are matched with LAs who have established strong relationships with them.
Learning Assistants continue to be upskilled in, in-class interventions that can address a variety of needs.	Each Monday, LAs meet to discuss and address any needs that have arisen from the previous week, ensuring ongoing support for students. On Tuesdays, a timetable of upskilling sessions is implemented, run by both LAs and teachers, so far covering essential topics such as ESOL support and Numicon.
<i>Learning Support</i>	
To cater for the learning needs of all groups of students (well below, below, at and above) based on data and relevant need.	Data from maths and humanities is initially analysed by classroom teachers and then further reviewed by practice leaders and passion pod leaders to ensure a comprehensive understanding of student performance. In the classroom, students may be grouped by mixed ability or levelled according to their needs. Those requiring additional support are identified through this data analysis and may receive in-class assistance from Deputy Principals or Learning Assistants. Alternatively, students may be placed in a high-fliers intervention group, ensuring targeted and effective support tailored to their specific learning needs.
Hard launch and maintain the Learning Support Register developed at MI by ceasing the use of now redundant systems.	The Wall of Fame highlights students who have learning, behavioural, medical, or whānau needs. Additionally, the Learning Support Register, maintained by the Learning Support Coordinator (LSC), is regularly updated to reflect current student needs, including the addition of new students.
Implement and maintain the use of the Learning Pathway for students being supported by the GaS	Students of concern are identified and discussed during our GaS meetings which are held every Monday. LSC shares observations and data

<p>team through the Learning Support Register developed at MI.</p>	<p>collected from Snapshot and dyslexic screening in order for the student to receive external support ie RTLB or MoE. Once an agreed decision is reached. The student is entered on the Learning Support Register. Thereafter all correspondence received and discussions during our G&S meetings are added to the register clicking on the link. One portal for easy access for data for students who are current or who may have left.</p>
<p>Implement and maintain the use of student Snapshot data to support students referred to the GnS team.</p>	<p>Once staff have completed the G&S Referral, LSC will administer the Snapshot assessments which also includes Dyslexic screening if required. Data is analysed and is used in line of teacher meetings to create individualised interventions and strategies for high needs students.</p>
<p>Effectively transition and upskill the new DP: GaS so they are able to complete the role to a high standard.</p>	<p>The Deputy Principal: Guidance and Support (DP: GaS) has adapted well to the position, receiving support from the leadership team and the expertise of the Learning Support Coordinator (LSC) as needed. Strong prior and ongoing relationships with the RTLB and Ministry of Education services have further facilitated the upskilling process. Throughout the year, relevant professional development has been attended, along with participation in fortnightly Kahui Ako SENCO meetings to discuss practices and updates from other schools, ensuring a comprehensive understanding of the role and its responsibilities.</p>

HAUORA

OBJECTIVES	ANALYSIS
<p>GRADUATE PROFILE Introduce the MI Graduate Profile to Year 7 students and reinforce for Year 8's the importance of this. Ensure there is a deep understanding of what it means by drawing meaningful links to our programme of learning as well as teaching and reporting to it explicitly.</p>	<p>The Graduate Profile teaches students valuable life skills for building positive and strong friendships and relationships later in life. It also provides students with the tools to become critically aware individuals and the knowledge to act and behave appropriately at school.</p> <p>Note from LaT:</p> <p>As I look through the LaT Handbook we currently have at least three different reimagining of the Key Competencies and NZC Values: the Graduate Profile, MI ONA, and MI Learners Keys to Success. On top of this , we now have the Understand, Know, Do, framework coming, which is also a set of competencies. There will need to be a review of how we choose to communicate any competencies to our teachers, students and parents in 2025 to avoid confusion.</p>
<p>KEEPING OURSELVES SAFE Teach students a range of safe practices that they can use when interacting with other people, both online and face-to-face. Teach students how to recognise the difference between healthy and unhealthy relationships, and encourage students who have been or are being abused to seek help.</p>	<p>Students develop strategies to keep themselves and others safe within their own homes. They also gain an understanding of the 'right' and 'wrong' ways to think, act, and behave both in public and at home.</p>
<p>NUTRITION Develop a practical and technical understanding of personal nutrition.</p>	<p>Education that focuses on healthy living, choices, and habits, particularly within the community. Year 7 classes incorporated the Zespri challenge alongside nutrition, where students used pedometers to track their daily steps, promoting exercise and encouraging a more active routine for our learners.</p> <p>Teachers also included information about minimally processed foods versus ultra processed food. This simple but important distinction also allows students to clearly see the difference between food that is good for their bodies and food that isn't. Ultra processed food tends to come in wrapping that also harms our environment.</p>
<p>MI SELF AND PEERS Create meaningful links between Hauora and how we care for ourselves and how physical changes affect us as we grow.</p>	<p>It teaches students valuable life skills for building positive and strong friendships and relationships later in life. It provides resources to help students become critically aware individuals with the knowledge to act and behave appropriately at school. It also teaches students how to connect caring for themselves with treating others respectfully and promotes student</p>

	leadership when building relationships outside of school.
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HUMANITIES

OBJECTIVES	ANALYSIS
Maintain collaborative practices, including peer planning reviews and observations.	Weekly Humanities planning feedback from Passion Pod Leader. Weekly Humanities planning buddy feedback. Collaborative planning sessions used to be on Wednesday afternoons and then moved to Monday/Tuesday mornings.
Ensure consistent coverage and assessment of the New Zealand Social Science Curriculum's Objectives, equivalent to one period per week. This may be integrated across a week in a topic approach.	At least one lesson a week - incorporated into reading, writing and inquiry lessons.
Allocate substantial time in Passion Pod meetings for 'teacher talk', allowing us to compare approaches, suggest ideas, share work results and discuss performance levels.	Sharing section allocated in meeting agenda - allocated to people as the need arises. Often also aligns with Professional Development - Celeste (Library), Allie and Rina (Kura Reo), Callum (upskilling us in curriculum and assessment knowledge). Moderation sessions.
Empower both students and teachers with a clear understanding of NZC Literacy Progressions to enable them to articulate their own learning.	Using Reading e-asTTle reports to discuss levels, looking at goals and celebrating achievements e-asTTle Writing Rubric - modified to suit learners' understanding so they can understand writing expectations.
Promote learning clarity through well-defined Learning Intentions and Success Criteria. Ensure that teachers not only comprehend their significance but also consistently share and display them for students.	Teachers explaining and building WALT and Success Criteria with learners. WALT and Success Criteria displayed on the board/slides and written into workbooks to be referenced throughout lessons.
Utilise Speaking and Listening NZC objectives to develop a positive learning environment that values and promotes questioning and verbalising the learning process.	Discussion tasks and activities planned throughout the week. Sharing learning verbally during group and whole class sessions. An area that can be further developed moving forward.
Humanities teachers are expected to demonstrate evidence of innovative use of digital technologies in their teaching.	Sign-ups to our digital library (Libby). Online reading resources (Epic Books, Sunshine Online). Word Chain used as a resource for Literacy learning support.
Humanities teachers are expected to keep their wall displays updated, recognising and celebrating the process and progress of learning rather than just the completed task at the end.	Updated wall displays created throughout the learning process. A lot of student work displayed.

	Literacy learning resources up on walls - this can be revisited and more basic fundamentals should be displayed for learners to use.
The Humanities Passion Pod Leader will be responsible for featuring students' work in the school newsletter, main office and the Room 62 corridor.	Student work collected from teachers every term - displayed in Room 62 corridor, library and outside the PLL office.
Teachers maintain up to date and relevant tracking to support them in planning and communicating students' strengths and areas for improvement. This can be captured in the following ways: <ul style="list-style-type: none"> - Student-centred planning reflections - Summative assessment data - Ongoing formative assessment data such as Reading group assessment sheets, learning conversations and work samples. - Evidence of tracking against the Literacy Learning Progressions. 	Assessment tools: PATs (Comprehension and Vocabulary - Term 1 & 4). Probes - every student at least once (PM used where necessary) Reading E-asTTle - Term 1, 2, 3 & 4. Writing E-asTTle and moderation - Term 1 & 3. Tracking updated as assessments are completed. Weekly reflections - target learners. Guided reading sessions.
Moderate writing samples and Probe assessments.	Moderation done twice a year. Probe completed once (unless another Probe is necessary).
Provide professional development on various assessment methods, including Probes, e-asTTle, reading skills programmes, Structured Literacy and writing skills.	DP:PLL and DP:L&T run PD sessions during Passion Pod meetings. AWS E-asTTle Writing Moderation Reading E-asTTle report breakdown Group guided reading sessions
Continue with the implementation of the Structured Literacy programme "Agility With Sound" for targeted students.	LAs, Humanities and DPs run AWS sessions for Literacy learning support. Word Chain available for selected students that they access daily and can access at home if they have a device.
Establish criteria to assess effective teaching and tracking of the New Zealand Curriculum in Humanities.	Curriculum referenced when planning overviews are created to ensure everything covered in Humanities aligns with the expectations in the Curriculum DATs incorporated in Humanities planning.
Teachers commit to the use of e-asTTle for Reading and Writing to develop knowledge of the NZC and increase the validity of OTJ's. Teachers use moderation to assess student work to ensure consistency in assessment.	Reading e-asTTle - Term 1, 2, 3 & 4. Writing e-asTTle and moderation - Term 1 & 3.
Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students.	Integrated within planning.

<p>Consistently utilise small group-guided reading sessions to enhance students' reading mileage.</p>	<p>Timetabled fortnightly library sessions. Allocated group-guided reading sessions - this has been a focus for the Humanities team (ensuring we are doing these consistently). Reading Champion Programme.</p>
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LIBRARY

OBJECTIVES	ANALYSIS
<p>To ensure the maintenance of all library systems including:</p> <ul style="list-style-type: none"> a. collections b. management system c. distribution of: <ul style="list-style-type: none"> i. in-class, on-timetable time ii. form class allocations, d. basic organisation e. student participation and leadership in the Library f. physical environment including: <ul style="list-style-type: none"> i. soft furnishings ii. permanent fixtures g. involvement in curriculum design and resourcing h. role in promoting reading for enjoyment in the school and wider community 	<p>Collections and Management System: The library successfully maintained its collections, ensuring resources were current and well-organised.</p> <p>Distribution of In-Class, On-Timetable Time and Form Class Allocations: All form classes were successfully allocated library time, and the in-class, on-timetable sessions generally ran smoothly throughout the year, providing consistent access to library resources for students.</p> <p>Basic Organisation: The library maintained a high level of organisation, ensuring books and resources were easily accessible to students and staff. Systems for borrowing and returning items remained efficient, contributing to the library's overall effectiveness. At the time of writing, it remains to be seen whether the work we put in at the start of the year to get parents to sign forms to indicate they would pay for lost or damaged books make the return process in term Four any easier. Time will tell.</p> <p>Student Participation and Leadership: Student involvement was a highlight this year, with many taking on leadership roles within the library. Their contributions to the day-to-day operations were valuable, fostering a sense of ownership and responsibility. It is great to have another avenue for student leadership outside of the well established leadership roles in the school.</p> <p>Physical Environment: The physical environment of the library, including soft furnishings and permanent fixtures, was well-maintained. This created a welcoming and comfortable space for students to read, study, and engage with resources.</p> <p>Involvement in Curriculum Design and Resourcing: The library played an active role in supporting curriculum design and resourcing, providing materials that aligned with classroom learning and ensuring that students had access to relevant and useful content.</p> <p>Promoting Reading for Enjoyment: The library was highly successful in promoting reading for enjoyment both within the school and in the wider community. Events, reading challenges, and displays helped foster a culture of reading, encouraging students to engage with books beyond academic requirements.</p>
<p>To promote the library in a variety of ways to encourage students into the library during opening hours.</p>	<p>Celeste MacDonald has done an outstanding job of promoting the library in 2024. It's difficult to imagine what more could have been done to make the library such a vibrant hub for a wide range of school events. Book Week was a prime example of how Celeste successfully promoted reading, the library, and a love</p>

	of literacy within the school. She leaves behind big shoes to fill and will be greatly missed.
Through discussion and using curriculum overviews purchase books and have displays in the library that are linked to topics being taught in classes.	Celeste MacDonald has made a significant effort to offer National Library books, as well as books purchased by the school, to teachers for use in their form and humanities teaching programs. She also promoted apps like the Libby library app, enabling students to access books anywhere. Additionally, Celeste developed a Padlet that provides teachers with access to levelled school journals and accompanying teacher support materials, helping them better understand curriculum expectations for their learners..
To regularly discuss with Passion Pod Leaders and teachers about recommendations of books to support the provision of a library collection that supports and enriches the educational programmes of the school.	These discussions have happened and passion pod meetings and Celeste MacDonald has been in attendance. Resources have been either created or provided based on these conversations. One notable example was the creation of a Padlet that allows teachers to find Journals and Teacher Support Material in a much easier manner than that actual School Journal Website.
To provide a library collection that develops a reading culture throughout the school.	Again Book Week is a fantastic example of this, as the offering of homework club and the inclusion of Pause, Prompt, Praise as part of the homework club Duty that teaches attendance on Monday, Wednesdays and Thursdays.
For the library to have visibility on the school website and social media platforms.	The library has had visibility on the school's Facebook pages, again book week was probably the most visible event for the library as something fantastic media was produced for display.
To provide opportunities for students to lead library initiatives.	The student librarians have been gainfully employed all year and this is a fantastic leadership opportunity that is outside the typical sporting or cultural leadership opportunities at MI.
For Book Week to become an annual event coordinated and run by the Librarian.	Book Week was a resounding success, and it's hard to imagine it not becoming an annual event, given how much both staff and students enjoyed it.

LIFE SKILLS

OBJECTIVES	ANALYSIS
<p>TAHA HINENGARO Ensure a focus group of staff is set up to support the implementation of this programme and how it may need to change depending on the needs of teachers and students. An example of this may be connecting students with different stories or examples that aid in emotional regulation, mindfulness and well-being.</p>	<p>This program would benefit from a refresh to ensure its content effectively advances the literacy levels of our students. A stronger emphasis on global storytelling could enrich the learning experience. While Māori gods should remain the central focus, encouraging students to make connections with other cultures, deities, stories, messages, and morals would broaden the scope and allow for more dynamic reading lessons during Taha Hinengaro. These lessons wouldn't need to follow a guided reading format, but using levelled reading content could enhance learning outcomes. This approach would also reduce the reliance on students' prior knowledge, making lessons more engaging and accessible for all.</p>
<p>MI SKILLS Develop teacher's practice to engage students in basic 'life skill' lessons determined throughout Terms 1, 2 and 3.</p>	<p>MI Skills is an interesting unit, especially considering that the types of life skills people need are constantly evolving. For instance, some cars no longer come with spare tires but instead include inflatable polyurethane glue to temporarily fix a flat until a mechanic can make the proper repair. Another example is the learning from the ASB Get Wise Programme, which teaches students to recognise online scams; skills that may be more relevant for today's learners. However, MI Skills remains a valuable way to focus on the essential tasks students need to master before leaving school. There doesn't seem to be any need for significant changes to this unit in the near future. It also provides teachers with the creative freedom to effectively teach practical skills they deem important.</p>
<p>FIRST AID To engage students in effective first aid practice that will provide them with safe ways of dealing with basic physical trauma.</p>	<p>A first aid course refresher during the holidays helped staff feel more confident about teaching first aid concepts. It became clear that many students were unsure how to respond to common emergency situations, such as falls or sporting injuries. This content is directly relevant to students' lives and provides important knowledge for them to learn.</p>
<p>SERVICE Support teachers in delivering high quality programmes of learning and experiences around service to others and the community.</p> <ol style="list-style-type: none"> Ensure service is maintained as a long term engagement with the objectives of our programme. Ensure that MI ONA is reintroduced and value is placed on this concept. 	<p>Service, overseen by the Deputy Principal: Student Programmes, has not yet become a fully ingrained practice at the school. While some classes have maintained their service responsibilities, many have not, and consistent follow-up is needed. The distinction between service overseen by the DP and the actual learning students do about the concept of service needs to be clearer. The Community Council presents a Service Award at assemblies, but it has sometimes been difficult to find a deserving recipient.</p>

	<p>Additionally, MI ONA could need more promotion and value across the school. However, given that it is , in reality, yet another reimagining of the Key Competencies and NZC Values, can it be incorporated into something else? I.e., can the Graduate Profile drive service? If your class service is picking the bark off the GOAT, how can a teacher meaningfully drive learning around that for seven weeks? A review of the service program is recommended for 2025 to explore improvements.</p>
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MATHEMATICS

OBJECTIVES	ANALYSIS
Continue to develop a collaborative culture where we use the strengths and knowledge of our teachers to support student learning.	Structured collaborative planning and discussions during Wednesday afternoon meetings and Passion Pods have continued. In these meetings, teachers share overviews and plan lessons, utilising their individual strengths to address the needs of both higher and lower learners. Additionally, gaps identified across learners have led to the collaborative development of class warm-ups that can be implemented across the entire team, promoting consistency and effectiveness in teaching.
Use real-life contexts while learning through concrete materials to develop new concepts and student agency.	The integration of Rich learning tasks helps students understand how maths applies to real-world situations, providing context and purpose for their learning. Additionally, problem-solving questions are incorporated to ensure cultural responsiveness, supporting students in grasping concepts in a meaningful way. Students are also able to carry out their own statistical investigations, forming their own questions and analysing the data collected to form conclusions.
Improve differentiated teaching practices to meet student's specific needs, including effective assessment to diagnose student learning needs.	Ikan tests are utilised to identify and address specific gaps in students' learning, allowing for targeted instruction. Group lessons are organised to cater to different ability levels, ensuring that all students receive appropriate support. Additionally, analyses of PAT and E-asTTle assessments help identify learners' gaps and provide a specific focus for lessons, both on an individual and group basis. Analysis of this data also forms the basis on which students are selected for further support both in-class and as part of Numicon.
Create meaningful links within and between strands in mathematics so subjects do not become siloed.	Teachers consistently link the strategies used for solving different types of questions and completing tasks, reinforcing the interconnectedness of mathematical concepts. Additionally, strand teaching is alternated weekly with number knowledge, ensuring that students see the relationships between different mathematical strands and understand how learnt knowledge can be applied in different areas of the maths curriculum.
Sustain the problem-solving approach and the use of rich tasks to embed mathematical concepts.	Group lessons start with a Rich Learning Task (RLT) to assess students' understanding of the question and concepts before adjusting the lessons to suit the group's abilities. During this process, questions are unpacked in parts to check for comprehension and ensure that students grasp what is being asked.

<p>Maintain a high number of observations, co-teaching and modelling lessons for teachers to strengthen and reinforce best practice. Practice Leader to create a schedule for observations throughout the year utilising their release time.</p>	<p>The Practice Leader has an established weekly timetable that allows her to support teachers through various methods, including lesson modelling, co-teaching, and providing observations with constructive feedback. During meetings, areas requiring clarification regarding specific teaching strategies, e.g., how to do box-and-whisker plots, are discussed and modelled to enhance understanding. Additionally, incidental discussions among members of the Pāngarau team occur frequently, fostering an environment of collaboration and ongoing upskilling</p>
<p>Passion Pod Leader to engage with the DP: Learning and Teaching to upskill on effective use of the e-asTTLe and PAT testing. This is to better inform Pāngarau's adaptive overview and plan.</p>	<p>The Deputy Principal of Learning and Teaching actively participates in meetings to discuss assessment data, focusing on how this information can be effectively utilised by the team to set targets and plan for future instruction.</p>

MITV

OBJECTIVES	ANALYSIS
To build on students' ability to present at a performance level.	Students who present on MITV often leave with a strong sense of accomplishment, having had the chance to speak in front of the entire school. This experience boosts their confidence, especially when they present their work in the classroom or engage in public speaking opportunities. For many, it's a memorable milestone in their school journey and different students are always keen to give it a go.
To include more students into the tech side of MITV through a Period Six (if the ability of staff allows)	This hasn't happened this year, but I'm curious to see if students would be interested in participating in a Period Six. This would be an optional session after school where students could develop skills or collaborate on projects outside regular class hours. Exploring this in 2025 could add a new layer to their learning experience, providing dedicated time for creative, technological, or cultural projects that might not fit into the regular schedule.
To refurbish the MITV studio to ensure it is fit for the purpose of filming, recording and broadcasting by upgrading technical requirements.	This year, we've had to upgrade to a new Tricaster, as our previous one finally gave up the ghost. With this new technology comes fresh opportunities for learning and growth, as well as a chance to elevate our production quality. One area we are particularly focussed on is figuring out the green screen capabilities of the new system. This task is currently being explored by our MITV crew in collaboration with our IT Manager.
Continue to vary the places where we film MITV around the school and go live from new locations via MITV.	Expanding MITV's filming locations across the school would be an exciting, albeit challenging, goal. Transporting equipment around different school locations could present technical challenges, such as inconsistent audio or visual quality. However, we've already started filming non-live segments in various school areas, bringing in diverse backgrounds and environments while maintaining broadcast quality.
Keep on top of youtube as settings change all the time with this free live solution that can affect the day-to-day running of MITV.	We conduct daily sound checks and always verify our YouTube account each morning before going live to ensure MITV runs smoothly without technical interruptions. This attention to detail helps us maintain a professional standard and reinforces students' pride in their work on MITV.

MONDAY MAGIC

OBJECTIVES	ANALYSIS
COM LIT Develop students' communication skills across a variety of contexts by exercising their ability to actively listen and contribute as well as develop oral language skills in both formal learning and informal circumstances.	This year, there was a deliberate effort in communication literacy to facilitate more in-depth discussions between students. The inclusion of specific content, such as topical social issues, aimed to provide meaningful topics for students to discuss, rather than focusing solely on communication methods. This approach is part of an ongoing effort to add greater academic depth to the content taught in form time subjects.
MONEY MOJO To deliver deliberate acts of teaching around the financial capability to provide students with new knowledge and vocabulary and enable students to discuss financial capability and how this skill impacts their lives.	This was also the case with Money Mojo, where there was a deliberate effort to introduce higher-level content, particularly for target learners around or above early Level 4 of the New Zealand curriculum. It's important to continue deepening the types of content provided to students in form time subjects.
NEW ZEALAND HISTORY Expand students' understanding of NZ History and teach synthesis skills so they are able to form informed opinions of historical occurrences and how they have shaped NZ today.	For New Zealand history this year, content was included to align with the new Aotearoa History curriculum. The aim was to show students the impact of imperialism on both New Zealand's history and globally. The events of colonisation in New Zealand were connected to a broader global story of power and control. There were also links made to the SMART target for Term Four, aiming to unify the various messages we give students at MI into a coherent package.
FOUNDATION BASICS Support Form Teachers in identifying students gaps in basic competencies and then provide a support programme that meets these needs across a number of weeks and curriculum areas.	PAT data revealed significant vocabulary gaps among many of our students. For example, only 22% of students knew what a "diagram" was in the PAT vocabulary test at the start of the year. In response, a vocabulary focus was introduced for foundation basics. Teachers were given explicit guidance on identifying vocabulary gaps using the PAT data and building vocabulary lists from levelled school journals that align with this data.

MUSIC

OBJECTIVES	ANALYSIS
To leave Music class having a positive and confident attitude toward their own musical journey through a functional and practical learning programme.	We have consistently implemented a music programme aimed at building a positive and confident attitude among students toward their own musical journeys. This has been achieved through a purpose built and practical learning environment that engages students with hands-on experience in music-making. As well as a new teacher this year, who brings a vast array of talents and engaging lesson structure.
To learn rhythms, chords and melodies on instruments such as the guitar, drums, voice, ukulele, piano to a level where they can share with their class in a performance setting.	By focussing on rhythms, chords, and melodies (the tune) across a range of instruments such as, guitar, drums, voice, ukulele, and keyboard, students are able to develop their skills to a level where they can confidently share their progress in class performances. This emphasis on performance has not only helped students showcase their talents but also reinforced their growth in confidence and presentation skills.
To work together in musical groups building on team learning capabilities in a musical setting.	Collaborative learning in musical groups has played a significant role in building group skills. Working together in these groups has allowed students to learn not just about music, but about cooperation, leadership, and shared responsibility, all of which are essential in the arts as well as preparing the Year 8's for High School. These capabilities have extended beyond music into other areas of learning, contributing to a holistic approach to their development.
To research and create new music through the use of melodies, compositions and songs making clear links to Levels 3 and 4 of the NZ Curriculum.	We have ensured that clear connections are made to Levels 3 and 4 of the New Zealand Curriculum. There is a focus alongside this of igniting creativity also.
To have an understanding of musical concepts and theory appropriate to their level and learning.	The integration of music theory and concepts appropriate to each student's learning level (and where they're at on their instrument) has deepened their understanding, providing them with the tools to confidently express themselves musically.
To sing together as a class making clear and deliberate links to cultural competency of authentic waiata.	A particularly important component of the music programme has been the focus on singing together as a class. By making deliberate and authentic connections to waiata, we have ensured that cultural competencies are integrated into the module. This not only promotes respect and understanding of Māori culture but also strengthens the students' sense of identity and community through shared cultural experiences.

PASTORAL CARE

OBJECTIVES	ANALYSIS
To ensure that the in-school SWIS still has a major role in training and mentoring the Pastoral Care Council and that time is allowed twice a week (at morning tea and toilet duty at lunch) to continue to facilitate this.	Our SWIS does an outstanding job in leading our Pastoral Care Council, meeting with them on a weekly basis. Despite frequent reminders, they consistently carry out their toilet duty responsibilities. These students are deeply engaged in the life of the school and demonstrate leadership skills that extend beyond their assigned roles.
To ensure the in school SWIS has the time to meet with students about whanau issues and outside factors that are affecting our students.	This happens consistently, and her dedication to our students and whānau is truly commendable. She excels in this role.
To ensure that the PC team continues to meet once a week to ensure timely intervention for children as regards to needs pertaining to health, behaviour, attendance, family support and counselling.	Yes, this takes place every Monday. Students are thoroughly discussed, with specific agencies, programs, interventions, and support methods being applied with great focus and dedication.
To drive and successfully implement the new Edge Pastoral Care incident digital system that leadership can see to find patterns in behaviour.	The new Edge Pastoral Care incident digital system provides a powerful tool for tracking student behaviour and identifying patterns. It allows leadership to make data-driven decisions, ensuring early intervention and more effective, proactive support for students. By standardising how incidents are reported, the system also promotes consistency and accountability among staff, helping the school manage behaviour more effectively.

PERFORMING ARTS

OBJECTIVES	ANALYSIS
Explore and develop awareness of different dance elements to express images, ideas and feelings in dance.	Our Performing Arts programme has focussed on exploring and developing students' awareness of various dance elements to express ideas, and emotions through high level devised learning. Through this programme, students have been able to use movement as a powerful means of communication, enriching their creative expression and confidence.
Encourage the use of topic-specific vocabulary when sharing and discussing ideas in dance.	We have also encouraged the use of NZ Curriculum vocabulary when discussing and sharing ideas in dance, promoting a deeper understanding of the subject and enabling students to articulate their thoughts clearly. This has built on engagement and comprehension of key concepts within dance and Performing Arts learning.
Develop an understanding of the history of hip hop and how it has changed over time making links to culture and global movements.	A key component of our programme has been developing an understanding of the history of hip hop and its evolution over time. By making connections to culture and global movements, students have gained valuable insights into the significance of this dance form, recognising its impact both locally and globally, notably its impact in Aotearoa!
Prepare and present a dance using a variety of choreographic processes (cannon, shapes, level changes, formations and transitions) making links to Levels 3 and 4 of the NZ Curriculum.	In preparation for performances, students have utilised a range of choreographic processes, including the stated cannon, shapes, level changes, formations, and transitions. These experiences have been linked to Levels Three and Four of the New Zealand Curriculum, ensuring that the learning aligns with educational strands while allowing for creative exploration. This sets students up for High School extremely effectively.
Encourage high standards in dance by providing ongoing feedback to groups and individuals to better prepare them for their final assessment and own performing arts journey.	We have always maintained high standards in dance by providing ongoing feedback to both groups and individuals. This feedback has helped students refine their skills and better prepare for their final assessments, equipping them for strong learning outcomes.
Where appropriate and relevant, take opportunities to incorporate drama techniques into students' performances.	We have taken opportunities to incorporate drama techniques into students' performances, further enhancing their expressiveness. This approach has built on their overall learning experience, blending elements of dance and drama to strengthen students' performance abilities.

PHYSICAL EDUCATION

OBJECTIVES	ANALYSIS
Continue to maintain a budget that will continue to cover/replace high use equipment (replace equipment thrown out at the end of the year)	There is a strict budget that is adhered to. There are regular stock takes done by our PE staff with old and tired equipment gotten rid of. A good example would be the new athletic equipment and trolley that will be very useful for guiding and progressing for school sports events.
Develop a two year rolling Curriculum to best accommodate our students and their development in Physical Education.	All of our lessons target different paces of practical learning. We differentiate by offering students to line up in their ability groups - Gold, Silver, Bronze. From there, students are arranged to stay in their groups to play with or against each other.
Offer a differentiated programme to ensure all students are catered to.	Differentiation parts of our lessons are covered in our ability groups: Bronze, Silver, Gold. This involves PE equipment, such as dodgeballs instead of volleyball to practise a skill, or rubbery donuts instead of weighted discus.
Develop resources for non-mainstream/different sports students who are not usually exposed to PE.	Putting up the Learning Intention and Success Criteria on the board in the gym for introduction and referral. Teachers have specific, targeted criteria to assess students on. Feedback cards, where students have a voice in how well they are doing, what areas they have identified they want to get better in and what they enjoy about the subject. Questioning students to check in for understanding of the lesson.
Continue to enhance and develop an assessment programme to ensure all students are tracking towards our objectives. (For example, athletics programme, test at the start, train and then test at the end for improvement) Having more opportunities for self-assessment.	We've introduced cultural games, like Kia o Rahi, into our programme. Our PE teachers frequently incorporate warm-up games inspired by island sports to help students get into the right mindset for their PE lessons. This approach has positively influenced the engagement of the students in PE classes. Additionally, our Recreation Games, which involve full-school sports rotations, include island sports like Lape and Ano, adding cultural diversity to our sports programme.
Teach Māori and Pacific Islands Sports as part of our PE programme.	Māori and Pacific Island sports have been taught as part of the PE and Rec programme. Ki o Rahi (Māori) and Lape (Samoan)
Develop a safety plan for using the school pool	Water safety is an important part of the new aquatic skills curriculum. students are taught how to use the pool safely, basic rescue techniques and how to manage themselves in the water.
Develop a programme for the use of the pool during lessons	an aquatic skills program has been developed for the new pool. It includes water safety and core swimming

	<p>skills that students need to learn. It also incorporates the understand no do framework from the new curriculum. It is entirely a local curriculum document that has been informed by previous New Zealand swimming curriculum documents New Zealand water safety.</p>
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SCIENCE

OBJECTIVES	ANALYSIS
Design a Science programme that includes a majority of time on hands-on practical opportunities where students are able to engage and communicate their learning.	This science programme focussed on the four major Earth systems: the biosphere, geosphere, hydrosphere, and atmosphere. Through hands-on activities, students explored how these systems interact and support life on Earth. Students engaged in experiments, like the water cycle, to better understand how these spheres are interconnected. Students have communicated their learning through the use of scientific models and other hands-on activities.
Continue to make opportunities to talk with and see in action what local High Schools and Primary Schools do regarding their Science programmes in order to build more Science capability within our learners.	We need to explore opportunities to connect with the Science Curriculum leaders in both high schools and primary schools to discuss ways we can better align our programs.
Collaborate prior to upcoming modules during Passion Pod meetings to discuss themes, overall ideas, planning, etc. that all staff can share.	Planning during passion pod meetings about term overviews, and creating lessons for all of science to use and tweak to their own liking, based on the needs of their individual classes. Deciding at the end of the previous term what our focus will be for the following term, has been really beneficial and allows the team time during the holidays to plan their lessons in greater detail. With two new teachers to the team this year, a buddy system was set up to ensure an experienced teacher could pass on knowledge to the less experienced buddy.
Ensure all Science teachers are able to make explicit links to the Nature of Science and/or Science Skills Rubric when planning and teaching. Make links with how Science has changed the world and its relevance to them.	Passion Pod meetings involve many opportunities to talk about the NoS and/or Science Skills to boost each other's understanding around how these can be taught in class. Links to these aspects are made in all planning docs and is expected by everyone in the team. Making links to the real world - this year's topics allowed for this to happen naturally.
Ensure planning is consistently done and where possible make links to the module themes. Ensure there is differentiation in planning and teaching delivery to address and cater to a range of student learning needs.	Differentiation is always encouraged and as Passion Pod leader, something I look out for each week as I am checking planning - whether it is done by content, process, output or the learning environment they are in. Teachers make changes to the collaborative lesson plans based on the needs of the classes and students they teach.
Use a relevant tracking system that will capture students' progress against the learning outcomes for Science.	We've emphasised the need to have tracking systems in front of us during lessons. Gained a better understanding of what to look for in student work to support our tracking of student progress.

	Progress tracked based on the NoS, Science Skills Rubric and the Science Capabilities.
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SUSTAINABLE DESIGN

OBJECTIVES	ANALYSIS
<p>Research real life issues and problems as a platform to develop a business/prototype and ensure students have appropriate space, tools and resources (including staffing resources) to 'invent', creative solutions and develop a product idea and/or prototype. Ensure students have a 'real life' design brief and space to share their product/solution ideas.</p>	<p>This approach has worked well overall this year. Term Three was not as satisfactory, likely because the setup classes at the start of the term were missed due to an absence, which impacted the flow. However, some of the best project outcomes were achieved, particularly with the landscape and eco-nutrition briefs, and quality external partners were engaged for support. This also provided valuable professional development that is highly transferable.</p> <p>The elements of the module, particularly the sustainability and systems-thinking aspects and the design projects, have worked effectively, and students are generally more confident discussing the stages of the design process. Implementing a preliminary, standalone design lesson prior to the main design brief has proven beneficial, as it can be referenced once students are engaged in the 'real-life' project. Students have responded positively to developing solutions for concrete problems, and the social aspect of the cardboard furniture brief has also been well-received.</p> <p>Interestingly, this project revealed gaps in core curriculum areas such as Mathematics, specifically in accurate measurement, scale calculations, and planning cross-section and bird's-eye views.</p>
<p>Ensure students identify and can explain the elements of STEAM they are using in the solution to their design brief and prototype development.</p>	<p>There is a desire to continue developing this approach and to create a simplified rubric to support students in discussing the STEAM elements they are using, especially within the arts, which is a broad subject area. The development of cultural connections across all aspects of the module has been particularly rewarding, as it resonates well with students and fosters creative expression. One key goal for this year was to scaffold students more effectively to encourage creativity and inspire them to think outside the box. This approach has worked well and was particularly evident in the eco-nutrition project.</p>
<p>Ensure cultural perspectives are incorporated into all learning (links with MaP and PaP).</p>	<p>This approach has also worked exceptionally well, particularly in terms of Te Ao Māori and the discussions around sustainability and systems. The concept of mauri (energy or life force) was explored, along with what possesses mauri and how it is diminished when resources are wasted or discarded. This prompt has been highly effective in helping students understand sustainable versus unsustainable systems and has led to valuable</p>

	<p>abstract discussions, especially on topics like plastic (e.g., while plastic is made from oil, which has mauri, does a plastic bag itself have mauri?).</p> <p>The display created this year has been an invaluable resource, and it is encouraging to see students referring to it and suggesting additions. It is also rewarding to observe students growing more confident in expressing viewpoints that may differ from those of their peers.</p>
Ensure links with technology where appropriate (both use in the design process and in the product or access to the product itself).	<p>Some progress has been made in this area however, accessing certain tech design programmes took considerable time, so this is not as well established as intended. This will be a focus for next year, with plans to remodel the classroom and incorporate more design technology (both for the design process itself and in the production of tangible items) to support this goal. Students have used Tinkercad quite a bit to create 3D items and have also collaborated in group design projects using Minecraft.</p>
Develop a two year Curriculum that is differentiated each year to accommodate students progress in their learning.	<p>This programme is differentiated at the beginning (during the first two weeks of frontloading) so that Year 8 students are not repeating work but still have the opportunity to review it, while Year 7 students learn the foundational concepts. Beyond this, differentiation occurs through the design projects students undertake, which vary each year. Expectations are aligned with students' abilities and are reflected in their project outcomes. Projects can also be tailored to class interests, such as sports enrichment classes. Frontloading uses examples, where possible, based on these interests.</p> <p>Currently, there is a focus on developing larger-scale games to teach more complex concepts, as these were highly effective in the eco-nutrition design brief this year. One area for consideration is how to extend more capable students, particularly as limited time with each class often means they finish a design brief without the opportunity for additional modifications that could further challenge them. While incorporating extensions within each design brief itself has been considered, the unique nature of this class compared to other curriculum areas means that each brief is entirely new to all students, making this approach challenging.</p> <p>Mixed-group work has consistently produced stronger outcomes than briefs trialled by year level, so adding optional extensions specifically for Year 8 students may be a useful approach. This is a point for further exploration, and insights on how other similar subjects address this within their programmes would be valuable.</p>

Ensure at all times the necessary Health and Safety requirements for the running of the workshop are maintained with the provision of a support person during the production phase of each module.

This collaborative approach works very well with Michael and Jo, as both subjects - Sust Design and Enviro Ed - work together with great flexibility. They are incredibly supportive of each other, allowing for the planning of weekly activities to enable students to complete their work providing support when tools are in use. Given that the space is still primarily a classroom rather than a workshop, more hazardous tools are not left out continuously. The design briefs this year have also been structured to use fewer of these types of tools.

Additionally, when activities pose greater health and safety concerns, Michael and Jo can work with groups of students who may be less trustworthy with sharp implements, creating more space for others to work. These students still complete their project work in a slightly less complex manner, allowing for a tidier setup. This enables closer supervision of groups as they progress in their projects.

TE AO MĀORI

OBJECTIVES	ANALYSIS
<p>Continue to support teachers to incorporate Te Reo Māori in their everyday teaching, by way of Te Reo Māori PD at the beginning of each whole staff meeting.</p>	<p>Started with Te Reo Māori PD in Term 1 and lessons were enjoyed by staff. Good to have other staff members get up and share their expertise in Te Reo Māori. The teacher of Te Ao Māori, in her capacity as ASCoLLT AC:1, has been afforded the time to be in and out of classes during Form Time to support teachers to incorporate Te Reo Māori into their everyday teaching. School haka continues to be the main focus for Te Reo teaching in term one.</p>
<p>Ensure children who have Māori language capacity are supported to represent the school on relevant occasions e.g., Powhiri. This support will be facilitated by the MAP.</p>	<p>Students are encouraged to join the Marae Committee and be part of the Pōwhiri process, even though they are not part of the Cultural Council. It has been good to see 'other' students stepping up in these areas allowing us to grow our Māori capacity and spread this across the school. The Cultural Council have really come into their own this year, taking the lead in Marae Stay powhiri even when there are no teachers present. It has been great to see this develop. The Cultural Council is also made available to support teachers and students prior to their Marae Stays by teaching karanga and whaikorero. We have very few students who can speak or understand Te Reo Māori, which is disappointing, however we have ensured these students are confident to take the lead in key roles or support others in these roles, such as - kaikorero, kaikaranga, kapa haka leaders etc.</p>
<p>Support the staff and students when celebrating specific cultural weeks such as Te Wiki o Te Reo Māori and Matariki.</p>	<p>Efforts were made to incorporate the aspirations of our whānau this year. Te Wiki o Te Reo Māori celebrations were focussed and encouraged participation from a range of groups. Teachers learned a song and haka to perform for the students. Student leaders hosted a group of preschool students and visited the Totara Hospice to perform for whānau and staff. The kapa haka group performed at assembly and 2 students from each class participated in half a day of activities in the hall. Te Wiki o Te Reo Māori resources were shared and encouraged during this week</p>
<p>Te Ao Māori (Module Subject)</p>	
<p>Develop the use of Te Reo Māori vocab when sharing and discussing ideas in Te Ao Māori to build a common language among students.</p>	<p>The teacher of Te Ao Māori has found a good balance in terms of vocabulary and basic sentence structures to help build a common language</p>

	<p>Beginning with greetings, proper pronunciation of the Māori alphabet and then moving on to sentences to ask and answer questions about:</p> <ul style="list-style-type: none"> - How they are feeling - What they are doing - What this object is (using tēnei, tēnā, tērā) <p>Every lesson begins with Te Reo Māori and students know what to expect when they arrive and fortunately don't shy away from it.</p> <p>Students are familiar with the learning outcomes and a common language is developing across the whole school.</p> <p>The same questions and answers have been used however next year we will begin an even year rotation so that over two years students learn to ask and answer at least six different questions.</p>
Continue to create a differentiated learning programme that follows the Broadening Horizons Inquiry model as well as upholding Tikanga Māori.	<p>The teacher of Te Ao Māori has developed a learning topic that enables students to understand how Polynesians are connected and the importance of storytelling in our societies.</p> <p>Ensures all topics follow the Broadening Horizons model and sufficient time is spent exploring each of the above aspects. This can be seen in the teacher's term overviews.</p> <p>Tikanga Māori is definitely embedded in the teacher's practice as a teacher of Te Ao Māori, as leader of Marae Slays and Cultural Council.</p>
Continue to build a deeper understanding of the importance of the Legend of Manurewa and how this is an important part of our Manurewa history.	<p>All students learn about the story of Manurewa during their term in Te Ao Māori. We hope to develop resources for Humanities teachers to allow for more in-depth exploration into why stories are important in Te Ao Māori.</p>
Make links to other cultures' Tikanga and protocols to support the learning of Tikanga Māori.	<p>Within Te Ao Māori, the teacher is able to make links to other cultures' tikanga and protocols to support the learning of Tikanga Māori.</p> <p>This kind of expertise requires a teacher to have a bit of experience and confidence in their own understanding of other cultures, to enable them to make such links. The teacher of Te Ao Māori is the perfect person to be able to do this as she has had experience teaching all kinds of cultures.</p> <p>Incidental conversations often come up in class about the different tikanga and beliefs. It's really cool to have students make these connections or be willing to share how their tikanga are/is the same as Tikanga Māori.</p>

VISUAL ARTS

OBJECTIVES	ANALYSIS
Embed topic specific and academic vocabulary in art, whilst adding extension for students where appropriate.	In Visual Art the use of topic-specific and academic vocabulary is embedded strongly, while providing extension opportunities for students who require further challenges - notably during Period 6's and lunchtime groups. This has ensured that students are not only able to understand and discuss key art concepts, but also engage critically with their artworks!
Develop an approach that allows students in a two year period to experience 2D and 3D artworks.	Yes - this year, students have had the opportunity to explore both 2D and 3D artworks, fostering a well-rounded artistic implementation of the NZC. This has allowed students to experiment with different mediums, techniques, and styles, encouraging creative growth and skill development in diverse artistic forms.
Broaden the culturally responsive pedagogy used in Visual Arts.	Our visual arts programme has also focussed on specific Māori and Pasifika responsive pedagogy and approaches. By incorporating these narratives for our students as well as incorporating symbols and techniques relevant to their backgrounds, there have been awesome links made to their own culture(s). This has helped students connect their learning to their own experiences enriching their overall engagement.
Develop assessment capable learners in Visual Arts through students being clear about what they are going to learn, how and why they are going to learn it, and how they will know they have been successful at learning.	We have worked towards developing assessment-capable learners in Visual Arts. By making it clear what students are expected to learn, how and why they are learning it, and how they will know when they have succeeded, we have empowered students to take ownership of their learning.
To develop a well-stocked practical Art Room, in response to topics taught in Visual Art (not school-wide).	The Art Room is equipped with the necessary resources specific to the topics being taught. This has created a supportive learning environment where students have access to the tools and materials required for their artistic projects. The multi-engaging materials used has seen all modules use imaginative mediums which have been supported through planning and resourcing within the space.
Ensure students get opportunities to display their completed artwork at school eg. the Staffroom and outside of school e.g., Auckland Middle School Art Exhibition, Toi Quest.	Students are given opportunities to display their completed artwork both within the school and in the wider community. Examples include exhibitions in the Staffroom and participation in external events such as the Auckland Middle School Art Exhibition and Toi Quest. These platforms have provided students with the chance to share their work publicly, boosting their confidence and sense of achievement in visual arts. It was especially great to be acknowledged in the Toi Quest this year by winning a 'Best use of Storytelling' award.

X-PLO TECH

OBJECTIVES	ANALYSIS
To provide a more streamlined and efficient theory component with the overall aim of creating a much more practical experience for the students.	This has been achieved by emphasising hands-on work as a core component of X-PLO Tech. Minimising theory-based instruction allows students more time for practical, hands-on experiences in class, enhancing their engagement and skill acquisition. In addition, the curriculum is adjusted regularly to provide students with a variety of activities that maintain their interest and develop a range of technical skills. Each term, this has continued to develop to meet the needs of the classes that are coming through.
Incorporate a programme that is more inclusive of students who struggle with mathematics while providing authentic opportunities for mathematical development during the design process.	Providing differentiated activities and project levels ensures that all students experience success. Each lesson is strategically planned to support students who may require additional assistance with measuring or maths skills. This approach enables students with diverse learning needs to participate fully and gain confidence in X-PLO Tech where they are able to use the mathematical knowledge successfully.
To ensure that all students are made aware that technology is addressing an authentic need using innovation, which can apply to any problem regardless of context or curriculum area.	The use of specialised tools, which are not typically available in everyday classrooms, offers students unique learning opportunities. These tools enable them to gain practical skills applicable not only in X-PLO Tech but also in other areas of their lives.
To use a range of materials using a process that ensures students are developing skills they can take with them beyond their time with us.	Through planning, preparing, painting, cutting, measuring, sanding, and using various tools, students acquire real-world skills that could be used for home repairs or general handy-work. Teaching these essential skills, ensures students gain both confidence and competence in their practical abilities.
Display student work around the school.	The X-PLO Tech program could continue to improve, in this particular aspect. Students are proud of their completed projects and frequently choose to take them home. For example, the shoe bin at the Marae was a collaborative project completed by three students from Room 73, showcasing their skills and adding value to the community. Additionally, photos of student projects are displayed in Room 69, celebrating their achievements and inspiring others. Perhaps using the Science shelving (in the hallway) could be a great place to showcase projects, for those students who wish to do so.

Attendance Plan

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (W)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre	<p>1.1 Aim to stabilise roll as soon as possible by identifying non-attenders and contacting them. Target is to stabilise roll by beginning Week 3. May enlist support of Social Worker(s).</p> <p>❖ Aim to have 90% of children on average at school in any given week.</p>	<ul style="list-style-type: none"> Teachers to follow up on any absences from Day 1 student absence. They will call/text families during Fitness. Whānau Leaders to check that this is being done. Need to reinforce this with constant reminders and at the same time, ensure that teachers are communicating information to the Student Administrator at the main office so systems complement each other. Must ring by 9:05 am in order to facilitate this. Continued absence by Day 3 will result in a home visit by the Whānau Leader. The Poutoko Hapori/Attendance Officers will support Whānau Leaders and staff in home visits. 	DP: PC, Student Administrator, Poutoko Hapori, Staff, Social Worker(s)	0	0	0	0	<ul style="list-style-type: none"> Teachers and office reception consistently follow up with families by calling/texting regarding any student absence from Day 1. Whānau Leaders regularly check that follow-up actions are being done, reinforcing the importance of communicating absences with reminders to teachers. Whānau Leaders/Poutoko Hapori perform home visits after three days of continued absence, engaging directly with families. Students loaded onto A5A for follow-up by the Attendance Officer. The school Social Worker plays a crucial role in getting students, especially those with a history of non-attendance, back to school. Our new Students Administrator has been learning the ropes around attendance. New Attendance Processes have been created to begin in Term 1, 2025 - this aligns with the government's new attendance plan.
	<p>1.2 Aim to have less than 4% late daily = approx 1 child per class with or without excuses.</p>	<ul style="list-style-type: none"> Students who are late once in one week will receive a warning, twice in one week will be placed on Community Service. Whānau Leader to meet with family if lates continue from four onwards in the span of a single term. 	Student Administrator / DP: PC, Whānau Leaders	0	0	0	0	<ul style="list-style-type: none"> Form Teachers are the first point of contact for attendance follow-up. They reach out to families on Day 1, and the office receptionists also follow up on Day 1. Any updates from teachers are recorded in EDGE and shared with the office reception. Whānau Leaders follow up with students and families by Day 3 if no response has been received. For students with ongoing lateness issues, Whānau Leaders arrange meetings with both students and their whānau to address the concerns. Attendance Officers, teachers, and Whānau Leaders consistently work together to get students to school. Regular follow-ups and the competitiveness of the

									<p>school's attendance competition create a strong drive, distinguishing this effort from other schools.</p> <ul style="list-style-type: none"> • Timely reminders are issued to ensure coordination between teachers, Poutoko Hapori, and Whānau Leaders. This prevents multiple visits to the same home on the same day. • Leadership meetings regularly discuss the year-to-date attendance rates and students of concern to ensure consistent monitoring. • External factors such as winter weather, Monday fatigue ("Mondayitis"), rain, long weekends, and public holidays also affect attendance and punctuality. • Some students struggle with punctuality due to long commutes, moving between homes, or being provided housing at different locations. 						<ul style="list-style-type: none"> • End of week Facebook posts promote attendance and its importance to be at school and on time. • Poutoko Hapori works closely with our poor attendance kids. This is reported back to the DP: PC.
									<p>Attendance through the Whānau Competition is reported each week and celebrated at assembly.</p> <ul style="list-style-type: none"> • Whānau Leaders are updated on those classes with good or bad attendance to be followed up on and further investigation as to why it is happening and how they can be supported. • Systems are in place through the latest protocol and attendance procedures so that all stakeholders are able to maintain effective follow up. 						<ul style="list-style-type: none"> • Attendance through the Whānau Competition is reported each week and celebrated at assembly. • Whānau Leaders are updated on those classes with good or bad attendance to be followed up on and further investigation as to why it is happening and how they can be supported. • Systems are in place through the latest protocol and attendance procedures so that all stakeholders are able to maintain effective follow up.

2 Barrier Free Access	2.1 Analyse data for presence each week through class competition.	<ul style="list-style-type: none"> DP: PC to complete Whānau Competition analysis on EDGE for attendance. DP: PC to tally and collate lates data for Whānau Competition from LATES DOC. Whānau Leaders to be the first port of call when support may be needed to improve individual class lateness or attendance rates. 	DP: PC and Whānau Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Within whānau tracking for all whānau are led by their whānau leader who then share to the overall tracking doc held by DP: PC and shared with leadership. All teachers have access to the lates doc and are able to track not only their lates but lates across the school. They are encouraged to speak to other teachers who consistently have good attendance and the least amount of lates in order to better their practice. Whānau hui are held for students who have chronic lates.
	2.2 DP: PC to ensure that every week, children of concern, EG: lateness and attendance are discussed at leadership meetings.	<ul style="list-style-type: none"> Whānau Leaders share initiatives as to how they are supporting their whānau teachers and classes to maintain optimum levels in this area. 	DP: PC and Whānau Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Document set up for the Poutoko Hapori and shared with Principal and Whānau Leaders is updated weekly to show work done with families where students are hard to engage. Whānau Leaders share their mahi at leadership meetings.
	2.3 Continue to monitor and improve on figures given out by MōE in the Attendance and Engagement Strategy.	<ul style="list-style-type: none"> Continue to participate in the MōE "Every Day Counts" initiative. 	DP: PC, Student Administrator, Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> We have continued to participate in the MōE "Every Day Counts". This involvement provides us with some comparative data compared to other schools so it has been important to analyse and address concerns noted, though there have been few. Teachers, for the most part, use the systems available to follow up and promote good attendance. This is applied by Whānau Leaders and supported by the Poutoko Hapori and highlighted in the Thursday competition collation sheet on display - when a teacher writes up their percentage for the week, they are able to become immediately aware of their classes attendance in comparison to others. The new MōE system of reporting attendance data is different to how it was. Shows our percentage of regular attendance (90% or above).
	3.1 Teacher follow-up to address patterns of non-attendance identified through attendance and lates systems.	<ul style="list-style-type: none"> Teachers to track and inform Whānau Leaders of concerns regarding continuous student absences in their class. DP: PC to lead weekly reviews at Leadership meetings of the 	DP: PC, Poutoko Hapori, Whānau Leaders, Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Poutoko Hapori shares her critical list with the PC team as well as Whānau Leaders. Teachers are able to feedback in whānau meetings their successes of getting to students to school and on time and are able to share that with whānau and DP: PC. Any really good feedback is then shared with teachers.
3 Quality Teaching and Leadership								

	effectiveness of teachers interventions and those classes whose attendance is of concern,							<ul style="list-style-type: none">Classes with zero lates for the week are acknowledged and celebrated in assemblies
3.2 Provide opportunities for teachers who are having success in following up absence and lateness to share and celebrate those ideas with whānau and all staff,	<ul style="list-style-type: none">Mufti Day for full attendance for a week.Mufti shoes on Friday if all at school in class on time for a whole week.Identified and celebrated at weekly assemblies.To be shared at every whānau meeting. These teachers will be identified through a weekly review of attendance rates at Leadership meetings.	DP: PC, Student Administrator, Whānau Leaders, Staff	0	0	0	0	<ul style="list-style-type: none">Attendance is celebrated and read out every assembly for all whānau. Entire school is able to see which teachers in which whānau regularly win attendance and are getting their kids to school.Weekly attendance data is publicly shared on Facebook.Poutoko Hapori shares her critical list with the PC team as well as Whānau Leaders.Teachers are able to feedback in whānau meetings their successes of getting to students to school and on time and are able to share that with whānau and DP: PC. Any really good feedback is then shared with teachers.Classes with zero lates for the week are acknowledged and celebrated in assemblies	
3.3 DP: PC to provide a monthly attendance analysis for the Board. This or other attendance info may be used to help support the Cal.	<ul style="list-style-type: none">DP: PC to include in his monthly Board report an attendance analysis for the Boards information.	DP: PC, Student Administrator	0	0	0	0	<ul style="list-style-type: none">Monthly truancy report is printed out and attached to Board Report.This is collated monthly for the board and consists of our attendance figures from the last Board meeting to date. It is broken down by male and female and year grouping as well. This information allows the board to track our attendance from month to month.No class has won full mufti for the week.A lot of classes show 100% punctuation and are given mufti shoes for the following Friday.Weekly attendance data is publicly shared on Facebook.	
3.4 Systems to discourage absence/lateness	<ul style="list-style-type: none">DP: PC follow-up to address patterns of non-attendance or lateness identified through these systems. Student Administrator, Poutoko Hapori and Attendance Officers work in conjunction with DP: PC to improve students struggling with attendance and lateness.Focus through PC group re attendance/ truancy.	All stakeholders	0	0	0	0	<ul style="list-style-type: none">Children of concern are reviewed daily where necessary, as well as every week at the PC meeting and as a result of these conversations, many children have been referred to Whānau Leaders, Poutoko Hapori and to Attendance Officers - our truancy service. Without a Student Administrator, this is something that I track.Referring cases to the Attendance Service at Greenmeadows for follow up.Poutoko Hapori working with whānau who really struggle with engagement at school are worked with for a period of time until they are able to be at school regularly and on time without the constant follow up.Fines for teachers who do not mark the roll by 8:45am has worked really well to ensure it is marked in a timely	

								<p>manner and that teachers have time to contact whānau whose children are not in attendance.</p> <ul style="list-style-type: none"> Families of absent children are contacted daily by Lee/Elly but often a message is left as parents are not answering the phone, have changed numbers or phones. This is very frustrating. With no Student Administrator, Whānau Leaders and DP:PC follow up with all issues around attendance and lates. New letter written up for whānau of students with attendance concerns 				
<p>3.5</p> <p>Tracking and dealing with random absences</p> <ul style="list-style-type: none"> Encouragement and promotion of good attendance 	<ul style="list-style-type: none"> Continue with 'Commitment to Education' certificates for all students and staff at Mā. Whānau Leaders need to check this EVERY week to make sure this is happening and the format is available for review at SIC conferences. Also in Q & A in PMP as a teacher requirement. Teachers follow up with repeated focus in class in relation to being at school in order to cover work to make up lost progress/achievement. Term certificates/laptop and/or whānau points for 100% attendance. All staff frontline promoters of presence at school. 	<p>Whānau Leaders</p> <p>DP: PC</p> <p>All staff</p>	□	□	□	□	<ul style="list-style-type: none"> A laptop and \$20 tuckshop vouchers are promoted for 100% attendance prizes for both YTD and the term. Whānau Leaders, at the end of every term celebrate those students who have been at school everyday by presenting them with an award. Commitment to Education certificates continue to be popular and it is rare for a class to come to assembly without theirs. Whānau Leaders track their own whānau attendance everyday and always report back if there are any issues with a student or their family. If there is one, DP:PC follows up straight away. Term points for 100% attendance are always well sought after and students are reminded regularly at assembly, whānau meetings, fitness, emails etc to not take long weekends and to be at school everyday. Weekly Commitment to Ed cards are given to each student and staff with 100% attendance. Whānau understand that holiday during term time will be marked as an unjustified absence. Teachers encourage students to attend school by sending out texts to whānau on Sunday evening. Draws are done at the last assembly of each term to celebrate our 100% attendees. Laptop is given to the term winner while a tuck shop voucher is given to the YTD winner. 					
<p>3.6</p> <p>Principal and DP: PC to be informed and to make decisions over complicated and/or overseas absences. This is communicated to both whānau and staff.</p>	<ul style="list-style-type: none"> Make sure staff and teachers are informed about the procedures for acceptance of overseas absence. Permission prior to leaving should be gained from the Principal. Letter to be sent home regarding "Holidays during Term Time". 	<p>Principal, DP: PC, All staff</p>	□	□	□	□	<ul style="list-style-type: none"> Healthy competition between classes is especially seen in Enrichment Classes as they quite often boast the best attendance statistics in the school. Whānau competition points for attendance are doubled when deemed necessary to further incentivise students and teachers to get to school. 					

	<ul style="list-style-type: none"> In each newsletter, and in a variety of formats, communicate the need for parents to get the Principal's permission if travelling overseas in term time. 						<ul style="list-style-type: none"> Review of classes concerning attendance is included in discussions at Leadership Meetings, as is what has been done to address the situation. We are open and transparent at M.I. and this helps us work together and share ideas that affect attendance. Systems to encourage attendance have been routine and continue to be well received. Emails sent to teachers and Whānau Leaders when rolls are unmarked or are not marked on time.
3.7 DP: PC to continue to promote the importance of attendance through the MI MONEY system and Whānau Competition.	<ul style="list-style-type: none"> Individual teachers will continue to be fined if they do not mark the roll on time by 8.45am and 2:25pm (1.45pm on Tuesdays). 	Student Administrator , All staff, DP: PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Whānau lose points when teachers miss marking their rolls. Reminders are given to staff about marking their rolls on time.

BEHAVIOUR REPORT

Introduction

This report presents an analysis of behavioural issues within our school throughout the current year, encompassing both minor and major concerns that affect our students. Key issues identified include instances of social media-related conflicts, violations of the vaping policy, issues with getting to class on time and attendance, occasional physical altercations, and general disruptive or antisocial behaviour. These incidents have been recorded on Edge, totaling 1,953 entries this year, spanning from minor to more serious cases (see attached data for detailed statistics).

Minor Behaviour Issues

1. Social Media Conflicts

Thankfully, social media-related incidents have been minimal this year. Early in the year, there were a few cases, particularly affecting some female students, that created tensions. However, these occurrences have since significantly declined.

2. Lateness

Lateness has been a challenge across the school, affecting both the start of the school day and transitions between classes. Our continued efforts to engage with whānau emphasize the importance of timely attendance, and we aim to see considerable improvement in this area in 2025.

3. Disruptive Behaviour

Minor disruptive behaviours, often involving students mocking or speaking abusively toward one another, have been relatively common. These interactions have sometimes led to minor physical altercations, primarily involving students "squaring up" rather than engaging in full-fledged fights. While these incidents are generally minor, they disrupt the learning environment and occasionally escalate, requiring vigilance and swift intervention.

Major Behaviour Issues

1. Vaping Policy Violations

While vaping incidents have decreased compared to last year, some students still choose to disregard the school's regulations on vaping. We remain committed to monitoring and enforcing our vaping policy to ensure a healthy, respectful school environment.

2. Physical Altercations

Physical fights within the school have been relatively minimal, though each incident is taken seriously, and preventive measures are continuously reinforced. Our focus remains on maintaining a safe and supportive space for all students.

3. Anti-Social Behaviour

Anti-social behaviour has been a persistent issue however we'd like to think that the "Covid Generation" of disruptive students and anti-social behaviours is coming to its end. However, we remain attentive and proactive in addressing any anti-social tendencies that emerge.

Intervention Strategies

1. Exclusions

This year, four students went before the School Board due to ongoing disobedience and behaviour that led to exclusion. These cases included one instance related to vaping and three incidents of gross misconduct.

2. Stand Downs

A total of 44 stand downs were issued this year, with a significant portion (23) related to vaping. Other stand downs were attributed to gross misconduct (6) and physical altercations (15). It is interesting to note that 21 of the vaping-related incidents involved female students.

3. Op Room

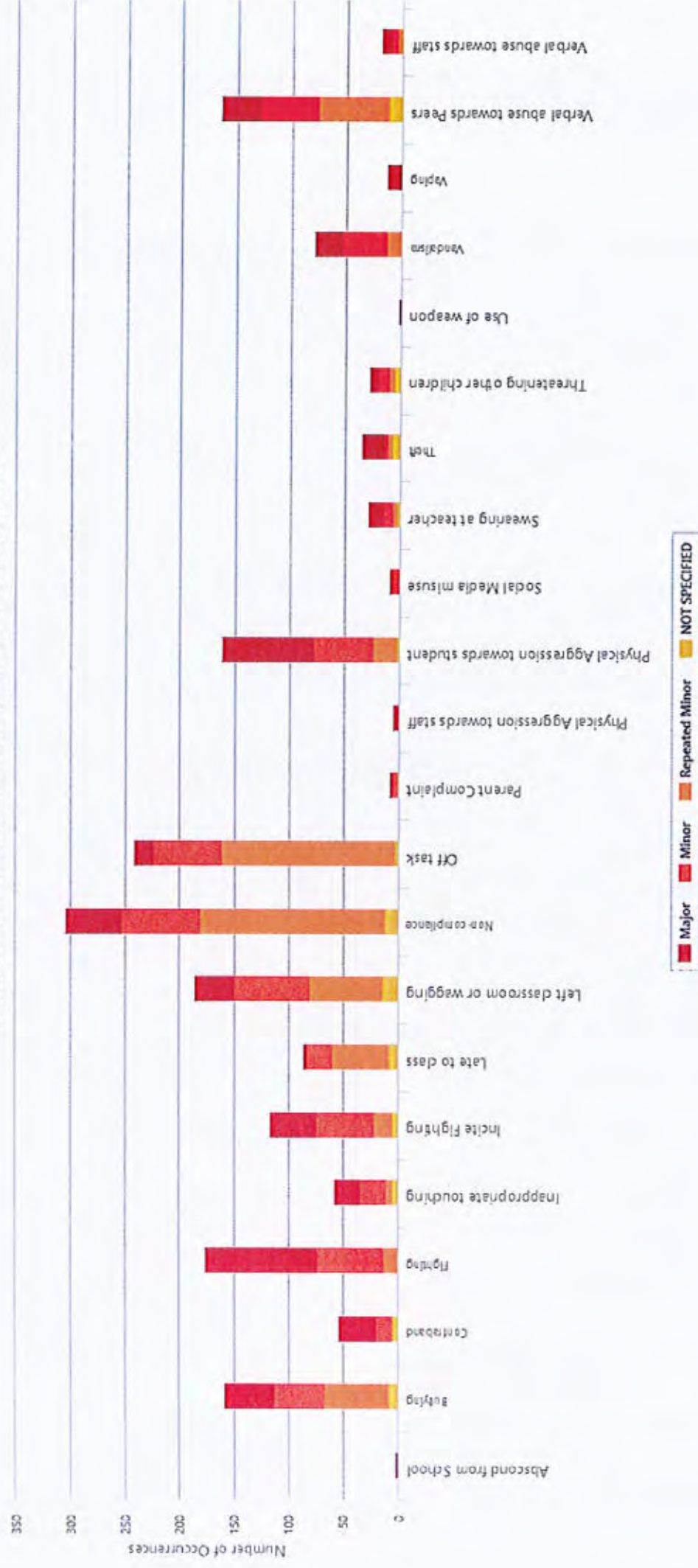
Our Op Room saw 152 occupants this year, a marked reduction from the 463 occupants recorded last year. Students were placed in the Op Room primarily due to physical altercations or instances of verbal abuse toward staff. The decrease reflects positively on our intervention efforts and indicates progress toward a more disciplined environment.

4. Counseling and Support Services

Increased access to counseling and SWiS services continues to be instrumental in providing students with an outlet for addressing their challenges. These services offer students a safe space for their voices to be heard and gain guidance on coping strategies.

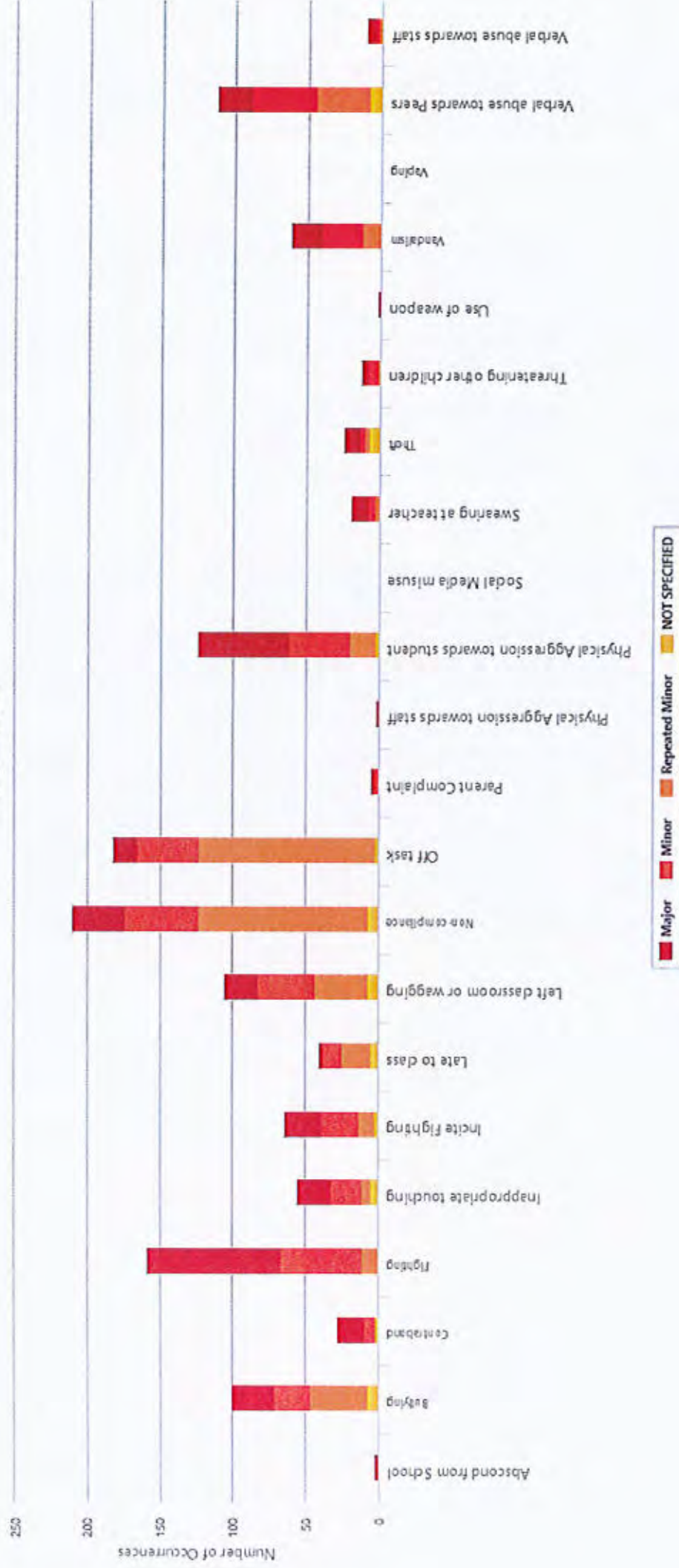
The graph below shows the type of incidents recorded for both male and female students.

Pastoral Problem Behaviour Overview from 1/01/2024 to 14/11/2024



The graph below shows the type of incidents recorded for male students.

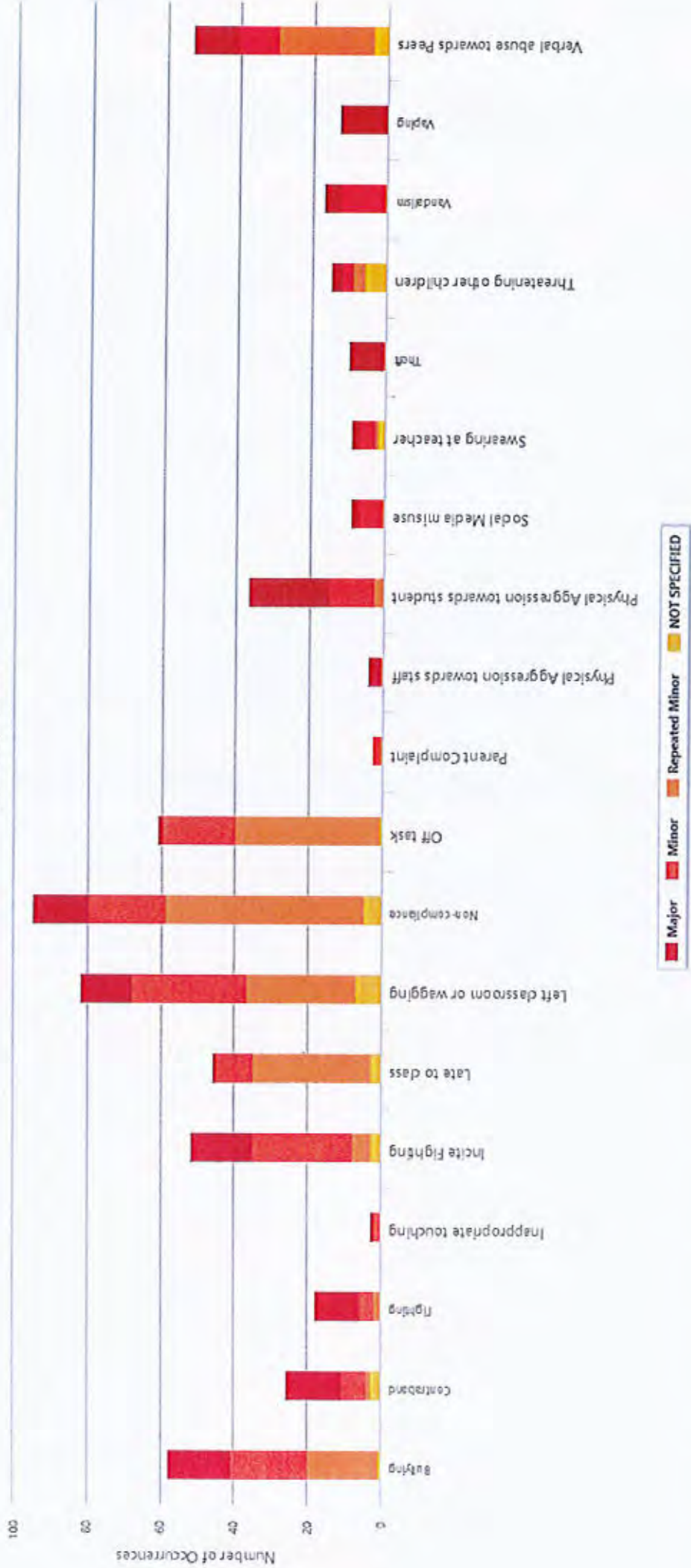
Pastoral Problem Behaviour Overview from 1/01/2024 to 14/11/2024
Filter Criteria: Male



The graph below shows the type of incidents recorded for female students.

Pastoral Problem Behaviour Overview from 1/01/2024 to 14/11/2024

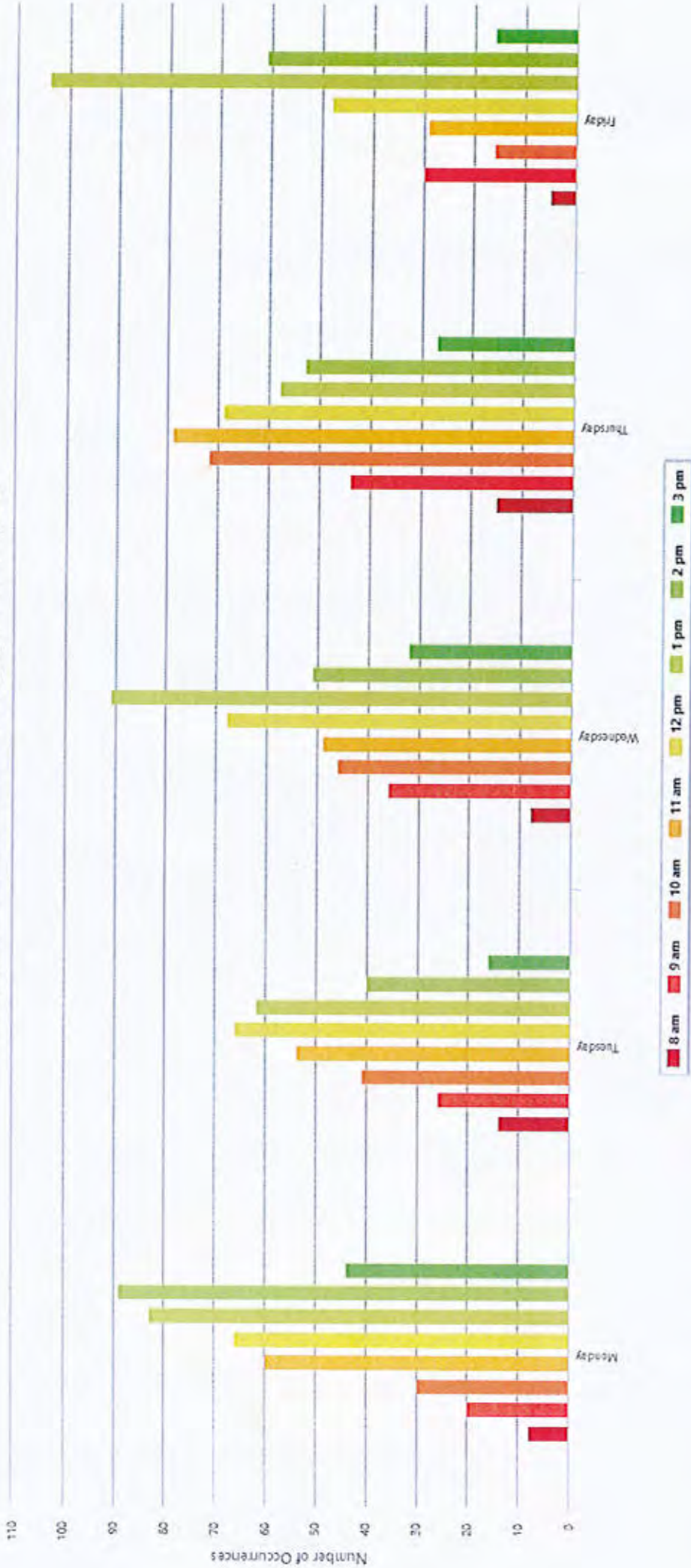
Filter Criteria: Female



The data indicates a higher rate of incidents among female students compared to male. This finding calls for targeted interventions and support mechanisms tailored to address the needs and challenges faced by our female students.

The graph below shows the time of day the incidents are occurring for both female and male students.

Pastoral Problem Behaviour Overview from 1/01/2024 to 14/11/2024

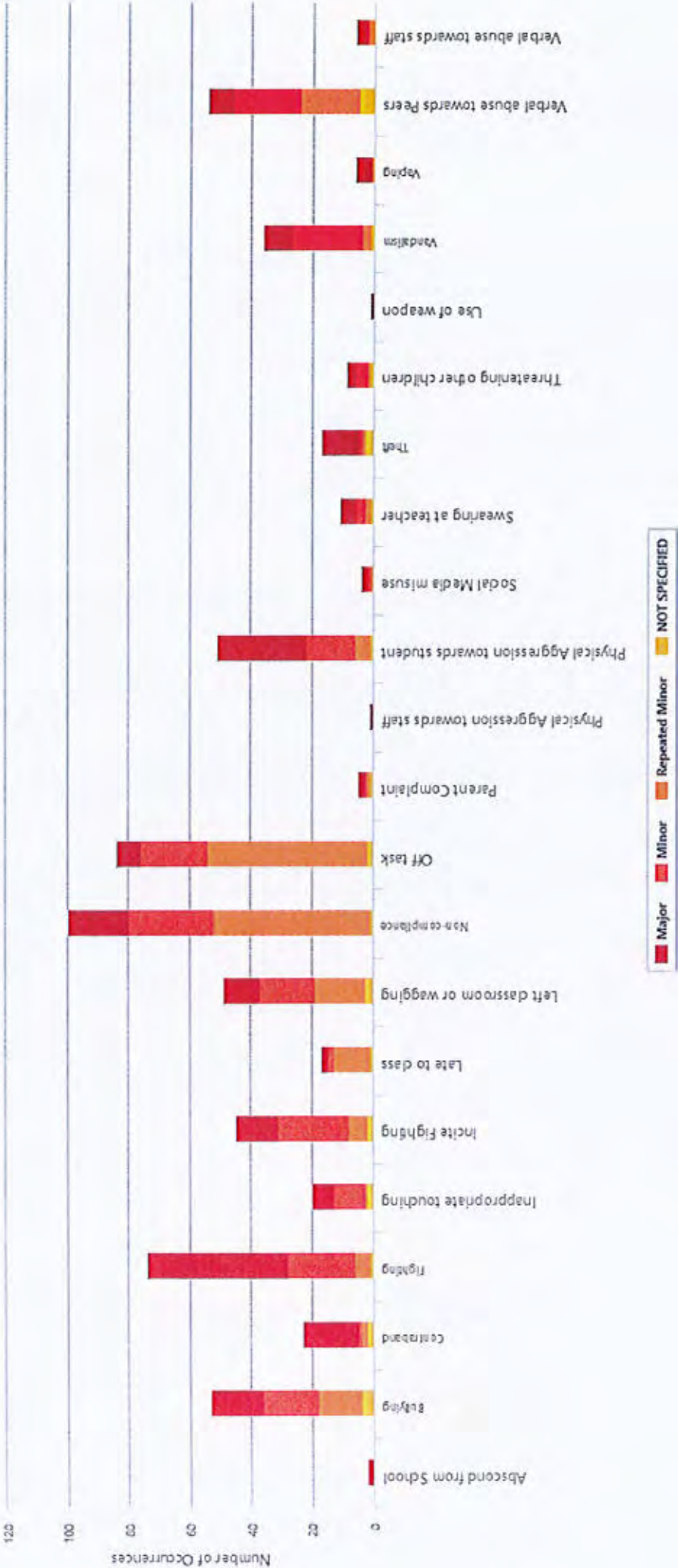


Examining the time of day when incidents occur for our students provides crucial information for effective preventive strategies.

The graph below shows the incidents for all Year 7 students.

Pastoral Problem Behaviour Overview from 1/01/2024 to 14/11/2024

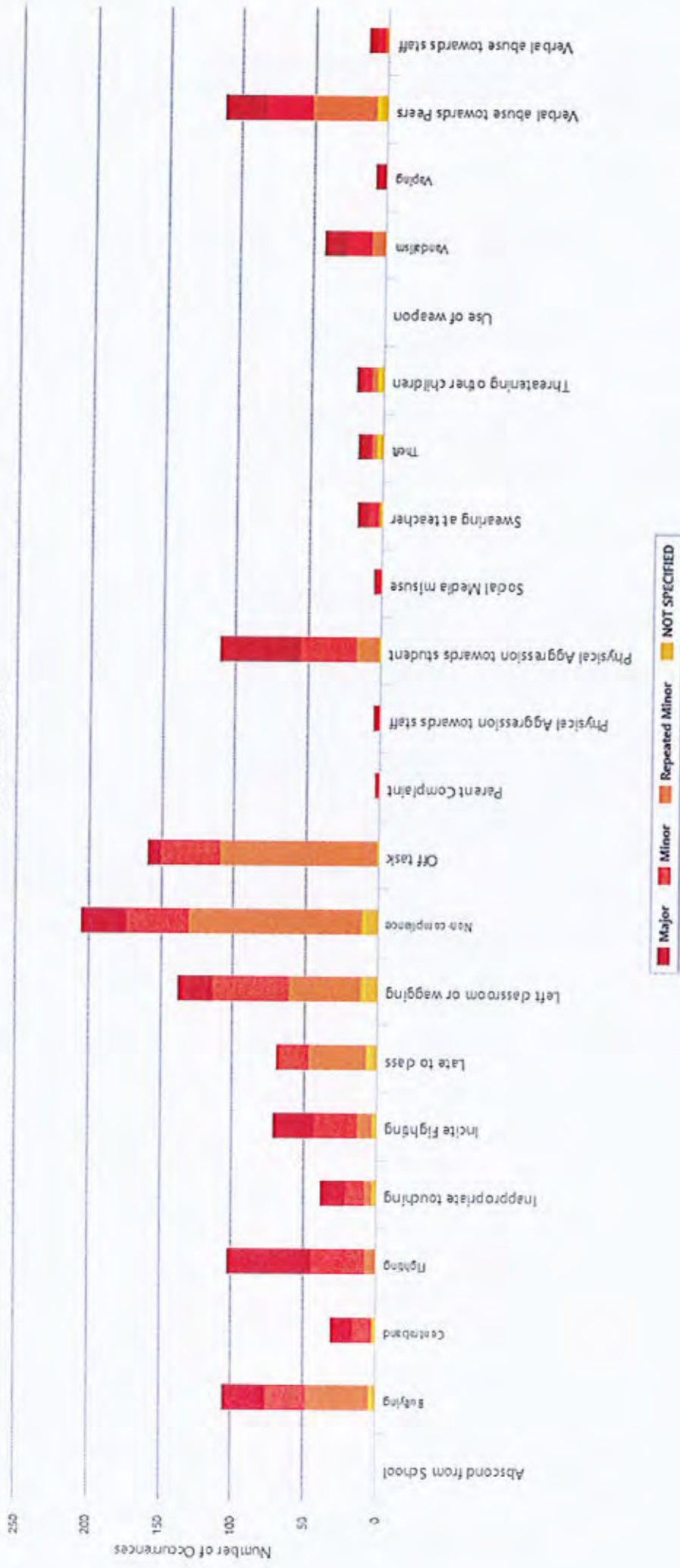
Filter Criteria: Year 7



The graph below shows the incidents for all Year 8 students.

Pastoral Problem Behaviour Overview from 1/01/2024 to 14/11/2024

Filter Criteria: Year 8



The data highlights a concerning trend with a higher number of incidents recorded for Year 8 students compared to Year 7 students.

SKODEL WELLBEING REPORT

SKODEL REPORT.

Manurewa Int Check-In Report

Throughout the year, students were sent weekly check-ins regarding their wellbeing at school. The questions asked students:

1. How they're feeling at school.
2. What factors are contributing to this.
3. What they're looking forward to or any highlights of the week.
4. If they'd like to share anything else.

How students felt throughout the year

95% of the time students were feeling either ok or positive whilst at school. Only 5% of the time students expressed not feeling good at school.



Factors influencing this



The biggest contributors to positive experiences were people (friends, family, teachers) reflecting the amazing work the teaching staff are doing to create a positive environment for students to learn and develop as people. The main challenges students expressed were related to friendship challenges, home life and lack of sleep.

Student wellbeing plans

745 students... that's almost all students in Man Int created wellbeing plans on Skodel. They tracked their progress 7,109 times and marked 452 goals as complete.



Goal Satisfaction



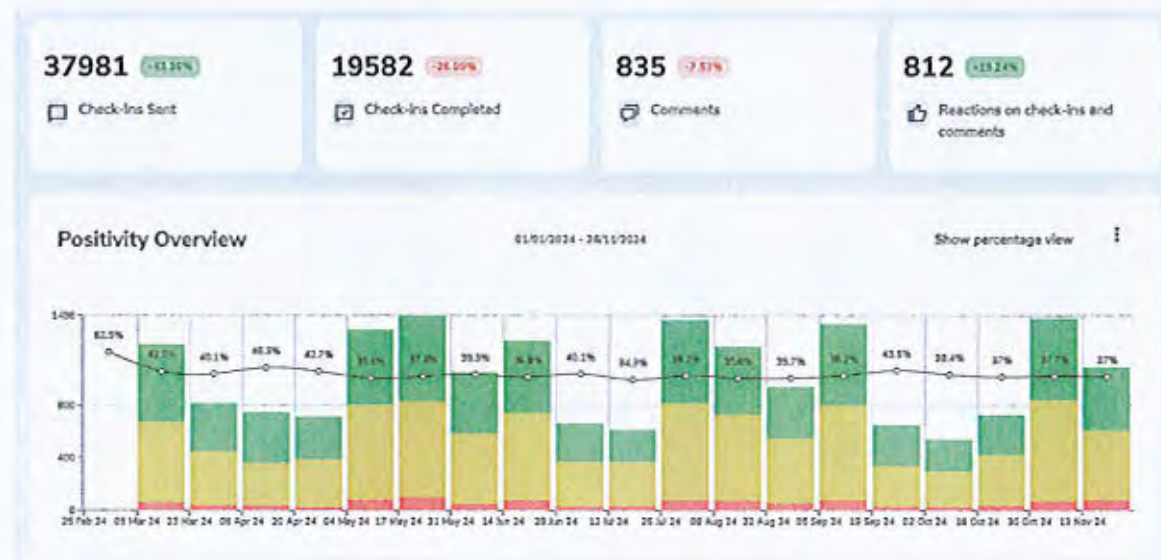
Going well So so Could be better

Areas of Focus

Focus	(1300)	+0.0%
Looking After Yourself	(1196)	+0.0%
Helping Others	(758)	+0.0%
Connection (Family/Friends/Relationship)	(719)	+0.0%
Enthusiasm	(297)	+0.0%
Energy Levels and Enough Rest	(274)	+0.0%
Looking After Your Body	(266)	+0.0%
Calmness	(169)	+0.0%
Learning And	(78)	+0.0%

Completion rates

Nearly 20,000 check-ins were completed. The completion rates for weekly check-ins are some of the highest seen on Skodel's platform.



Teachers

Danny Saxby, Anne-Marie Rowney, Rita, Amber Hobbs, James McCoy and I'm sure there are others, they deserve praise and recognition for the work they do! Here are just two examples of this:



DS

Danny Saxby

7 days ago

I know change is scary Lora and it is definitely ok to feel like this. I want you to know though just how much faith I have in you as a person. You are a wonderful young lady and have been an absolute pleasure to teach. The class adore you because of who you are and how you behave. There is no doubt in my mind that the next lucky teacher and classmates will feel the same. I am also certain that you will rise to any educational challenge - you have done all year. Keep smiling kid, you're the best!

React

Is there anything else you would like to share?

I got my feelings hurt today. I've been called a "fat Fijian girl" and it hurts me to see my own classmates say stuff like that but I will always try to forgive n forget because I can't hold grudges and I've always been raised to forgive so I decided to forgive them. Mrs Rowney helps me with everything she is like a nana to me and I appreciate her with my whole life. Thank you Mrs Rowney x

What are you looking forward to this week?

School and my friends



React

Comments



AR

Anne-Marie Rowney

3 days ago

Thank you Coral. It is always sad when people are thoughtless and mean. It says more about them than you. You are a wonderful young lady and can be very proud of who you are 🍷

Considerations for 2025

Whilst things are going really well at Man Int, I believe check-ins should be reduced to a couple times a term with the option for students to check in at any time. This is just a suggestion. We should also develop a check-in with more accurate 'Drivers' to gather more detailed data on factors influencing student wellbeing e.g. rather than 'school' as a negative driver, it could be 'Struggling to focus at school' or 'Struggling to make friends at school'.

Lastly, I wonder if you would be open to a staff check-in (checking in with staff to see how they are going once a term). We can support this and there's growing legislation in this area. Happy to have a call around this.

ATTENDANCE PLAN REVIEW

4. How we have given effect to Te Tiriti o Waitangi

MĀORI ACHIEVEMENT PLAN 2024

Our Māori Action Plan aligns to the school wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the Māori Practice Leader and the Cultural Focus Group.

Strategies to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori strategies for achieving equitable outcomes for Māori students and taking all reasonable steps to make instruction available in Tikanga Māori and Te Reo Māori are detailed within this Māori Operational Plan. In addition, within our achievement targets, are specific targets to improve Māori student achievement, which have been devised after analysis of good quality school-wide assessment data in 2023 for the 2024 plan.

School wide goal: I know how to implement a plan of action to accelerate achievement for Māori children. I can do this by addressing the goals of the schoolwide MAP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner' <i>Ka hikitia Links:</i> <ul style="list-style-type: none"> Te Whānau Te Tangata Te Kanorautanga Te Tuakiritanga Te Rangatiratanga <i>Te Whare Tapa</i> <i>Wha Links:</i> <ul style="list-style-type: none"> Taha Wairua Taha Whānau Taha Tinana Taha Hinengaro 	2.1 Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.	<ul style="list-style-type: none"> Be a model for all teachers in integrating Māori perspectives, values and ideals in planning and delivery of programmes, in school systems and events. Provide support for all teachers and encourage leadership amongst those who are able Establish a method to accurately ascertain the quality of what is being taught so that review is pragmatic and targeted. Actively and routinely support and lead staff to engage effectively and appropriately with Māori parents, whānau, hapū, iwi and the Māori community. 	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓	<ul style="list-style-type: none"> The Te Ao Māori module provides a space where students feel valued in their culture. Kapa Haka performances are held outside of school, allowing students to showcase their cultural heritage - Totara Hospice, Pōwhiri etc Erin Park performances enable students to share their identity and culture with the elderly community. The Kahui Ako Achievement Challenge, including ASCoL and WSCoL, offers support to teachers for using Te Reo confidently and helps Māori students achieve as Māori. There is ongoing support from a huge variety of people for preparing teachers and staff for class Marae Stays. Staff and students engage in learning and practicing waiata on an ongoing basis. This could be done more regularly as a whole school however it is finding the time in our busy calendar to do so. This would in turn, boost the capacity of our whole school. Māori Achievement Plan should be included in the weekly planning, more consistently across the whole school. Some subjects already do this

									<ul style="list-style-type: none"> really well. However, we don't want this to just become a tick box exercise. Hui and Fono are held during Social nights in Term 2 and Term 3, providing opportunities for parents to contribute their ideas. Its a shame that we don't get a good turn out, it is only when there are performances involved that we get huge crowds. Value those who attempt to speak Māori, and who want to learn more Māori. Staff support with waiata and haka practices occurs in the lead-up to Māori Language Week and Haka Competition. Could this be done on a regular basis, rather than just because there is an event happening? Morning practices for songs and haka are held at 7:30am, ongoing, not just for one language week. Char Tamaki has been a huge driver of this waka! Haka teaching and practice begin from Staff Only Week and continue with more focused practice as the Haka competition approaches. Resource slides are shared with all staff at the start of each language week for those who wish to use in their classrooms. Begun dressing the office and flying the cultural flag for language weeks shows we are valuing the diverse cultures during these times. We don't have many fluent, let alone confident speakers of Te Reo Māori. Each year the numbers dies down. Its a shame really. We could have students enter the Speeck Competitions in Te Reo Māori, but we would be writing their speeches for them.
									<ul style="list-style-type: none"> Expert staff members are teaching and assisting other staff members in learning more about Māori culture, including waiata, haka, and traditional dances. Cultural groups serve as evidence of inclusion, allowing our tamariki the opportunity to learn about and engage with other cultures. Period 6 sessions provide students who belong to a cultural group the chance to join another

		free from racism, discrimination, and bullying					<ul style="list-style-type: none">cultural group, fostering cross-cultural connections.Staff members are encouraged to share their cultural knowledge and experiences, enriching the learning environment for everyone.Students are given opportunities to participate in cultural performances throughout the year, promoting cultural awareness and appreciation.Feedback from students is actively sought to ensure that cultural programming meets their interests and needs.Overall our staff have a great willingness to try! We are very fortunate to have created a culture such as this, where even our brand new pakeha staff step up and get involved!Danny Saxby has looked into a Te Reo Māori course and is looking to start this next year with those on staff who want to learn Te Reo Māori.
2.3 Have experienced teaching that is relevant, engaging, rewarding and positive.	<ul style="list-style-type: none">Full Staff Marae stay and fale ceremony - authentic and relevant experiencesCatch up with different whanau about tikanga of marae and fale	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓				<ul style="list-style-type: none">A whānau staff Marae Stay is planned for the beginning of Term 2, providing staff with the opportunity to engage deeply with Māori culture and practices.The marae stay aims to strengthen relationships among staff while deepening their understanding of cultural values and tikanga.Fono and Hui for whānau are held during every school social, fostering community connections and encouraging parent participation.Whānau are invited to share their insights and feedback during fono and hui, ensuring their voices are heard in school decisions.Staff reflect on their experiences from the marae stay to enhance cultural responsiveness in their teaching practices.What other cultural experiences could we provide for our staff?
2.4 Have gained the skills, knowledge and qualifications they need to achieve success in te ao	<ul style="list-style-type: none">To support members of staff to realise our vision and achieve success in te ao MāoriSharing of resources to teach Te Reo Māori during Hauora	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓	<ul style="list-style-type: none">Māori waiata practices are held every Tuesday and Thursday, allowing teachers to develop their pronunciation and cultural understanding.Deputy Principal for Learning Support, Ben Nathan, shares resources to help teachers celebrate different language weeks in their classrooms.

	Māori, New Zealand and the wider world.	<ul style="list-style-type: none"> Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life 		✓	✓	✓	✓			<ul style="list-style-type: none"> Teachers are encouraged to incorporate Kupu Māori into their lessons to create a more immersive cultural experience for students. Danny Saxby has looked into a Te Reo Māori course and is looking to start this next year with those on staff who want to learn Te Reo Māori. Cultural Focus Group have had a successful year as learners and teachers of other students in preparation for their Marae Stay. On request, they will go and offer these students support to ensure they are successful on the day. Overall the standard of kaikaranga/kaikoreo this year on the Marae have been outstanding. Likewise the ability of any member of the Cultural Council to get up and say their mihi or karanga for either side (tangata whenua or manuhiri), any one of them can be relied upon.
2.5 Be supported by the strong engagement and contribution from parents, aiga and whānau, hapū, iwi, Māori organisations, communities.		<ul style="list-style-type: none"> Getting parents involved with cultural groups Encouraging staff to use parents, get them involved in school activities etc Engage the expertise of parents, whānau, hapū, iwi and Māori communities in the school service for the benefit of Māori learners. 	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓			<ul style="list-style-type: none"> In the Tongan group, there was an opportunity for parents to contribute by participating in drumming or performances. Tongan parents came in to help dress students in traditional cultural attire, enhancing the authenticity of the presentations. During Night Markets, Char Tamaki collected whānau voice about particular areas our parents could support us with. Despite the amount of feedback we received, when followed up with we didn't get the same buy in. During Māori Language Week, Char Tamaki hosted rotations in the Hall where students could opt in for two periods of the day. One parent came to support and share her expertise with poi making, tukutuku and waiata.
2.6 Board and Staff give effect to Te Tiriti o Waitangi		<ul style="list-style-type: none"> Develop a localised curriculum that enables quality learning and teaching in relation to Te Tiriti o Waitangi Engage with our local community to gain the expertise of Māori parents and whānau 	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓			<ul style="list-style-type: none"> Māori language waiata and performances involve staff collaboration, promoting a shared commitment to Te Ao Māori. Reflection in OAF focusses on teacher standards in relation to the Treaty of Waitangi, ensuring that teachers/staff align their practices with the Treaty principles of partnership, protection, participation. Opportunities will be provided for our Māori students to lead or support their peers who are

		<ul style="list-style-type: none">• Promote the cultural competence amongst the Board and Staff• Culturally Responsive Teaching• Building relationships with Māori students						<p>participating in karanga or whaikōrero during class marae stays.</p> <ul style="list-style-type: none">• This year, the standard of kaikaranga and kaikorero on the marae has been exceptional. Similarly, every member of the Cultural Council can confidently deliver their mihi or karanga for either side - tangata whenua or manuhiri -making them reliable leaders.
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PASIFIKA ACHIEVEMENT PLAN REVIEW

PACIFIC ACHIEVEMENT PLAN

Our Pacific Action Plan aligns to the school wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the Pacific Practice Leader and the Cultural Focus Group.

School wide goal: I know how to implement a plan of action to accelerate achievement for Pacific children. I can do this by addressing the goals of the schoolwide PAP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner' Action Plan for Pacific Education Links <ul style="list-style-type: none"> • Key Shift 1 • Key Shift 2 • Key Shift 3 • Key Shift 4 • Key Shift 5 Tapasā Links <ul style="list-style-type: none"> A) Turu 1 B) Turu 2 C) Turu 3 	2.1 Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.	<ul style="list-style-type: none"> • Be a model for all teachers in integrating Pacific perspectives, values and ideals in planning and delivery of programmes, in school systems and events. • Provide support for all teachers and encourage leadership amongst those who are able • Establish a method to accurately ascertain the quality of what is being taught so that review is pragmatic and targeted. • Commit to professional learning and development around culturally sustaining and culturally responsive practices. Use Tapasā to guide this development. • To lead and organise staff with upcoming language weeks • Lead Fale ceremonies • Supporting Pacific speakers in preparation for Powhiri and APPA Speech Competitions 	Pacific Practice Leader Māori Practice Leader Cultural Focus Group	✓	✓	✓	✓	<ul style="list-style-type: none"> - Collaborative resource-sharing platform established for staff to share teaching materials, lesson plans, and cultural resources. - Cultural Focus Group meetings held each term to discuss and explore the strengths in language and culture. - Pasifika Identity PD implemented at the beginning of the school year for all staff. - Interactive workshops and activities designed to reestablish the school's Pasifika Identity. - Cultural Council members demonstrated exceptional leadership in organising and facilitating marae stays for both staff and classes. - Recognition of Cultural Council members during assemblies for their leadership roles, including presenting the Cultural Award. - Ongoing mentorship provided by Cultural Council members to support cultural initiatives within the school. - Language displays prominently featured in classrooms to create a culturally rich environment. - Practice Leaders readily available to provide support whenever staff

									<div>requested assistance in language learning and pronunciation.</div> <div><div><div>- Language Weeks celebrations, showcasing the commitment of staff to cultural activities.</div><div>- Active participation of staff in lunchtime practices, reinforcing the importance of cultural celebration.</div><div>- Staff members contributed to and performed during the culminating events at the end of Language Weeks.</div><div>- Identified experts within the school community who staff can turn to for assistance with the pronunciation of names and other language-related queries.</div></div></div>
2.2 Know their potential and feel supported to set goals and take action to enjoy success.	<div><div>• Sharing opportunities for ownership and delegated leadership throughout all staff</div><div>• Showcasing the teacher's strengths to all staff so everyone is aware - celebrating this!</div></div>	<div>Pacific Practice Leader</div> <div>Māori Practice Leader</div> <div>Cultural Focus Group</div>	✓	✓	✓	✓	✓		<div><div>- Staff shared about their own cultural identity within their whānau groups.</div><div>- Identifying experts who staff can turn to with help in pronunciation of names.</div><div>- Celebration of Language Weeks and staff performing at the end of the language week.</div><div>- Staff stepping up and teaching cultural dances to staff.</div><div>- Staff creating resources to do with language weeks and sharing it across staff to implement in classes.</div></div>
2.3 Have experienced teaching that is relevant, engaging, rewarding and positive.	<div><div>• PD - To model how to use the fale in a fono context - using the protocols of a village welcoming/ meeting.</div><div>• Full Staff Marae stay and fale ceremony - authentic and relevant experiences</div><div>• Catch up with different whānau about fale protocols</div><div>• Teaching Pacific songs - adding new ones to our MI Mana Our Toa handbook</div></div>	<div>Pacific Practice Leader</div> <div>Māori Practice Leader</div> <div>Cultural Focus Group</div>	✓	✓	✓	✓	✓		<div><div>- Sharing engaging slides to showcase the intricacies and cultural significance of Ava ceremonies.</div><div>- Highlighted key elements such as the preparation of the ava drink, the ceremonial rituals, and the symbolic gestures involved.</div><div>- Orchestrated immersive staff marae stays to provide a firsthand experience of Pacific cultural practices.</div><div>- Fostered a sense of community and teamwork through team-building</div></div>

									exercises grounded in Pacific cultural values.
2.4 Have gained the skills, knowledge and qualifications they need to achieve success in their own cultures, New Zealand and the wider world.	<ul style="list-style-type: none">● To support members of staff to realise our vision and achieve success with Pacific Education● Sharing of resource to teach Pacific languages and Fale protocols during Hauora● Cultural Council to help lead language week celebrations	Pacific Practice Leader Māori Practice Leader Cultural Focus Group	✓	✓	✓	✓	✓	<ul style="list-style-type: none">- Sharing of resources between staff- Cultural focus group - share strengths in language & culture.- Sharing of resources and lessons during language weeks to support the promotion of each language week.- Teachers' knowledge and visible celebration of culture in classrooms.- Planning is shared amongst Whānau groups. Incorporating Pasifika values into planning.- Cultural Council could be used more effectively next year in leading language weeks - promo, MiTV etc	
2.5 Be supported by the strong engagement and contribution from parents, aiga, Pacific organisations and communities.	<ul style="list-style-type: none">● Getting parents involved with cultural groups● Encouraging staff to use parents, get them involved in school activities etc● Look at organising fono with the help of outside organisations	Pacific Practice Leader Māori Practice Leader Cultural Focus Group	✓	✓	✓	✓	✓	<ul style="list-style-type: none">- Asking parents on permission slips if they are willing to help with cultural groups for P6.- Whānau are still reluctant to contribute to fono/hui and having their voice heard.	

5. Statement of compliance with employment policy

OPERATIONAL PLAN:**2024 EEO Programme and Good Employer**

FOCUS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 WOMEN	1.1. To recognise the employment requirements of women	<ul style="list-style-type: none">• Encourage women to attend career courses• Continue to promote the use of non-sexist language by all staff and community• To make staff, management and parents aware of the importance of non-sexist actions through modelling, Staff meetings and newsletters	<ul style="list-style-type: none">• Principal• Leadership team• Staff	✓	✓	✓	✓	<ul style="list-style-type: none">• The ongoing efforts to promote non-sexist language among staff have been integral to creating an inclusive and respectful environment. By challenging and replacing gender-biased language when there are specific needs with neutral terms, sees us fostering a culture of equality and respect.• Through modelling inclusive behaviour in all staff, whānau and/or Passion Pod meetings, we have worked to raise awareness among all staff and leadership about the significance of non-sexist actions. These efforts underscore the importance of equity and serve as a foundation for positive change within our school.
2 FOR THOSE WITH DISABILITIES	2.1 To recognise the employment requirements of persons with disabilities	<ul style="list-style-type: none">• Engage with all applicants regardless of apparent disabilities• Ensure physical environment reflects the needs of persons with disabilities	<ul style="list-style-type: none">• Principal• Leadership team• Staff	✓	✓	✓	✓	<ul style="list-style-type: none">• We have been continually committed to engaging with all job applicants, regardless of any apparent disabilities, by ensuring our hiring processes are inclusive and accessible. We clearly

3 MĀORI	3.1 To recognise the aims and aspirations of Māori	<ul style="list-style-type: none"> Continually include specific lines of communication around aims and aspirations in mentoring programme, Mid and End Cycle Appraisals 	<ul style="list-style-type: none"> Principal Leadership team 	✓	✓	✓	✓	<p>communicate that we welcome applicants of all abilities and are willing to make reasonable adjustments during the hiring process.</p> <ul style="list-style-type: none"> We have implemented features such as ramps, wide doorways, and accessible bathrooms to ensure ease of movement for individuals with mobility impairments. All areas of the school are designed to be easily navigated by wheelchair users. Classrooms are arranged to provide ample space for students or staff with physical disabilities to move freely. 	<ul style="list-style-type: none"> At the beginning of each year, we have structured discussions where staff can openly share their professional and personal aspirations. These goals are then revisited regularly during both Mid and End Cycle Appraisals to ensure progress is being made and to provide any additional support needed. We create dedicated opportunities for staff to provide input on their progress and share any adjustments needed to align with their evolving goals. This dialogue is built into mentoring sessions, RCGs and PAF reflections as well as formal appraisals, allowing for consistent reflection and growth.
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3.2 To recognise the employment requirements of Māori	<ul style="list-style-type: none"> When a position is available, advertise using Māori newspapers, local radio stations, ethnic councils, runanga, iwi and women's groups, gazette and local papers 	<ul style="list-style-type: none"> Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> We actively incorporate the principles of Te Tiriti o Waitangi into our employment practices by ensuring that Māori perspectives, values, and tikanga are respected and reflected in the workplace. We foster a workplace culture that embraces te reo Māori, tikanga, and kawa, ensuring that Māori staff feel valued and supported. By recognising and meeting the employment requirements of Māori, we have created a workplace that reflects the values of manaakitanga, kotahitanga, and whanaungatanga.
3.3 Ensure greater involvement of Māori in the staff profile	<ul style="list-style-type: none"> Ensure their specific cultural, language and learning ideas are implemented schoolwide Leading Te wiki ō Māori Involved in cultural focus groups 	<ul style="list-style-type: none"> Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> We take an active role in organising and promoting school-wide events for <i>Te Wiki o te Reo Māori</i> (Māori Language Week), ensuring that students, staff, and the wider community are engaged in meaningful activities that celebrate and promote the use of te reo Māori. We organise staff groups and schoolwide PLD on waiata, the Māi haka and other Te Ao Māori aspects, providing authentic learning experiences for students and staff. We regularly participate in cultural focus groups within and across schools ensuring that our school's cultural initiatives align with the values and needs of the community.

								<ul style="list-style-type: none"> We ensure that the voices of Māori whānau are heard in the decision-making processes of the school by actively seeking input through cultural focus groups, Fono and Hui, surveys and incorporating their feedback into school policies and practices.
4 OTHER ETHNIC GROUPS	4.1 Encourage applications from competent NZ trained European Teachers	<ul style="list-style-type: none"> Actively seek out NZ trained European teachers 	<ul style="list-style-type: none"> Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> We craft job advertisements that highlight the strengths of our school environment, professional development opportunities, and the supportive community we offer. We specifically mention our openness to applications from competent European teachers trained in New Zealand. We promote our commitment to a culturally diverse and inclusive workplace, emphasising the value we place on diverse teaching perspectives. We encourage European teachers to bring their unique experiences and skills to enrich our learning environment.
	4.2 Seek potential employees from outside of New Zealand	<ul style="list-style-type: none"> Engage via Zoom technology with overseas applicants who may enhance the global outlook and exposure for our students 	<ul style="list-style-type: none"> Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none"> We conduct online interviews with overseas applicants, using Zoom to facilitate a seamless and personal connection. This allows us to assess their teaching philosophy, experience, and how they align with our school's vision while providing them the opportunity to ask questions. We maintain ongoing communication with overseas applicants throughout the

5	INDIVIDUAL EMPLOYEES	5.1 To enhance the abilities of individual employees	<ul style="list-style-type: none"> Advertise effectively to encourage applicants that reflect our vision and values. This may be via Website, Education Gazette, Word of mouth, Headhunting Recognition system in place via cards, memos, flowers etc from The Board and Principal 	<ul style="list-style-type: none"> Principal and/or Associate Principal 	✓	✓	✓	✓	<p>recruitment process via Zoom. This includes regular check-ins, updates on the application status, and discussions about potential teaching roles, ensuring that they feel supported and informed.</p> <ul style="list-style-type: none"> We consistently advertise job openings in the <i>Education Gazette</i>, ensuring our listings highlight our commitment to diversity, inclusivity, and cultural responsiveness. We craft compelling advertisements that convey our school's unique strengths and encourage applicants who align with our mission to apply. We actively engage our existing staff and community members to spread the word about job openings. We proactively identify and reach out to potential candidates who have demonstrated alignment with our vision and values. We leverage social media platforms to promote our school culture. Through these engaging posts, videos, and shared info that highlight our values and achievements, we attract a wider audience and reach potential candidates who resonate with our mission.
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	5.2 To practice impartial selection of suitably qualified people for appointment	<ul style="list-style-type: none">• All applications are gone through thoroughly and fairly• Clearly defining the qualifications and skills required for the position.• Create a job description and job specification that outline the essential qualifications and competencies.• Developing a standardised interview process with a set of predetermined questions that are relevant to the job requirements. All candidates are asked the same questions to reduce bias.	<ul style="list-style-type: none">•					<ul style="list-style-type: none">• We create clear and detailed job descriptions that outline the essential qualifications, skills, and experience required for the role. This ensures that all applicants understand the criteria for selection and helps maintain transparency throughout the recruitment process.• We establish a standardised recruitment process that includes structured interviews, and detailed reference checks. This consistency helps to minimise bias and ensures that all candidates are evaluated fairly based on the same criteria.• Our leadership team forms a diverse selection panel that include members from various backgrounds, cultures and perspectives.• By implementing these strategies, we practice impartial selection of suitably qualified individuals for the job openings, ensuring a fair and equitable process that aligns with our commitment to inclusivity and diversity.
6 MEN	6.1 To have more effective male teachers as role models	<ul style="list-style-type: none">• Actively seek out effective male teachers	<ul style="list-style-type: none">• Principal	✓	✓	✓	✓	<ul style="list-style-type: none">• We actively seek out effective male teachers through targeted job adverts.• We create mentorship opportunities for male teachers, pairing them with experienced male staff who can guide and support them in their role. This not only helps build their confidence but also

								<ul style="list-style-type: none"> enhances their effectiveness as role models for students. We encourage male teachers to take active roles in specific extracurricular (Period 6) activities, such as coaching sports teams, leading targeted clubs (boxing etc), or contributing ideas to specific school events such as Boys Night Out. Their involvement not only supports student engagement but also demonstrates their commitment to the school community.
7 EEO	7.1. To report on our EEO programmes and policy	<ul style="list-style-type: none"> Programme/policy includes training to raise awareness of issues which may impact An EEO Coordinator is appointed to coordinate compliance with requirements Regular reporting is completed Priorities and objectives are set Make available to staff as well including training where needed 	<ul style="list-style-type: none"> Principal and/or Associate Principal The Board 	✓	✓	✓	✓	<ul style="list-style-type: none"> We provide approaches in staff, syndicate and curriculum meetings that raise awareness of issues related to equity, diversity, and inclusion. This includes discussions that focus on understanding cultural competency and the importance of creating an inclusive environment for all students and staff. We establish a system for regular reporting on EEO initiatives and outcomes during our specific focus group meetings once a term. We set clear priorities and objectives in these meetings and during our annual review related to equity and inclusion. These goals are reviewed regularly. This proactive approach allows us to identify areas for improvement and implement targeted actions.

8 GOOD EMPLOYER REPORT	8.1 To report on the principles of being a Good Employer	<ul style="list-style-type: none"> To ensure we have met our obligations to provide good and safe working conditions Our EEO programme has been fulfilled and reported on here and addressed all issues 	<ul style="list-style-type: none"> Principal The Board 	✓	✓	✓	✓	<ul style="list-style-type: none"> We actively celebrate diversity within our school community through events, activities, and recognition of cultural celebrations. This helps to create a positive atmosphere that values all identities and encourages staff and students to engage with one another on these levels.
								<ul style="list-style-type: none"> We are committed to providing fair and equitable employment practices that promote diversity and inclusion. This includes implementing equal opportunity policies, ensuring all staff have access to the same resources, and actively addressing any barriers that may hinder equitable treatment. We prioritise the professional development of our staff by offering ongoing training and support. We maintain a strong commitment to health and safety in the workplace. We implement policies and practices that ensure a safe environment for all employees, including regular safety audits, training, and open communication about health and safety concerns. We foster a culture of open and transparent communication. This includes providing regular updates on school initiatives, policies, and decisions that affect staff, as well as encouraging feedback and input from all employees.

6. Financial Statements

The Financial Statement in the following pages includes:

Statement of Responsibility

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school.

Statement of Comprehensive Revenue and Expense

This statement summarises the revenue and expense of the school over the financial year. It shows whether the school has managed to operate within the funding they have received.

Statement of Changes in Net Assets/Equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school, (this is known as 'equity') in the financial statement.

Statement of Financial Position

This statement shows everything the school owns (assets) and everything it owes (liabilities) as at 31 December 2023.

Statement of Cash Flows

This statement shows all cash received and all cash paid by the school over the financial year.

Notes to the Financial Statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent Auditor's Report

This report is prepared by the auditor of the school and is included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school.

Manurewa Intermediate School

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Gary Lance Rogers
Full Name of Presiding Member

G Rogers
Signature of Presiding Member

23/05/2025
Date:

Iain Clark Taylor
Full Name of Principal

Iain Taylor
Signature of Principal

23/05/2025
Date:

Manurewa Intermediate School
Iain Taylor ONZM
Principal
M.Ed.Mgmt., B.Ed., DipRec & Sp.,
PG.Dip.Sch.Mgmt., Dip. Tchg., T.T.C.
Email: iain@manurewaint.school.nz
76 Russell Road, Manurewa,
Manukau, 2102
Ph 09 266 8268
ext: 3087

Manurewa Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	10,336,329	8,926,500	9,948,870
Locally Raised Funds	3	3,128,142	259,000	203,502
Interest		95,244	80,000	89,632
Other Revenue		-	-	56,753
Total Revenue		13,559,715	9,265,500	10,298,757
Expense				
Locally Raised Funds	3	48,746	49,250	62,730
Learning Resources	4	6,725,538	6,543,700	6,242,672
Administration	5	1,412,895	377,548	1,336,408
Interest		11,064	12,000	19,645
Property	6	2,469,310	2,280,621	2,170,471
Loss on Disposal of Property, Plant and Equipment		5,130	-	2,852
Total Expense		10,672,683	9,263,119	9,834,778
Net Surplus / (Deficit) for the year		2,887,032	2,381	463,979
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		2,887,032	2,381	463,979

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

Manurewa Intermediate School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		5,506,837	5,506,839	5,001,594
Total comprehensive revenue and expense for the year		2,887,032	2,381	463,979
Contribution - Furniture and Equipment Grant		-	-	41,264
Equity at 31 December		8,393,869	5,509,220	5,506,837
Accumulated comprehensive revenue and expense		8,393,869	5,509,220	5,506,837
Equity at 31 December		8,393,869	5,509,220	5,506,837

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

Manurewa Intermediate School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	413,169	134,197	52,765
Accounts Receivable	8	491,217	510,000	546,494
GST Receivable		33,938	50,000	89,057
Prepayments		78,569	25,000	60,121
Investments		1,470,000	1,550,000	1,506,931
Funds Receivable for Capital Works Projects	14	-	-	14,340
		2,486,893	2,269,197	2,269,708
Current Liabilities				
Accounts Payable	10	747,485	796,000	964,638
Revenue Received in Advance	11	508,972	99,855	116,616
Provision for Cyclical Maintenance	12	70,270	70,270	26,000
Finance Lease Liability	13	44,690	43,099	117,024
Funds held for Capital Works Projects	14	13,586	-	33,019
		1,385,003	1,009,224	1,257,297
Working Capital Surplus/(Deficit)		1,101,890	1,259,973	1,012,411
Non-current Assets				
Property, Plant and Equipment	9	7,503,370	4,461,612	4,755,785
		7,503,370	4,461,612	4,755,785
Non-current Liabilities				
Provision for Cyclical Maintenance	12	194,331	194,331	211,075
Finance Lease Liability	13	17,060	18,034	50,284
		211,391	212,365	261,359
Net Assets		8,393,869	5,509,220	5,506,837
Equity		8,393,869	5,509,220	5,506,837

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

Manurewa Intermediate School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		2,991,018	2,815,654	2,914,723
Locally Raised Funds		3,536,992	239,459	355,133
Goods and Services Tax (net)		55,119	39,057	(62,400)
Payments to Employees		(1,347,762)	(1,441,731)	(1,075,577)
Payments to Suppliers		(1,599,118)	(1,212,487)	(920,826)
Interest Paid		(11,064)	(12,000)	(19,645)
Interest Received		76,624	84,727	89,565
Net cash from/(to) Operating Activities		3,701,809	512,679	1,280,973
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(3,254,894)	(250,327)	(2,266,053)
Purchase of Investments		36,931	(43,069)	973,133
Net cash from/(to) Investing Activities		(3,217,963)	(293,396)	(1,292,920)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	41,264
Finance Lease Payments		(118,353)	(119,175)	(108,223)
Funds Administered on Behalf of Other Parties		(5,091)	(18,678)	(12,726)
Net cash from/(to) Financing Activities		(123,444)	(137,853)	(79,685)
Net increase/(decrease) in cash and cash equivalents		360,402	81,430	(91,632)
Cash and cash equivalents at the beginning of the year	7	52,765	52,765	144,396
Cash and cash equivalents at the end of the year	7	413,167	134,195	52,764

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

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

Manurewa Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–33 years
Furniture and Equipment	05–10 years
Information and Communication Technology	03–10 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received from Trusts where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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

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

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

t) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,901,864	2,726,500	2,785,213
Teachers' Salaries Grants	4,761,846	4,600,000	4,577,167
Use of Land and Buildings Grants	1,672,608	1,600,000	1,563,751
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,000,011	-	1,022,739
	<u>10,336,329</u>	<u>8,926,500</u>	<u>9,948,870</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	203,274	3,000	83,330
Fees for Extra Curricular Activities	9,806	25,000	30,338
Trading	8,100	9,000	9,000
Fundraising and Community Grants	2,817,483	26,000	26,000
Other Revenue	89,479	196,000	54,834
	<u>3,128,142</u>	<u>259,000</u>	<u>203,502</u>
Expense			
Extra Curricular Activities Costs	16,475	39,000	35,821
Trading	-	250	-
Other Locally Raised Funds Expenditure	32,271	10,000	26,909
	<u>48,746</u>	<u>49,250</u>	<u>62,730</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u><u>3,079,396</u></u>	<u><u>209,750</u></u>	<u><u>140,772</u></u>

Donations include from Beyond Charitable Trust for 2,791,482 for rural campus.

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	395,189	339,750	284,680
Information and Communication Technology	40,925	40,500	35,378
Employee Benefits - Salaries	5,706,122	5,533,050	5,361,535
Staff Development	62,858	66,500	25,481
Depreciation	514,974	557,500	529,436
Other Learning Resources	5,470	6,400	6,162
	<u>6,725,538</u>	<u>6,543,700</u>	<u>6,242,672</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	10,130	9,000	8,692
Board Fees and Expenses	17,362	14,500	7,715
Operating Leases	1,694	-	802
Other Administration Expenses	80,539	96,550	71,574
Employee Benefits - Salaries	222,261	182,498	156,770
Insurance	35,898	30,000	28,116
Service Providers, Contractors and Consultancy	45,000	45,000	40,000
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,000,011	-	1,022,739
	<u>1,412,895</u>	<u>377,548</u>	<u>1,336,408</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	114,231	110,000	108,692
Cyclical Maintenance	27,526	45,121	41,135
Heat, Light and Water	137,258	131,000	108,259
Repairs and Maintenance	163,843	86,500	124,183
Use of Land and Buildings	1,672,606	1,600,000	1,563,751
Employee Benefits - Salaries	221,917	215,000	136,291
Other Property Expenses	131,929	93,000	88,160
	<u>2,469,310</u>	<u>2,280,621</u>	<u>2,170,471</u>

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

7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	411,169	134,197	50,765
Short-term Bank Deposits	2,000	-	2,000
Cash and cash equivalents for Statement of Cash Flows	<u>413,169</u>	<u>134,197</u>	<u>52,765</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$1,883,716 Cash and Cash Equivalents and investments, \$13,586 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,883,716 Cash and Cash Equivalents and investments, \$508,972 of Revenue Received in Advance is held by the School, as disclosed in note 11.

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	726	20,000	460
Interest Receivable	38,347	15,000	19,727
Banking Staffing Underuse	-	-	105,914
Teacher Salaries Grant Receivable	452,144	475,000	420,393
	<u>491,217</u>	<u>510,000</u>	<u>546,494</u>
Receivables from Exchange Transactions	39,073	35,000	20,187
Receivables from Non-Exchange Transactions	452,144	475,000	526,307
	<u>491,217</u>	<u>510,000</u>	<u>546,494</u>

8. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,470,000	1,550,000	1,506,931
Total Investments	<u>1,470,000</u>	<u>1,550,000</u>	<u>1,506,931</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	-	1,492,105	-	-	-	1,492,105
Buildings	3,326,667	1,514,683	(4,385)	-	(211,681)	4,625,284
Furniture and Equipment	308,601	172,499	(10)	-	(110,751)	370,339
Information and Communicatio	248,630	26,680	(735)	-	(103,096)	171,479
Motor Vehicles	104,150	43,617	-	-	(36,909)	110,858
Leased Assets	708,930	12,796	-	-	(44,248)	677,478
Library Resources	58,807	5,309	-	-	(8,289)	55,827
	4,755,785	3,267,689	(5,130)	-	(514,974)	7,503,370

In 2024, the School received a grant from Beyond Horizon Charitable Trust of 3.3 million. This grant, per the "Gift Agreement is to be used to: Purchase of property 2.7 million which has been acquired in the financial year, Refurbishment and Renovation of 90 K and Income in advance \$ 508,518.

The net carrying value of assets held under a finance lease is \$ 677,477 (2023: \$708,931).

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	1,492,105	-	1,492,105	-	-	-
Buildings	8,177,214	(3,551,930)	4,625,284	6,724,240	(3,397,573)	3,326,667
Furniture and Equipment	1,201,190	(830,851)	370,339	1,038,439	(729,838)	308,601
Information and Communication Technology	999,635	(828,156)	171,479	980,238	(731,608)	248,630
Motor Vehicles	225,712	(114,854)	110,858	182,095	(77,945)	104,150
Leased Assets	878,313	(200,835)	677,478	865,518	(156,588)	708,930
Library Resources	122,770	(66,943)	55,827	117,460	(58,653)	58,807
	13,096,939	(5,593,569)	7,503,370	9,907,990	(5,152,205)	4,755,785

10. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	71,527	250,000	362,241
Accruals	6,939	6,000	5,821
Employee Entitlements - Salaries	572,020	500,000	492,981
Employee Entitlements - Leave Accrual	96,999	40,000	103,595
	<u>747,485</u>	<u>796,000</u>	<u>964,638</u>
Payables for Exchange Transactions	747,485	796,000	964,638
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>747,485</u>	<u>796,000</u>	<u>964,638</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	16,760
Other revenue in Advance	508,972	99,855	99,856
	<u>508,972</u>	<u>99,855</u>	<u>116,616</u>

12. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	237,075	219,480	195,940
Increase to the Provision During the Year	27,526	45,121	41,135
Provision at the End of the Year	<u>264,601</u>	<u>264,601</u>	<u>237,075</u>
Cyclical Maintenance - Current	70,270	70,270	26,000
Cyclical Maintenance - Non current	194,331	194,331	211,075
	<u>264,601</u>	<u>264,601</u>	<u>237,075</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools property expert review.

13. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	47,605	50,000	127,697
Later than One Year and no Later than Five Years	18,359	25,000	52,665
Future Finance Charges	(4,214)	(13,867)	(13,054)
	<u>61,750</u>	<u>61,133</u>	<u>167,308</u>
Represented by			
Finance lease liability - Current	44,690	43,099	117,024
Finance lease liability - Non current	17,060	18,034	50,284
	<u>61,750</u>	<u>61,133</u>	<u>167,308</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2024 Project No.	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Distribution Boards 224475	14,977	-	(1,750)	359	13,586
Overhead Cable Conduits 224482	18,041	-	(18,591)	550	-
Library Resource Room 234340	1	-	-	(1)	-
Lighting Replacement to LED 224484	(14,340)	14,340	-	-	-
Carpet Replacement 247069	-	12,104	(23,647)	11,543	-
Replacement of Doors 247070	-	17,940	(18,325)	385	-
Totals	<u>18,679</u>	<u>44,384</u>	<u>(62,313)</u>	<u>12,836</u>	<u>13,586</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	13,586
Funds Receivable from the Ministry of Education	-

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Distribution Boards	14,977	-	-	-	14,977
Overhead Cable Conduits	18,041	-	-	-	18,041
Library Resource Room Refurbishment	26,384	1,310	(35,560)	7,867	1
Lighting Replacement to LED	-	129,060	(171,759)	28,359	(14,340)
Refurbish 35,36&37	(27,998)	32,129	(44,058)	39,927	-
Totals	<u>31,404</u>	<u>162,499</u>	<u>(251,377)</u>	<u>76,153</u>	<u>18,679</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	33,019
Funds Receivable from the Ministry of Education	(14,340)

15. Related Party Transactions

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

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

16. Remuneration

Key management personnel compensation

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

	2024 Actual	2023 Actual
	\$	\$
<i>Board Members</i>	7	7
Remuneration	2,632	2,690
 <i>Leadership Team</i>		
Remuneration	1,238,503	1,042,755
Full-time equivalent members	8.5	7.0
Total key management personnel remuneration	1,241,135	1,045,445

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-250	230-240
Benefits and Other Emoluments	5-6	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	10	5
110-120	5	5
120-130	1	5
130-140	4	0
140-150	1	1
210-220	0	1
	21	17

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

17. Compensation and Other Benefits Upon Leaving

There are no compensation or other benefits paid or payable to persons who ceased to be board members, committee members or employees during the financial year in relation to that cessation

18. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments

(a) Capital Commitments

There are no capital commitments as on 31/12/2024.

20. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	413,169	134,197	52,765
Receivables	491,217	510,000	546,494
Investments - Term Deposits	1,470,000	1,550,000	1,506,931
Total financial assets measured at amortised cost	<u>2,374,386</u>	<u>2,194,197</u>	<u>2,106,190</u>

Financial liabilities measured at amortised cost

Payables	747,485	796,000	964,638
Finance Leases	61,750	61,133	167,308
Total financial liabilities measured at amortised cost	<u>809,235</u>	<u>857,133</u>	<u>1,131,946</u>

21. Events After Balance Date

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

22. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Independent Auditor's Report

To the Readers of Manurewa Intermediate School's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Manurewa Intermediate School (the School). The Auditor-General has appointed me, Bonita Swanepoel, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 23 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Reporting 2024, Statement of Variance: progress against targets, Evaluation and analysis of students' progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of compliance with employment policy and Members of the Board of Trustees, but does not include the financial statements, and our auditor's report thereon.

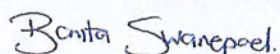
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Bonita Swanepoel
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand



MANUREWA INTERMEDIATE SCHOOL

7. Kiwisport Reporting 2024

Manurewa Intermediate has received \$14,138.44 in the Kiwisport funding initiative within our operational funding for 2024.

As per previous years, this funding has gone towards the employment of additional staffing in the form of Learning Assistants for sports coaching and mentoring; and for sports coaching assistance from Counties Manukau Sport. This decision was made once again as we believed this would continue to have an immediate and direct impact on increasing student participation in organised sport. This proved to be accurate again as we won numerous interschool local and national sporting events.

The value of continued Kiwisport funding for the project is that the programme becomes entrenched in the school and the community, which in turn allows for more opportunities for students to participate in sport. This student-centered delivery allows children to develop fundamental movement skills and basic sport skills across a range of sports. The increase in physical activity through sport has also highlighted a decrease in behaviour management issues.

Whilst we only received \$14,138.44, we spent a lot more on this for these roles.

Iain Taylor
PRINCIPAL