

**Port Ahuriri School
Governance Manual
(Part One)
2022 - 2024**

MoE Number 2648



The School Charter

Our Vision

Empowered
Learners
in a
Stimulating
Inclusive
Environment

Empowering is to take ownership of our learning processes, children, staff and community. To empower is to enable, build confidence, provide leadership, develop a sense of independence, and increase resilience strategies.

Stimulating is at the heart of the learning programmes we develop and provide for all learners: children, staff and community, involving aspects of: excitement, engagement, motivation, challenge, self-direction, safety and risk, positivity, curiosity, wonder, awe, intrigue and fun.

Inclusive is the context for learning. The four dimensions of 'wholeness' (Durie, 1994) influence the context for learning for; the individual, peers, families, cultures, across local, national and global learning concepts.

- | | | |
|-------------|----------------|------------------|
| • Emotional | Taha hinengaro | } Whare Tapa Wha |
| • Physical | Taha tinana | |
| • Social | Taha whanau | |
| • Spiritual | Taha wairua | |

Our Supporting Values

Be Kind: Happy, Caring, Helpful, Empathetic

Be Respectful: Reliable, Relationships, Encouragement, Aware

Be a Learner: Risk taker, Independent, Collaborative, Creative, Problem solver, Cooperative, Resilient and a Contributor

The School and its Community

Port Ahuriri School is a state contributing primary school of approximately 285 Year 1-6 students situated in the Ahuriri area of Napier. The original school was built in 1866 making it the oldest school in Napier. The school clearly identifies with the Ahuriri and Hospital Hill areas of Napier. The school is significantly supported by families from the wider Napier area because of convenient childcare before and after school, Montessori education and the quality of educational opportunities provided. The Board adopted an enrolment scheme in 2009 to manage roll growth.

We recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into our curriculum. The school curriculum encourages students to understand and respect the different cultures which make up New Zealand. Te Reo lessons ensure our students are familiar with greetings, social phrases and instructions and emphasise the bi-cultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instructions in Te Reo Maori in light of the school's resourcing and with due consideration at the time the request is received.

Our aim at Port Ahuriri School is to embed a learning culture where all students:

- are confident in their identity, culture and language,
- are socially and emotionally competent,
- are successful lifelong independent learners and thinkers,
- participate and contribute confidently in a range of contexts.

Port Ahuriri School Strategic Plan 2022-2024

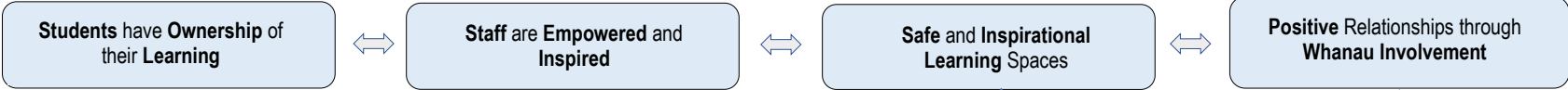
To Tatou Tirohanga
Our Vision

Empowered Learners in a Stimulating Inclusive Environment

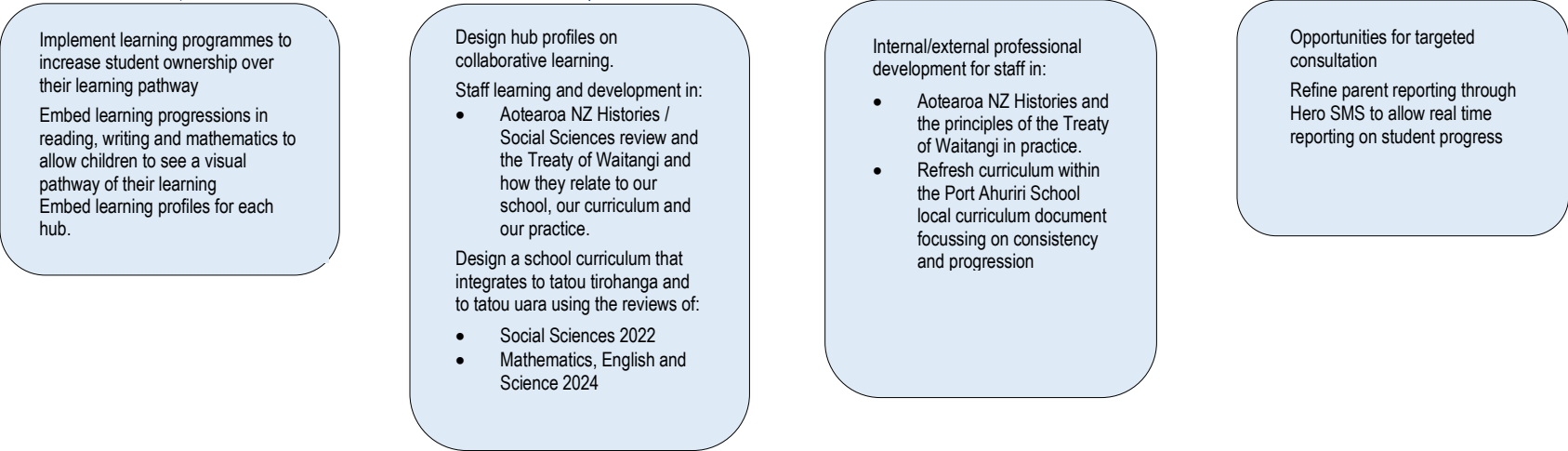
To Tatou Uara
Our Values

Be Kind Kia Ngākau Mahaki	Be Respectful Kia Ngākau Whakaute	Be A Learner Kia Whai Kaha Ki Te Ako
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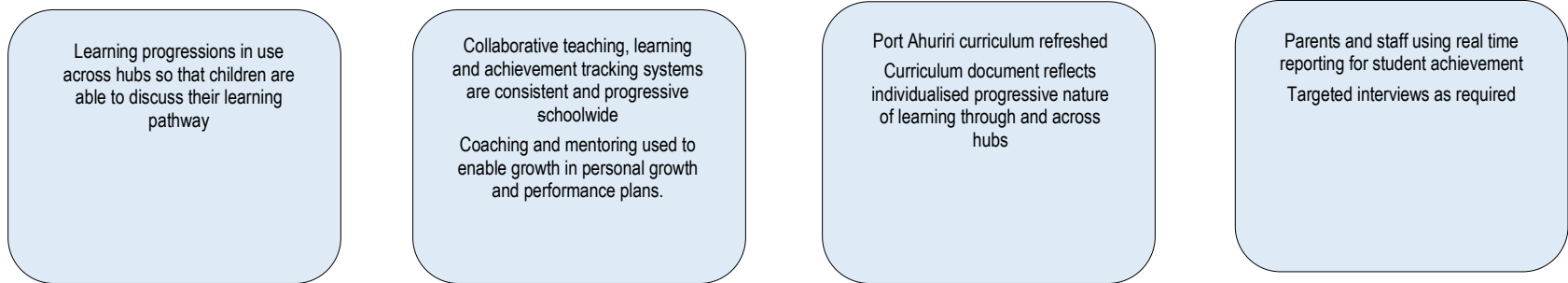
To Tatou Whāinga
Our Goals



A Tatou Kaupapa Rautaki
Our Strategic Initiatives



To Tatou Angitu
Our 2024 Success Metric



Three Year Success Metrics

Students

2022:

Literacy and Maths assessment review.
Literacy/Maths progressions confirmed as school model

Measure: Student survey results indicate understanding and use. Evidence within appraisal observations.

2023:

All Aoraki/Piki children understand their learning pathways **2(4)**

Measure: Student voice indicates children understand their ongoing learning pathway. Evidence within observations.

2024:

Hub graduate profiles describing skills and dispositions complete. **1(2), 2(4)**

Measure: Evidence of process through documentation i.e. hub minutes.

All children able to discuss their learning pathways **2(4)**

Measure: Student voice indicates understanding and use.

Impact:

Effective learning evidenced through student achievement.

Staff

2022:

Culturally Responsive and Relational Pedagogy model developed schoolwide – added in to PAS curriculum

Measure: Evidence of staff/community discussions. Agreed documentation available. Embedded in Curriculum Document

Tracking systems: learning, achievement, collaboration, model developed.

i.e: Hapara, Seesaw, Hero,

Measure: Agreed documentation. Evidence of areas of consistency.

2023:

Investigate features of parent communication in Hero **2(4)**

Measure: Staffmeeting PLD. Evidence of progress.

CRRP practices reflected in G and P plans **2(1), 3(5)**

Measure: Agreed documentation. Evidence of use in class observations.

2024:

Flexible tracking and communication systems embedded and used by all teaching staff. Hero, Seesaw and School App. **2(4), 3(6)**

Measure: Tested for workability

CRRP: Integral part of Growth and Performance plans **3(5-6)**

Measure: Evidence in individual G and P plans. Evidence through student survey.

Impact:

Effective evidence-based teaching and learning.

Curriculum

2022:

AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Estuary.

Measure: Agreed statements in school curriculum documentation. Parent display on Estuary Kahui Ako Initiatives:

- CRRP: Agreed dispositions
- Place Based STEM

Measure: Evidence through 'within school' teachers appraisal discussions and reports. Participation in place based PLD

2023:

AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Mataruahou **3(4-5), 4(7)**

Measure: Agreed statements in school curriculum documentation. Parent display on Mataruahou

Testing curriculum refresh: Maths, Science, Literacy **3(6), 4(7)**

Measure: Evidence in staffmeetings / Curriculum documentation. Evidence in staff surveys.

2024:

AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Waterways/Otatara **2(4), 3(6)**

Measure: Agreed statements in school curriculum documentation. Parent display on Waterways/Otatara

Testing curriculum refresh: Technology, The Arts, Health and PE **3(6), 4(7)**

Measure: Evidence in staffmeetings / Curriculum documentation. Evidence in staff surveys

Impact:

Effective student and staff learning through AotearoaNZ Histories

Community

2022:

Consultation: Mathematics (DMIC)
Inform: CRRP Dispositions
Display: Estuary
Production

Measure. participation rate: 35%

2023:

Consultation: Whanau hui on
CRRP/ANZ Histories,
dispositions and journey
Amazing Race - Maths
Health and PE **1(2)**

Measure: 35% participation rate.

2024

Consultation: Whanau hui
Forums based on
curriculum refreshes: English,
Science

Display: Production **1(2)**

Measure: 40% participation rate

Impact:

Effective relationships evidenced through participation rates.

2023 Annual Plan

Goal / Initiatives	Time / Cost	Action / Resourcing	Responsibility
<p>Students. Students Have Ownership of their Learning All Aoraki/Piki children understand their learning pathways Measure: Children can discuss / show understanding of their learning Student survey results indicate understanding and use.</p>	<p>Complete T4 Complete T4</p>	<p>Staff meetings for staff input. Hub leaders to complete in class observations and discussions with staff and students.</p>	<p>Senior Management Team</p>
<p>Staff. Staff who are Empowered and Inspired Culturally Responsive and Relational Pedagogy developed schoolwide in G and P plans Establish learning pathways - Literacy progressions confirming scope/sequence being used Explore Maths refresh Port Ahuriri CRRP curriculum refresh Measure: Evidence of staff/community discussions. Agreed dispositions Change embedded in Curriculum document Investigate features of parent communication in Hero i.e: Seesaw, Hero, Measure: Staffmeeting PLD. Evidence of progress. Evidence of areas of consistency.</p>	<p>Complete T1 KA 0.8 W/S FTTE Complete T3</p>	<p>Staff meetings Kahui Ako PLD</p>	<p>Kahui Ako: within-school teacher Staff Principal</p>
<p>Curriculum. Safe and Inspirational Learning Spaces AotearoaNZ Histories: Staff collate local history: Mataruahou Develop resource on Mataruahou. Measure: Agreed statements in school curriculum documentation. Parent display on Mataruahou Kahui Ako Initiatives: • CRRP: Agreed dispositions Measure: Evidence through G and P plans Participation in Kahui Ako PLD</p>	<p>Complete T2 Complete T1 KA 0.8 W/S FTTE</p>	<p>Staff meetings Internal professional development and discussions Kahui Ako PLD contract: Cultural Capabilities EIT Symposium</p>	<p>Staff Kahui Ako: within-school teacher KA W-S Teacher All staff</p>
<p>Community. Positive Relationships through Whanau Involvement Consultation: Mathematics Inform: CRRP Dispositions ANZ Histories Display: Mataruahou Measure: Participation rate: 35%</p>	<p>\$1,000.00</p>	<p>Develop consultation protocols Parent Events: DMIC ANZHistories</p>	<p>Principal Senior management team Staff</p>

**2022 Analysis of Variance
Whole School Cohort**

Reading	Below		At		Above		Total		Total % at/above				NZE at/above		NZM at/above	
	B	G	B	G	B	G	B	G	B		G					
Year 1	6	4	12	14	2	1	20	19	14/20	70%	15/19	79%	18/25	72%	11/14	79%
Year 2	8	2	14	12	4	4	26	18	18/26	69%	16/18	89%	22/30	73%	7/8	88%
Year 3	6	6	9	11	10	3	25	20	19/25	76%	14/20	70%	25/32	78%	8/11	73%
Year 4	1	2	17	19	10	8	28	29	27/28	96%	27/29	93%	37/38	97%	13/15	87%
Year 5	2	1	9	7	6	7	17	15	15/17	88%	14/15	93%	19/22	86%	5/6	83%
Year 6			10	5	6	7	16	12	16/16	100%	12/12	100%	18/18	100%	6/6	100%

Writing	Below		At		Above		Total		Total % at/above				NZE at/above		NZM at/above	
	B	G	B	G	B	G	B	G	B		G					
Year 1	3	5	17	14			20	19	17/20	85%	14/19	74%	23/25	92%	8/14	57%
Year 2	8	4	17	11	1	3	26	18	18/26	69%	14/18	78%	20/30	67%	6/8	75%
Year 3	7	2	17	16	1	2	25	20	18/25	72%	18/20	90%	27/32	84%	8/11	73%
Year 4	3	3	21	20	4	6	28	29	25/28	89%	26/29	90%	34/38	89%	13/15	87%
Year 5	4	2	12	9	2	4	18	15	14/18	78%	13/15	87%	18/22	82%	4/6	67%
Year 6	5		11	8		4	16	12	11/16	69%	12/12	100%	15/18	83%	4/6	67%

Maths	Below		At		Above		Total		Total % at/above				NZE at/above		NZM at/above	
	B	G	B	G	B	G	B	G	B		G					
Year 1			20	19			20	19	20/20	100%	19/19	100%	25/25	100%	14/14	100%
Year 2	8	4	17	11	1	3	26	18	18/26	69%	14/18	78%	20/30	67%	6/8	75%
Year 3	7	2	17	16	1	2	25	20	18/25	72%	18/20	90%	27/32	84%	8/11	73%
Year 4	3	3	21	20	4	6	28	29	25/28	89%	26/29	90%	34/38	89%	13/15	87%
Year 5	4	2	12	9	2	4	18	15	14/18	78%	13/15	87%	18/22	82%	4/6	67%
Year 6	5		11	8		4	16	12	11/16	69%	12/12	100%	15/18	83%	4/6	67%

Maori Student Achievement

60 children (22%) of our student population are acknowledged by their parents as identifying as Maori. This is a significant increase on previous years.

Maori student achievement has regressed as compared to 2021 data. Whilst it remains comparatively high as compared to NZE and at times exceeds NZE rates of achievement, overall figures show a reversal of the trend in previous years of Maori student attainment. Maori student achievement in reading is fractionally higher overall in reading than with their NZE counterparts. However, mathematics and writing have slipped, with mathematics at 78% vs 84% NZE. Writing has had the biggest reduction at 71% vs 82% NZE.

2021 vs 2022 at/above data indicates that while there has been a general slippage across the board, and there may have been a range of external factors for this, Maori student achievement in writing and mathematics has

suffered significant percentage drops. The main trend emerging would be that whilst junior writing indicated a group of six children are needing further assistance, overall, it is a general softening not specific trends and patterns.

	Reading		Writing		Math's	
	M	NZE	M	NZE	M	NZE
2021	89	92	85	81	88	86
2022	85	82	71	82	78	84

Our work in 2023 looking at cultural capabilities and responsiveness will need to be geared towards recognising and addressing this equity issue. We need to be mindful of the programming that we are providing in specific areas, as what we consider to be new and innovative might not be working for all children, particularly Maori. Maori students should be a feature of our hub targets in 2023.

Student Achievement Comment

Our success measure is a target of 85% and above the individual child's expected level at year end. This has remained a constant measurement point for us for 10 years. However, while we can look solely at pure statistics on a page, these numbers are children and so we also consider the programming that has surrounded them this year that has impacted on their achievement levels, looking at trends and patterns to see if there are areas of concern, or where something different might need to be considered.

There is a significant tail of underachievement that has popped up across the board. The student numbers schoolwide, achieving below what we would consider to be their normal rate of progression, and the percentage increase from 2021 to 2022 are as follows.

	Reading	Writing	Maths	% Increase
2021	18	30	26	74%
2022	38	46	38	122%
% Increase	111%	53%	46%	

Reading

Reading has seen the most significant, across the board change to student underachievement, in all the three subject areas. There are pockets of concern, particularly on boys' achievement data, at years one to three, and it is in this area that the most significant change to reading instruction has taken place over the preceding two years. The 'structured literacy' approach to reading, where a more formal, phonics-based structure is used in instruction, is now in full implementation and we must remain cognizant as to whether this has had a bearing on student achievement. It is probably too early to say, but we will be watching and comparing student achievement data with interest to see whether the results have held up, later in the year.

Writing

Writing is generally lower in achievement statistics right across the board. The general pattern established over a number of years, girls achieving a higher rate than boys across the school continues, there being an overall 10% difference between gender in 2022, between these groups in satisfactory achievement. We have focused very heavily on reading and relied on the writing component of 'structured literacy' to be the writing programme for the children in the junior/middle school. Given the variable achievement levels across the different age levels and the difference building between boys and girls, the jury remains out on whether this is the right approach, as it takes away some critical components, such as writing for meaning and purpose and different non-fiction genres, all of which are critical to the success of boys writing. The overall effect on writing in 2023 will need to be carefully monitored by both teachers and senior management, particularly NZE boys in the year two and three cohort.

Mathematics

Over the previous three years we have concentrated significantly on the DMIC programme, which research has suggested should be of significant benefit to Pasifika and Maori students. 2022 data indicates a reduction across the board in at/above achievement and an 8% drop in Maori student achievement. This will need careful

and detailed analysis across 2023 to ascertain the particular areas where student achievement is of concern. It may not be due to the current pedagogical approaches, but we don't have the evidence either way at this stage.

Looking to 2023

Literacy and Communication, and Mathematics and Statistics are under the curriculum refresh umbrella this year. It will be interesting to see what changes are being made to the pedagogical approaches around delivery and assessment and whether or not we would expect to see a corresponding increase in overall student achievement data through these changes. 2023 should hopefully be a better year in regard to sickness and time out of the classroom for students and staff alike. If we can flatten out our absence rates there is a statistically significant chance that student achievement levels should return to 2021 levels. Given these issues, the overall picture of student achievement school wide is generally pleasing. The junior cohort in reading and writing requires ongoing monitoring as do the eight year three children in writing. Individual children will continue to be targets in the hubs and reported on by hub leaders. Given the upside-down year that children and learning programmes have had, with COVID issues and building interruptions, our children and staff have pulled off a significant accomplishment here and both children, their parents and staff should feel satisfied with the overall results.

We plan to:

- Work with some of our Kahui Ako schools on professional learning and development, developing culturally responsive and relational pedagogies which should enhance our delivery of curriculum particularly to Maori students.
- Continue, though at a reduced level, our contact in the Kahui Ako DMIC contract
- Continue with the identification and reporting of hub target children as a component of our teaching and learning management process
- Collect and robustly analyse data from each hub. This allows the progress of each individual child to be tracked and tiered interventions put in place in a timely manner
- Actively seek community input into the redevelopment of our school curriculum so that it reflects what all of our community believe to be the best outcomes for the children at Port Ahuriri School.
- Work as a staff and with our Ministry of Education Curriculum Lead Advisor in the implementation and change to the literacy and mathematics curricula.

2022 Hub Target Groups

2022 saw each hub looking at the children across their hubs and determining the individuals' targeted needs. This has enabled a greater focus on each child on a constant and consistent basis across the year with all teachers within the hub being responsible for these children and their progress.

Poipoi 2022	B	G	Curriculum Area	Why We Chose These Children.
8 year 2 students			Literacy Reading	These are a group of children who were detected from last year's data. These students were unable to make ground in literacy due to readiness, age and maturity as well absences/ Covid.
Term 3 5 year 2 students	3	2	Mathematics	These children need to be able to have strong number knowledge in skip counting to 2s, 5s, 10s as well as patterns to 10, doubles and halves and be able to read and write numbers. We also feel that with the amount of time left for the year we will be able to make some accelerated progress with the interventions.
<p>Our plan to accelerate learning for these children is:</p> <ul style="list-style-type: none"> • Four x structured literacy lessons based with a teacher • Four x intervention structured literacy lessons with support teacher • Three x lessons with teacher aide focusing on letter/ rhyming manipulation eg: sat, cat, fat etc • Home learning activities sent home once a week for whanau to work with (revision) • Rich literature exposed throughout the day/ games to reinforce these skills <p>Mathematics: Our plan to accelerate learning for these children is:</p> <ul style="list-style-type: none"> • Four x class teacher sessions with a teacher • Four x intervention sessions with a teacher aid to practice skip counting in games forwards and backwards • Home learning (fun games) to be sent home in order to allow the opportunity for consolidation and retention of learning 				
<p>How we will track these children:</p> <ul style="list-style-type: none"> • Pseudo spelling test • Sunshine reading assessments - This tells us how many letter-sounds they can read and write, if they can read pseudo words and non-pseudo words in a set and a reading assessment (similar to a running record) <p>Mathematics: How we will track these children:</p> <ul style="list-style-type: none"> • We will use the math boat tickets which are based on number knowledge • Word problems (DMIC questions and assessments) 				
<p>We Predict That:</p> <ul style="list-style-type: none"> • Reading ability/passion and engagement will increase due to daily routines • All students will be able to transfer these skills to their writing and be able to blend and segment with confidence (pseudo words and non-pseudo words) • We have two children currently at the beginning of set one and aim that by the end of term two they will be at the end of set two (working in early curriculum level one) • We have three children currently at the beginning of set two and aim that by the end of term two they will be at the end of set three or working within that set. Set three has a wider range of letter sounds (working in early curriculum level one) • We have three children currently at the beginning of set three and aim they will be working at the beginning of level four by the end of term two (working in early curriculum level two) <p>Mathematics: We predict that:</p> <ul style="list-style-type: none"> • That five out of five will progress • That three out of five will reach their target • That two may be unable to attain this target due to absence or processing issues 				

End of Year Summary

By the end of term two, all of the children in the literacy target group had made significant progress and had achieved their expected levels of achievement as initially outlined. Target group reporting was discontinued so that a focus on the mathematics targets could be maintained.

By year end the success predictions has been met for four out of the five of these children.

We had five year two students who were below in Mathematics in term three. By year end we have four students who are now working at the expected level and one student who is below. This student has had support and interventions from the teacher, communication has been given to the home for home assistance. Due to ongoing difficulties in a range of academic and social areas, reclassification will occur for this child.

Next Steps

The next step is to support the current ten year one students who are below in Literacy. We will be focusing more on students who have no other existing interventions. There are currently five year one students who we feel will reach the goal for year two by the end of next year.

To continue their progress, we will be:

- Continuing with the structured literacy programme 4-5 times per week
- Communicating to parents the changes in our literacy approach and giving support and resources to assist each child's progress
- Continuing to incorporate our learning, particularly in writing development into our play based programme and across the curriculum.

Piki 2022	B	G	Curriculum Area	Why We Chose These Children.
Seven year 4 students who are achieving below the expected level for literacy.	5	2	Literacy	The data tells us: All these children - their letter sound combinations are not secure. They are still relying on adult confirmation/assurance. They lack confidence in their ability. They are still mixing vowel sounds and letters. There are letter reversals happening.
Our plan to accelerate learning for these children is: <ul style="list-style-type: none">• Through the structured literacy approach. Students will be taught daily in small groups following the scope and sequence of phonetic sounds.• Lego therapy for selected children. These are changed as children complete their course. We will provide as many of our target children this opportunity as possible as it helps them focus, practise active listening and communicate effectively.				
How we will track these children: <ul style="list-style-type: none">• Pseudoword test once a term.• Phonological awareness assessment twice a year.• Structured literacy assessment once a term.				
We predict that: <ul style="list-style-type: none">• These children will learn and retain the sounds learnt through the scope (following the order of sets) and sequence (learning the sounds in each set, in order).• The children's current pseudoword scores range from 29 to 36 (out of 42) This score reflects their consonant sounds, short vowels, consonant blends and digraphs knowledge and use). The test goes to a total of 79 which includes long vowels (next step once a score of 40 is reached, at which time the remaining words will be tested).• The children are all currently working on Set 4 in structured literacy• By the end of term two we are confident that the children's progress will be accelerated by at least one set (reading and writing) and a pseudoword score of 40.				
End of Year By year end: <ul style="list-style-type: none">• Of seven students, two girls and four boys are at their expected level for writing and one boy is below their expected level for writing.• Of seven students, one girl and five boys are at their expected level and one girl is below their expected level for reading.				
Next Steps <ul style="list-style-type: none">• Share these students' progress and interventions with Aoraki staff as these children are shifting learning hubs				

- Take the successes from interventions put in place and refine for future students who may have similar needs.

End Of year Summary

Our year end data shows our intervention programmes have had a positive impact on our student achievement levels. We have had expert support from RTLB and RT Lit teachers who have helped us develop effective strategies and programmes for our priority learners. We identified our learners needing extra support early in the year and worked closely with each other and our experts to provide the best learning possible for all our hub, but especially those students achieving below their expected level throughout the year. Intervention groups have changed as needs changed and we have closely monitored them and collaborated with each other. This target group has remained the same.

The target students had low phonemic knowledge and use at the beginning of the year, which affected the quality and clarity of their writing. Final pseudoword results show six students have increased their phonemic knowledge results to be in line with their peers and one student is still consolidating.

Students final writing results show they have made sufficient progress to be achieving in curriculum level two, six students are achieving mid-late in this level, and one student is achieving at the beginning of this level (their expected level is mid to late Level 2). The level of confidence and participation, of the target students, has increased throughout the year due to the structure and scope of the structured literacy practice. They are articulating sounds, find comfort in the predictability of their lesson structure and support each other with their attempts.

Their 2023 goal is to continue to develop phonemic knowledge and apply it into their daily writing.

Aoraki 2022	B	G	Curriculum Area	Why We Chose These Children.
One year five girl One year five boy One year four girl One year four boy	2	2	Literacy	At risk of not meeting the required standard

Our plan to accelerate learning for these children is:

- Literacy support teacher will see these children daily in small groups for structured literacy, for targeted needs based teaching - consonant sounds and short vowels. The initial gaps and low scores of this group revealed a lack of knowledge in consonant knowledge and how to correctly sound out / read and write short vowel sounds.
- Classroom support – Hub teacher will take daily targeted small groups with the children during literacy
Focus: consonant knowledge and how to correctly sound out / read and write short vowel sounds.
- Automaticity and fluency is the aim - ensuring transference into everyday writing.

How we will track these children:

- Pseudoword test - tracking spreadsheet.
- Regular hub meeting discussions
- Individual writing conferencing to ensure that what the target group are learning in the small group intervention is transferring into their everyday writing.

We predict that:

- We will have a focus on consonant knowledge and short vowels sounds and the Pseudoword Test is the gauge we will use to measure progress.
- By the end of term one we are confident that the children's progress will be accelerated by having a sound knowledge of Consonants and Short Vowels. By the end of term 2, we would be looking for the beginning of transference into everyday writing

End of Year Review:

Our tamariki have progressed well, learning to rely on the spelling rules and to simply stop guessing when it comes to writing. The progress across the year has felt very incremental however looking at the results and comparing the start of the year with the end of year, there is progress. The Code programme is set out in year levels that encompass a variety of rules for each year level. These tamariki have been in a pressure cooker of learning where they have effectively covered three years of learning in 2022.

The goal is to ensure that all of these tamariki continue with the structured literacy programme in 2023 so that the confidence - fluency and accuracy continue to grow. The ultimate goal is for these tamariki to have fluency and automaticity with transference of this knowledge into everyday writing. This is the goal for all tamariki who are learning a skill in small group sessions - to be able

to also work at this level independently. As teacher capacity and experience continue to develop so too will the programme and therefore the effects on our senior tamariki and their writing skills. Next year all three teachers in the hub have experience with structured literacy in some form.

The goal for the end of term 4 was 'to ensure that the current year of learning is being retained, that new knowledge around hearing, reading and writing short and long vowel sounds was further developed. The programme has been successful in achieving this goal.

- By the end of term one the assessment results for consonant knowledge showed all children attaining a 43/43 score
- By the end of term two, all four children were scoring between 1 and 14 out of 14 for short vowel sounds
- During term three we started work on long vowels. By the end of term four, children were scoring between 5 out of 11 through to 11/11

Next Steps

- Continue with 'The Code' structured literacy programme for all tamariki who are not achieving their projected milestones - the assessment to garner this knowledge is Pseudoword Test, 'Little Learners Love Literacy' assessment book of tools and teacher observation and collaborative consultation.
- Looking to 2023 the additional data for writing samples and lesson work will be valuable to show the overall improvement in handwriting, punctuation and sound letter knowledge.

2022 Annual Plan Analysis of Variance

Students

- Literacy and Maths assessment review.
- Literacy/Maths progressions confirmed as school model

What 2022 initiatives are now complete?

- All

What initiatives are still in progress?

Whilst we have completed the work we set out to do in 2022 around the literacy and mathematics progressions schoolwide, there is still work to be done in 2023 with the curriculum refresh in these two areas.

What changes have been required to keep our progress on track?

2022 saw the staff check the literacy progressions, add in the scope and sequence requirements from our structured literacy programme in draft form. These to be completed in 2023.

Mathematics progressions were checked as a staff in a series of staff meetings. Maths overview checked and updated.

The school assessment plans were updated for both literacy and mathematics. Hub profiles updated and assessment levels checked for each hub.

In mathematics the DMIC assessment levels were added and the assessment progressions split to include progress at terms two and four.

Literacy levels were checked and confirmed in all areas. Reading progressions developed for all areas of the school to include the Structured Literacy scope and sequence pathways for children.

Are we on track to achieve end of year success?

- Yes

Is there anything that has been added or is needed to be added to this initiative?

We have cancelled the current school CaAP plans in literacy and mathematics as they were no longer reflective of the schools assessment practice and pedagogy. We have kept the tiered intervention plans, that were part of this work originally, strengthened them and re-incorporated them into the school curriculum document.

Is there anything further needed to assist in achieving the metric year end?

- No

Staff

- Culturally Responsive and Relational Pedagogy model developed schoolwide
- Tracking systems: learning, achievement, collaboration, model developed. i.e: Hapara, Seesaw, Hero,

What 2022 initiatives are now complete?

- CRRP complete
- Tracking systems – partially complete

What initiatives are still in progress?

Tracking systems.

We have embedded the use of Seesaw as a parent/student communication/achievement and collaboration tool school wide.

Hero is an ongoing work in progress as our student management system. We are still considering the use of student data and parent reporting in real-time as there are a number of issues that need to be acknowledged before we go any further.

Hapara has been removed as a tracking tool as it wasn't being used by staff.

What changes have been required to keep our progress on track?

Tracking Systems

Staff required Digital Circus PLD to fully utilise the Seesaw app and the work that they and students can do with it.

CRRP

We have had to work through ways of releasing staff to complete Rongahia Te Hou staff assessments and discussions

Are we on track to achieve end of year success?

- Partially

Is there anything that has been added or is needed to be added to this initiative?

Tracking Systems

- Staff during their year end evaluations identified Hero PLD as a major item of need. 2023 will see a series of staff meetings and webinars to bring all staff up to the same standard and then consider what we want to open up going forward.

- CRRP. The Rongahia Te Hou process will continue to be used as a springboard to staff individual Growth and Performance plan observations.

Is there anything further needed to assist in achieving the metric year end?

- No

Curriculum

- AotearoaNZ Histories: Staff collate local history: Develop resource on Estuary.
- Kahui Ako Initiatives:
 - CRRP agreed dispositions
 - Place Based STEM

What 2022 initiatives are now complete?

- [Aoatearoa resource on Estuary complete](#)
- CRRP – school dispositions agreed. Kahui Ako dispositions not achieved across Kahui Ako. Contract has been extended for 2023
- Place Based STEM – Estuary work completed. Kahui Ako contract has been completed.

What initiatives are still in progress?

[AotearoaNZ Histories continues through until 2024 with different foci each year.](#)

[CRRP: This is being embeded into staff Growth and Performance plans in 2023. Kahui Ako PLD will continue - lead by Kahui Ako within-school staff](#)

What changes have been requiried to keep our progress on track?

[CRRP](#)

[We have had to work through ways of releasing staff to complete Rongahia Te Hou staff asesments and discussions](#)

Are we on track to achieve end of year success?

- Yes

Is there anything that has been added or is needed to be aded to this initiative?

[CRRP. The Rongahia Te Hou process will continue to be used as a springboard to staff individual Growth and Performance plan observations.](#)

Is there anything further needed to assist in achieving the metric year end?

- No

Community

- Consultation: Mathematics (DMIC)
- Inform: CRRP Dispositions
- Display: Estuary
Production

What 2022 initiatives are now complete?

- [Display for the Estuary](#)
- [School Production](#)

What initiatives are still in progress?

[We decided to transfer the Maths initiative to 2023 due to Covid/sickness through terms two and three.](#)

[It became impossible to hold this event in the way which would have given us the greatest parent coverage. We ran out of time once things settled down due to production and end of year activitiies.](#)

[The CRRP dispositions suffered from the same issues as mathematics. These can be bundled with the ANZ Histories consultation processes in 2023.](#)

What changes have been requiried to keep our progress on track?

[The transfer of mathematics and CRRP through to 2023](#)

Are we on track to achieve end of year success?

- Partially

Is there anything that has been added or is needed to be aded to this initiative?

[Timetabling in 2023](#)

Is there anything further needed to assist in achieving the metric year end?

- No

RECENT CONSULTATION PROCESSES

2020

- School Charter – Annual Plan
- Student Wellness Survey
- Staff Wellness Survey
- School Community Groups
 - Hawke's Bay Montessori Education Trust
 - Ahuriri After School Care Trust
- School Community:
 - Reporting

2021

- School Charter – Annual Plan
- School Community Groups
 - Hawke's Bay Montessori Education Trust
 - Ahuriri After School Care Trust
- School Community:
 - Health and PE curriculum.

2022

- School Charter – Annual Plan
- School Community Groups
 - Hawke's Bay Montessori Education Trust
 - Ahuriri After School Care Trust
- School Community:
 - Aotearoa NZ Histories