

# TE PAEPAE O AOTEA

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

**School Directory**

**Ministry Number:** 961

**Principal:** Rachel Williams

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**Accountant / Service Provider:**

**Education Services.**  
*Dedicated to your school*

# TE PAEPAE O AOTEA

Annual Financial Statements - For the year ended 31 December 2023

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# Te Paepae o Aotea

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

William John Werahiko Edwards  
Full Name of Presiding Member

Rachel Diana Williams  
Full Name of Principal

William Edwards  
Signature of Presiding Member

Rachel  
Signature of Principal

08 May 2024

Date:

08 May 2024

Date:



**Te Paepae o Aotea**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	15,236,331	11,058,317	3,058,220
Locally Raised Funds	3	213,612	69,000	11,559
Interest		75,510	2,000	5,873
<b>Total Revenue</b>		<b>15,525,453</b>	<b>11,129,317</b>	<b>3,075,652</b>
<b>Expense</b>				
Locally Raised Funds	3	350,383	121,000	178,264
Learning Resources	4	10,176,809	8,793,344	1,448,639
Administration	5	2,144,564	577,197	275,091
Interest		13,835	5,000	1,145
Property	6	1,709,156	1,230,866	5,232
<b>Total Expense</b>		<b>14,394,747</b>	<b>10,727,407</b>	<b>1,908,371</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>1,130,706</b>	<b>401,910</b>	<b>1,167,281</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>1,130,706</b>	<b>401,910</b>	<b>1,167,281</b>

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



**Te Paepae o Aotea**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,167,281	2,921,072	-
Total comprehensive revenue and expense for the year		1,130,706	401,910	1,167,281
Contributions from / (Distributions to) the Ministry of Education		1,809,769	-	-
Contribution - Furniture and Equipment Grant		98,469	-	-
<b>Equity at 31 December</b>		4,206,225	3,322,982	1,167,281
Accumulated comprehensive revenue and expense		4,206,225	3,322,982	1,167,281
<b>Equity at 31 December</b>		4,206,225	3,322,982	1,167,281

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.

**Te Paepae o Aotea**  
**Statement of Financial Position**  
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	603,102	2,416,644	1,074,862
Accounts Receivable	8	764,417	441,952	380,180
GST Receivable		-	45,103	9,208
Prepayments		71,998 ✓	4,679	22,569
Inventories	9	-	29,908	-
Investments	10	2,141,381	125,594	-
Funds Receivable for Capital Works Projects	15	49,829	-	-
		<u>3,630,727</u>	<u>3,063,880</u>	<u>1,486,819</u>
<b>Current Liabilities</b>				
GST Payable		105,815	-	-
Accounts Payable	12	813,191	630,943	402,932
Revenue Received in Advance	13	151,864 ✓	28,365	-
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	14	200,847	38,533	14,158
		<u>1,271,717</u>	<u>697,841</u>	<u>417,090</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>2,359,010</b>	<b>2,366,039</b>	<b>1,069,729</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	2,035,249	1,141,325	124,483
		<u>2,035,249</u>	<u>1,141,325</u>	<u>124,483</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	188,034	184,382	26,931
		<u>188,034</u>	<u>184,382</u>	<u>26,931</u>
<b>Net Assets</b>		<b><u>4,206,225</u></b>	<b><u>3,322,982</u></b>	<b><u>1,167,281</u></b>
<b>Equity</b>		<b><u>4,206,225</u></b>	<b><u>3,322,982</u></b>	<b><u>1,167,281</u></b>

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



**Te Paepae o Aotea**  
**Statement of Cash Flows**  
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		5,080,755	3,926,910	1,616,228
Locally Raised Funds		317,508	69,000	11,559
Goods and Services Tax (net)		115,023	-	(9,208)
Payments to Employees		(1,890,187)	(1,996,523)	(112,847)
Payments to Suppliers		(2,812,947)	186,130	(348,372)
Interest Paid		(13,835)	(5,000)	(1,145)
Interest Received		52,781	2,000	3,967
Net cash from/(to) Operating Activities		849,098	2,182,517	1,160,182
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(391,065)	(135,000)	(82,911)
Purchase of Investments		(2,141,382)	-	-
Net cash from/(to) Investing Activities		(2,532,447)	(135,000)	(82,911)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		98,469	-	-
Contributions from / (Distributions to) Ministry of Education		1,331,723	-	-
Finance Lease Payments		(168,774)	(93,519)	(2,409)
Funds Administered on Behalf of Other Parties		(49,829)	-	-
Net cash from/(to) Financing Activities		1,211,589	(93,519)	(2,409)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(471,760)</b>	<b>1,953,998</b>	<b>1,074,862</b>
Cash and cash equivalents at the beginning of the year	7	1,074,862	462,646	-
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>603,102</b>	<b>2,416,644</b>	<b>1,074,862</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the 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.

# Te Paepae o Aotea Notes to the Financial Statements For the year ended 31 December 2023

## 1. Statement of Accounting Policies

### a) Reporting Entity

Te Paepae o Aotea (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 2023 to 31 December 2023 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 \$30 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*

A 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 .





#### *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 11.

#### **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 14. Future operating lease commitments are disclosed in note 20b.

##### *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 schools 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) Inventories**

Inventories are consumable items held for sale and comprised of Uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### **i) 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.

### **j) 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 are depreciated over their estimated useful lives on a straight line 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	50 years
Buildings	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **l) Impairment of property, plant, and equipment and intangible assets**

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. The valuation is based on a comparison to recent market transactions.

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

### **m) 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.





#### **n) 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, annual leave earned, by non teaching staff, to 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.

#### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School 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 students, should the School be unable to provide the services to which they relate.

#### **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

#### **q) 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.

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.



#### s) 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 Schools 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.

#### t) 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.

#### u) 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.

#### v) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### w) Budget Figures

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

#### x) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	6,178,595	3,814,421	1,643,797
Teachers' Salaries Grants	7,812,018	6,400,000	1,414,423
Use of Land and Buildings Grants	1,054,137	721,896	-
Other Government Grants	191,581	122,000	-
	<u>15,236,331</u>	<u>11,058,317</u>	<u>3,058,220</u>

The school has opted in to the donations scheme for this year. Total amount received was \$159,052. ✓

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	1,994	-	-
Fees for Extra Curricular Activities	132,743 ✓	22,500	1,357
Trading	15,205	40,000	10,202
Fundraising & Community Grants	63,670	6,500	-
	<u>213,612</u>	<u>69,000</u>	<u>11,559</u>
<b>Expense</b>			
Extra Curricular Activities Costs	306,070	111,000	12,378
Trading	44,313	10,000	165,886
	<u>350,383</u>	<u>121,000</u>	<u>178,264</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>(136,771)</u>	<u>(52,000)</u>	<u>(166,705)</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	525,819	374,500	-
Library Resources	5,173	7,500	-
Employee Benefits - Salaries	9,005,346	7,897,946	1,414,426
Staff Development	65,598	35,000	24,356
Depreciation	364,131	308,398	9,857
Ict	180,226	160,000	-
Extra-Curricular Activities	30,516	10,000	-
	<u>10,176,809</u>	<u>8,793,344</u>	<u>1,448,639</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,700	10,000	10,355
Board Fees	8,870	5,150	-
Board Expenses	18,191	4,850	6,800
Communication	13,173	22,000	2,270
Consumables	42,677	32,000	-
Other	210,687	81,100	141,792
Employee Benefits - Salaries	486,040	382,097	111,874
Insurance	33,137	15,000	-
Service Providers, Contractors and Consultancy	30,000	25,000	2,000
Healthy School Lunch Programme	1,293,089	-	-
	<u>2,144,564</u>	<u>577,197</u>	<u>275,091</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	204,008	175,490	-
Grounds	25,825	12,500	100
Heat, Light and Water	132,674	107,500	-
Rates	3,660	-	-
Repairs and Maintenance	135,753	87,000	-
Use of Land and Buildings	1,054,137	721,896	-
Security	24,225	10,000	618
Employee Benefits - Salaries	128,874	116,480	4,514
	<u>1,709,156</u>	<u>1,230,866</u>	<u>5,232</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	603,102	2,416,644	1,074,862
Cash and cash equivalents for Statement of Cash Flows	<u>603,102</u>	<u>2,416,644</u>	<u>1,074,862</u>

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



## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	1,637	1,811	-
Receivables from the Ministry of Education	342	-	24,774
Interest Receivable	24,635	224	1,906
Banking Staffing Underuse	125,941	-	-
Teacher Salaries Grant Receivable	611,862	439,917	353,500
	<u>764,417</u>	<u>441,952</u>	<u>380,180</u>
Receivables from Exchange Transactions	26,272	2,035	1,906
Receivables from Non-Exchange Transactions	738,145	439,917	378,274
	<u>764,417</u>	<u>441,952</u>	<u>380,180</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Canteen	-	843	-
Uniforms	-	29,065	-
	<u>-</u>	<u>29,908</u>	<u>-</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	2,141,381	125,594	-
	<u>2,141,381</u>	<u>125,594</u>	<u>-</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Land	-	44,770	-	-	-	44,770
Buildings	-	31,805	-	-	(782)	31,023
Building Improvements	-	426,374	-	-	(8,387)	417,987
Furniture and Equipment	50,508	876,829	-	-	(112,899)	814,438
Information and Communication Technology	33,574	290,422	-	-	(60,989)	263,007
Motor Vehicles	-	7,309	-	-	(1,438)	5,871
Textbooks	-	7,708	-	-	(948)	6,760
Leased Assets	40,401	532,523	-	-	(171,661)	401,263
Library Resources	-	57,157	-	-	(7,027)	50,130
<b>Balance at 31 December 2023</b>	<b>124,483</b>	<b>2,274,897</b>	<b>-</b>	<b>-</b>	<b>(364,131)</b>	<b>2,035,249</b>

The net carrying value of equipment held under a finance lease is \$401,263 (2022: \$40,401)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	44,770	-	44,770	-	-	-
Buildings	31,805	(782)	31,023	-	-	-
Building Improvements	426,374	(8,387)	417,987	-	-	-
Furniture and Equipment	929,213	(114,775)	814,438	52,383	(1,875)	50,508
Information and Communication Technology	327,233	(64,226)	263,007	36,811	(3,237)	33,574
Motor Vehicles	7,308	(1,437)	5,871	-	-	-
Textbooks	7,708	(948)	6,760	-	-	-
Leased Assets	577,669	(176,406)	401,263	45,146	(4,745)	40,401
Library Resources	57,157	(7,027)	50,130	-	-	-
<b>Balance at 31 December</b>	<b>2,409,237</b>	<b>(373,988)</b>	<b>2,035,249</b>	<b>134,340</b>	<b>(9,857)</b>	<b>124,483</b>

## 12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	151,159	143,925	32,536
Accruals	19,055	8,416	10,355
Employee Entitlements - Salaries	611,862	439,917	353,500
Employee Entitlements - Leave Accrual	31,115	38,685	6,541
	<u>813,191</u>	<u>630,943</u>	<u>402,932</u>
Payables for Exchange Transactions	813,191	630,943	402,932
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>813,191</u>	<u>630,943</u>	<u>402,932</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	46,343	-	-
Other Revenue In Advance	105,521	28,365	-
	<u>151,864</u>	<u>28,365</u>	<u>-</u>

## 14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	209,630	38,533	17,207
Later than One Year and no Later than Five Years	191,118	184,382	29,212
Future Finance Charges	(11,867)	-	(5,330)
	<u>388,881</u>	<u>222,915</u>	<u>41,089</u>
<b>Represented by</b>			
Finance lease liability - Current	200,847	38,533	14,158
Finance lease liability - Non current	188,034	184,382	26,931
	<u>388,881</u>	<u>222,915</u>	<u>41,089</u>

### 15. 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 projects is included under cash and cash equivalents in note 7.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
CCTV System		241876	-	84,000	(133,829)	-	(49,829)
Totals			-	84,000	(133,829)	-	(49,829)

**Represented by:**

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(49,829)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Totals			-	-	-	-	-

**Represented by:**

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-



## 16. 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 conditions 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.

## 17. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	8,870	-
<i>Leadership Team</i> Remuneration	767,225	510,618
Full-time equivalent members	5.00	3.81
Total key management personnel remuneration	776,095	510,618

There are 9 members of the Board excluding the Principal. The Board has held 13 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (N/A members) committees that met 12 and N/A times 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	130 - 140
Benefits and Other Emoluments	5 - 6	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	19.00	-
110 - 120	14.00	-
120 - 130	7.00	-
130 - 140	2.00	-
140 - 150	2.00	-
	44.00	0.00

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





## 18. Compensation and Other Benefits Upon Leaving

The total value of 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 and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 19. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 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. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

### 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.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$31,369 (2022:\$0) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
CCTV System	165,198	133,829	31,369
<b>Total</b>	<b>165,198</b>	<b>133,829</b>	<b>31,369</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).



## 21. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	603,102	2,416,644	1,074,862
Receivables	764,417	441,952	380,180
Investments - Term Deposits	2,141,381	125,594	-
Total financial assets measured at amortised cost	<u>3,508,900</u>	<u>2,984,190</u>	<u>1,455,042</u>

### Financial liabilities measured at amortised cost

Payables	813,191	630,943	402,932
Finance Leases	388,881	222,915	41,089
Total financial liabilities measured at amortised cost	<u>1,202,072</u>	<u>853,858</u>	<u>444,021</u>

## 22. Events After Balance Date

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

## 23. 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 *TE PAEPAE O AOTEA'S SCHOOL* FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of *Te Paepae o Aotea* (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants 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 2023, 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 2023; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 08 May 2024. 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 is responsible for the other information. The other information comprises the information included on pages 1,25 to 122, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

*Cameron Town*

**Cameron Town  
Silks Audit Chartered Accountants Limited  
On behalf of the Auditor-General  
Whanganui, New Zealand**

## Te Paepae o Aotea

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Will Edwards	Presiding Member	Appointed	Jun 2024
Cheryl Luke-Maraki	Presiding Member	Appointed	Jun 2024
Rachel Williams	Principal	ex Officio	
Dinah King - Ngāruahine representative	Other	Elected	Jun 2024
Hauraki Erb - Ngāti Ruanui representative	Other	Elected	Jun 2024
Neryda Sullivan	Other	Appointed	Jun 2024
Ross Dunlop	Other	Co-opted	Jun 2024
Te Kiri King		Co-opted	Jun 2024
Diana Reid		Co-opted	Jun 2024



## Te Paepae o Aotea

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$26,972 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Te Paepae o Aotea Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.





## Statement of variance: progress against targets from the annual plan

**Strategic Goal 1: Manaakitanga**  
 Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community.

Annual Target/Goal: Use student, whānau and community voice to help inform our curriculum design and pastoral systems				
Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> Term 1 Uniform consultation - community wide.	To determine the permanent Te Paepae o Aotea uniform.	<p>Community consultation was held during Term 1. A sub-committee of the board was then formed. This committee then engaged with three different providers before settling on NZ Uniforms.</p> <p>Key findings from survey (n= 1198)</p> <ul style="list-style-type: none"> <li>62% of people preferred the current style polo over other designs.</li> <li>49% of people preferred the current style hoodie over other designs.</li> <li>563 students, 74 staff members, 532 whānau and 23 Board members completed the survey.</li> </ul> <p>Information was provided in newsletters and on social media throughout this time including frequently asked questions. These FAQs were updated on a regular basis to keep the community informed.</p> <p><a href="#">Uniform   Te Paepae O Aotea</a>  <a href="#">Browse By Category   Te Paepae O Aotea (nzuniforms.com)</a></p>	<p>Lowers (trousers, culottes, skirts, shorts) were made compulsory for 2024 for all students. This meant existing uppers from the interim uniform could be used to reduce costs for the community.</p>	<p>New uniform in place for 2024. The 2023 interim uniform items (polo shirt, hoodie, and jacket) can be used until the end of 2025.</p> <p>Clarification needed for socks and footwear for 2024, board to clarify and then update policy accordingly.</p>
<b>Action 2</b> Term 2 Collect whānau, student, staff voice using RbL methodology.	To collect baseline data and identify major factors that contribute to student success.	<p>Whānau, student, staff voice was collected in 2024 using focus groups, surveys and meetings but it was not collected using the RbL methodology.</p>	<p>Did not have enough staff trained in RbL voice collection methodology.</p>	<p>We have engaged with Cognition Education to provide professional development for staff to be trained in voice collection.</p>
<b>Action 3</b> Term 3 Collect community, whānau, student, staff voice to review learning programmes. Student voice built into review of learning modules.	Clear and specific feedback and feed forward to inform module planning for 2024.	<p>Whānau, student, staff voice was collected in 2023 using focus groups, surveys and meetings. This information was used to inform planning for 2024. Changes were made to the timetable and curriculum as a result for 2024.</p> <p>Key changes</p> <ul style="list-style-type: none"> <li>No afternoon whānau hui for Year 9 and 10. This transition has not worked well and is no longer required due to the different configuration of the device allocations for 2024.</li> <li>Less time in Community Contribution – feedback from staff and students stated that the current time allocation was too much.</li> <li>Increased literacy and numeracy time. This has mostly come from peeling back Taha Tinana and whānau time on the Monday.</li> <li>Addition of Taupaenui time (Year 11- 13) on a Wednesday. This will give a significant amount of time to senior students to work on something additional to their NCEA programme (eg driver licence) or a 5<sup>th</sup> learning module.</li> </ul>	<p>No variation, target met.</p>	<p>Continue to collect stakeholder voice to inform practice.</p>

## TE PAEPAE O AOTEA TIMETABLE

TIME	Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
9am – 9:30am:	All	Whānau Hui	Whānau Hui	Whānau Hui	Whānau Hui	Whānau Hui
9:30am – 11am	Year 7 & 8	Literacy / Numeracy				
	Year 9 & 10	Literacy	Literacy	Numeracy	Numeracy	Literacy
	Year 11 - 13	Module 1	Module 4	Module 3	Module 2	Module 1
11am – 11:15am	All	KAI TIME				
11:15am – 11:45am		INTERVAL				
11:45am – 1:15pm	Year 7 - 10	ILM 1	ILM 2	Community Contribution	ILM 2	ILM 1
	Year 11 - 13	Module 2	Module 2	Taupaeui	Module 3	Module 4
1:15pm – 1:45pm	All	LUNCH				
1:45pm – 3pm	Year 7 & 8	Taha Tianna	Flexi	Community Contribution	Flexi	Tuakuna Teina
	Year 9 & 10	Numeracy				
	Year 11 - 13	Module 3	Module 1	Taupaeui	Module 4	
2:45pm – 3pm	Year 7 - 8	Whānau hui	Whānau hui	Whānau Hui	Whānau Hui	

• Literacy and Numeracy for Year 9 & 10 classes might be allocated on different days, the above allocation is an example only.

Each curriculum leader does a complete review as part of their curriculum design process. They also complete an annual department review which gets sent to the Board of Trustees. Both these templates can be seen in Appendix A.

**Action 4**  
Term 4 Collect community, whānau, student, staff voice to review pastoral systems.

Clear and specific feedback and feed forward to inform pastoral care systems for 2024.

Pastoral systems were reviewed and updated throughout 2023 as we gathered voice from all stakeholders. Documents in Appendix B were created in response to this voice. Each pastoral leader completes an annual department review which gets sent to the Board of Trustees. This template can be seen in Appendix B.

No variation, target met.

Continue to collect stakeholder voice to inform practice.

**Annual Target/Goal:**  
**Increase our engagement with and participation in our local community**

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>																																																																																																
<b>Action 1</b> Establish our guiding coalition.	Authentic partnership with nga iwi.	Connection has been made with the education personnel at both Ngati Ruanui and Ngaruahine. Regular meetings were held between school and nga iwi to discuss school culture and curriculum.  Meetings consisted of SLT, appropriate across school teachers, nga iwi representatives.	No variation, target met.	Continue to foster this partnership and to form working groups to advise the school on tikanga and local curriculum.																																																																																																
<b>Action 2</b> Establish pathway connections eg BA5, Gateway, Careers, Community Contribution	Establish student placements and programmes. Build industry partnerships.	Key personnel attended professional development courses in careers and transition (eg CATE conference). Staff have continued to form connections with local businesses through the Gateway placement scheme and transition process. Staff also attended BA5 and NOTS events.	No variation, target met.	Continue to foster existing partnerships and develop new ones.																																																																																																
<b>Action 3</b> Establish community links for extracurricular activities eg sports, band repertory, arts	Develop a variety of experiences for students to be actively involved in the community.	<p>10 different types of regular playing sports to make a total of 33 teams. Year 7 and 8 had three sports exchanges which included students participating across 13 different teams. Year 9 – 13 had two exchanges involving 6 different teams.</p> <p>Students participated in the following TSSSA events.                      Students participated in 17 events with 338 students representing Te Paepae o Aotea.</p> <table border="1" data-bbox="923 856 1985 1365"> <thead> <tr> <th>Term 1 2023</th> <th>Boys</th> <th>Girls</th> <th>Total participation</th> </tr> </thead> <tbody> <tr><td>Tennis</td><td></td><td></td><td></td></tr> <tr><td>Beach Volleyball</td><td></td><td></td><td></td></tr> <tr><td>Sailing</td><td></td><td></td><td></td></tr> <tr><td>Golf Croquet</td><td>13</td><td>8</td><td>21</td></tr> <tr><td>Mountain biking cross country</td><td>1</td><td></td><td>1</td></tr> <tr><td>Rogaine</td><td>72</td><td>53</td><td>125</td></tr> <tr><td>Surfing</td><td></td><td></td><td></td></tr> <tr><td>BMX</td><td>2</td><td>3</td><td>5</td></tr> <tr><td>Athletics</td><td>16</td><td>14</td><td>30</td></tr> <tr><td>Para Athletics</td><td>6</td><td></td><td>6</td></tr> <tr><td>Para swimming</td><td>5</td><td>1</td><td>6</td></tr> <tr><td>Orienteering</td><td></td><td></td><td></td></tr> <tr><td>Triathlon</td><td>1</td><td></td><td>1</td></tr> <tr><td>Championship Golf</td><td>7</td><td></td><td>7</td></tr> <tr><td>Bowls</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1" data-bbox="923 1409 1985 1661"> <thead> <tr> <th>Term 2 2023</th> <th>Boys</th> <th>Girls</th> <th>Total participation</th> </tr> </thead> <tbody> <tr><td>Cycling</td><td></td><td></td><td></td></tr> <tr><td>Netball</td><td>38</td><td>10</td><td>48</td></tr> <tr><td>Cross Country</td><td>9</td><td>5</td><td>14</td></tr> <tr><td>Indoor Bowls</td><td></td><td></td><td></td></tr> <tr><td>Boccia</td><td></td><td></td><td></td></tr> <tr><td>3 x 3 Senior Basketball</td><td>10</td><td>8</td><td>18</td></tr> <tr><td>Squash</td><td></td><td></td><td></td></tr> </tbody> </table>	Term 1 2023	Boys	Girls	Total participation	Tennis				Beach Volleyball				Sailing				Golf Croquet	13	8	21	Mountain biking cross country	1		1	Rogaine	72	53	125	Surfing				BMX	2	3	5	Athletics	16	14	30	Para Athletics	6		6	Para swimming	5	1	6	Orienteering				Triathlon	1		1	Championship Golf	7		7	Bowls				Term 2 2023	Boys	Girls	Total participation	Cycling				Netball	38	10	48	Cross Country	9	5	14	Indoor Bowls				Boccia				3 x 3 Senior Basketball	10	8	18	Squash				There were some opportunities that we were not able to take due to time constraints of setting up a new school.	Production The Junior Lion King will be offered in 2024 to students from Year 7 – 13.  Explore further opportunities for our students with extracurricular activities.
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E Sports	7	1	8

Term 3 2023	Boys	Girls	Total participation
Skateboarding			
Rotational Golf			
Gymnastics			
Junior competitive Volleyball	8		8
3 x 3 Junior Basketball			
Junior Rugby League			
Ki-o-rahi	8	8	16
Road relays	4	8	12

Term 4 2023	Boys	Girls	Total participation
Touch			
Junior Futsal			
Junior Beach Day	8	7	15
Social Junior Volleyball	5	2	7
<b>Modified Sports Week</b>			
Fast 5 Netball			
Flag Football & 5-a-side			
Smash Yard Cricket, Ki-ō-rahi and Renegade Hockey			

Students also participated in outside of school debating, speech and literary competitions. We also had students participate in a vocal and music awards evening, with some of our students performing at Smoke-free Rockquest. Our Year 9 -13 kapa haka roopu performed at the Pae Rangatahi competition, and we also had students compete in Taranaki Rohe Nga Manu Kōrero. Our Year 7 and 8 kapa haka roopu performed at Tātarakahi.

<b>Action 4</b> <b>Use of school site for community activities</b>	Build relationships in the community.	Kapa Haka external groups used our facilities for training and competition preparation. Local sports teams used our facilities for games. WITT used our field to set up their Build a Bach programme, students were mostly Te Paepae o Aotea students.	No variation, target met.	Continue our existing relationships and explore further opportunities in this space. WITT is not only using our space for Build a Bach but also for their Level 3 Construction course in 2024. The Level 3 course is for young adults who are not in the school system.
<b>Action 5</b> <b>Investigate adult learning options for 2024</b>	Create a pathway for all learners in our community.	No progress made in this area.	Focus for the school in 2023 needed to be in other areas.	Keep this in the annual plan and look for opportunities.
<b>Action 6</b> <b>Develop and maintain relationships with whānau through school events eg powhiri, BBQ, classes hosting their parents early on, tours of the school, open days end of term</b>	Create an inclusive culture where the community is comfortable to attend school events.	Start of year BBQ to meet families was held in February. This gave whānau an opportunity to meet with our new staff and reconnect with staff that had been involved in Hāwera High School and Hāwera Intermediate.  The school was opened throughout the year for tours of the facilities as well as multiple community information sessions to explain the changes because of setting up the new school.	No variation, target met.	Continue to develop and maintain relationships with whānau. Continue to explore ways that we can connect with whānau that are not engaged with the school.

		<p>Whānau were invited in once a term to meet with whānau teachers and discuss students progress with their learning and what is happening for them pastorally within the school.</p> <p>Staff worked incredibly hard to connect with whānau early and often, this connection was crucial throughout the year.</p>		
<p><b>Action 7</b>  <b>Comprehensive communication plan developed for the community</b></p>	<p>Open and transparent with the community. Community aware of school events and success.</p>	<p>Communication plan developed. This plan includes the following:</p> <ul style="list-style-type: none"> <li>• Regular sharing of information and celebrations across social media – school app and facebook.</li> <li>• Fortnightly newsletters.</li> <li>• Website reviewed and updated.</li> <li>• Texts/emails directly to whānau about attendance, achievement, celebrations.</li> <li>• Whole school assemblies (twice per term)</li> <li>• Key messages sent to community at specific times via all platforms (eg building updates, covid news).</li> <li>• Regular sharing of updates with nga iwi and STDC.</li> <li>• Termly newspaper updates highlighting good news stories.</li> <li>• Printed coms given to whānau that cannot access digitally.</li> <li>• Access to parent portal.</li> </ul>	<p>No variation, target met.</p>	<p>Continue to refine the communication plan to meet the needs of the community.</p> <p>Information sessions offered to the community on how to use the school app and parent portal.</p>

**Annual Target/Goal:**

**Develop and maintain a strong school culture through the explicit teaching of the Te Paepae o Aotea Values (PB4L)**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Develop and implement explicit teaching in whānau hui of school values.</b>	Develop and implement explicit teaching in whānau hui of school values.	Whānau time in 2023 was an extended session on Monday morning and 15 minutes each morning on other days. Feedback was that this was not enough time in the morning to deliver this successfully. For 2024 whānau time is now for 30 minutes each morning.	Inconsistent delivery of the school values, some classes exceeded expectations.	Development of a powerpoint to be used by all staff each morning. This will provide consistency across the classes. Weekly assemblies in each awa group to reinforce key messaging.
<b>Action 2</b> <b>Staff development to support the teaching of school values.</b>	Staff development to support the teaching of school values.	Staff have a session every Wednesday morning with their pastoral leads to plan the teaching of the school values. This session was productive but there was a lot to cover in this time.	This programme was delivered inconsistently across the school due to staff needing to be developed further in this area.	Continuation of Wednesday morning meetings to support staff in this area. The focus for 2024 is consistency within awa (senior/junior) and across awa. Social and Emotional learning goal is the focus each week. This work falls under each of our 3 values Aotea, Taupaenui and Paepae.

**Annual Target/Goal:**

**Develop student leadership and ownership capabilities throughout the school**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Develop and implement a formal leadership structure.</b>	Develop and implement a formal leadership structure.	Student leaders were appointed in February both senior and junior students. All student leadership roles were non-gendered and open for students of all year levels to apply. Student leaders went through an application process including an interview. 20 Junior leaders and 36 Senior Leaders were appointed.	Our foundational leaders did a great job leading the school in 2023.	Changes made to the leadership structure for 2024 following feedback from students and staff. Major change is to have leaders only no deputies. Plans in place to ensure leaders work feeds back to pastoral leaders within senior/junior school.
<b>Action 2</b> <b>Provide multiple opportunities across the school environment eg community contribution, Tuakana Teina, lunchtime recreation activities.</b>	Provide multiple opportunities across the school environment eg community contribution, Tuakana Teina, lunchtime recreation activities.	Student leaders organised multiple activities for other students to participate in. Examples are: <ul style="list-style-type: none"> <li>• The Chase</li> <li>• Lunchtime recreation activities</li> <li>• Town v country sports</li> <li>• Art Weeks</li> <li>• SADD activities</li> <li>• Cultural weeks</li> </ul>	The number of events organized was impressive however participation rates could be improved.	Continue to use student voice to plan activities for Tuakana Teina Friday sessions as well as lunchtime activities. Head Leaders to lead and run for Tuakana Teina sessions.
<b>Action 3</b> <b>Investigate, develop and implement a leadership development programme.</b>	Investigate, develop and implement a leadership development programme.	The four head students had weekly meetings with Principal to develop their leadership skills. These four head students then worked with their relevant committees made up of the other senior and junior leaders. (academic, cultural, community and sports) Head students were also given opportunities outside of school to develop leadership opportunities through TSSSA, STDC and Lions. All junior leaders attended a one day workshop (GRIP Leadership).	No formal school wide leadership training offered to students in 2023.	Run a Year 13 Leadership Camp. Investigate formal options for formal leadership training for students.

Annual Target/Goal:

Use appropriate data to advance our strategic pastoral and wellbeing initiatives

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Use available data tools to inform pastoral and wellbeing initiatives:</b> <ul style="list-style-type: none"> <li>• PIVOT</li> <li>• PB4L data on KAMAR</li> <li>• AREA data</li> <li>• Stand down and suspensions</li> <li>• Pastoral hub eg guidance, student support referrals.</li> <li>• Referrals to outside agencies</li> <li>• Wellbeing at school data</li> <li>• HEEADSSS assessment – Year 9 students</li> </ul>	Gather baseline AREA data. Use AREA data to inform decision making.	Data used in 2023 from Kamar (SMS) <ul style="list-style-type: none"> <li>• PB4L data was used monthly in board reports, as well as monthly updates for senior leadership meetings and pastoral meetings.</li> <li>• AREA data was used monthly in board reports, as well as monthly updates for senior leadership meetings and staff meetings.</li> <li>• Stand down and suspension data was tracked termly and throughout the year to determine trends.</li> <li>• Referrals for further pastoral support both internally and externally were logged and monitored.</li> <li>• HEEADSSS assessments were completed for all Year 9 students who did not opt out of this assessment.</li> </ul> Data is not yet available on education counts for Te Paepae o Aotea.	We decided to not engage in using the PIVOT tool alongside our Kahui Ako colleagues as we did not feel that it was culturally responsive enough for our needs. Wellbeing at school resources were not used due to time constraints.	Use the wellbeing at school resource toolkit to review our processes and support offered to students. Continue to refine data collection processes and the use of data to inform practice.



**Annual Target/Goal:**  
**The successful development and implementation of the social, physical and emotional mental fitness**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Development of Hauora curriculum.</b>	Strong tuakana teina relationships. 100% of students participate in targeted Taha Tinana programme until end of Year 10.	There were limited opportunities in 2023 for Tuakana Teina relationships to be developed in a formal setting. Some that were successful were house competitions for key events eg athletics and the school wide kapa haka competition.	Student behaviour school wide was impacted by the transition to the new school so some scaling back of some activities needed to occur to account for this.	Develop more opportunities for students to be involved in tuakana teina opportunities across the school. Whānau class Buddy class system to nurture tuakana/teina.
<b>Action 2</b> <b>Professional development for Teacher capability.</b>	PLD plan includes specific hours dedicated to the development of teacher capability.	Awa meetings were held weekly to ensure that all staff were able to deliver the social, physical, and emotional curriculum successfully. The WST with responsibility for this area delivered some whole school professional development sessions but more was needed. Some staff found it challenging to deliver the social, physical and emotional curriculum and needed further support.	Time constraints of a new school meant that staff did not get all the support that they needed/wanted.	Enable a greater number of professional development opportunities to increase capability.
<b>Action 3</b> <b>Health consultation Term 4, 2022, use of these results.</b>	Baseline data to inform curriculum programme.	Not done – we engaged with a consultant to help in this space however this relationship fell over.	Time constraints of a new school.	Health consultation needs to be a priority in 2024.

**Strategic Goal 2: Whanaungatanga**  
**Improve educational outcomes for all students through improving relationships and staff capability across the school**

<b>Annual Target/Goal:</b> <b>Develop staff competency in Te Reo and Te Ao Māori</b>				
<b>Actions</b>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>PLD offered, internal and external.</b>	Te Ao Māori/Te Reo Māori is integrated into all learning programmes across the school.	Te Reo and Te Ao Māori professional learning was offered every Tuesday morning before school. Optional classes were offered after school once a week. It was great to see the staff capability grow over the year, this was highly evident at Te Kahui Whetu and every morning when we started staff meeting with a Pae. The growth with capability could also be seen at assemblies and within classroom settings. All teaching staff know and can present their pepeha in Te Reo Māori. All staff provided with Te Reo Māori book and online resources.	Learning assistants missed out on the professional development as they start at 8.30am. Not all staff made the same amount of progress as others due to a range of factors. A greater priority needs to be given to this aspect of professional learning for some individuals. Additional professional learning sessions were held afterschool for those that wanted additional support and knowledge.	Design a professional development opportunity for learning assistants that starts from 8.30am. Encourage staff to make the most of the professional learning on offer by following up with learning in their own time.
<b>Action 2</b> <b>Time allocated for staff to learn and practice in a safe space.</b>	Increased staff capacity of Te Reo Māori, Te Ao Māori, Matauranga Māori.	Staff were able to practice in staff meetings, majority of staff took up these options however, some still need to build their confidence to speak in front of their peers. In house experts available for korero at any time for staff to query and practice.	Time was allocated but not all staff were able to prioritise this learning for a range of other factors.	Continue to look at opportunities for staff to continue to demonstrate our school value of Paepae and be courageous to speak in front of others.
<b>Action 3</b> <b>Guiding coalition to play a critical role in this development.</b>	Local dialect, tikanga, matauranga Māori is evident in all learning programmes across the school.	Guiding coalition met at critical times throughout the year, this was vital in our first year of operation to ensure that the wonderful koha given of school name, logo, whakatauaki, values and awa names were understood and valued appropriately. Discussions at the guiding coalition level played a critical part in developing our school identity.	Meetings were held when needed but further progress would have been made if they were held on a more frequent basis.	Form an advisory group for individuals that are leading the Te Reo and Te Ao Māori professional learning.

**Annual Target/Goal:**

**Good teaching practice is achieved through an effective professional growth cycle that promotes Relationship based Learning (RbL)**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Professional growth cycle developed and implemented.</b>	All staff track and monitor their professional growth cycle.	Professional growth cycle was developed and introduced to all staff. See Appendix H. It became evident throughout the year that this needed to be revised due to time pressure on staff during the foundational year of the school.	Professional Growth Cycle amended due to time constraints.	Revert back to the original professional growth cycle proposed.
<b>Action 2</b> <b>Identify RbL Champions.</b>	Trained and accredited Impact Coaches who then led RbL sessions.	No progress made. 2023 was focused on developing the systems and structures that promote North East Schools.	No progress made.	Trained and accredited Impact Coaches leading RbL sessions.
<b>Action 3</b> <b>Develop and implement an RbL Plan, driven by voice and school wide expectations.</b>	Improved teacher capability and teaching. Area data is improved – attendance, engagement and achievement.	AREA data used at pastoral and curriculum meetings including senior leadership team meeting.	AREA data was used in 2023 but it was not analysed with a RbL lens. This needs to be a focus for 2024.	Improved teacher capability and teaching. Area data is improved – attendance, engagement and achievement.
<b>Action 4</b> <b>Co-construction meetings.</b>	Shared best practise.	These were held in the following forums. <ul style="list-style-type: none"> <li>• Planning of junior and senior modules.</li> <li>• Planning of pastoral systems.</li> <li>• Planning of school wide strategies.</li> <li>• Planning at the middle and senior leader levels.</li> </ul>	No variation, target met.	Continue to share best practice.
<b>Action 5</b> <b>PLD specific to RbL.</b>	Improved teacher RbL capability.	A few school wide sessions were delivered by the WST in charge of RbL.	Not as many sessions were delivered as we would have liked due to competing demands on professional development sessions.	Improved teacher RbL capability. Rebranding RbL to Culturally Responsive Practice (CRP).

**Annual Target/Goal:**

**The successful implementation of RbL strategies leads to accelerated progress for Year 7 -10 students**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to                      determine those outcomes.</i>	<b>Reasons for any differences (variances)                      between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or                      not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.                      Consider if these need to be included in your next annual                      implementation plan.</i>
<b>Action 1</b> Development of Individual Learning Plan Template (ILP).	ILP developed and implemented.	A template was developed for use in 2023, it became obvious after the first ILP meetings that it was too cumbersome and needed amended.	No variation, target met.	Continue to develop the ILP template.
<b>Action 2</b> All students complete ILP in conjunction with whānau and teacher.	All students have a completed ILP.	All students developed an ILP at the start of 2023. 90% of students attended the ILP meeting with their parents. Those that did not were followed up by whānau teachers.	No variation, target met.	Continue to have start of the year ILP meetings. <a href="#">ILP tracking using an E-portfolio.</a>
<b>Action 3</b> Termly review of ILPs for each student.	95% of students reach their ILP goals set by student, whānau and teacher.	Termly reviews of ILP's were completed, however, we did not notice a decrease in the number of parents who attended throughout the year. Due to the cumbersome nature of the ILP it became hard to track school wide whether students were meeting the original goals they had set. Whānau teachers, students and parents were able to keep track but we did not come up with a consistent way to monitor this school wide.	Termly reviews were done, but it was hard to monitor progress at a school wide level.	Review of ILP's done at the beginning of each semester for 2024 (every 17 weeks).
<b>Action 4</b> Use of achievement data to inform practice.	Evidence of progress in achievement data for each student. Eg value added.	See Appendix D. This data was used by teachers to ascertain next steps of learning for each student. Trends were also discussed at Literacy and Numeracy meetings as well as senior leadership and board meetings.	Data was used to inform practice.	Staff teaching in the junior school need to focus on accelerating progress for all learners.
<b>Action 5</b> Every module/programme taught is reflected upon and evaluated.	Modules are adapted to meet student needs.	See Appendix G for the module curriculum planner. This planner is used to plan prior to the module being delivered with an overall reflection and evaluation section completed at the end. All junior modules used the senior template for planning and review.	No variation, target met.	Continue to improve planning and delivery of modules/programmes through review and evaluation.
<b>Action 6</b> Review and reflection programme is developed for middle leaders to report to senior leaders.	Ensure each curriculum area within the school is being taught effectively meeting NZC requirements.	Each curriculum department area needed to complete an annual review for the Board of Trustees. These reports have been discussed with the Senior Leadership team. Each student has a tracking sheet with their whānau teacher that ensures that every student has coverage of the NZC.	No variation, target met.	Continue to review and reflect senior learning programmes to ensure they meet NZC requirements.



**Annual Target/Goal:**

**The successful implementation of RbL strategies leads to accelerated progress for Year 11- 13 students**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Development of Individual Learning Plan Template (ILP).</b>	ILP developed and implemented.	A template was developed for use in 2023, it became obvious after the first ILP meetings that it was too cumbersome and needed amended.	No variation, target met.	Continue to develop the ILP template.
<b>Action 2</b> <b>All students complete ILP in conjunction with whānau and teacher.</b>	All students have a completed ILP.	All students developed an ILP at the start of 2023. 90% of students attended the ILP meeting with their parents. Those that did not were followed up by whānau teachers.	No variation, target met.	Continue to have start of the year ILP meetings.
<b>Action 3</b> <b>Termly review of ILPs for each student.</b>	95% of students reach their ILP NCEA goals set by student, whānau and teacher.	Termly reviews of ILP's were completed, however, we did not notice a decrease in the number of parents who attended throughout the year. Due to the cumbersome nature of the ILP it became hard to track school wide whether students were meeting the original goals they had set. Whānau teachers, students and parents were able to keep track but we did not come up with a consistent way to monitor this school wide.	Termly reviews were done, but it was hard to monitor progress at a school wide level.	Review of ILP's done at the beginning of each semester for 2024 (every 17 weeks).
<b>Action 4</b> <b>Use NCEA data to inform practice.</b>	Evidence of progress in achievement data for each student. Eg value added.	See Appendix E. NCEA data was shared with staff at the beginning of 2024 to inform practice for the upcoming year. Numeracy data for all three year levels is at or above the national average.	Data was used to inform practice.	Staff teaching in the senior school need to focus on improving the NCEA outcomes for all students, improving the number of Merit and Excellence grades needs to be a focus.
<b>Action 5</b> <b>Every module/programme taught is reflected upon and evaluated.</b>	Modules are adapted to meet student needs.	See Appendix G for the module curriculum planner, this is the junior template, but the senior template is similar. This planner is used to plan prior to the module being delivered with an overall reflection and evaluation section completed at the end. All senior modules used the senior template for planning and review.	No variation, target met.	Continue to improve planning and delivery of modules/programmes through review and evaluation.
<b>Action 6</b> <b>Review and reflection programme is developed for middle leaders to report to senior leaders.</b>	Ensure each curriculum area within the school is being taught effectively meeting NZC requirements.	Each curriculum department area needed to complete an annual review for the Board of Trustees. These reports have been discussed with the Senior Leadership team. NZQA moderation was sent, and feedback given, minor amendments were needed in a few curriculum areas.	Some discrepancies were found when NCEA papers were sent for moderation. An action plan has been put in place for these curriculum areas.	Continue to review and reflect on senior learning programmes to ensure they meet NZC requirements.

**Annual Target/Goal:**

**Work with our Kahui Ako to implement strategies that support Relation based Learning practices across the cluster and within our school.**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Appoint and induct Within School Teachers (WST).</b>	WSTs appointed.	Dawn Mendes – cultural capabilities Arapeta Nikora – cultural capabilities Anaru Haereawa – Relationship based Learning Sam Harris – Digital capabilities Laurence Earl – Digital capabilities Virendra Kumar – Curriculum Faye Walker – Social and emotional curriculum	No variation, target met.	No action required in 2024 as these are two-year contracts.
<b>Action 2</b> <b>Goals set for WST team.</b>	Goals set as part of the professional growth cycle.	Individual goals were set by each member of the WST.	No variation, target met.	Goals revised for use in 2024 to align with the annual plan.
<b>Action 3</b> <b>Position descriptions set for WST team.</b>	Position descriptions set, understood, and implemented.	Brief individual position descriptions were developed see Appendix C.	Have not yet developed more in-depth individual position descriptions for WST’s.	Develop in-depth individual position descriptions for WSTs.
<b>Action 4</b> <b>Engage at all levels within the South Taranaki Kahui Ako (STKA).</b>	Active engagement with STKA.	Engagement at the Principal level has occurred. Key staff have opted into the Kahui Ako offerings when they had the opportunity, and the topic was relevant to our objectives at school.	Staff have limited opportunities in 2023 to partake in the Kahui Ako offerings due to time constraints of being in the foundational year.	Attend Kahui Ako wide PLD.
<b>Action 5</b> <b>Support teachers to take professional development opportunities including leadership.</b>	Teachers take up professional development and leadership opportunities.	Key staff registered with subject associations. Lots of professional development allocated throughout the year. CATE, Arts conference, NZAMT conference, PPTA PLD conference.		SLT engaging with coaching PLD for 2024. Key staff enrolled in appropriate conferences. Key staff registered with subject associations.

**Annual Target/Goal:**

**Develop staff capability to work in a flexible and digitally enabled learning environment**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Professional development offered to staff.</b>	Staff capability increased in flexible and digital environments.	Staff underwent school wide professional development in this space. It was a massive challenge for many staff to transition from a Google environment to a Microsoft 365 environment. Many staff were also transitioning to KAMAR (student management system). Staff were competent within these systems by the end of 2023. Individual staff were also offered specific professional development opportunities in these areas. Some made more use of these opportunities than others.	Staff coped well with the changes in these areas, however, more professional development is needed to make the most of these programmes.	Continued tailored professional development offered for both KAMAR, Microsoft 365 and other specific programmes needed across the school.
<b>Action 2</b> <b>All staff engaged in the school wide digital strategy.</b>	Digital strategy implemented.	The digital strategy was developed and available on our school website. <a href="#">School Documents   Te Paepae O Aotea</a> Staff were aware of the digital strategy and were responsive to implementing it. The 1-1 device roll out was not done as effectively as it should have been done and consequently damage was done to a number of devices.	Device roll out meant that students and teachers could not get access to devices 100% of the time, alterations to lesson planning needed to be done.	Improve the roll out of devices, continue to share the vision of the digital strategy.
<b>Action 3</b> <b>Master building plan developed.</b>	Master plan complete and sent to Ministry of Education.	No Progress made.	Community meeting to discuss new school buildings was cancelled by MoE. MoE has advised via email that work in this area has been placed on hold.	Engage with the MoE to set a revised timeline for school master planning and building.

Strategic Goal 3 Wananga

Designing rich opportunities and coherent pathways for all learners

Annual Target/Goal: Develop and implement coherent and meaningful learning programmes for Year 7 -10 students that build on a student's prior knowledge and lead to success in the senior school				
Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) <b>between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Plan and implement professional development in the following areas:</b> <ul style="list-style-type: none"> <li>• localised curriculum</li> <li>• Aotearoa NZ histories</li> <li>• Maturanga maori</li> <li>• Integrated Curriculum Planner</li> <li>• NZC refresh</li> <li>• NCEA refresh</li> <li>• Literacy and Numeracy</li> </ul>	Delivered professional development.	School wide professional development was delivered on all areas listed. In most areas selected staff were also sent to additional external professional development. We were exceptionally lucky that many of our staff are highly competent in these areas which minimised the need for external providers. It also meant that staff had a good supply of experts onsite.	All of these areas were given priority in 2023 but unfortunately there are a lot of changes in education at the present time so further time and effort needs to be put into each one of these areas.	Continue to include the following focus areas in the professional development plan: <ul style="list-style-type: none"> <li>• localised curriculum</li> <li>• Aotearoa NZ histories</li> <li>• Maturanga maori</li> <li>• Integrated Curriculum Planner</li> <li>• NZC refresh</li> <li>• NCEA refresh</li> <li>• Literacy and Numeracy</li> </ul>
<b>Action 2</b> <b>Gather and use of data from feeder schools.</b>	Data from feeder schools used to inform ILP.	There were a few major misconceptions that information that had previously been given to Hāwera High School and Hāwera Intermediate had been sent to us. Varying information or no information was sent through from contributing schools. This meant that it was imperative that baseline data was collected in Term 1. This was done through PAT and curriculum levels.  All available information was shared with staff mostly via KAMAR (SMS) so that this could inform their planning. This information was also available to whānau teachers at the start of the year, so they were able to set their goals for 2023 accordingly.	Limited data was available at the start of 2023 from previous years.	Make use of data from 2023 – curriculum levels, PAT, eASTTle’s, CAA. For students new to Te Paepae o Aotea this will be data from their previous school as well as Term 1 testing.
<b>Action 3</b> <b>Develop and implement a structure for Learning support in the school. Eg use of ENCO, LSC, RTLB, ORS</b>	Structure developed.	The school ENCO developed a register of all junior students who required learning support. This was shared with staff and often flags were used on KAMAR to ensure that all staff were aware including relievers. The school ENCO and ORS funded leader worked closely in conjunction with one another to ensure that all students had appropriate learning programmes. Students were assigned to specialist learning programmes where appropriate eg Alternative Education, Ko Wai au?, Endeavour Centre. As the year progressed an increased number of learning assistants were needed and employed.	No variation, target met.	Monitor the current structure of Learning support and amend where needed.



**Annual Target/Goal:**

**Develop and implement coherent and meaningful learning programmes for Year 11 -13 students that build on a student's prior knowledge and lead to a successful transition to work or future study**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Plan and implement professional development in the following areas:</b> <ul style="list-style-type: none"> <li>• localised curriculum</li> <li>• Aotearoa NZ histories</li> <li>• Maturanga maori</li> <li>• Integrated Curriculum Planner</li> <li>• NZC refresh</li> <li>• NCEA refresh</li> <li>• Literacy and Numeracy</li> </ul>	Delivered professional development.	School wide professional development was delivered on all of the areas listed. In most areas selected staff were also sent to additional external professional development. We were exceptionally lucky that many of our staff are highly competent in these areas which minimised the need for external providers. It also meant that staff had a good supply of experts onsite.	All of these areas were given priority in 2023 but unfortunately there are a lot of changes in education at the present time so further time and effort needs to be put into each one of these areas.	Continue to include the following focus areas in the professional development plan: <ul style="list-style-type: none"> <li>• localised curriculum</li> <li>• Aotearoa NZ histories</li> <li>• Maturanga maori</li> <li>• Integrated Curriculum Planner</li> <li>• NZC refresh</li> <li>• NCEA refresh</li> <li>• Literacy and Numeracy</li> </ul>
<b>Action 2</b> <b>Gather and use of data from junior school to create programmes that meet the needs of our learners.</b>	Data from junior school used to inform ILP.	Staff had access to NCEA results, enrolment data and whatever other information that parents provided. There were a few major misconceptions that information that had previously been given to Hāwera High School and Hāwera Intermediate had been sent to us. All available information was shared with staff mostly via KAMAR (SMS) so that this could inform their planning. This information was also available to whānau teachers at the start of the year, so they were able to set their goals for 2023 accordingly.	Limited data was available at the start of 2023 from previous years.	Make use of data from Year 10 – curriculum levels, PAT, eAsTTle's, CAA data from 2023. For current Year 12 and 13 students – make use of NCEA information from 2023.
<b>Action 3</b> <b>Develop and implement a structure for Learning support in the school. Eg use of ENCO, LSC, RTLb, ORS</b>	Structure developed.	The school ENCO developed a register of all senior students who required learning support. This was shared with staff and often flags were used on KAMAR to ensure that all staff were aware including relievers. The school ENCO and ORS funded leader worked closely in conjunction with one another to ensure that all students had appropriate learning programmes. This included the setting up of the senior supported learning class to meet the needs to some learners who could not cope with a full NCEA programme. RTLb and LSC's supported our students and staff throughout the year and attended regular meetings. Students who needed SAC (Special Assessment Conditions) were identified and applications were completed. As the year progressed an increased number of learning assistants were needed and employed.	No variation, target met.	Monitor the current structure of Learning support and amend where needed.

Annual Target/Goal:

**Use assessment tools that monitor student outcomes and provide next steps for learning**

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>																				
<b>Action 1</b> Implement the use of assessment tools to monitor student progress.	Assessment tools provide steps for learning.	Each awa tracked NCEA progress slightly differently, all had merits, and all had adequate results with students. Whānau teacher engagement throughout the year was variable and this meant that not enough information was known about certain students to monitor their progress sufficiently.	Brand new teaching staff taking on the role of whānau teacher and pastoral leads meant that they were all still learning the best way to track students. Limited opportunity for professional development in this area did not help.	Increase staff capability to enable more accurate tracking of NCEA results through appropriate professional development.																				
<b>Action 2</b> Monitor NCEA progress of students through student ILP/IEP.	Students met their NCEA goals set in their ILP/IEP.	<p>Year 11 – 13 students had regular ILP meetings with their whānau and whānau teacher to track their progress against their NCEA goals. Below is the leavers information. Whānau teachers and pastoral leads also connected in between meetings with students and whānau to monitor progress and next steps. Most students met the NCEA goals that they set themselves at the beginning of the year.</p> <p>Te Paepae o Aotea Leavers data 2023</p> <p>Leavers information is calculated from the total number of leavers in that year across all year levels unless they enrol in another school.</p> <table border="1" data-bbox="682 846 1196 999"> <thead> <tr> <th>All students</th> <th>Level 1 or above</th> <th>Level 2 or above</th> <th>Level 3 or above</th> <th>University Entrance</th> </tr> </thead> <tbody> <tr> <td>145</td> <td>103 (71%)</td> <td>84 (58%)</td> <td>40 (28%)</td> <td>17 (12%)</td> </tr> </tbody> </table> <table border="1" data-bbox="682 1062 1196 1215"> <thead> <tr> <th>Māori students</th> <th>Level 1 or above</th> <th>Level 2 or above</th> <th>Level 3 or above</th> <th>University Entrance</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>32 (60%)</td> <td>24 (45%)</td> <td>9 (17%)</td> <td>4 (5%)</td> </tr> </tbody> </table>	All students	Level 1 or above	Level 2 or above	Level 3 or above	University Entrance	145	103 (71%)	84 (58%)	40 (28%)	17 (12%)	Māori students	Level 1 or above	Level 2 or above	Level 3 or above	University Entrance	53	32 (60%)	24 (45%)	9 (17%)	4 (5%)	Some students met their NCEA goals set, some exceeded them, and some did not meet their goals. We will need to revise learning programmes appropriately in 2024 to meet student’s individual needs.	<p>More consistent tracking across whānau classes and the different awa.</p> <p>Revise learning programmes to meet the needs of learners that require extra support or extension.</p> <p>Development of student exit interview.</p>
All students	Level 1 or above	Level 2 or above	Level 3 or above	University Entrance																				
145	103 (71%)	84 (58%)	40 (28%)	17 (12%)																				
Māori students	Level 1 or above	Level 2 or above	Level 3 or above	University Entrance																				
53	32 (60%)	24 (45%)	9 (17%)	4 (5%)																				

Highest Attainment

		Below Level 1	Level 1	Level 2	Level 3	University Entrance	Total Leavers
Ethnic Group	Māori	21	8	15	5	4	53
	Pacific	2	1	2	1	0	6
	Asian	2	1	4	0	2	9
	MELAA	0	0	0	0	1	1
	Other	0	1	0	0	1	2
	European/Pākehā	34	14	34	19	13	114
Gender	Male	22	10	19	13	3	67
	Female	20	9	25	10	14	78
Total	Total	42	19	44	23	17	145

Note: Students are counted only once under their highest level of attainment. For example if you wanted to calculate number of students with Level 2 or above you would include students at Level 2, Level 3 and University Entrance.

**Annual Target/Goal:**

**Promote academic achievement across the school ensuring students have equitable opportunity to access the New Zealand Curriculum**

<b>Actions</b>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>1. Develop the structure for celebrating success:</b> <ul style="list-style-type: none"> <li>• Open days</li> <li>• Assemblies</li> <li>• Badge systems</li> <li>• Prize giving</li> </ul>	Student success is celebrated.	We have held open days, assemblies, implemented a badge system for both honours and leadership. We have also established new protocols for prizegivings and honours badges in our school. See Appendix F.  We have also celebrated success online through our communication platforms. <a href="#">Te Paepae O Aotea   People reaching their full potential</a> As well as the school app and facebook page.	The progress made in this area was immense, celebrating success was aligned to our school values of Aotea, Taupaenui and Paepae. Students responded positively to this new system.	Continue to review and refine how we are going to celebrate success as a school.



**Annual Target/Goal:**

**Develop learning programmes that are connected to our local community.**

Actions	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Establish pathway connections eg BAS, Gateway, Careers, community contribution.</b>	Connections are built within the community.	Staff have done a good job of connecting with local businesses and community groups. They have reconnected with businesses and community groups that had links to Hāwera High School and Hāwera Intermediate as well as making new connections. Staff have been present at community events as well as contributing to these events. Eg Business meetings/events, cultural events, community wide events.	No variation, target met.	Continue to nurture and establish new pathway connections.
<b>Action 2</b> <b>Establish strong links with outside education agencies.</b>	Students utilise other educational agencies to gain qualifications.	Staff are aware and make use of other agencies that are providing educational experiences within our community. Strong links have been formed with WITT and Chamber of Commerce and MTFJ. Staff also promote other tertiary providers and help students and whānau make that next step when appropriate.	No variation, target met.	Continue to nurture and establish new links with outside education agencies.
<b>Action 3</b> <b>Establish connections with local businesses/Industries to develop a strong gateway/work placement programme.</b>	Students gain experience and employment with local businesses and industries.	Last year we had 39 Gateway work experience placements, 15 other placements and 12 courses. A number of students also attended short courses through a variety of providers. A few younger students also used their Wednesday enrichment or Community Contribution time to do work placements.	No variation, target met.	Continue to nurture and establish new links for work placements.

**Annual Target/Goal:**

**Develop learning programmes that focus on identity, belonging/connectedness, and purpose.**

<b>Actions</b>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Develop and implement learning programmes that promote the social, physical and emotional curriculum through whānau hui and Tuakana/teina time.</b>	Students will have a sense of belonging. Students have a sense of school identity.	Monday and Friday morning sessions were focused on developing our school identity through the social and emotional curriculum. Students were asked to work at key times in a Tuakana Teina setting. We found that juniors connected to a higher degree than senior students did. This was evident through engagement in activities but also through attendance on Monday and Friday sessions. Unit standards were on offer for senior students during this time but this did little to encourage their engagement and attendance. Some whānau classes were highly effective whilst others struggled to develop their sense of belonging, further support is needed for some teachers in this area. As the year progressed more evidence of school culture and identity being developed could be seen. Eg awa haka competitions and general behaviour around the school. Key indicators eg stand downs/suspensions and PB4L data reflected this change.	Social and emotional curriculum was delivered variably across the school.	Change whānau time from a large session on Monday to 30 mins each morning, keep tuakana teina time on Friday. Create further opportunities for students to learn in a tuakana teina setting. Share the importance of the Friday afternoon sessions with the community, including the publication of the timetable. Powerpoint developed for use by all whānau teachers to allow for consistent messaging.
<b>Action 2</b> <b>Develop and implement learning programmes that focus on our school identity through utilising the school narrative and local identity.</b>	Students will have a sense of belonging. Students have a sense of school identity.	All learning programmes were developed using the curriculum planner, staff were prompted in key parts of this planner to ensure that they were connecting to our school and local identity to develop their programmes. All staff were asked to develop a localised curriculum. This was done particularly well in some areas of the school eg Arts, Technology, PE, Digital.	Some curriculum areas delivered this objective exceedingly well whilst others need to continue to develop their programmes to meet this objective.	Continue to develop and implement learning programmes that focus on our school and local identity.
<b>Action 3</b> <b>Develop and implement Community Action day/enrichment programmes that connect with our local community.</b>	Students will have a sense of connectedness to our local community.	Our Community Contribution day was a huge success once staff and students understood the parameters involved in establishing a productive Community contribution programme. Students connected with the community through gardening, volunteering, kapa haka, art, digital, acts of kindness, science, environment, sports, community planning. Enrichment modules – driving licence, kapa haka, car maintenance, sports, science, ESOL, health and safety, crafts, food, extension classes.	No variation, target met.	Continue to develop and implement Community Contribution and Taupaenui modules that connect our students to the community.

**Appendix A**

**Curriculum Department Report to the Board of Trustees 2023 –**

Department members

Please list the staff members who teach in your curriculum area.

Our three school strategic goals are:

- Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community.
- Improve educational outcomes for all students through improving relationships and staff capability across the school.
- Designing rich opportunities and coherent pathways for all learners

[Charter and Annual Plan](#)

Please focus on Strategic Goal 3 in your analysis.

Objective (Please note you will either answer 3.1 or 3.2)	Please explain what your area of the school has done to achieve the following objectives.
<b>3.1</b> Develop and implement coherent and meaningful learning programmes for Year 7 -10 students that build on a student's prior knowledge and lead to success in the senior school	
<b>3.2</b> Develop and implement coherent and meaningful learning programmes for Year 11 -13 students that build on a student's prior knowledge and lead to a successful transition to work or future study	
<b>3.3</b> Use assessment tools that monitor student outcomes and provide next steps for learning	
<b>3.4</b> Promote academic achievement across the school ensuring students have equitable opportunity to access the New Zealand Curriculum	
<b>3.5</b> Develop learning programmes that are connected to our local community.	
<b>3.6</b> Develop learning programmes that focus on identity, belonging/connectedness, and purpose.	

## National Education and Learning Priorities (NELP)

To learn more about NELPS please click on the link below or have a conversation with RWI.

<https://assets.education.govt.nz/public/Documents/NELP-TEs-documents/FULL-NELP-2020.pdf>

Objective	Priority	Actions	Reporting
LEARNERS AT THE CENTRE	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+ are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.</p>	
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori medium learning</p>	
QUALITY TEACHING AND LEADERSHIP	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.</p>	
	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	

		<p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	
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**Budget**

Please comment on what you spent your 2023 budget on and how this links to the school strategic goals.



## Appendix B

- Pastoral Report
- Incident Process
- Reflection form
- Re-integration form

### Pastoral Report to the Board of Trustees 2023 –

Pastoral members

Please list the staff members who have a ..... whānau class. Feel free to add a table.

Our three school strategic goals are:

- Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community.
- Improve educational outcomes for all students through improving relationships and staff capability across the school.
- Designing rich opportunities and coherent pathways for all learners

### [Charter and Annual Plan \(Web view\)](#)

Please focus on Strategic Goal 1 and objective 3.6 in your analysis.

Objective (Please note you will either answer 3.1 or 3.2)	Please explain what your area of the school has done to achieve the following objectives.
1.1 Use students, whānau and community voice to help inform our curriculum design and pastoral systems	How did you use students, whānau and community voice in the design of your learning programmes? (Focus on the social and emotional curriculum)  How did you use students, whānau and community voice in the design of pastoral systems in your awa?
1.2 Increase our engagement with and participation in our local community	How did your awa establish connections in the community? Eg careers, BA5, Gateway, sports, cultural, arts etc, use of community facilities, whānau events, parent evenings, various forms of communication.
1.3 Develop and maintain a strong school culture through the explicit teaching of the Te Paepae o Aotea Values (PB4L)	How did you develop and implement explicit teaching in whānau hui of school values? How have the staff in your awa been developed to increase their capacity to teach the school values? What further support need to be put in place to develop teachers in your awa for 2024?
1.4 Develop student leadership and ownership capabilities throughout the school	What leadership opportunities have students been offered in your awa? What opportunities have students been given in your awa to develop leadership skills?
1.5 Use appropriate data to advance our strategic pastoral and wellbeing initiatives	Provide pastoral and wellbeing data for your awa. Feel free to add this data via links.  <ul style="list-style-type: none"> <li>• PB4L data on kamar</li> <li>• Stand down and suspensions</li> <li>• Pastoral hub eg guidance, student support referrals.</li> <li>• Referrals to outside agencies</li> </ul>
1.6 The successful development and implementation of the social, physical and emotional mental fitness	Explain how you have planned and implemented the social and emotional curriculum.

3.6 Develop learning programmes that focus on identity, belonging/connectedness, and purpose.	Explain how you have developed learning programmes that focus on identity, belonging/connectedness, and purpose.
---	--

### National Education and Learning Priorities (NELP)

To learn more about NELPS please click on the link below or have a conversation with RWI.

<https://assets.education.govt.nz/public/Documents/NELP-TEs-documents/FULL-NELP-2020.pdf>

Objective	Priority	Actions	Reporting
LEARNERS AT THE CENTRE	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+ are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.</p>	What has been incorporated into your learning programmes and classes to ensure they are places that are safe and inclusive?
QUALITY TEACHING AND LEADERSHIP	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	How has te reo Māori and tikanga Māori been incorporated into your learning programmes?

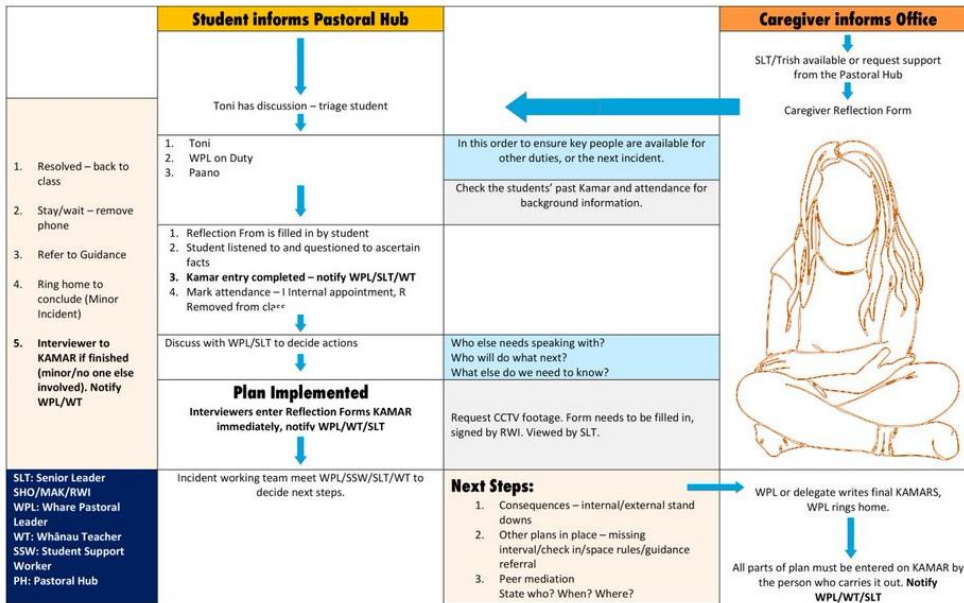
### Budget

Please comment on what you spent your 2023 budget on and how this links to the school strategic goals.

Please state what you intend to spend your budget on in 2024 and how this links to the school strategic goals.



# When An Incident Occurs



## IMPORTANT:

1. No student phones allowed during incident investigations – home contact might be made at this stage, but with a staff member – outlining support/process.

2. All KAMAR entries entered immediately. STOP, PAUSE and enter in KAMAR. Notify WPL/WT/SLT/SSW

3. Pastoral Team checks KAMAR frequently.

4. Once incident is lodged, all those notified ensure they stay in the loop until conclusion.

5. Work together.

6. WPL may not be involved in investigation work. Depends on availability.

### BUT

7. WPL must be consulted in every step of the process.

8. Whānau must be rung on the same day and as quickly as possible. Provide facts ONLY. Consult WPL/SLT first.





# Reflection Form

Name:	Date:
-------	-------

**Please describe the incident in as much detail as possible.**

When did it happen? (Date/Time)	Where did it happen?
Who was involved?	

**Tell the story** - In your own words, describe what happened leading up to the incident.

--

In your own words, describe what happened during the incident. *Continue on the back if needed.*

--

**Reflect on the situation.**

Who has been affected? In what way?	What actions and next steps do you think need to be taken to put things right?
If this situation occurs again, how would you do things differently?	What support do you need from Te Paepae o Aotea?

Do you have a support worker? Who \_\_\_\_\_ | Internal | External

**OFFICE USE ONLY:**

INTERVIEWER:	TIME:
--------------	-------

KAMAR Entry     Notify WPL/WT     Phone Call     Attendance     Notify Support Worker



# Reintegration Process

## STEP 1

**Firstly – Student needs to attend a reintegration meeting before returning to class.**

### **Hui with student, whānau, SLT, Pastoral Leader**

- Reflections on stand-down period
- Restorative with applicable people
- Set goals for integration and the next two weeks.

### **Set goals that are relevant to the conditions set by SLT and Whānau.**

- Engage additional support does the student need – Counsellor? Drug/alcohol? Friendship? Engagement in extra-curricular? Mentor?

### **Pastoral Leader –**

**Engage the necessary support staff and services to facilitate the integration.**

- Keep appropriate records on the above and update KAMAR\*
- Share goals with all teachers and whānau teacher\*

### **For 2 Weeks - Check In / Check Out**

- Seniors – Complete every block and review with Pastoral leader after school
- Juniors – Complete every block and review with Pastoral leader after school

### **End of 2 weeks –**

### **Hui with Whanau Teacher and Awa Leader (Whānau welcome at this meeting)**

- Reflection on Check In / Check Out data
- Reflection on goals, progress, updates required
- If there were any actions to be taken from our first meeting – have these been met?
- Discuss with student and Whanau Teacher – Next step?

**If student has shown disengagement in the integration process or is disengaged during the hui**

- Address concerns, reset expectations and goals. Restorative conversation and process to be followed.

### **Reintegration going well? Move on to step 2.**

- Reintegration needs work? Repeat step 1 with extra support.

**Keep appropriate records on the above, update KAMAR, email update to SLT and whānau\***

## STEP 2

### **For 2 Weeks - Check In / Check Out**

- Seniors – Complete every block and review with Whanau Teacher every morning



- Juniors – Complete every block and review with Whanau Teacher every morning and afternoon.

**End of 2 weeks –**

**Hui with Whanau Teacher and Awa Leader (Whānau welcome at this meeting)**

- If student is disengaged in the integration process, invite SLT to this meeting.
- Reflection on Check In / Check Out data
- Reflection on goals, progress, updates required

**If student has engaged and there has been a positive re-integration proceed with step 3.**

**For those struggling repeat step 2 and re-evaluate additional support available –**

- SLT guidance and input. Gathering evidence about re-integration from teachers and support staff. Hui with whānau, SLT, whānau teacher and relevant support people to address how we move forward.

**Keep appropriate records on the above, update KAMAR, email update to SLT and whānau\***

**STEP 3**

**Whanau teacher and student**

- Verbal Check-In's
- Monitoring KAMAR incidents, casual chat's and discussion around goals moving forward and positive reinforcement.

**Keep appropriate records on the above, update KAMAR, email update to SLT and whānau\***



# Re-Integration Reflection Form

Please complete this Reflection Form prior to your re-integration meeting.  
Your responses ensure Te Paepae o Aotea can support you.

Name:	Whānau:	Date:
-------	---------	-------

Who do you think has been affected by your actions and in what way?

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What actions and next steps do you need to put things right?

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If this situation happens again - what could /would you do differently?

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From now on how will you show our Te Paepae o Aotea values?

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What do you need from Te Paepae o Aotea to support you?

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If you were to engage in a mentor programme - List name(s) of Te Paepae o Aotea staff, senior students or external services who you would like to be matched with, and who can support you.

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The purpose of the within school teacher is to promote best teaching practice and strengthen the use of an inquiry approach to teaching and learning. Within school teachers draw on a range of professional resources and adapt what they do to meet students' needs and strengths. They work directly with other teachers (including those from other members of their Community of Learning) to help identify and respond to challenges in practice and support the Community of Learning's objectives.

### Pre-requisites for the role

Applicants for the within school teacher role will have:

- employment as a teacher in the school
- a current practising certificate
- recent teaching experience relevant to the role
- met professional standards relevant to their current position

## Te Paepae o Aotea WST role specific job descriptions

In line with our strategic goals alongside the strategic goals for the Kahui Ako, our 7 allocated WST teachers will be selected to champion the different strands of professional development. This decision has been made to support sustainability and on-going support for all teachers at Te Paepae o Aotea.

Strategic Focus:

- 1) **Manaakitanga:** Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community.
- 2) **Whanaungatanga:** Improve educational outcomes for all students through improving relationships and staff capability across the school .
- 3) **Wānanga:** Designing rich opportunities and coherent pathways for all learners.

### Cultural capabilities WST x 2

Responsible for supporting development of staff competency in Te Reo and Te Ao Māori. The successful applicants will coordinate opportunities for teachers and educators to build their teaching capability, knowledge and skills in Te Reo Māori and tikanga Māori.

Key responsibilities will be:

- Provide PLD to support the integration of Te Reo Māori across the curriculum.
- Co-ordinate with Ngati Ruanui and Ngaruahine to ensure tikanga, values and practices are authentically taught and upheld.
- Create lines of communication to source local knowledge, history, and stories to be taught through an integrated curriculum.
- Build authentic connections to ensure that our curriculum and direction is consistent with that of Ngaruahine and Ngati Ruanui iwi.
- Champion Te Reo and Tikanga Māori across the school, supporting leaders to implement PLD and Mentoring where necessary.

## Relationships-based Learning WST x 2

Responsible for the implementation of RbL across Te Paepae o Aotea.

The successful applicants will be passionate about raising achievement for marginalised learners and culturally responsive practice. They will be well versed in Emeritus Russell Bishop's research and have the ability to engage in challenging conversations in a way that confronts unconscious bias while maintaining authentic relationships.

Key responsibilities will be:

- Lead professional development around the effective teacher profile
- Co-ordinate Impact coaching and facilitate co-construction meetings with all teachers
- Regular voice collection and analysis used to inform decision making

## Digital WST x 1

Responsible for promoting effective digital pedagogy across the school and championing the development of leadership capacities to enable safe and efficient use of technology.

Key Responsibilities will be:

- Develop the digital Infostructure for teaching and planning systems.
- Provide professional development for staff on the use of digital tools and platforms.
- Stay up to date with latest research and tech and sharing with wider staff where applicable.

## Curriculum WST x 1

The successful applicant will:

- Champion the work around the Curriculum refresh within the Junior and Senior School to deliver Te Mātaiaho to weave the big ideas, contexts, and practices across the learning areas to enable rigorous and complex learning.
- Champion the NCEA Change Programme aimed at strengthening NCEA. The changes focus on:
  - Making NCEA more accessible
  - Making equal status for mātauranga Māori in NCEA
  - Strengthening literacy and numeracy requirements and assessments
  - Fewer, larger standards
  - Simplifying the NCEA structure
  - Making clearer pathways to further education or work

## Social and Emotional Curriculum PLD Co-ordinators WST x 1

The successful applicant will lead Social and Emotional Curriculum PLD and complete voice collection that will inform the SEC within the Junior and Senior School.

Key responsibilities will be:

- Facilitate and lead professional development of the Social and Emotional Curriculum.
- Stay up to date with research and share with the Whare Pastoral Leaders/Whānau teachers.
- Develop and implement the collection of authentic voice to inform the Social and Emotional Curriculum.

- 4.24.1 Each board within a Kāhui Ako will be entitled to a number of allowances for a Kāhui Ako Teacher (within school) role ("the role"), generated by formula in the relevant Staffing Order.
- 4.24.2 Appointment criteria to the role of Kāhui Ako Teacher (within school) shall include:
- a teacher appointed to the role may hold no more than two permanent units, while holding the role
  - a teacher cannot concurrently hold both the Specialist Classroom Teacher role and the Kāhui Ako Teacher (within school) role.
  - have current employment as a teacher within the Kāhui Ako
  - hold a current practising certificate
  - have recent educational leadership experience relevant to the role
  - have met professional standards relevant to their current position
- 4.24.3 A teacher who has met the selection criteria, and is appointed by the employing board to the role shall be entitled to receive an allowance of \$8,000 per annum, subject to sub clauses (4), (7), (8), (11) and (13) below. This allowance is paid at the substantive rate for both full and part-time teachers and is not subject to clause 4.5.1 of this agreement for part-time teachers.
- 4.24.4 As the allowance is not pro-rated, part-time teachers are expected to be observed and to work with other teachers for the same amount of time as a full-time teacher in the role.
- 4.24.5 The role will be available to teachers employed in secondary schools that join an approved Kāhui Ako. Appointments to these roles will be made in accordance with the relevant sub clause below and are subject to the agreed selection process (and criteria):
- Where a board has three or more entitlement-generated Kāhui Ako Teacher (within school) role allowances to allocate each appointment to the role may be either permanent, or for a fixed-term in accordance with clause 3.2.3 of this agreement, provided that, fixed-term appointments will never make up more than 40% of a board's entitlement-generated Kāhui Ako Teacher (within school) roles.
  - Where a board has fewer than three entitlement-generated Kāhui Ako Teacher (within school) role allowances to allocate, the number which are to be fixed-term is to be determined by the employing board subject to clause 3.2.3 of this agreement.
  - Where any appointments are made to roles created by transferred entitlements from another or other school(s) within the Kāhui Ako these shall be fixed-term not exceeding one year and shall not be counted towards the 40% limit on a school's entitlement-generated roles referred to in sub clause 5(a) above.
- 4.24.6 Where an appointment is made for a fixed-term under sub clause 5(a) or sub clause 5(b), the appointment shall be for agreed purposes, including:
- appointed to perform specific short term objectives decided by the Kāhui Ako; or
  - relieving for another teacher in a Kāhui Ako Teacher (within school) role who is on leave.
- 4.24.7 A full-time teacher appointed to the role shall maintain at minimum an average of sixteen (16) timetabled class-contact hours per week.
- 4.24.8 A part-time teacher appointed to the role shall maintain at minimum an average of twelve (12) timetabled class-contact hours per week.
- 4.24.9 The employing board shall receive 0.08 FTE time allowance to enable the teacher to fulfil their function in the role.
- 4.24.10 Teachers appointed to the role will be allocated the equivalent of two hours per week on average to fulfil their function in the role. The employer has flexibility to decide how they allocate this time within or across weeks following consultation with the teacher. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.
- 4.24.11 A teacher appointed to the role shall be assessed annually while in the role by their employing board against the Kāhui Ako Teacher (within school) professional standards.
- 4.24.12 The allowance will cease to become payable in the following circumstances:
- where a teacher in the role decides to voluntarily relinquish the role, and that offer of relinquishment is accepted by the employer subject to any conditions that it may consider necessary, from the date that the relinquishment takes effect; or
  - where the teacher ceases to be employed as a teacher at that school; or
  - where the appointment is for a fixed-term, when that fixed-term ends, regardless of whether the teacher remains at that school; or
  - where a teacher loses the role as a consequence of a reduction in the number of roles available to the school, subject to 4.24.13 and 4.24.14 below.
- 4.24.13 Where Kāhui Ako Teacher (within school) roles are to be reduced in number as a consequence of a reduction in the allocation to the Kāhui Ako then:
- The employer will first seek to manage any required reduction by attrition.
  - Where the reduction cannot be managed by attrition then the process will be to:
    - Reduce the fixed-term closest to the end of its term.



Appendix D

Literacy and Numeracy CAA results for Year 9 and 10 students

Year 9 students - 2023

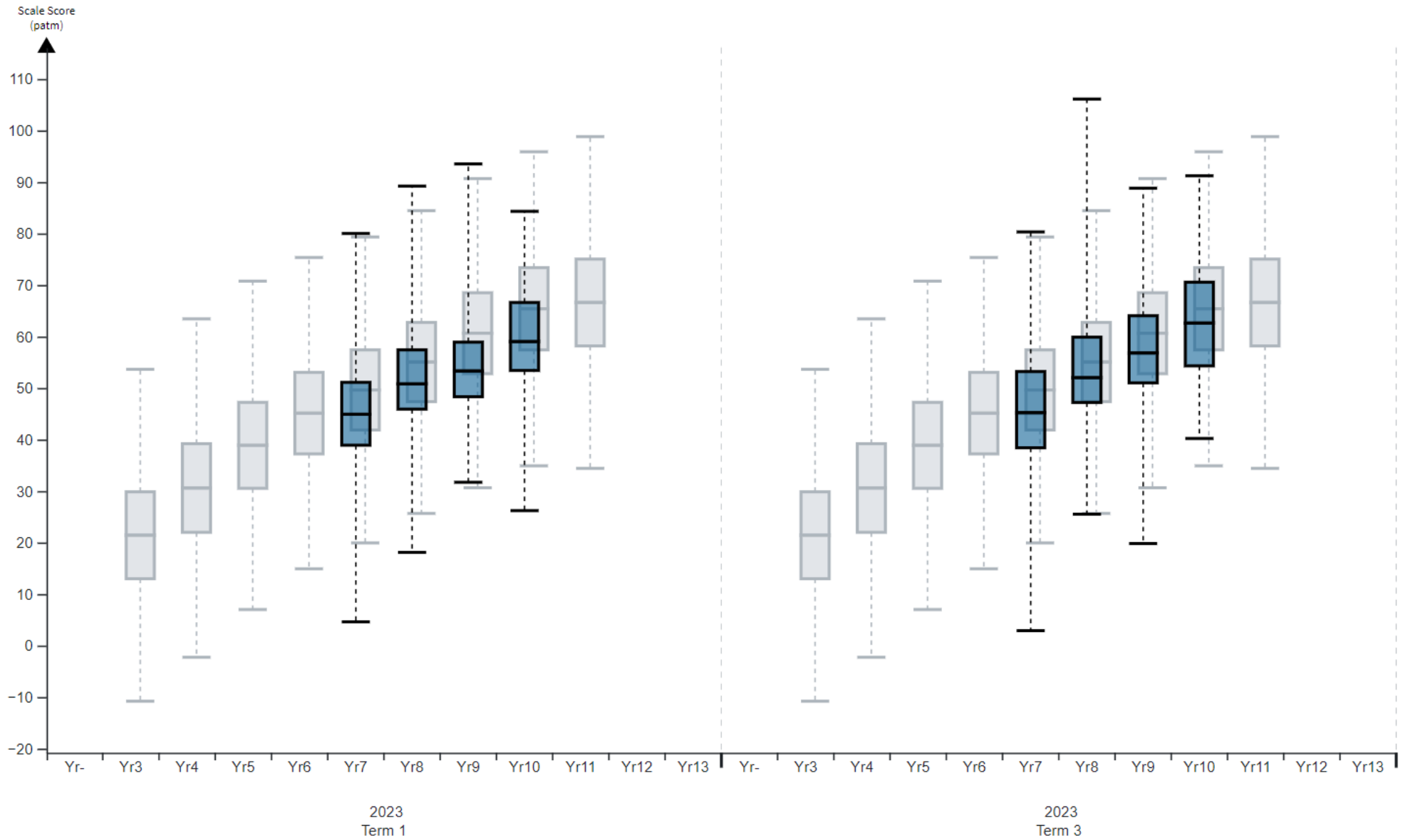
157 students in this cohort, statistics below are for students who were entered in the CAA assessments only.

<b>All Year 9 students</b>	U.32403.1 - Read written texts to understand ideas and information	U.32405.2 - Write texts to communicate ideas and information	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations
<b>Achieved</b>	26 (43%)	20 (34%)	24 (51%)
<b>Not Achieved</b>	32 (53%)	37 (63%)	22 (47%)
<b>Not Attempted</b>	2 (3%)	2 (3.4%)	1 (2%)
<b>Total</b>	60	59	47

69 Māori students in Year 9

<b>Māori Year 9</b>	U.32403.1 - Read written texts to understand ideas and information	U.32405.2 - Write texts to communicate ideas and information	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations
<b>Achieved</b>	9 (39%)	5 (23%)	5 (31%)
<b>Not Achieved</b>	13 (57%)	16 (73%)	11 (69%)
<b>Not Attempted</b>	1 (4%)	1 (5%)	0
<b>Total</b>	23	22	16

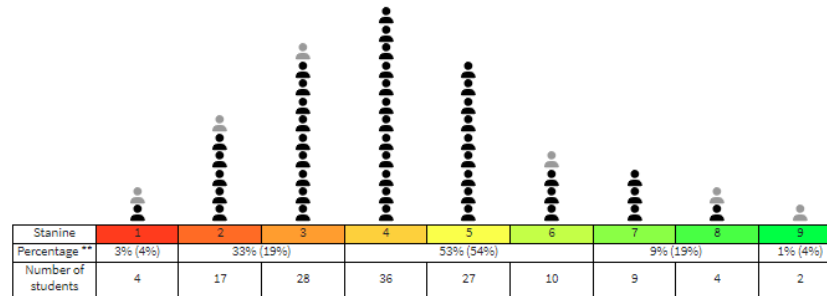
**Junior School Mathematics, Reading Comprehension and Reading Vocabulary**  
**Mathematics**



# Year 7

PAT: Mathematics

Number of Students (Completed)		Mean Stanine
129 / 137		4.2 (5)*



Stanine Distribution (● = 3 student)

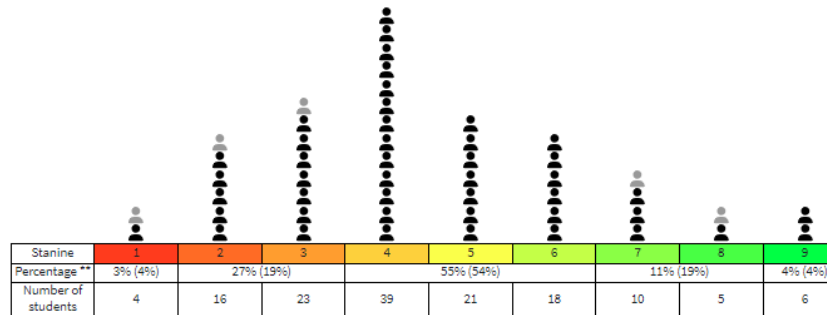
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Mathematics

Number of Students (Completed)		Mean Stanine
135 / 142		4.5 (5)*



Stanine Distribution (● = 3 student)

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

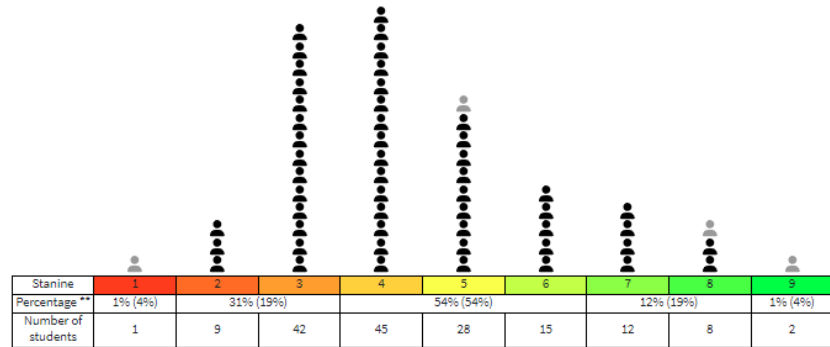
© NZCER

Term 3: 2023

# Year 8

PAT: Mathematics

<b>Number of Students (Completed)</b>	<b>Mean Stanine</b>
154 / 162	4.5 (5)*



Stanine Distribution (● = 3 student)

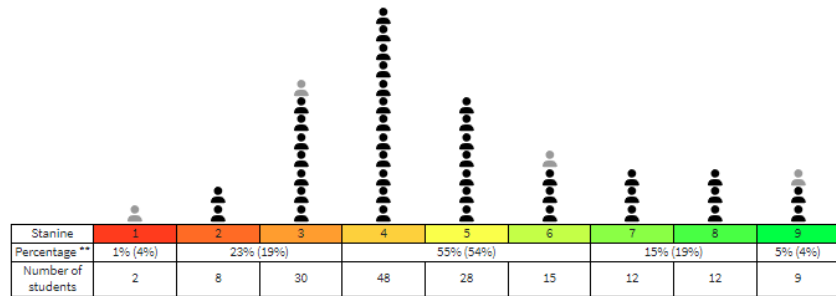
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Mathematics

<b>Number of Students (Completed)</b>	<b>Mean Stanine</b>
159 / 164	4.8 (5)*



Stanine Distribution (● = 4 student)

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

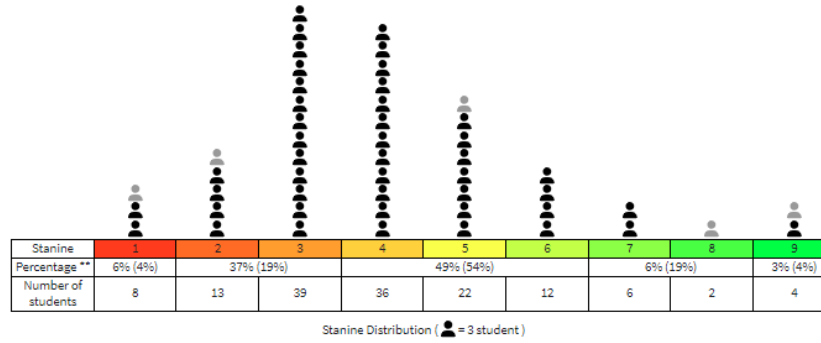
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Term 3: 2023

# Year 9

PAT: Mathematics

Number of Students (Completed)	Mean Stanine
139 / 142	4.0 (5)*



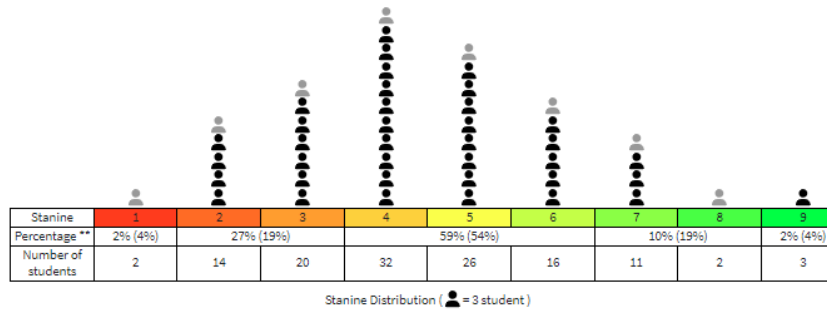
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Mathematics

Number of Students (Completed)	Mean Stanine
119 / 126	4.5 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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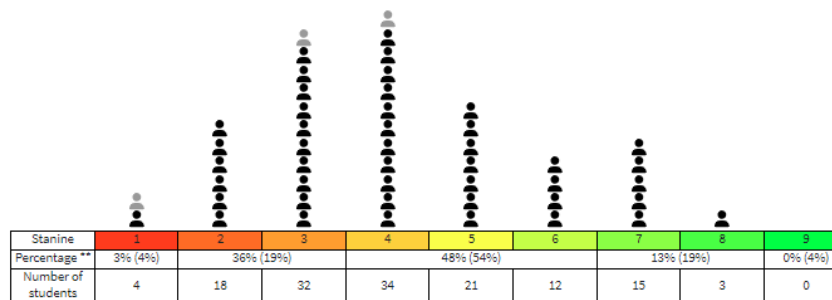
Term 3: 2023



# Year 10

PAT: Mathematics

<b>Number of Students (Completed)</b>	<b>Mean Stanine</b>
135 / 139	4.2 (5)*



Stanine Distribution (● = 3 student)

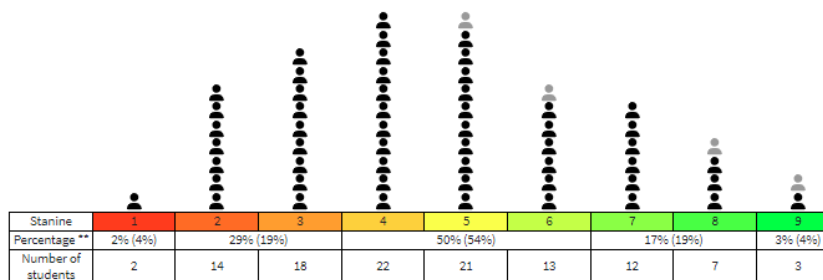
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Mathematics

<b>Number of Students (Completed)</b>	<b>Mean Stanine</b>
110 / 112	4.7 (5)*



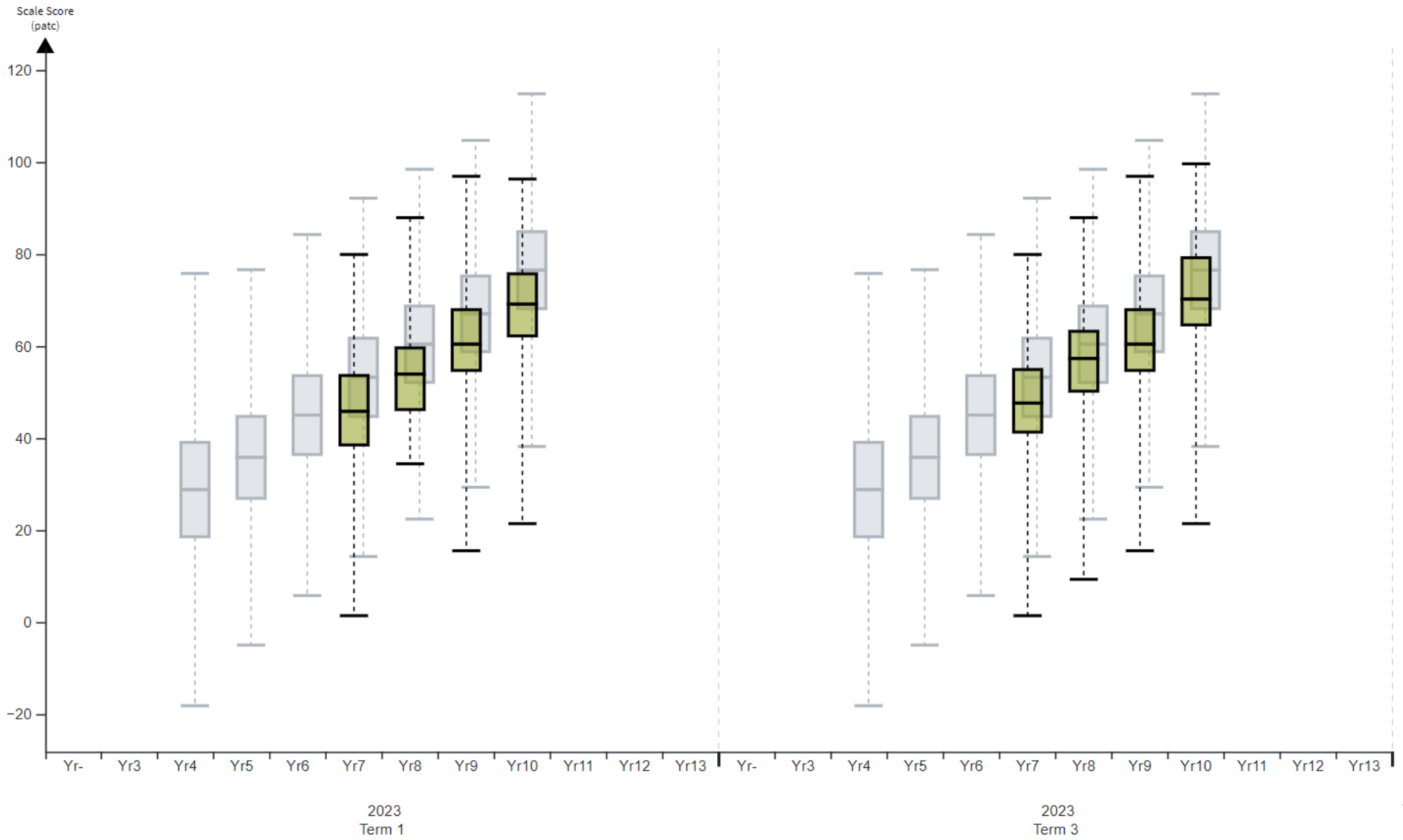
Stanine Distribution (● = 2 student)

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 3: 2023

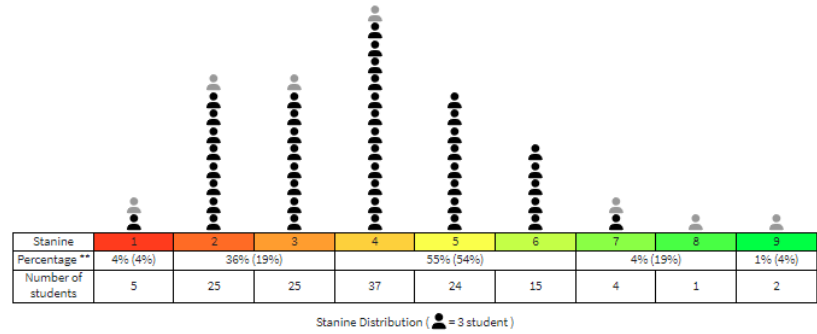
# Reading Comprehension



# Year 7

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
125 / 138	3.9 (5)*



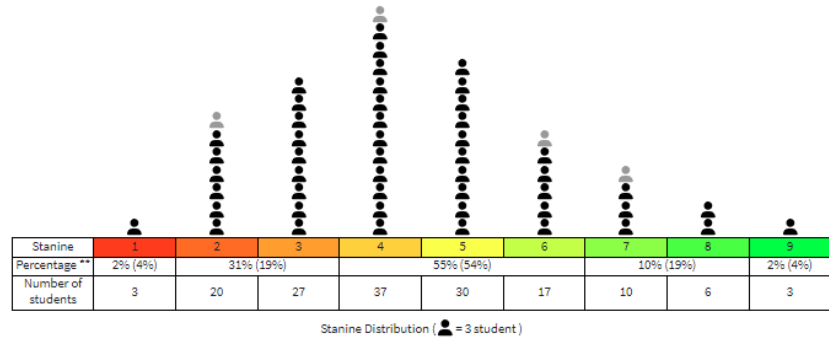
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
142 / 153	4.4 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

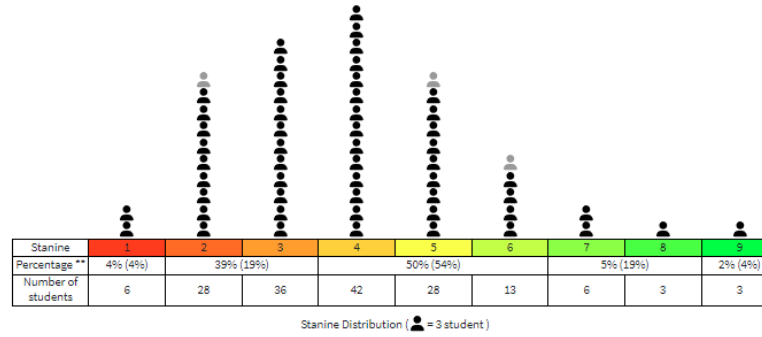
© NZCER

Term 3: 2023

# Year 8

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
159 / 165	3.9 (5)*



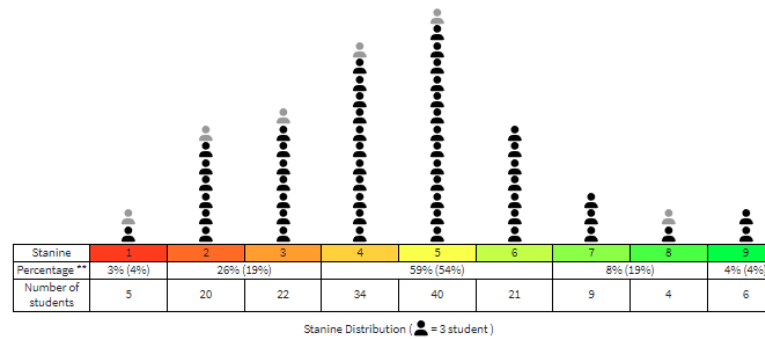
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
152 / 161	4.5 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

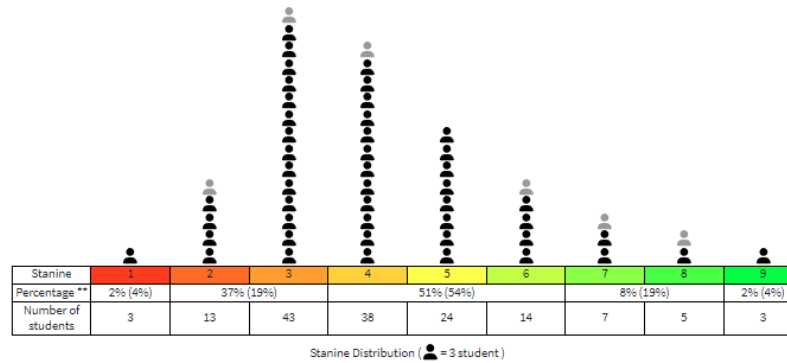
© NZCER

Term 3: 2023

# Year 9

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
142 / 150	4.2 (5)*



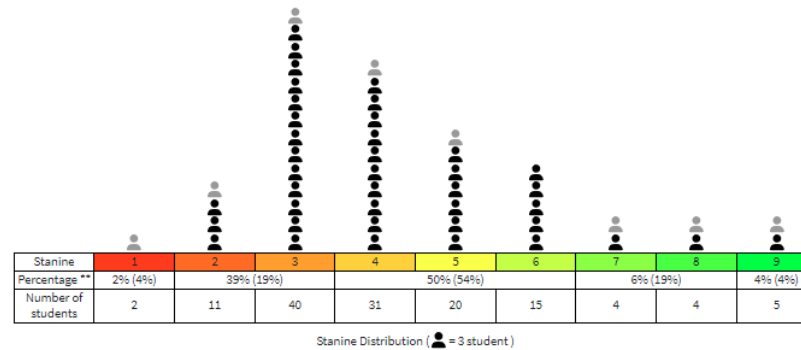
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
130 / 132	4.3 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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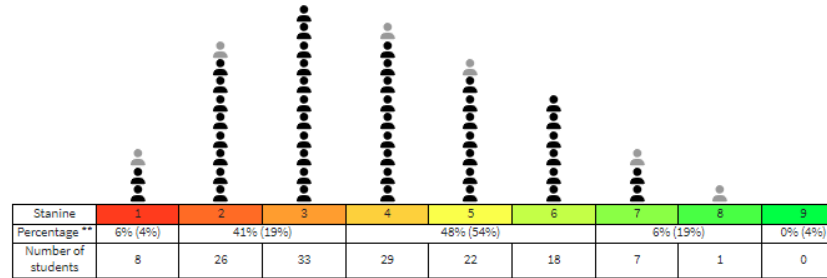
Term 3: 2023



# Year 10

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
138 / 144	3.8 (5)*



Stanine Distribution (● = 3 student)

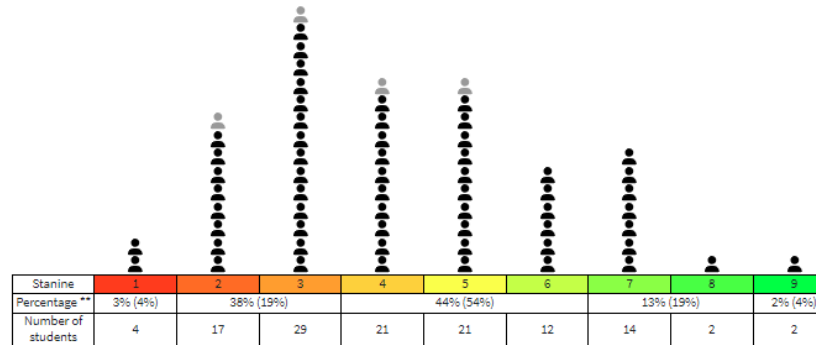
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
118 / 122	4.2 (5)*



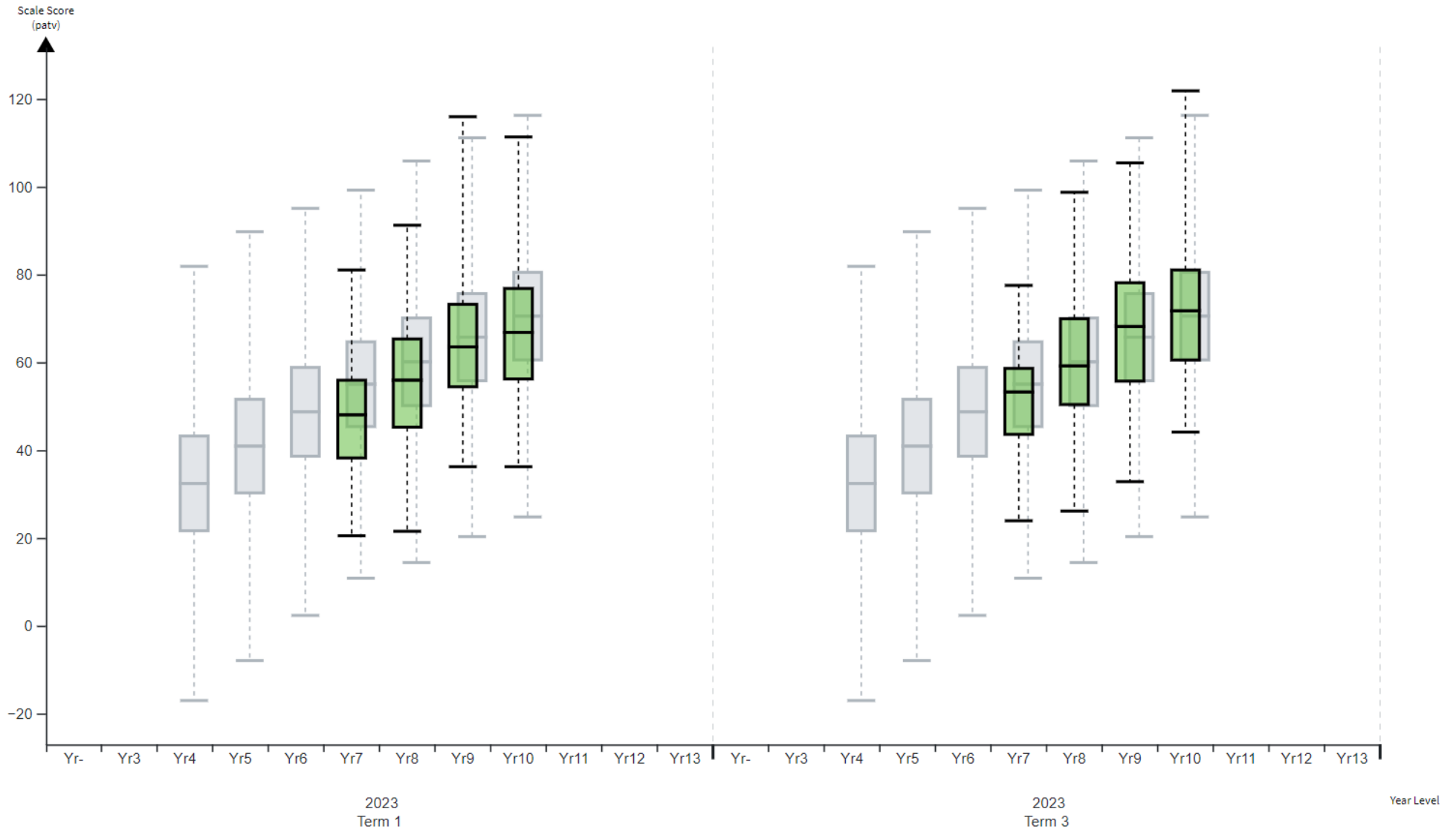
Stanine Distribution (● = 2 student)

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

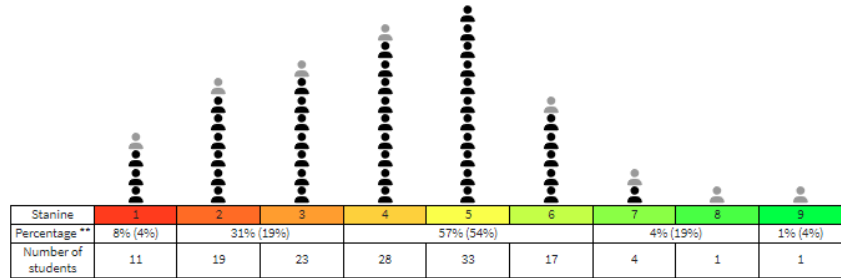
# Reading Vocabulary



# Year 7

PAT: Reading Vocabulary

Number of Students (Completed)	128 / 137	Mean Stanine	4.0 (5)*
--------------------------------	-----------	--------------	----------



Stanine Distribution (● = 3 student)

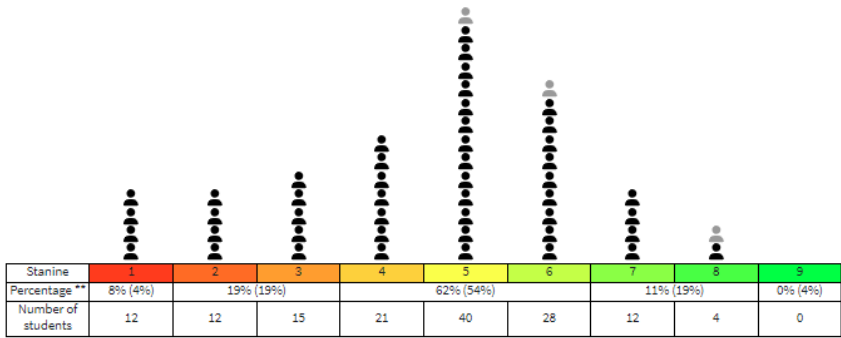
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Vocabulary

Number of Students (Completed)	137 / 144	Mean Stanine	4.5 (5)*
--------------------------------	-----------	--------------	----------



Stanine Distribution (● = 3 student)

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 3: 2023

## Year 8

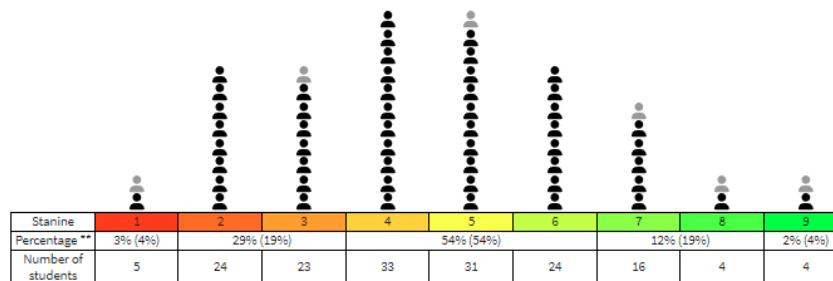
PAT: Reading Vocabulary

Number of Students (Completed)

161 / 164

Mean Stanine

4.5 (5)\*



Stanine Distribution ( 👤 = 3 student )

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

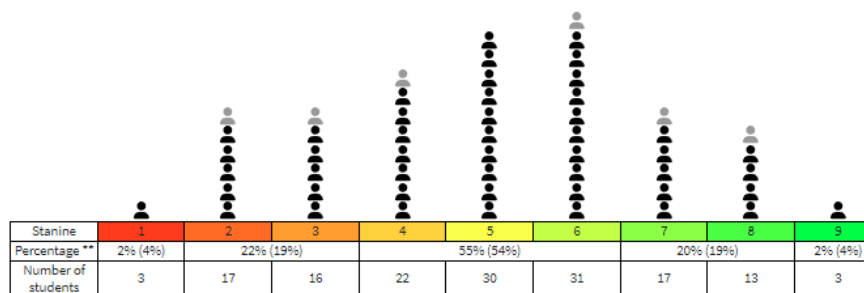
PAT: Reading Vocabulary

Number of Students (Completed)

146 / 152

Mean Stanine

5.0 (5)\*



Stanine Distribution ( 👤 = 3 student )

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

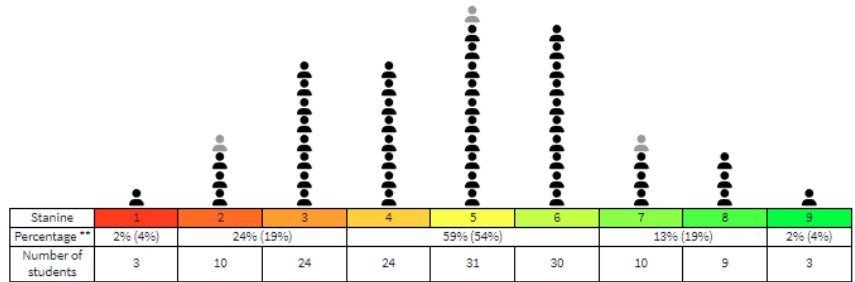
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Term 3: 2023

# Year 9

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
139 / 144	4.8 (5)*



Stanine Distribution (● = 3 student)

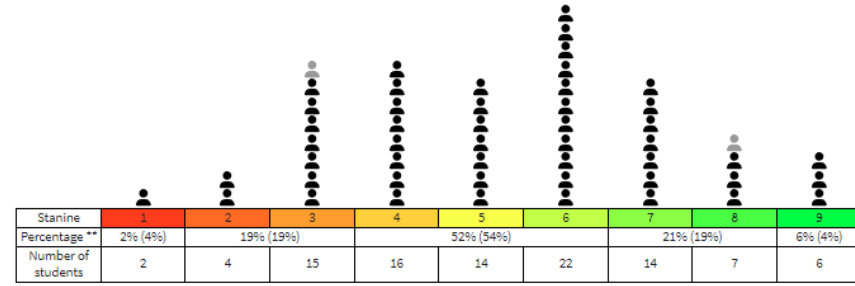
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
97 / 100	5.3 (5)*



Stanine Distribution (● = 2 student)

\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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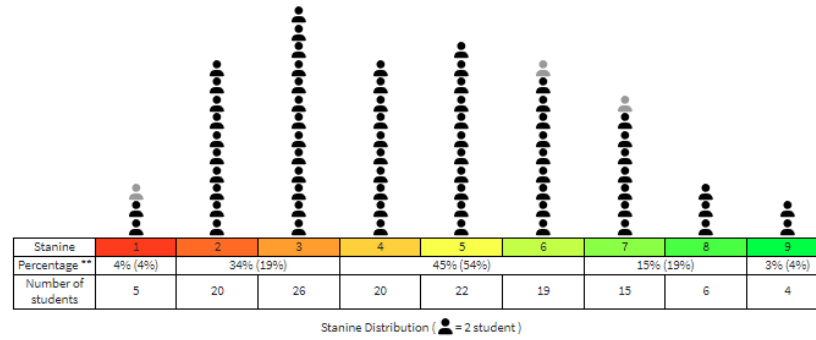
Term 3: 2023



# Year 10

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
136 / 137	4.5 (5)*



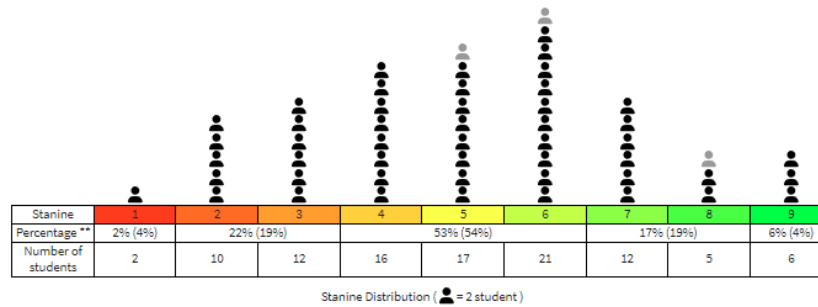
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
100 / 101	5.1 (5)*



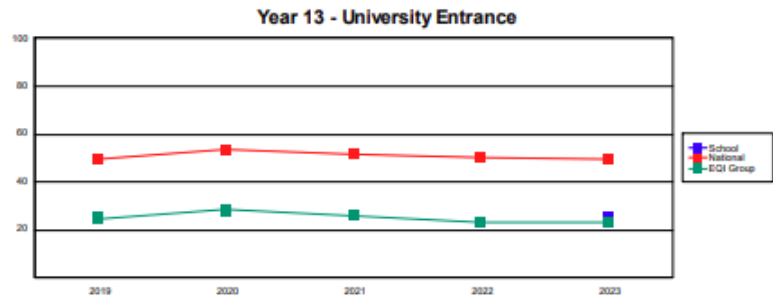
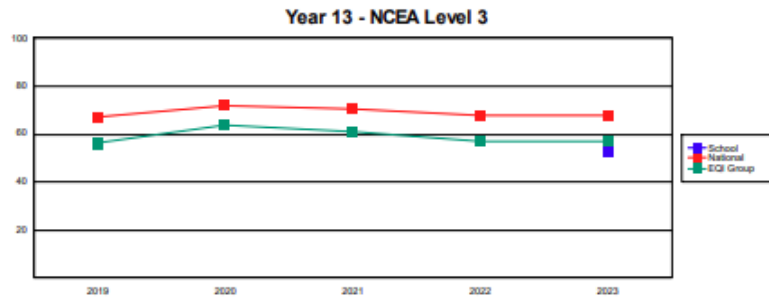
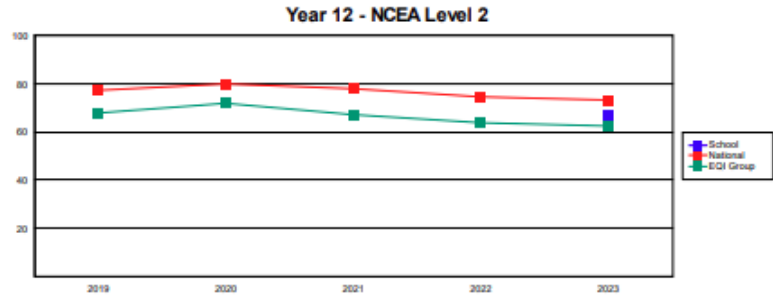
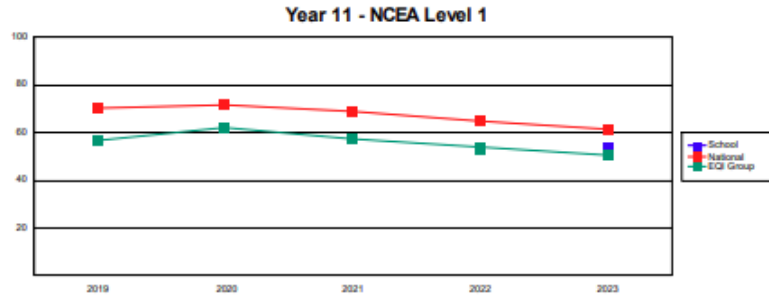
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 3: 2023

Appendix E

Academic Year	Te Paepae o Aotea				National				More Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019					70.6	77.5	67.3	49.3	56.5	68.1	56.1	25.0
2020					71.8	80.1	72.1	53.4	62.1	71.9	63.8	28.4
2021					69.2	77.9	70.5	51.9	57.4	67.5	60.9	25.7
2022					64.9	74.9	68.2	50.3	53.7	64.0	56.9	23.5
2023	53.6	67.0	52.1	25.4	61.6	73.2	67.6	49.7	50.9	62.3	57.1	23.2

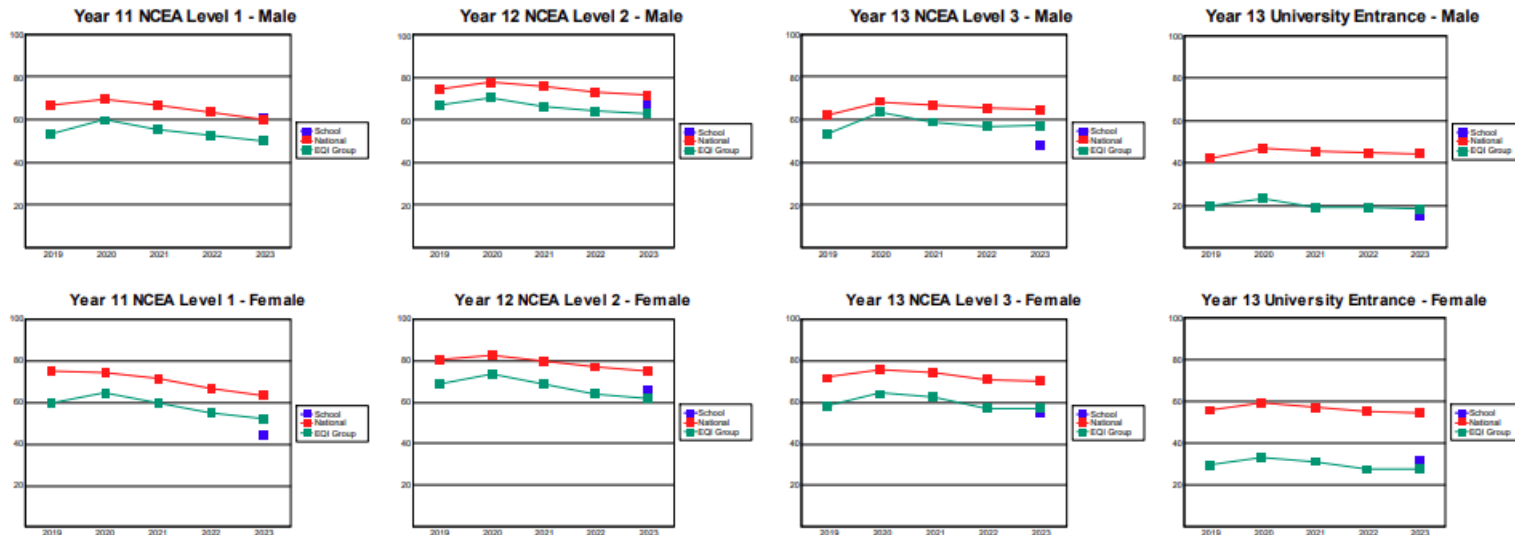


# Achievement in NCEA and UE: Te Paepae o Aotea

## PR2 - Enrolment Based Cumulative Results by Gender

Generated 9-Mar-2024

Academic Year	Te Paepae o Aotea				National				More Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
2019					66.5	74.7	62.3	42.2	53.2	67.3	53.5	19.6
2020					69.6	77.8	68.5	46.8	59.7	70.6	63.3	23.2
2021					67.0	76.0	66.8	45.5	55.2	66.1	59.0	19.1
2022					63.4	73.3	65.6	44.9	52.6	64.2	56.6	19.1
2023	60.9	67.7	48.1	14.8	60.0	71.7	64.7	43.9	49.7	62.7	57.1	18.4
<b>Female</b>												
2019					74.9	80.2	71.9	55.8	59.9	68.9	58.4	29.7
2020					74.1	82.4	75.5	59.6	64.8	73.2	64.2	33.3
2021					71.5	79.8	74.0	57.7	59.8	68.9	62.5	31.6
2022					66.5	76.6	70.5	55.3	54.9	63.9	57.2	27.5
2023	44.7	66.0	54.5	31.8	63.2	74.7	70.2	54.9	52.2	62.0	57.0	27.7



## Achievement in NCEA and UE: Te Paepae o Aotearoa

Generated 9-Mar-2024

### PR2 - Enrolment Based Cumulative Results by Ethnicity

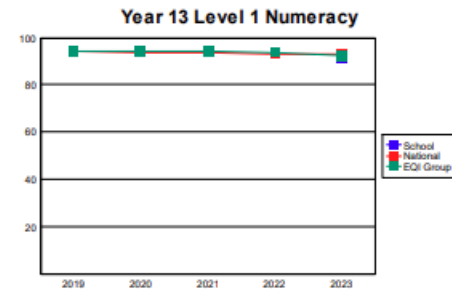
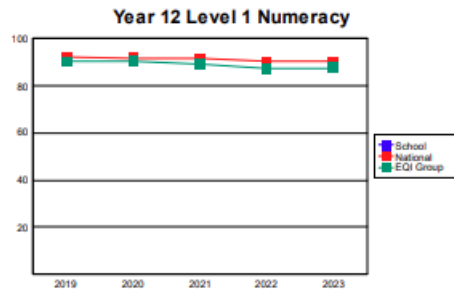
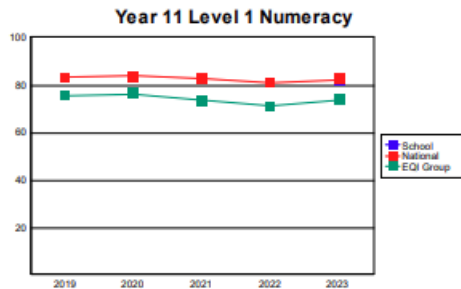
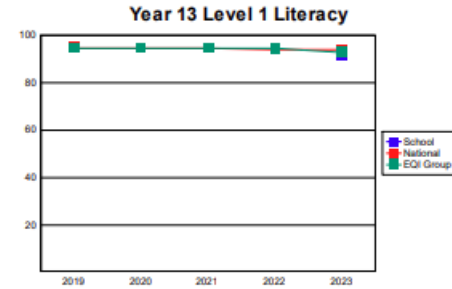
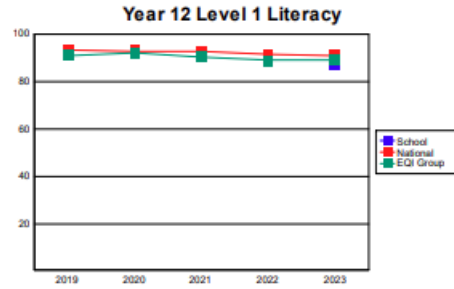
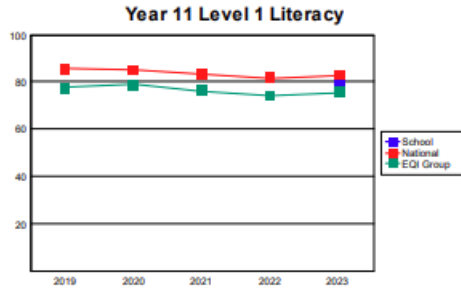
Academic Year	Te Paepae o Aotearoa				National				More Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2019					73.9	78.3	71.3	59.3	75.6	76.8	65.2	38.9
2020					73.1	80.0	76.5	64.1	82.8	81.4	74.0	41.7
2021					70.0	81.1	76.2	63.4	76.2	81.1	72.3	43.4
2022					65.9	76.0	73.6	61.3	69.8	73.7	70.2	41.4
2023	71.4	80.0	22.2	22.2	59.5	70.7	70.0	58.0	58.3	63.3	61.1	35.3
<b>European</b>												
2019					76.0	81.1	70.8	55.1	64.2	73.0	58.3	30.0
2020					75.8	83.2	74.6	59.0	67.9	74.7	63.5	35.4
2021					74.0	81.2	73.2	57.2	64.3	72.4	60.4	29.9
2022					69.7	79.4	71.6	56.0	61.4	70.9	59.0	29.7
2023	54.4	67.4	55.8	26.9	67.1	77.9	71.3	55.4	58.8	68.6	58.5	27.1
<b>Māori</b>												
2019					57.7	68.9	55.1	29.9	51.6	65.8	52.1	20.1
2020					60.8	71.9	60.7	34.1	55.9	68.1	60.4	25.0
2021					57.7	68.3	58.5	31.7	52.3	64.0	56.5	20.9
2022					53.9	64.1	55.7	30.9	49.0	60.0	51.8	19.3
2023	39.1	51.3	40.0	20.0	51.7	64.5	56.2	31.2	47.3	60.7	54.1	20.2
<b>Middle Eastern/Latin American/African</b>												
2019					67.5	75.5	68.3	52.0	56.8	56.9	55.7	31.8
2020					72.4	77.6	73.2	57.7	65.9	76.2	63.7	39.2
2021					68.4	78.0	70.3	56.0	69.0	66.9	67.0	46.6
2022					61.3	73.3	67.4	51.4	53.2	63.6	62.0	38.0
2023	100.0		100.0	100.0	60.0	69.4	66.9	51.4	55.4	56.3	57.1	32.7
<b>Other Ethnicity</b>												
2019					74.4	75.1	67.4	52.9	68.1	72.7	55.2	24.1
2020					74.6	81.0	74.3	56.9	54.2	79.1	71.0	32.3
2021					73.2	78.5	72.9	55.1	64.8	79.1	76.3	34.2
2022					65.5	77.0	66.3	53.4	45.2	72.0	63.9	25.0
2023		50.0	100.0	100.0	59.4	73.9	65.5	48.8	50.5	58.1	61.0	32.2
<b>Pacific Peoples</b>												
2019					61.8	71.3	60.3	30.3	54.1	64.7	57.3	21.2
2020					68.2	77.1	68.9	33.7	62.7	71.7	66.0	22.5
2021					62.3	71.5	64.9	33.0	54.1	63.0	63.1	21.7
2022					56.6	67.3	59.4	28.7	49.1	60.3	56.2	16.2
2023	66.7	50.0	33.3		52.7	64.9	60.3	29.8	45.1	57.1	56.9	17.7

# Level 1 Literacy and Numeracy: Te Paepae o Aotea

Generated 9-Mar-2024

## PR 3 - Cumulative Results by Percentage

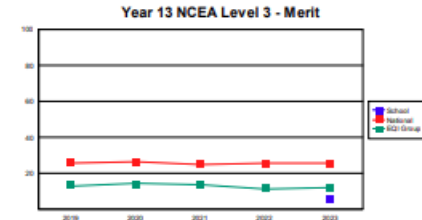
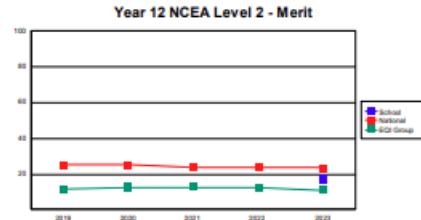
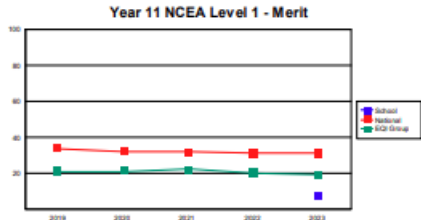
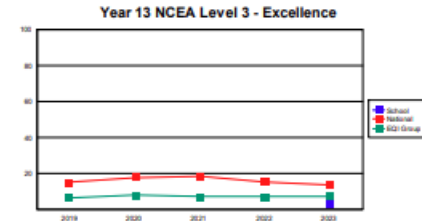
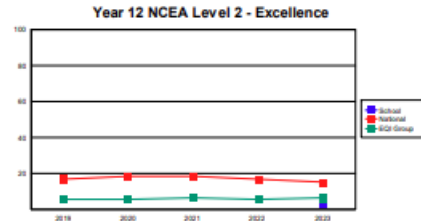
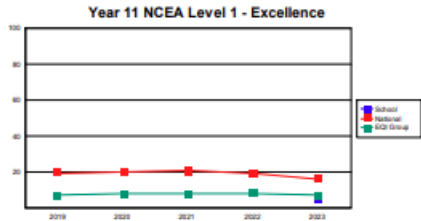
Te Paepae o Aotea			National			More Socioeconomic Barriers (School Equity Index Group)				
Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy				85.5	92.8	94.6	77.7	90.9	94.4
2020	Literacy				85.1	92.7	94.4	78.9	91.6	94.4
2021	Literacy				83.6	92.2	94.2	76.2	90.2	94.4
2022	Literacy				81.6	91.2	93.9	74.3	88.6	94.1
2023	Literacy	78.6	86.6	91.5	82.8	90.8	93.5	75.6	89.1	92.7
2019	Numeracy				83.4	91.8	94.0	75.5	90.1	94.4
2020	Numeracy				83.6	91.7	93.7	76.4	90.5	94.0
2021	Numeracy				82.5	91.3	93.6	73.4	89.3	94.0
2022	Numeracy				80.8	90.2	93.3	71.2	86.9	93.7
2023	Numeracy	81.5	90.2	91.5	82.3	90.0	93.0	73.8	87.4	92.2



**NCEA Certificate Endorsement: Te Paepae o Aotea**  
 PR4 - Cumulative Results by Percentage

Generated 9-Mar-2024

Academic Year	Te Paepae o Aotea			National			More Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b>Achieved with Excellence</b>									
2019				19.9	16.7	14.8	7.4	5.8	6.7
2020				20.7	17.9	17.5	8.1	5.8	7.7
2021				21.1	17.9	17.9	8.2	6.4	6.7
2022				19.4	16.5	15.3	8.4	5.3	6.7
2023	4.4	2.7	2.7	16.7	15.0	13.6	7.3	6.3	7.3
<b>Achieved with Merit</b>									
2019				33.9	25.1	26.2	21.0	11.3	13.2
2020				32.3	24.9	26.3	21.3	12.5	14.4
2021				31.9	23.8	25.3	22.3	12.7	13.6
2022				31.4	24.0	25.5	20.3	12.2	11.6
2023	7.8	17.3	5.4	31.4	23.5	25.6	19.3	11.2	11.9








# Appendix F

## Prizegiving Information

Te Paepae o Aotea has three values; Aotea, Taupaenui and Paepae. These values underpin all that we do throughout our school. At our prizegivings, students will be acknowledged for displaying these values. Each prizegiving will be split into three sections, Aotea, Taupaenui and Paepae.

 <b>AOTEA</b>	 <b>TAUPAENUI</b>	 <b>PAEPAE</b>
Our value of Aotea represents a caring environment for all students, staff, whānau and community, to explore identity.	Our value of Taupaenui supports the attainment of human potential, the pursuit of knowledge and striving for excellence.	Our value of Paepae supports the courage, adventure, strength, persistence and the pursuit of knowledge in the learning environment.

### Aotea Awards

Each whānau class has one award
Each Senior course/Junior module has one award
Our service awards are presented in this section e.g., Library, Student Coaches, Volunteers
Each sports team, arts, cultural groups will have an award in this section
Kaitiakitanga - contribution to our school and region award
Promotion of mana Māori award – one award per prizegiving
<b>Top three students – Aotea Award</b> – awarded in each prizegiving
<b>Supreme Aotea Trophy Winner</b> – this is awarded to the student who best displays our Aotea values around the school (one per prizegiving)

### Paepae Awards

Each Whānau class has one award in this section
Literacy & Numeracy top three Junior students in each year level
Individual Learning Modules, Community Contribution, Flexitime - The top three Junior students in each Junior prizegiving receive awards
Senior Paepae Awards - Teacher Nominations — Students who have challenged themselves in a learning environment outside of the classroom e.g., United Nations, Lions Speech, YES etc
Each sports team, arts, cultural groups will have an award in this section
Qualified Referees/Coaches - recognised in this section
Promotion of mana Māori award – one award per prizegiving
<b>Top three students - Paepae award</b> – awarded in each year level

# Taupaenui Awards

Senior Courses – Top academic Senior student in each course/subject\*

Literacy & Numeracy – Junior – top academic students each year level\*

Individual Learning Modules, Community Contribution, Flexitime – Top academic student for each module\*

*\*The number of Taupaenui awards for each subject/module are calculated based on how many students are in the course/module (1 award per 25 students)*

Leadership: Awa Leaders – Certificates

Leadership: Head Student – Acknowledgements

Each sports team, arts, cultural groups will have an award in this section

Students who have gained Regional, National or School Honours will be presented in this section

Promotion of mana Māori award – one award per prizegiving

Awa Awards - Top Awa

Scholarships/Other Awards – Senior Prizegiving

**Top Sporting Student** – one per prizegiving

**Top Performing Arts/Cultural Student** – one per prizegiving

**Top three students - Taupaenui award** – awarded in each year level

**Taioreore (Supreme) Taupaenui Trophy Winner** – awarded in each year level to the top academic student

*\*Please note all selection criteria for the Te Paepae o Aotea Prizegiving Awards are based on the current academic year level*



# Honour Badges



**TE PAEPAE O AOTEA**  
*Kia eke atu ki Taupaenui o te tangata*

**SPORTS**

**ARTS**

**L3 ACADEMIC**

**L2 ACADEMIC**

**L1 ACADEMIC**

**SPORTS**

**ARTS**

**L3 ACADEMIC**

**L2 ACADEMIC**

**L1 ACADEMIC**

**SPORTS**

**ARTS**

**Honour Badges are awarded to students who meet the following criteria:**

## **Academic**

### **Puanga Blue**

Level 1 Excellence

Level 2 Excellence

Level 1 Excellence

### **Burnt Orange**

Level 1 Merit

Level 2 Merit

Level 3 Merit

## **Sports/Arts/Cultural**

### **Puanga Blue**

National representative or nationally placed

### **Burnt Orange**

Regional representative or regionally placed

### **Silver**

Two years in the top school sports team/band/group

Appendix G

**JUNIOR INTEGRATED LEARNING MODULE CURRICULUM PLANNER** 42.5 hours – 17 weeks

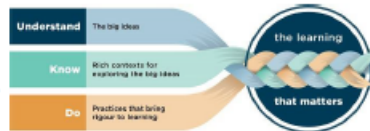
WĀNANGA AND CONTEXT:							
ENGLISH	MATHEMATICS	HEALTH & PHYSICAL EDUCATION	SOCIAL SCIENCES/ AOTEAROA HISTORIES	THE ARTS	SCIENCE	TECHNOLOGY	TE REO MĀORI
COURSE NAME							
CURRICULUM AREA & STRAND*							
CURRICULUM AREA & STRAND*							
COURSE DESCRIPTION							
STUDENT PITCH for course selection booklet							

\*This terminology will change as the curriculum refresh rolls out

MANA ŌRITE MŌ TE AO MĀORI: Our commitment to prioritise the mana of Te Ao Māori at Te Paepae o Aotearoa		
<p><b>TIKANGA:</b> The Māori way of doing things: Values, Beliefs and Protocols.</p> <p><i>Identify areas of your module where consideration to upholding Tikanga Māori will be included:</i></p>	<p><b>TE REO MĀORI:</b> Māori Language.</p> <p><i>The expectation is that Te Reo Māori will be integrated throughout all modules. Identify specific Vocabulary that will need explicit teaching:</i></p>	<p><b>MATAURANGA MĀORI:</b> Māori knowledge and conceptual understanding of the world.</p> <p><i>In what way will you integrate Matauranga Māori in your module:</i></p>
•	•	•

**Learning Framework: detailed learning plan**

<https://gazette.education.govt.nz/articles/understand-know-do-a-framework-to-inspire-deep-and-meaningful-learning/>



**UNDERSTAND – The Big Idea**

What is important or significant learning? LEARNING INTENTIONS	CURRICULUM AREA 1	CURRICULUM AREA 2
	Strand:	Strand:
<p><b>Knowledge &amp; Understanding</b> Links to relevant and necessary understanding from the subject area related to the <b>Big Idea</b> that connect students to their learning.</p>	•	•
<p><b>Skills</b> Skills and capabilities students require or will develop in the process of</p>	•	•

learning about and through the Big Idea.		
--	--	--

## KNOW - context

SUCCESS CRITERIA	
Rich context for exploring the big ideas List the possible success criteria to meet the learning experience: <ul style="list-style-type: none"> <li>• develop links</li> <li>• form connections and map relationships between knowledge, skills or learning.</li> <li>• apply knowledge or skills by doing.</li> <li>• learning is solidified as students repeat learning experiences and apply these to a range of contexts.</li> </ul> show understanding through an application of knowledge or skills.	
Curriculum 1 - <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	Curriculum 2 - <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

## DO – Inquiry practices

LEARNING EXPERIENCES	
Processes by which we ensure that student's source valid and reliable information from a whole range of sources. Evidence that students have sorted and synthesised ideas, actions, or events, that they've had to compare and contrast knowledge and ideas, and that they've taken action as a result of this rigorous learning that they've undertaken.	
Evidence <ul style="list-style-type: none"> <li>• take part in communal learning experiences and build strong learning relationships as groups.</li> <li>• gather to review, reflect, or discuss learning.</li> <li>• apply knowledge or skills by doing.</li> <li>• celebrate outcomes / artifacts from learning.</li> </ul>	
Curriculum 1 - <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	Curriculum 2 - <ul style="list-style-type: none"> <li>•</li> </ul>

## ASSESSMENT OPPORTUNITIES (Junior)

Short explanation to support completion of the section, identifying opportunities for formative assessment, Snapshot activities, check points etc. Intention is to track and monitor progress during learning experience to inform teaching and learning direction, as well as summative assessment of achievement at the conclusion of the learning module. Students and teachers will be expected to capture evidence of assessment and update e-portfolios and tracking documents.

Curriculum area	Level	Achievement Objectives from Rubric	Task / Snapshot / Activity
1 Week 4	4 or 5		
2 Week 4	4 or 5		
1 Week 8	4 or 5		
2 Week 8	4 or 5		
1 Week 12	4 or 5		
2 Week 12	4 or 5		
1 Week 16	4 or 5		
2 Week 16	4 or 5		

MODES/TYPES OF ASSESSMENT		
<b>DIAGNOSTIC: Assessment for Learning</b> Gaps or areas of focus. <b>POSSIBLE EXAMPLES:</b> (add or delete) <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre &amp; Post Tests</li> <li><input type="checkbox"/> Self-Assessment</li> <li><input type="checkbox"/> Discussion Board Responses</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Observations</li> <li><input type="checkbox"/> Polling</li> </ul>	<b>FORMATIVE: Assessment as Learning</b> Providing feedback during the teaching and learning process (guides learning tasks). <b>MILESTONES:</b> Week 4 / Week 8 / Week 12 / Week 16 <ul style="list-style-type: none"> <li><input type="checkbox"/> Portfolios</li> <li><input type="checkbox"/> Student Observation</li> <li><input type="checkbox"/> Reflection Journals</li> <li><input type="checkbox"/> Sketchbooks</li> <li><input type="checkbox"/> Socratic Discussions</li> <li><input type="checkbox"/> Student/Teacher Conferences</li> <li><input type="checkbox"/> Peer Reviews</li> <li><input type="checkbox"/> Information Presentations</li> <li><input type="checkbox"/> Project Phases - Submitted over time</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Visual Thinking strategies</li> <li><input type="checkbox"/> Critiques</li> <li><input type="checkbox"/> Homework</li> </ul>	<b>SUMMATIVE: Assessment of Learning</b> When students are at the level for assessment (ready for assessment) what evidence can you collate towards the standard? <b>POSSIBLE EXAMPLES:</b> (add or delete) <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment Test in class</li> <li><input type="checkbox"/> e-Portfolio - Culmination</li> <li><input type="checkbox"/> Performances</li> <li><input type="checkbox"/> Rubrics</li> <li><input type="checkbox"/> Teacher-created Tests</li> <li><input type="checkbox"/> Essay</li> <li><input type="checkbox"/> Exhibition</li> <li><input type="checkbox"/> Inquiry</li> </ul>

----PRE PLANNING CHECK POINT ----

LEARNING & ASSESSMENT CALENDAR

Te Paepae o Aotea CALENDAR

What are your important dates for assessment opportunities, threshold concepts including formative and summative?

	T1W1	T1W2	T1W3	T1W4	T1W5	T1W6
Important Dates						
Shared Focus						
Assessment opportunities						
	T1W7	T1W8	T1W9	T1W10	T1W11	T1W12
Important Dates						
Shared Focus						
Assessment opportunities						
	T1W13	T1W14	T1W15	T1W16	T1W17	
Important Dates						
Shared Focus						
Assessment opportunities						

WHAKAMĀHERE | PLANNER

Things to consider:

1. ALL learning should be signposted using **Understanding, Know, Do**.
2. Clearly identify **Learning Intentions, Success Criteria** and connect learning experiences to **Big Ideas**.
3. Learning experiences should be guided by threshold knowledge and standards-based assessment should fall out of these experiences.
4. All teachers require evidence of planning, and this must be shared with a SLD.
5. This is a collaborative endeavour. This means that you need to work together. Use the **Collaborative Teaching Styles** to assist you.

T1 WEEK 1			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
•			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND -Learning intentions			
KNOW -Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 2			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
•			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND -Learning intentions			
KNOW -Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION			



Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?	
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T1 WEEK 3			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences *			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND - Learning intentions			
KNOW - Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 4			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences *			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND - Learning intentions			
KNOW - Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 5			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences *			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND - Learning intentions			
KNOW - Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 6			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences *			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND - Learning intentions			

<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 7			
<b>WEEKLY FOCUS:</b> Define the outcomes of the learning which will guide the learning experiences •			
<b>BLOCK &amp; DATE</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Resources</b>
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 8			
<b>WEEKLY FOCUS:</b> Define the outcomes of the learning which will guide the learning experiences •			
<b>BLOCK &amp; DATE</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Resources</b>
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 9			
<b>WEEKLY FOCUS:</b> Define the outcomes of the learning which will guide the learning experiences •			
<b>BLOCK &amp; DATE</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Resources</b>
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 10			
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WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
*			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND -Learning intentions			
KNOW -Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 11			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
*			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND -Learning intentions			
KNOW -Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 12			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
*			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND -Learning intentions			
KNOW -Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 13			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
*			
BLOCK & DATE	Session 1	Session 2	Resources
UNDERSTAND -Learning intentions			
KNOW -Success criteria			
DO - Knowledge/Understanding - Skills - Dispositions			
RESOURCES, FOLLOW UP & REFLECTION			

Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?	
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T1 WEEK 14			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
Block & Date	Session 1	Session 2	Resources
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 15			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
Block & Date	Session 1	Session 2	Resources
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

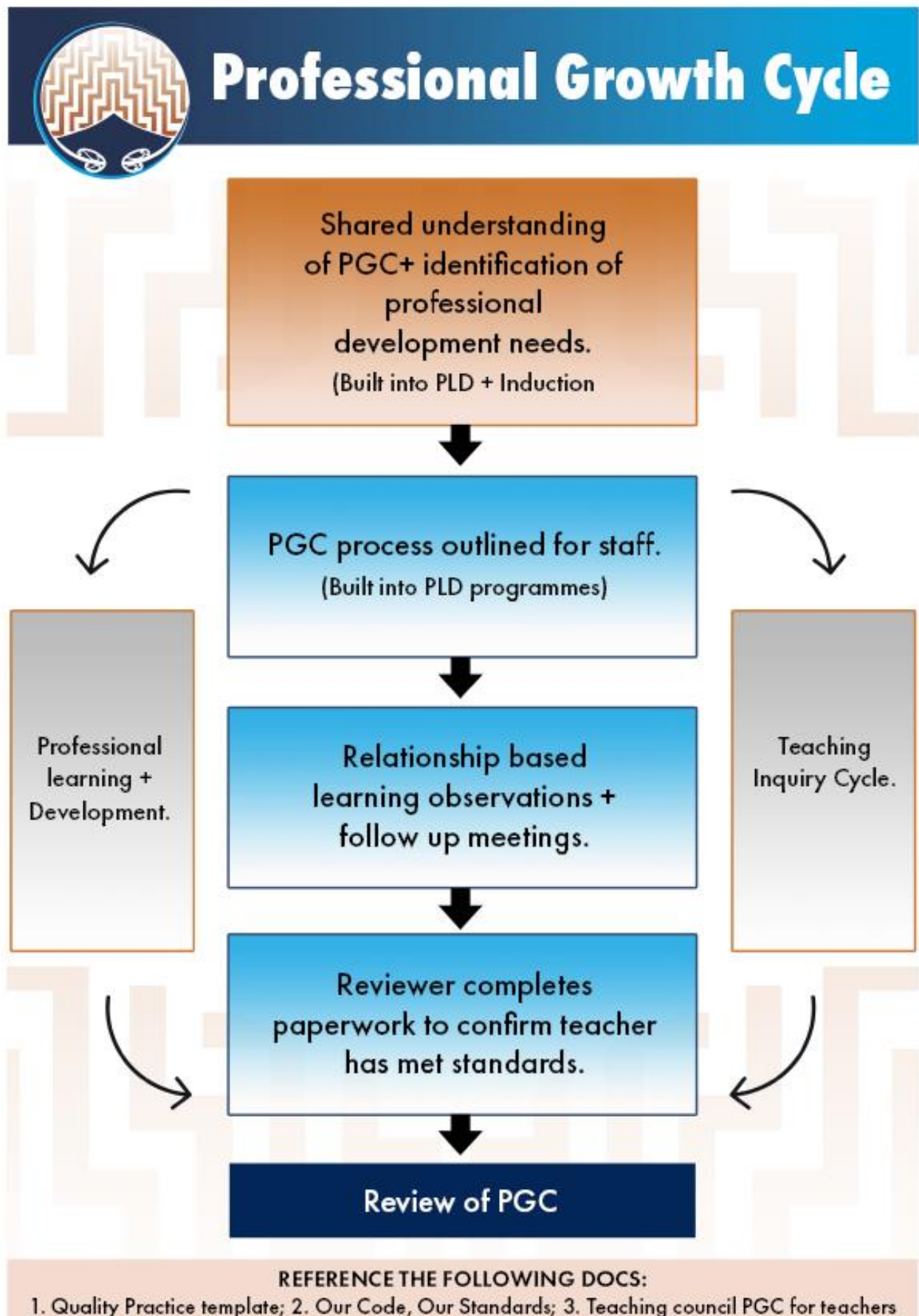
T1 WEEK 16			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
Block & Date	Session 1	Session 2	Resources
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

T1 WEEK 17			
WEEKLY FOCUS: Define the outcomes of the learning which will guide the learning experiences			
Block & Date	Session 1	Session 2	Resources
<b>UNDERSTAND</b> -Learning intentions			
<b>KNOW</b> -Success criteria			
<b>DO</b> - Knowledge/Understanding - Skills - Dispositions			
<b>RESOURCES, FOLLOW UP &amp; REFLECTION</b> Have individual learning needs been met? What setbacks have occurred? What gains have been made? Assessment for learning opportunities?			

## OVERALL REFLECTION AND EVALUATION

At the conclusion of this unit collaboratively reflect and evaluate your work.

What went well?	What didn't go so well?	What can be done to make it better?
Student achievement highlight	Statistics (Import from KAMAR)	What do the Stats tell you?
Student voice		





## Student Progress and Achievement Year Ending 2023

Te Paepae o Aotea was opened in January 2023 and the following data is the first set of data and as such forms the baseline data for the school.

### Literacy and Numeracy CAA results for Year 9 and 10 students

#### Year 9 students – 2023

157 students in this cohort.

Statistics below are for students who were entered in the CAA assessments only.

All Year 9 students	U.32403.1 - Read written texts to understand ideas and information National = 71%	U.32405.2 - Write texts to communicate ideas and information National = 66%	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations National = 65%
<b>Achieved</b>	26 (43%)	20 (34%)	24 (51%)
<b>Not Achieved</b>	32 (53%)	37 (63%)	22 (47%)
<b>Not Attempted</b>	2 (3%)	2 (3.4%)	1 (2%)
<b>Total</b>	60	59	47

What was extremely pleasing was that only a small percentage of students did not attempt the paper. The overall pass rates were disappointing despite the students being prepared specifically for these assessments. Many of our students were not yet ready to sit the CAA assessments. In 2024 only students with stanine 4 or above in PAT assessments will be sitting the CAA assessments in the September window. Students were better prepared for numeracy and in 2024 best practice for numeracy should be shared with the literacy teachers. National statistics listed above are for all students sitting the CAA assessments.

#### 69 Māori students in Year 9

Māori Year 9	U.32403.1 - Read written texts to understand ideas and information	U.32405.2 - Write texts to communicate ideas and information	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations
<b>Achieved</b>	9 (39%)	5 (23%)	5 (31%)
<b>Not Achieved</b>	13 (57%)	16 (73%)	11 (69%)
<b>Not Attempted</b>	1 (4%)	1 (5%)	0
<b>Total</b>	23	22	16

Our Year 9 Māori cohort follows a similar trend to the whole cohort except there was a greater percentage of students not attempting. The pass rates for the two literacy standards were 10% below the whole cohort and the numeracy was 20% below.

A slightly higher percentage of non-Māori to Māori were entered in these assessments.



## Year 10 students – 2023

148 students in this cohort.

Statistics below are for students who were entered in the CAA assessments only.

All Year 10 students	U.32403.1 - Read written texts to understand ideas and information National = 71%	U.32405.2 - Write texts to communicate ideas and information National = 66%	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations National = 65%
<b>Achieved</b>	41 (66%)	51 (71%)	35 (63%)
<b>Not Achieved</b>	14 (23%)	13 (18%)	15 (27%)
<b>Not Attempted</b>	7 (11%)	8 (11%)	6 (11%)
<b>Total</b>	62	72	56

A greater number of Year 10 students did not attempt the paper compared to the Year 9 students. The overall pass rates were similar to the national averages which means that the majority of the students identified to sit were ready for the assessment. Some students were not yet ready to sit the CAA assessments. In 2024 only students with stanine 4 or above in PAT assessments will be sitting the CAA assessments in the May window the remainder of students will be sit in September. Students were better prepared for numeracy and in 2024 best practice for numeracy should be shared with the literacy teachers.

### 59 Māori students in Year 10

Māori Year 10	U.32403.1 - Read written texts to understand ideas and information	U.32405.2 - Write texts to communicate ideas and information	U.32406.2 - Use mathematics and statistics to meet the numeracy demands of a range of situations
<b>Achieved</b>	12 (50%)	13 (50%)	12 (50%)
<b>Not Achieved</b>	7 (29%)	7 (27%)	7 (29%)
<b>Not Attempted</b>	5 (21%)	6 (23%)	5 (21%)
<b>Total</b>	24	26	24

Our Year 10 Māori cohort follows a similar trend to the whole cohort except there was a greater percentage of students not attempting. The pass rates for all standards were 10 - 20% below the whole cohort.

The percentage of Māori and non-Māori sitting was similar.

## PaT Testing

Year 7 – 10 students were assessed in Term 1 and then again in Term 3 using PaT testing for Mathematics, Reading Comprehension and Reading Vocabulary. Students receive a raw test score and a stanine for each of these tests. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year.

Reading Comprehension assesses how well students understand the text they are reading. Each test is organised around several extended pieces of writing which include stories, poems, reports and explanations.

Reading Vocabulary assesses students' ability to understand the words they read. Each question is based around a key word that is embedded in a short sentence. Students are asked to choose a synonym that best represents the meaning of this word from a list of five possible alternatives.

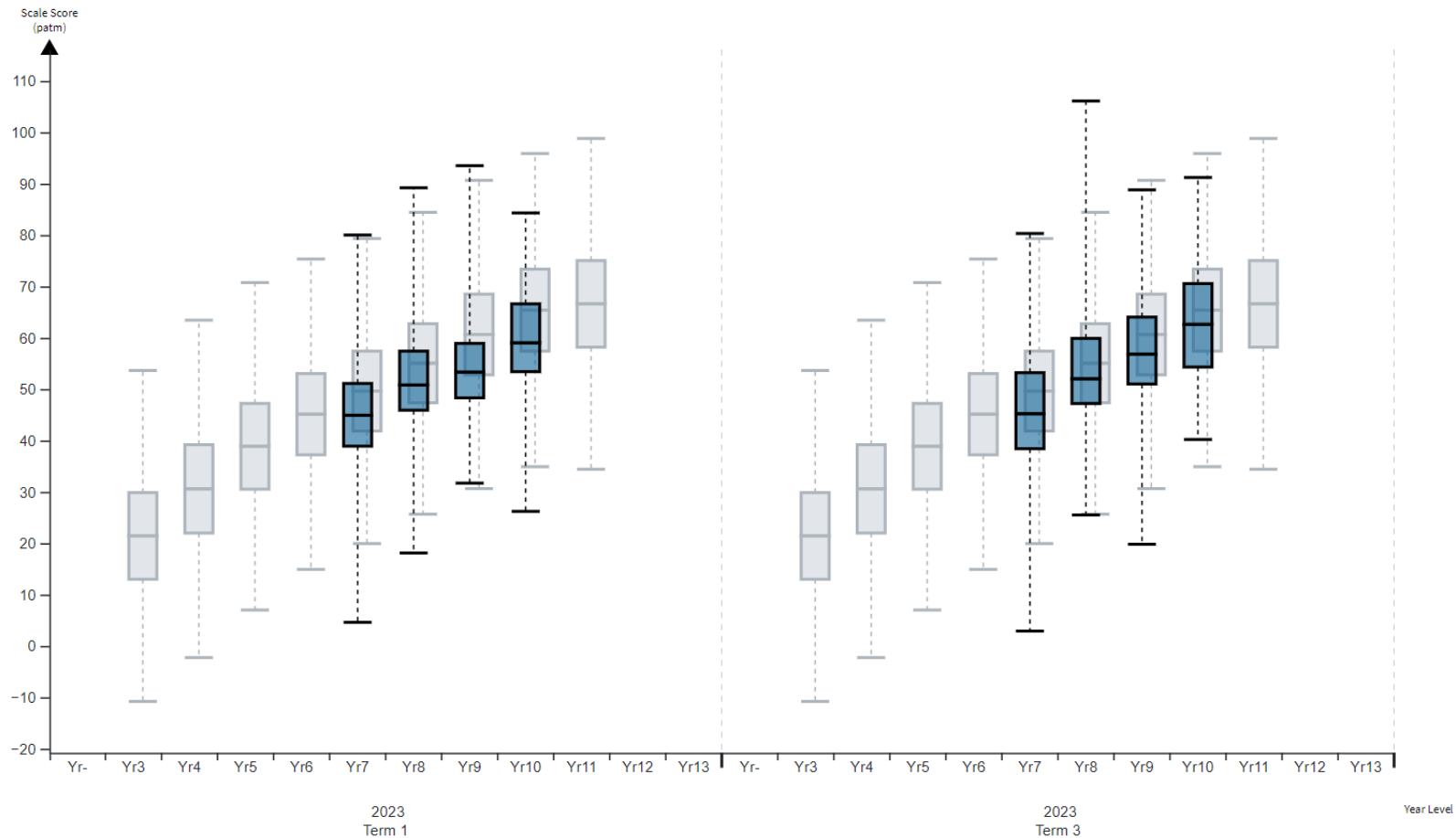
Mathematics covers number knowledge, number strategies, algebra, geometry and measurement, and statistics.

Summary	Below Level	At level	Above level	Well above level
Stanine	1,2,3	4,5	6	7,8,9

# Junior School Mathematics, Reading Comprehension and Reading Vocabulary

## Mathematics

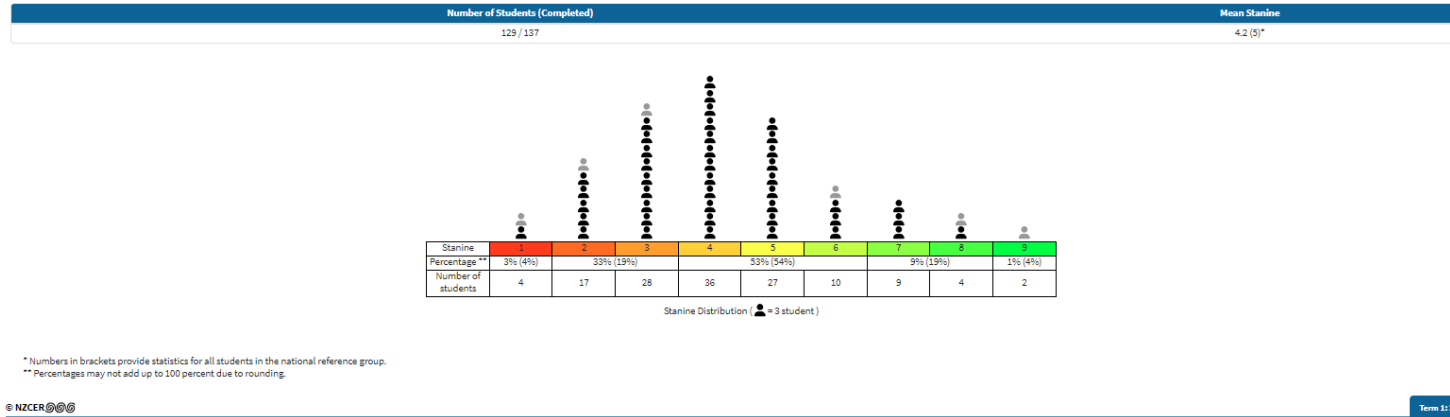
The following is a summary of the Year 7 -10 PaT tests in Term 1 and Term 3. In Term 1 we can see that all four cohorts have a median below the national median. We can also see that we have some extremes in Year 7 and 8 at the bottom end and in Year 8 and 9 at the top end. This means that our Year 7 – 9 cohorts started the year with a very high spread. The Term 3 results follow a similar pattern; however, it would appear there has been some improvement across all cohorts. The cohort that would appear to have not improved as much is the Year 7 cohort.



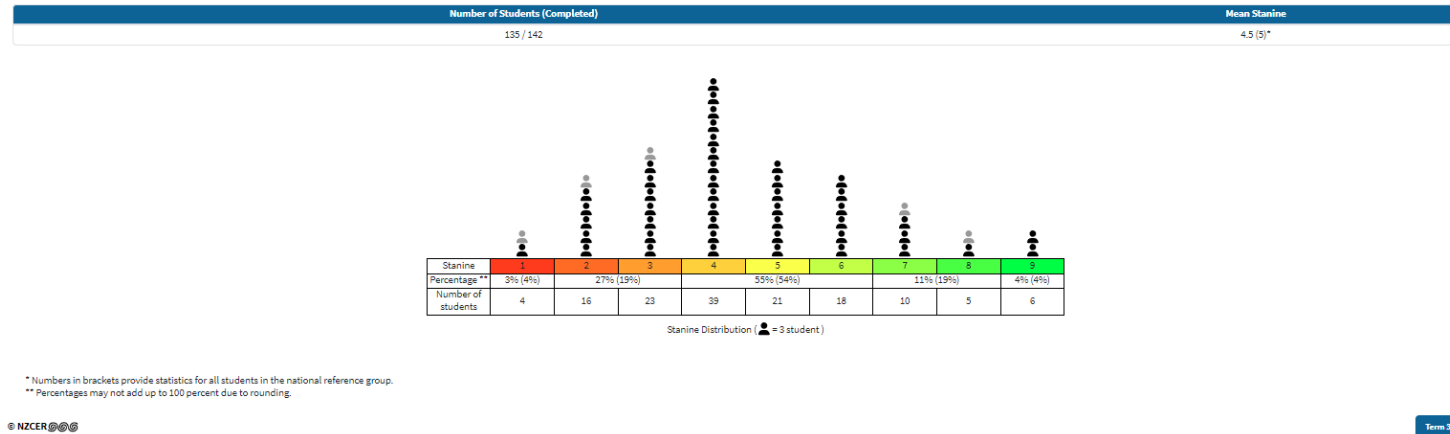
## Year 7

The following two graphs compare the Year 7 students in each stanine from Term 1 to 3. In Term 1 there were 15 students stanine 7 and above and in Term 3 there were 21. Stanine 3 and below dropped from 49 students in Term 1 to 43 students in Term 3. A shift has been seen from Term 1 to 3.

PAT: Mathematics



PAT: Mathematics



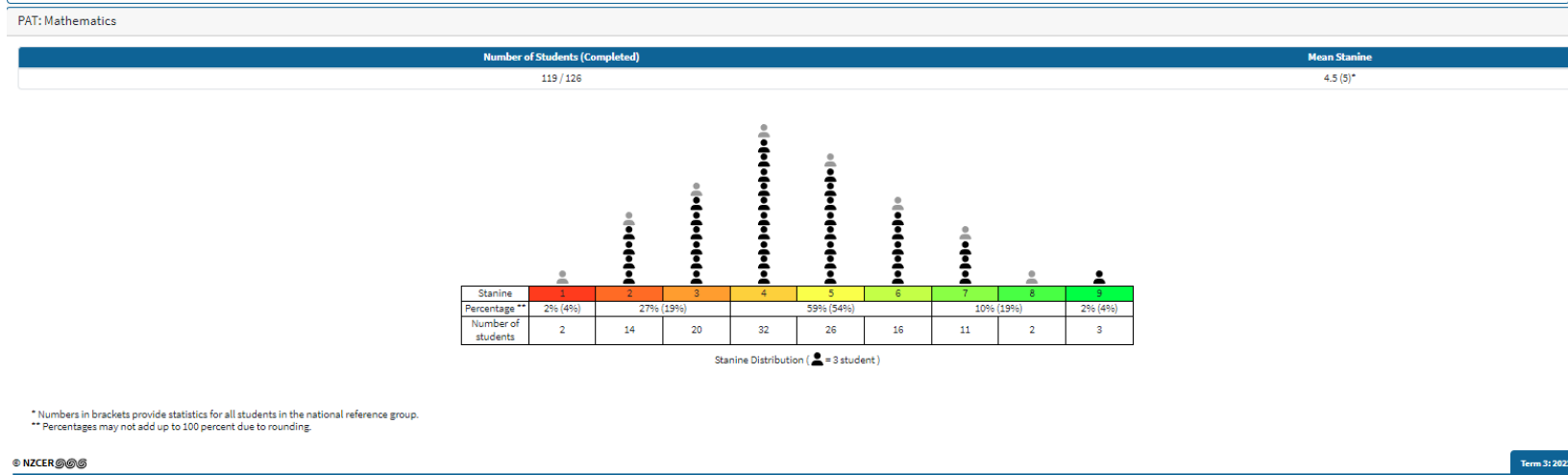
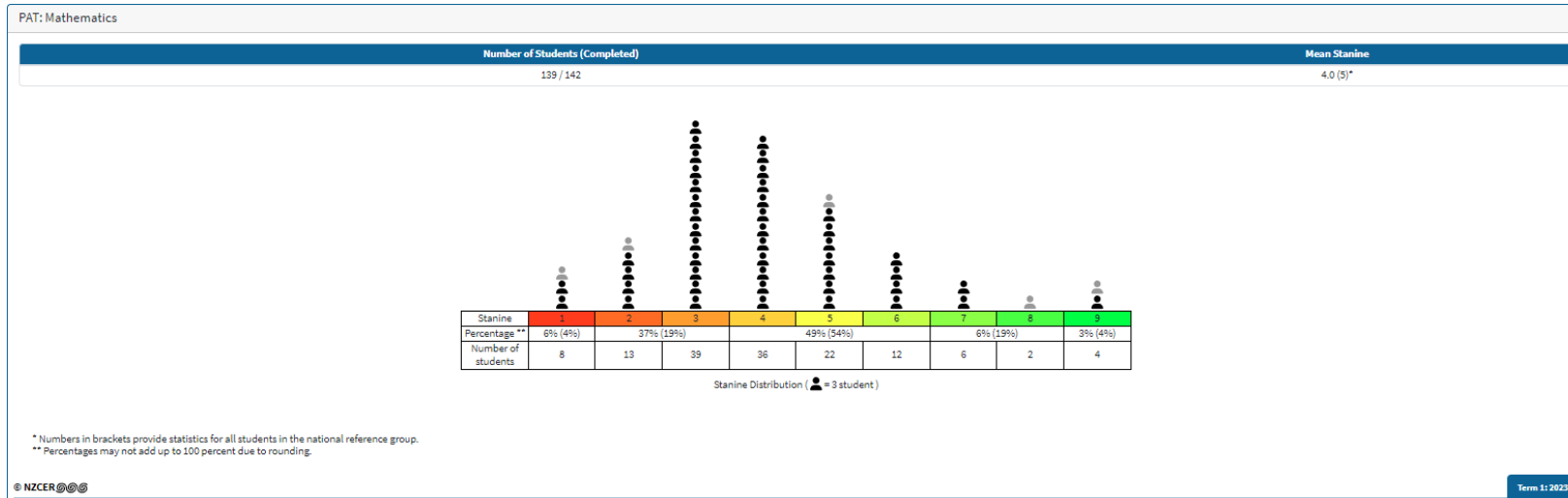
## Year 8

The following two graphs compare the Year 8 students in each stanine from Term 1 to 3. In Term 1 there were 22 students stanine 7 and above and in Term 3 there were 33. Stanine 3 and below dropped from 52 students in Term 1 to 40 students in Term 3. A shift has been seen from Term 1 to 3.



## Year 9

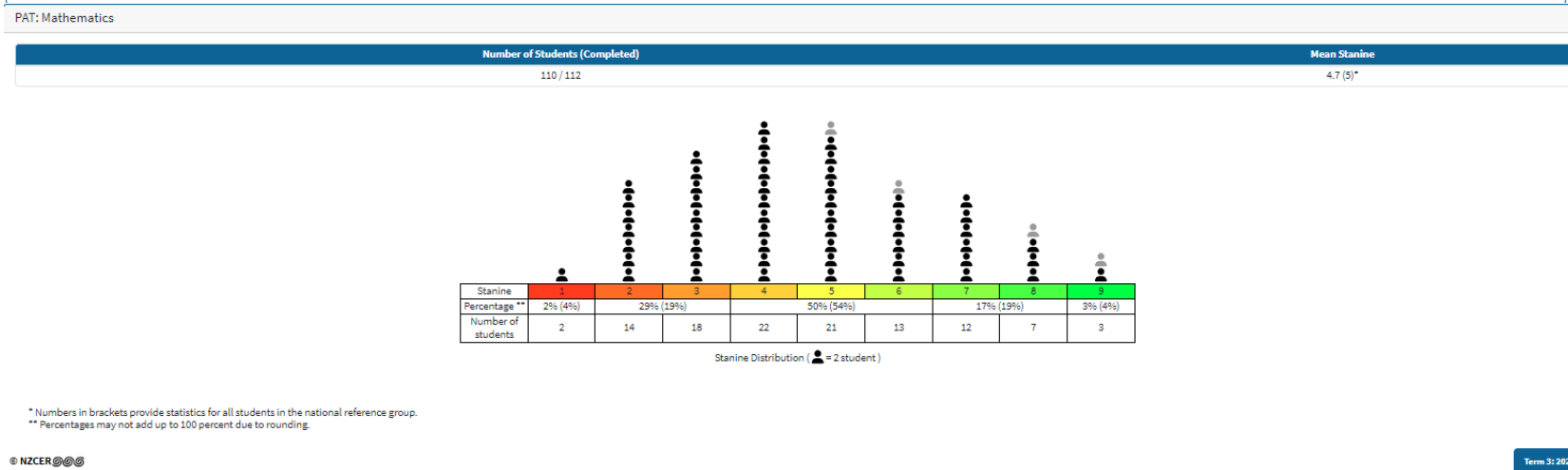
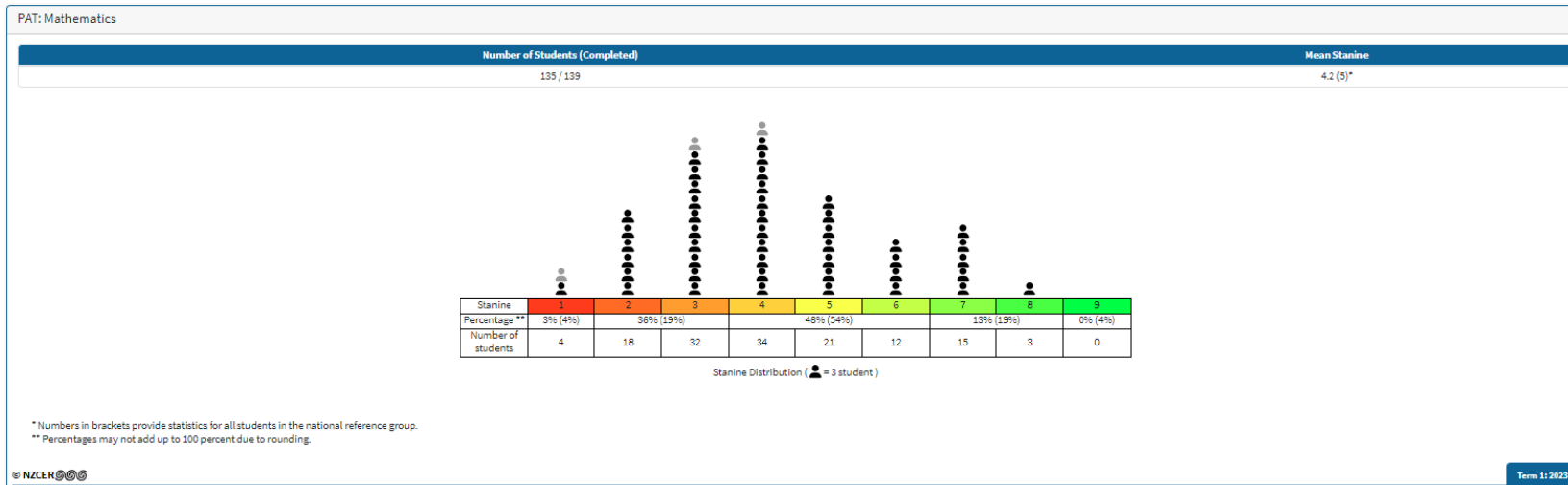
The following two graphs compare the Year 9 students in each stanine from Term 1 to 3. In Term 1 there were 12 students stanine 7 and above and in Term 3 there were 16. Stanine 3 and below dropped from 60 students in Term 1 to 36 students in Term 3, this is a massive shift. A shift has been seen from Term 1 to 3.





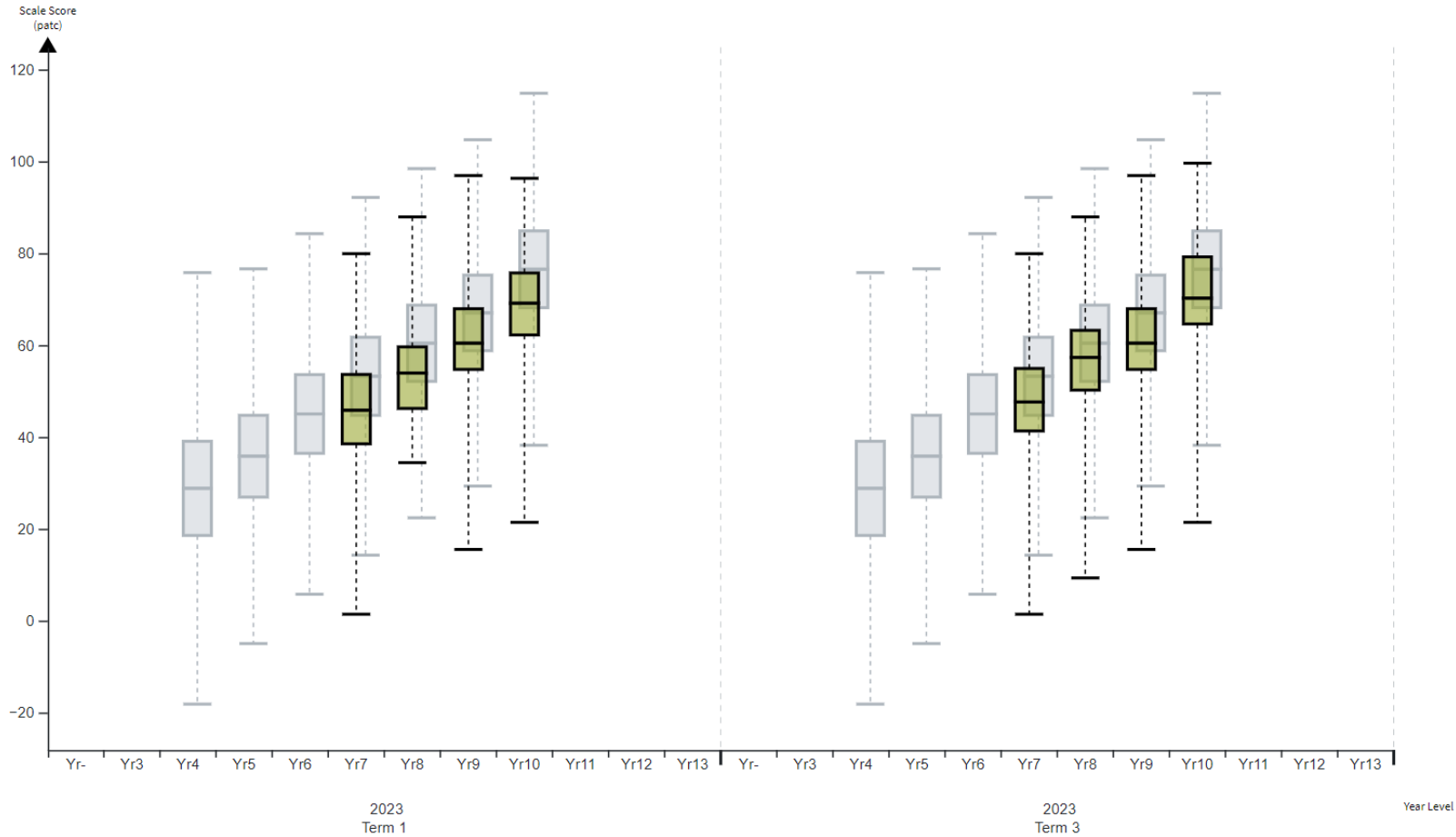
## Year 10

The following two graphs compare the Year 10 students in each stanine from Term 1 to 3. In Term 1 there were 18 students stanine 7 and above and in Term 3 there were 22. Stanine 3 and below dropped from 54 students in Term 1 to 34 students in Term 3, this is a massive shift in this section of the cohort. A shift has been seen from Term 1 to 3.



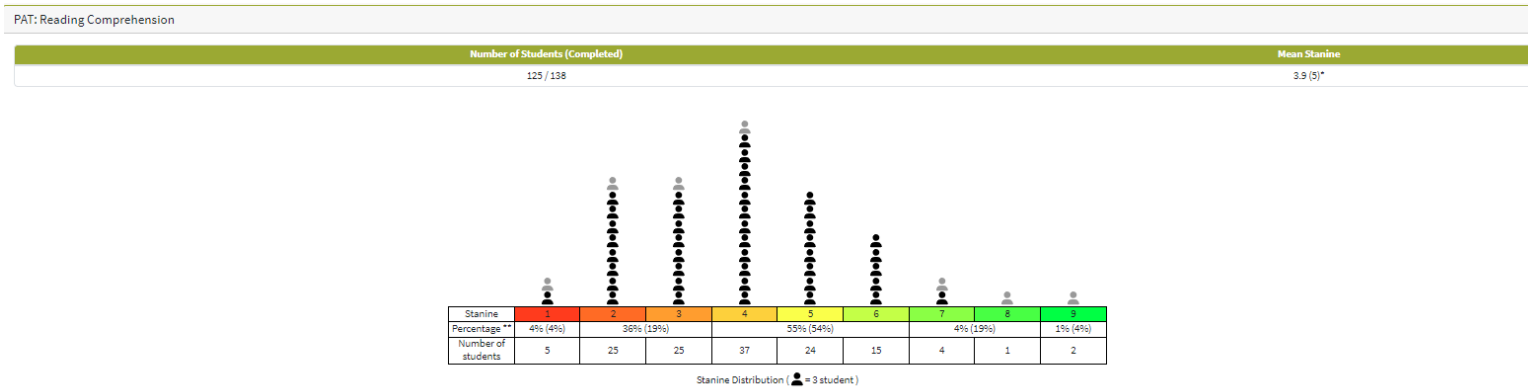
## Reading Comprehension

The following is a summary of the Year 7 -10 PaT tests in Term 1 and Term 3. In Term 1 we can see that all four cohorts have a median below the national median. We can also see that we have some extremes in Year 7, 9 and 10 at the bottom end. This means that these cohorts started the year skewed to the lower stanine levels. The Term 3 results follow a similar pattern; however, it would appear there has been some improvement across all cohorts. The cohort that would appear to have not improved as much is the Year 7 cohort.

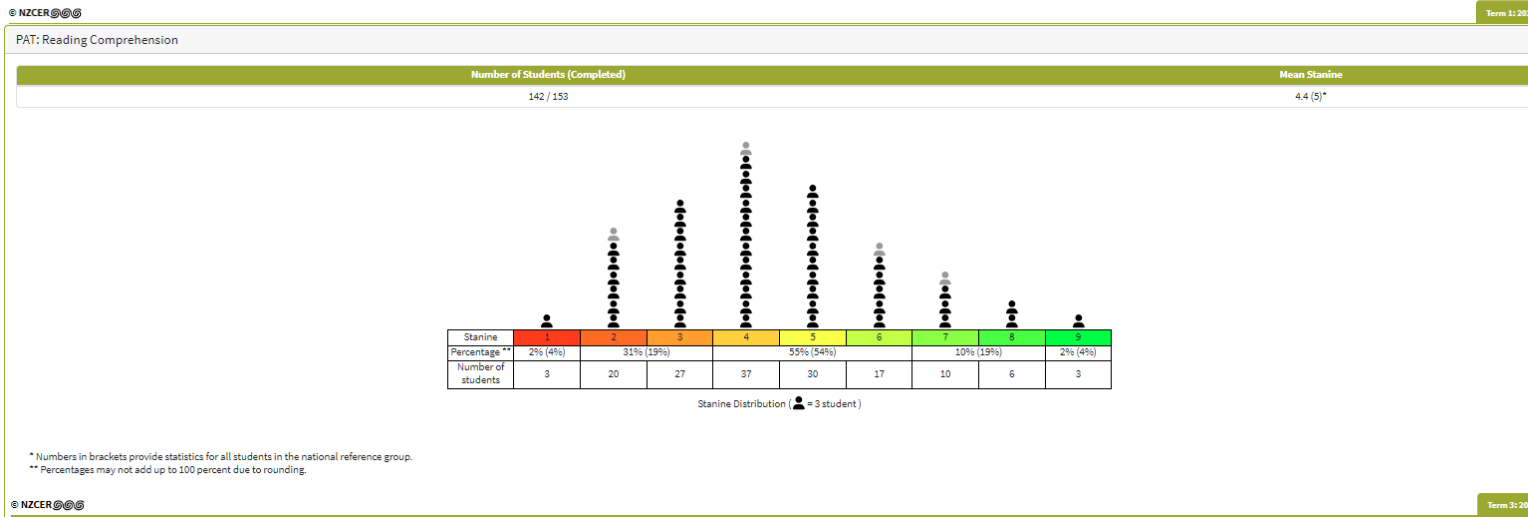


## Year 7

The following two graphs compare the Year 7 students in each stanine from Term 1 to 3. In Term 1 there were 7 students stanine 7 and above and in Term 3 there were 19. Stanine 3 and below dropped from 55 students in Term 1 to 50 students in Term 3. A shift has been seen from Term 1 to 3.



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

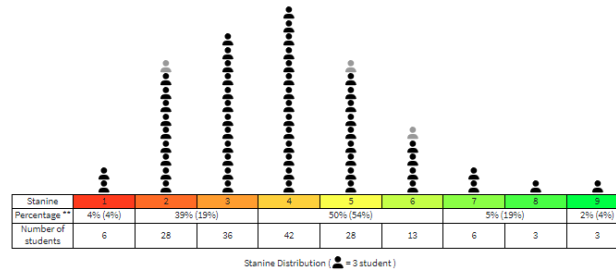


## Year 8

The following two graphs compare the Year 8 students in each stanine from Term 1 to 3. In Term 1 there were 12 students stanine 7 and above and in Term 3 there were 19. Stanine 3 and below dropped from 70 students in Term 1 to 47 students in Term 3, a significant shift. A shift has been seen from Term 1 to 3.

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
159 / 165	3.9 (5)*



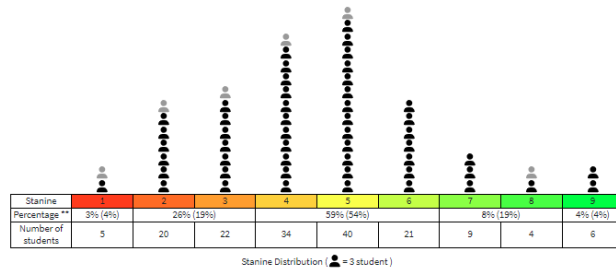
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
152 / 161	4.5 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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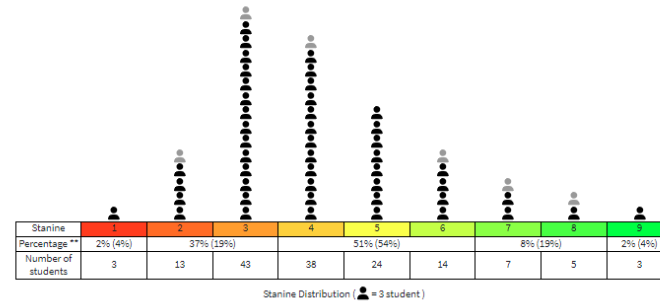
Term 3: 2023

## Year 9

The following two graphs compare the Year 9 students in each stanine from Term 1 to 3. In Term 1 there were 15 students stanine 7 and above and in Term 3 this reduced to 13. Stanine 3 and below dropped from 59 students in Term 1 to 53 students in Term 3. There appears to have only been limited shift in this cohort for reading comprehension.

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
142 / 150	4.2 (5)*



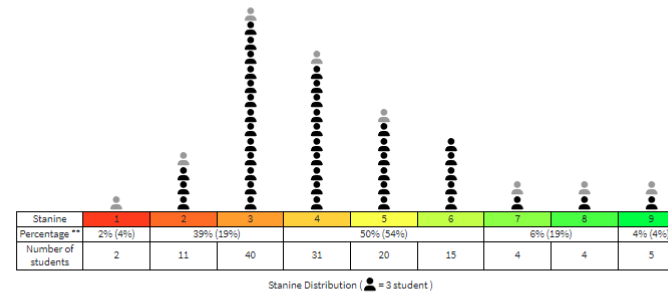
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
130 / 132	4.3 (5)*



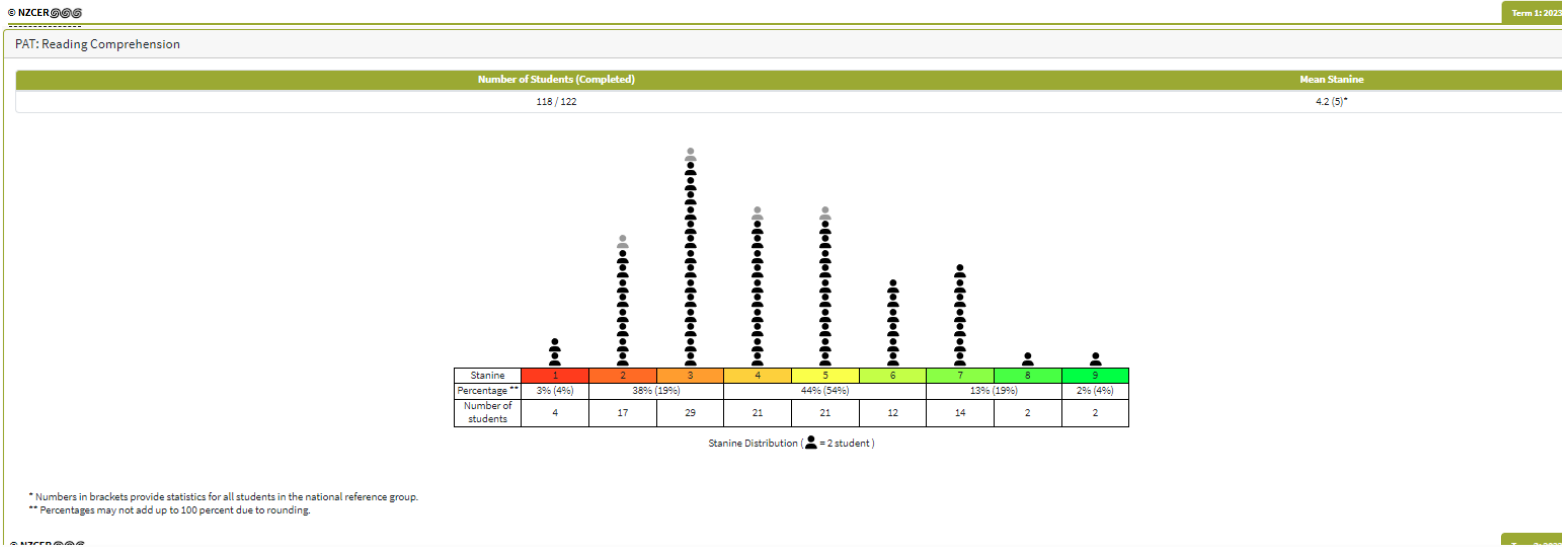
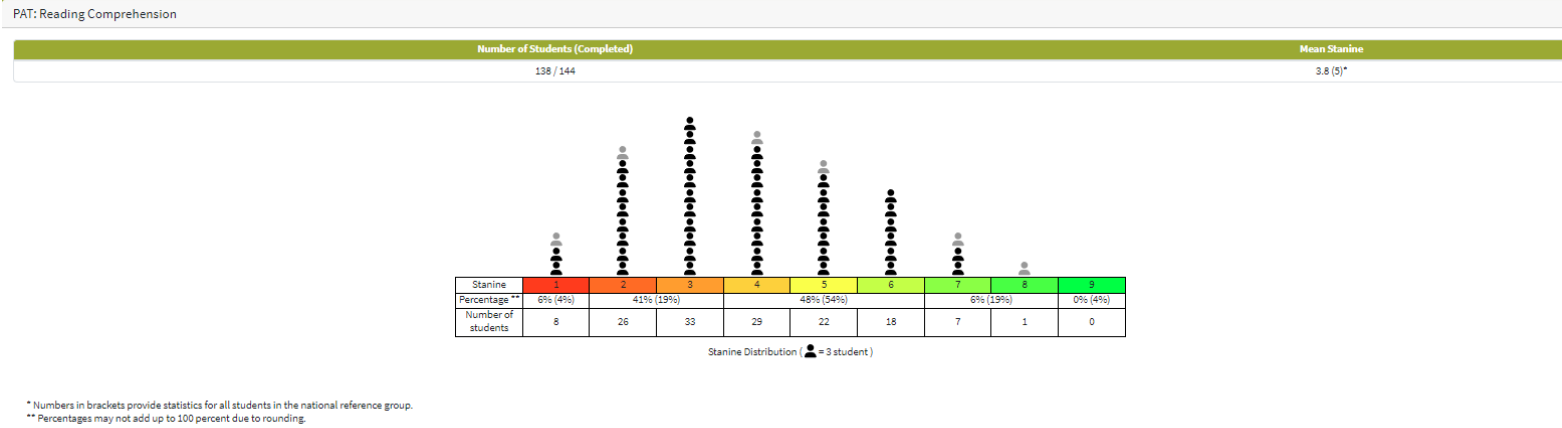
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 3: 2022

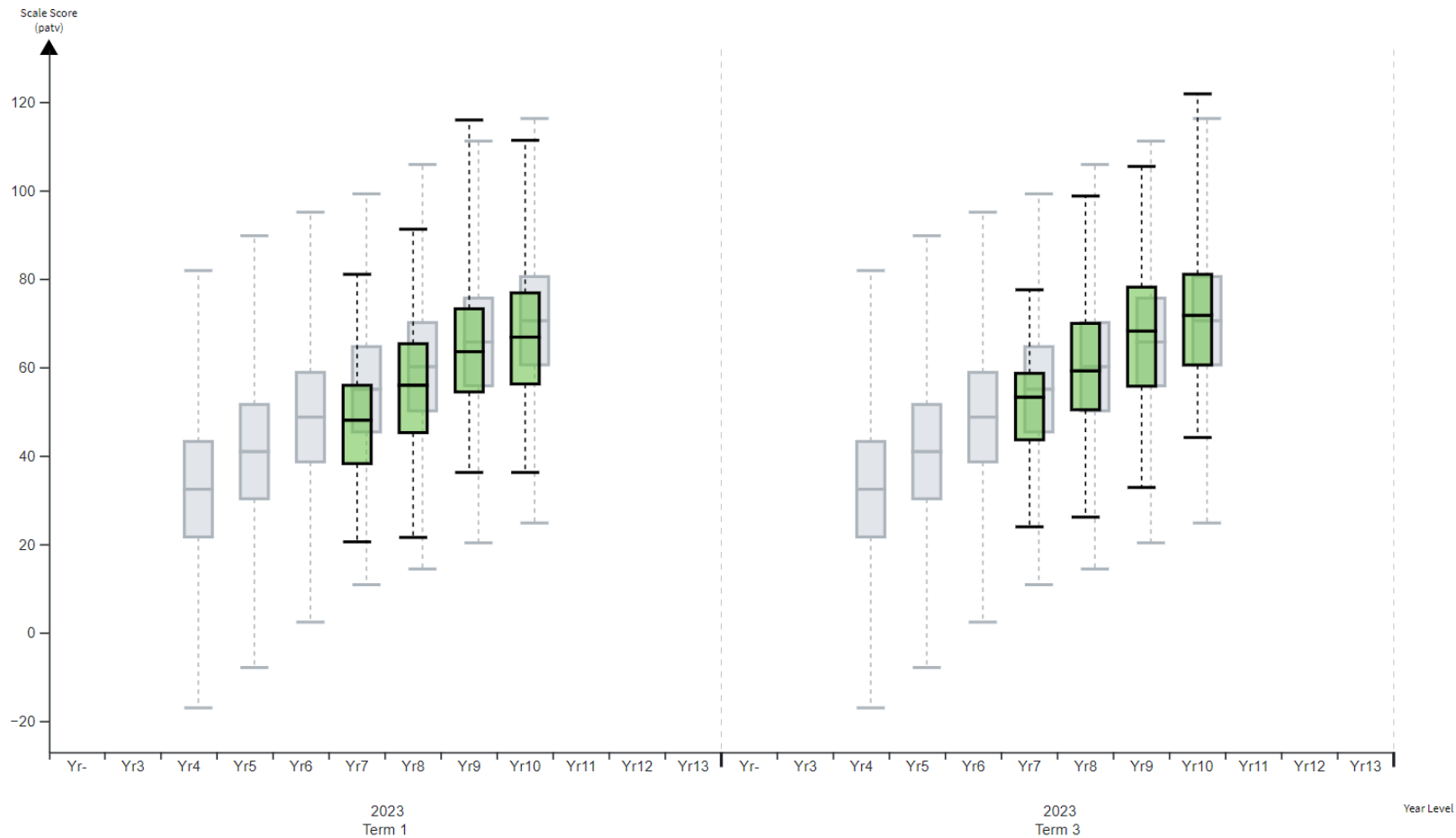
## Year 10

The following two graphs compare the Year 10 students in each stanine from Term 1 to 3. In Term 1 there were 8 students stanine 7 and above and in Term 3 there were 18, this is a good shift. Stanine 3 and below dropped from 67 students in Term 1 to 50 students in Term 3 a significant shift. A shift has been seen from Term 1 to 3.



## Reading Vocabulary

The following is a summary of the Year 7 -10 PaT tests in Term 1 and Term 3. In Term 1 we can see that all four cohorts have a median below the national median. We can also see that we have some extremes at the top end of Year 9. The Term 3 results follow a similar pattern; however, it would appear there has been some good improvement across all cohorts.



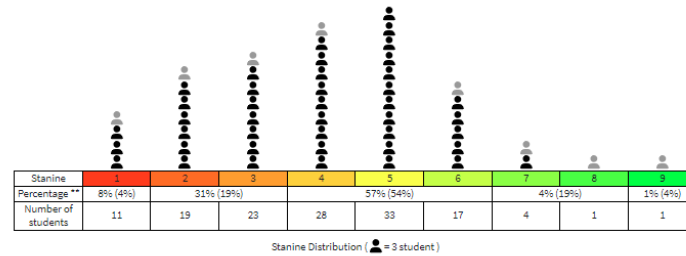


## Year 7

The following two graphs compare the Year 7 students in each stanine from Term 1 to 3. In Term 1 there were 6 students stanine 7 and above and in Term 3 there were 16, this is a good shift. Stanine 3 and below dropped from 53 students in Term 1 to 39 students in Term 3 a good shift. A shift has been seen from Term 1 to 3.

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
128 / 137	4.0 (5)*



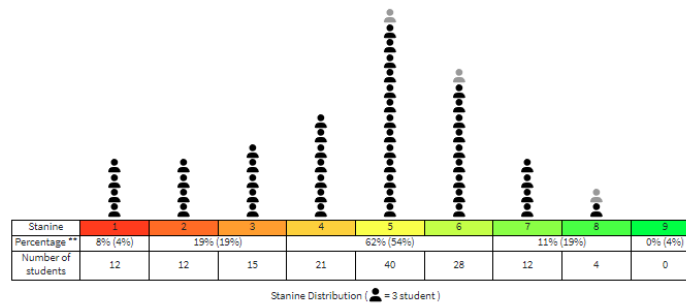
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
137 / 144	4.5 (5)*



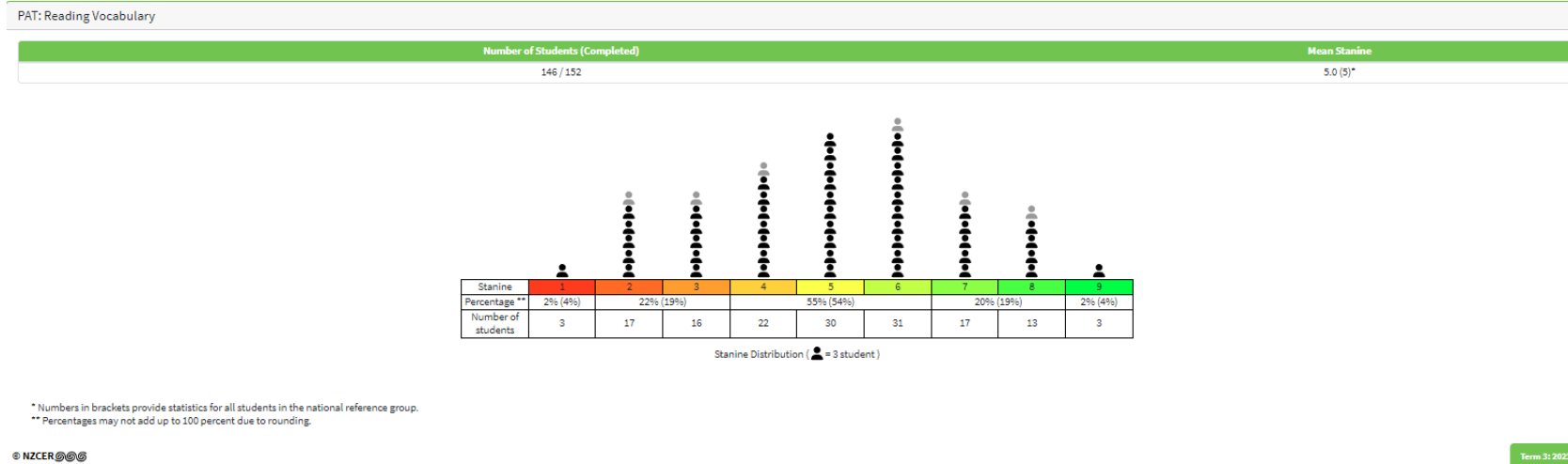
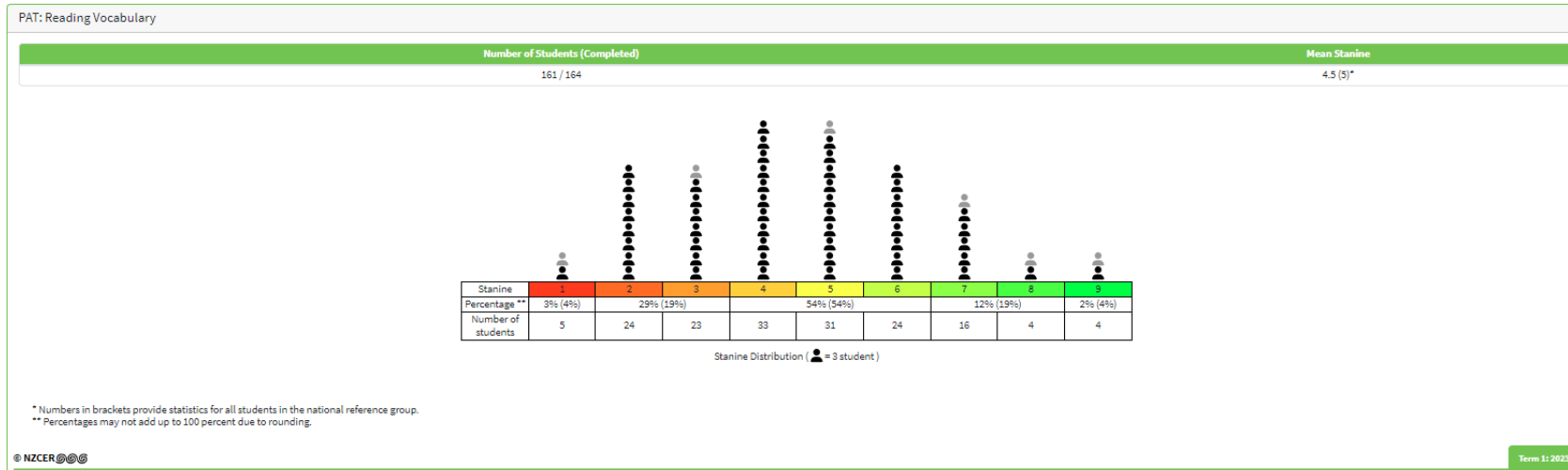
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 3: 2023

## Year 8

The following two graphs compare the Year 8 students in each stanine from Term 1 to 3. In Term 1 there were 24 students stanine 7 and above and in Term 3 there were 33, this is a good shift. Stanine 3 and below dropped from 52 students in Term 1 to 36 students in Term 3 a good shift. A shift has been seen from Term 1 to 3.

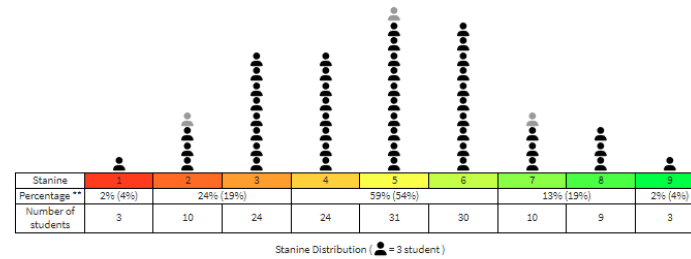


## Year 9

The following two graphs compare the Year 9 students in each stanine from Term 1 to 3. In Term 1 there were 22 students stanine 7 and above and in Term 3 there were 27, this is a good shift. Stanine 3 and below dropped from 37 students in Term 1 to 21 students in Term 3 a good shift. A shift has been seen from Term 1 to 3.

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
139 / 144	4.8 (5)*



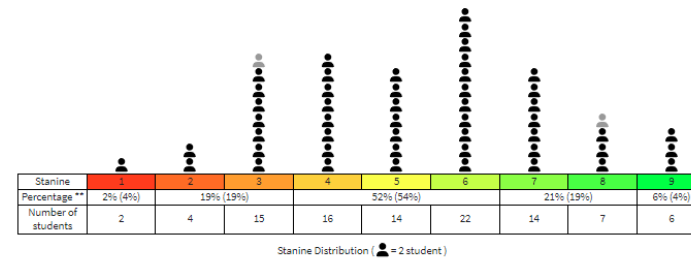
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2022

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
97 / 100	5.3 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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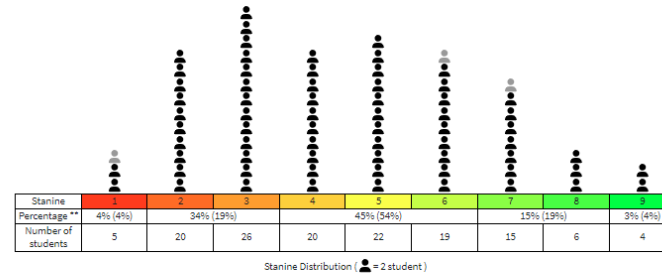
Term 3: 2022

## Year 10

The following two graphs compare the Year 10 students in each stanine from Term 1 to 3. In Term 1 there were 25 students stanine 7 and above and in Term 3 there were only 23. Stanine 3 and below dropped from 51 students in Term 1 to 24 students in Term 3 a significant shift. A shift has been seen from Term 1 to 3.

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
136 / 137	4.5 (5)*



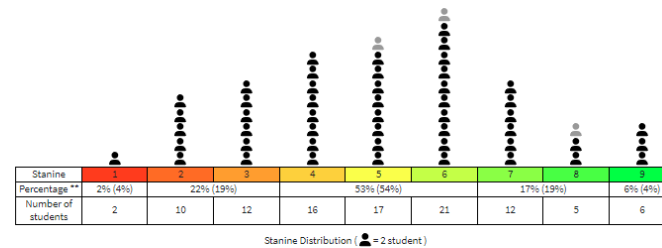
\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

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Term 1: 2023

PAT: Reading Vocabulary

Number of Students (Completed)	Mean Stanine
100 / 101	5.1 (5)*



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

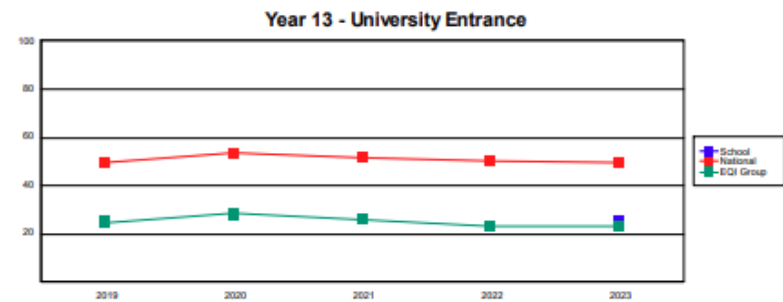
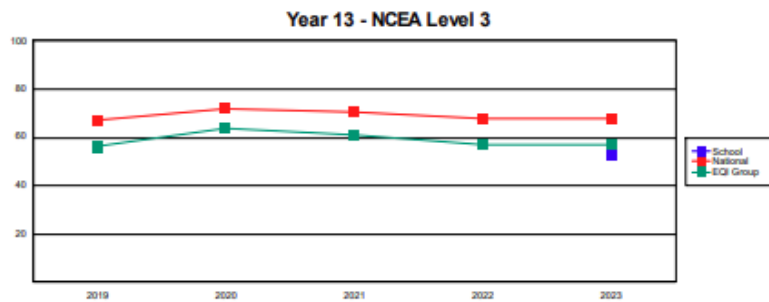
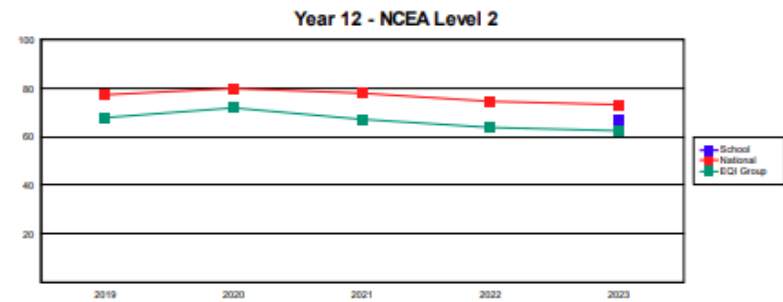
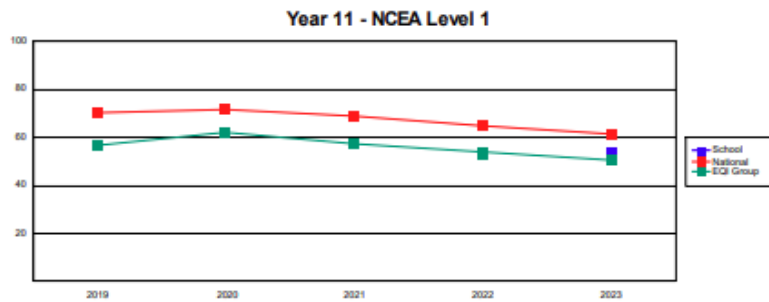
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Term 3: 2023

## NCEA Results

All three year levels were below the national average for NCEA. The closest year level was Level 2. In comparison to schools within our equity index group Level 1 and 2 were higher than school equity index group as was University Entrance with Level 3 being the only pass rate lower.

Academic Year	Te Paepae o Aotea				National				More Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019					70.6	77.5	67.3	49.3	56.5	68.1	56.1	25.0
2020					71.8	80.1	72.1	53.4	62.1	71.9	63.8	28.4
2021					69.2	77.9	70.5	51.9	57.4	67.5	60.9	25.7
2022					64.9	74.9	68.2	50.3	53.7	64.0	56.9	23.5
2023	53.6	67.0	52.1	25.4	61.6	73.2	67.6	49.7	50.9	62.3	57.1	23.2

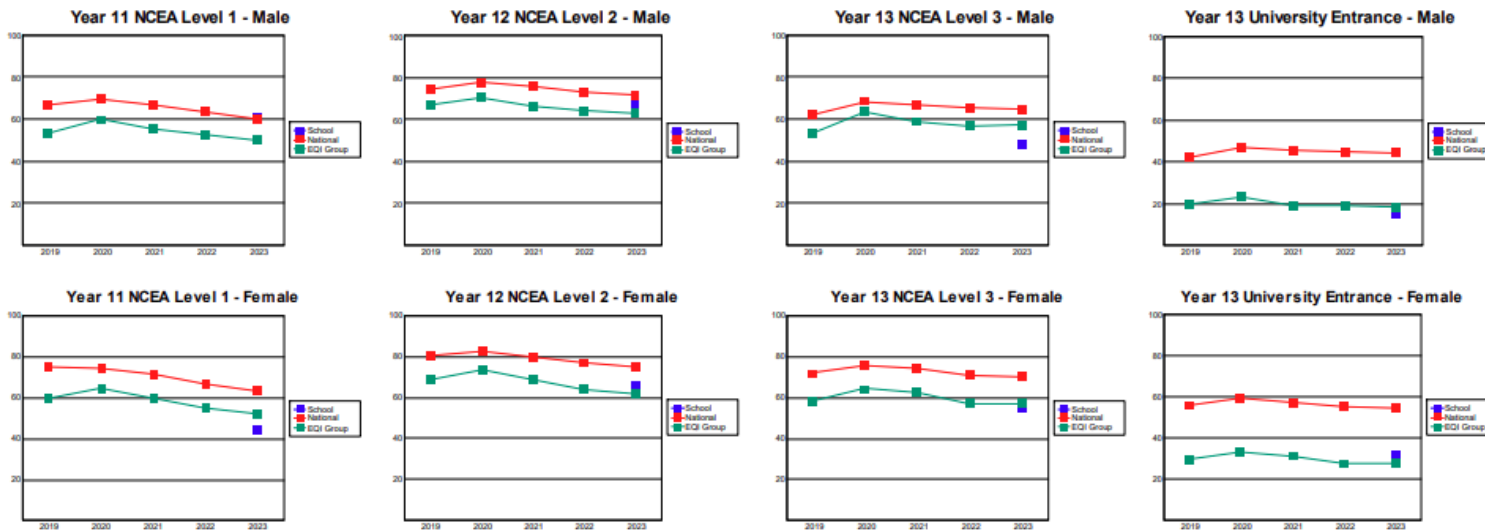


# Achievement in NCEA and UE: Te Paepae o Aotea

Generated 9-Mar-2024

## PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Te Paepae o Aotea				National				More Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
2019					66.5	74.7	62.3	42.2	53.2	67.3	53.5	19.6
2020					69.6	77.8	68.5	46.8	59.7	70.6	63.3	23.2
2021					67.0	76.0	66.8	45.5	55.2	66.1	59.0	19.1
2022					63.4	73.3	65.6	44.9	52.6	64.2	56.6	19.1
2023	60.9	67.7	48.1	14.8	60.0	71.7	64.7	43.9	49.7	62.7	57.1	18.4
<b>Female</b>												
2019					74.9	80.2	71.9	55.8	59.9	68.9	58.4	29.7
2020					74.1	82.4	75.5	59.6	64.8	73.2	64.2	33.3
2021					71.5	79.8	74.0	57.7	59.8	68.9	62.5	31.6
2022					66.5	76.6	70.5	55.3	54.9	63.9	57.2	27.5
2023	44.7	66.0	54.5	31.8	63.2	74.7	70.2	54.9	52.2	62.0	57.0	27.7



Year 11 Males were at the national average and above the school equity group. Level 2 and 3 for males was below the national average but above the school equity group. University Entrance for males was below the national average and school equity group.

Females were below the national average for Year 11, 12 and University Entrance but above the school equity index group. Level 3 was below the national and school equity group.

## Achievement in NCEA and UE: Te Paepae o Aotea

Generated 9-Mar-2024

### PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Te Paepae o Aotea				National				More Socioeconomic Barriers (School Equity Index Group)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2019					73.9	78.3	71.3	59.3	75.6	76.8	65.2	38.9
2020					73.1	80.0	76.5	64.1	82.8	81.4	74.0	41.7
2021					70.0	81.1	76.2	63.4	76.2	81.1	72.3	43.4
2022					65.9	76.0	73.6	61.3	69.8	73.7	70.2	41.4
2023	71.4	80.0	22.2	22.2	59.5	70.7	70.0	58.0	58.3	63.3	61.1	35.3
<b>European</b>												
2019					76.0	81.1	70.8	55.1	64.2	73.0	58.3	30.0
2020					75.8	83.2	74.6	59.0	67.9	74.7	63.5	35.4
2021					74.0	81.2	73.2	57.2	64.3	72.4	60.4	29.9
2022					69.7	79.4	71.6	56.0	61.4	70.9	59.0	29.7
2023	54.4	67.4	55.8	26.9	67.1	77.9	71.3	55.4	58.8	68.6	58.5	27.1
<b>Māori</b>												
2019					57.7	68.9	55.1	29.9	51.6	65.8	52.1	20.1
2020					60.8	71.9	60.7	34.1	55.9	68.1	60.4	25.0
2021					57.7	68.3	58.5	31.7	52.3	64.0	56.5	20.9
2022					53.9	64.1	55.7	30.9	49.0	60.0	51.8	19.3
2023	39.1	51.3	40.0	20.0	51.7	64.5	56.2	31.2	47.3	60.7	54.1	20.2
<b>Middle Eastern/Latin American/African</b>												
2019					67.5	75.5	68.3	52.0	56.8	56.9	55.7	31.8
2020					72.4	77.6	73.2	57.7	65.9	76.2	63.7	39.2
2021					68.4	78.0	70.3	56.0	69.0	66.9	67.0	46.6
2022					61.3	73.3	67.4	51.4	53.2	63.6	62.0	38.0
2023	100.0		100.0	100.0	60.0	69.4	66.9	51.4	55.4	56.3	57.1	32.7
<b>Other Ethnicity</b>												
2019					74.4	75.1	67.4	52.9	68.1	72.7	55.2	24.1
2020					74.6	81.0	74.3	56.9	54.2	79.1	71.0	32.3
2021					73.2	78.5	72.9	55.1	64.8	79.1	76.3	34.2
2022					65.5	77.0	66.3	53.4	45.2	72.0	63.9	25.0
2023		50.0	100.0	100.0	59.4	73.9	65.5	48.8	50.5	58.1	61.0	32.2
<b>Pacific Peoples</b>												
2019					61.8	71.3	60.3	30.3	54.1	64.7	57.3	21.2
2020					68.2	77.1	68.9	33.7	62.7	71.7	66.0	22.5
2021					62.3	71.5	64.9	33.0	54.1	63.0	63.1	21.7
2022					56.6	67.3	59.4	28.7	49.1	60.3	56.2	16.2
2023	66.7	50.0	33.3		52.7	64.9	60.3	29.8	45.1	57.1	56.9	17.7

Te Paepae o Aotea has two major ethnic groups European and Māori, all other ethnic groups are relatively small in size and from year to year pass rates can be skewed significantly.

**European** students across all three NCEA levels were below the national average and had similar pass rates to the school equity index group.

**Māori** students across all three NCEA levels were below the national average and the school equity index group. University Entrance for Māori students was similar to the social equity index group.

There is an approximate 15% discrepancy between European and Māori pass rates across all three NCEA levels.

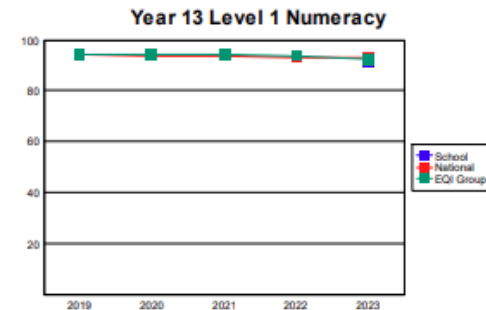
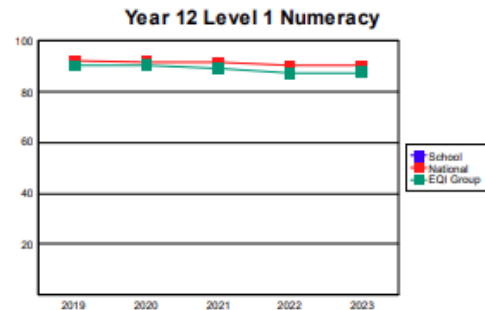
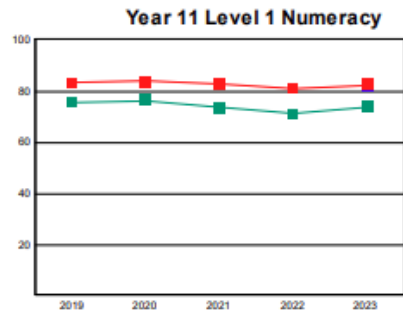
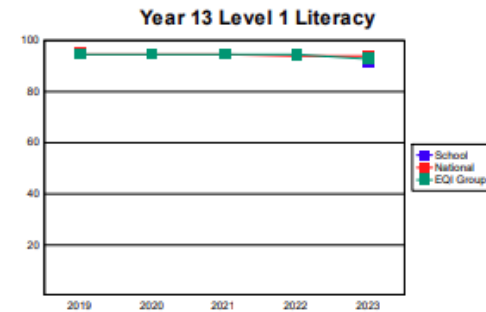
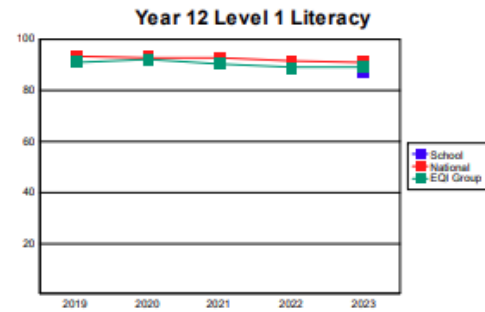
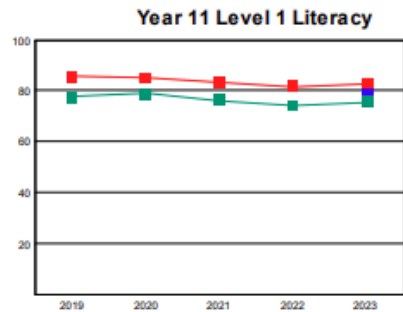


# Level 1 Literacy and Numeracy: Te Paepae o Aotea

Generated 9-Mar-2024

## PR 3 - Cumulative Results by Percentage

		Te Paepae o Aotea			National			More Socioeconomic Barriers (School Equity Index Group)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy				85.5	92.8	94.6	77.7	90.9	94.4
2020	Literacy				85.1	92.7	94.4	78.9	91.6	94.4
2021	Literacy				83.6	92.2	94.2	76.2	90.2	94.4
2022	Literacy				81.6	91.2	93.9	74.3	88.6	94.1
2023	Literacy	78.6	86.6	91.5	82.8	90.8	93.5	75.6	89.1	92.7
2019	Numeracy				83.4	91.8	94.0	75.5	90.1	94.4
2020	Numeracy				83.6	91.7	93.7	76.4	90.5	94.0
2021	Numeracy				82.5	91.3	93.6	73.4	89.3	94.0
2022	Numeracy				80.8	90.2	93.3	71.2	86.9	93.7
2023	Numeracy	81.5	90.2	91.5	82.3	90.0	93.0	73.8	87.4	92.2



Literacy pass rates for all three year levels are slightly below the national average but are above or at the school equity index group.

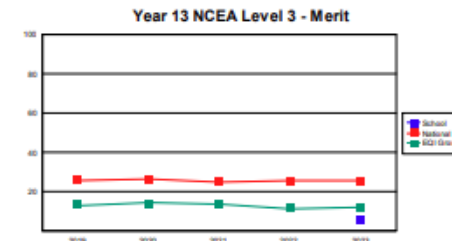
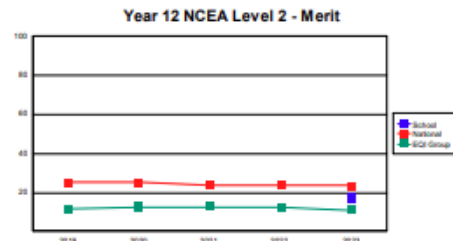
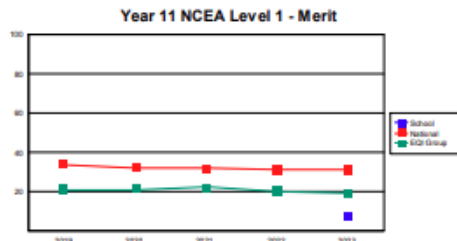
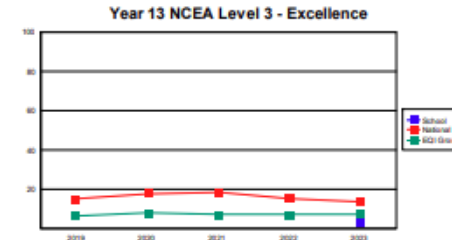
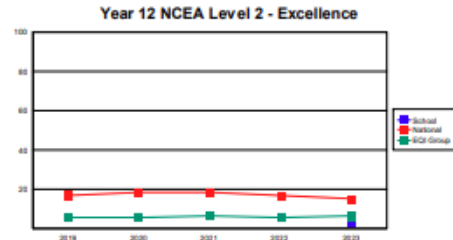
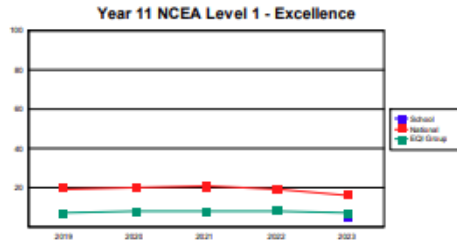
Numeracy pass rates are pretty much at the national average for all three year levels and are above the school equity index group for Level 1 and 2.

# NCEA Certificate Endorsement: Te Paepae o Aotea

## PR4 - Cumulative Results by Percentage

Generated 9-Mar-2024

Academic Year	Te Paepae o Aotea			National			More Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b><u>Achieved with Excellence</u></b>									
2019				19.9	16.7	14.8	7.4	5.8	6.7
2020				20.7	17.9	17.5	8.1	5.8	7.7
2021				21.1	17.9	17.9	8.2	6.4	6.7
2022				19.4	16.5	15.3	8.4	5.3	6.7
2023	4.4	2.7	2.7	16.7	15.0	13.6	7.3	6.3	7.3
<b><u>Achieved with Merit</u></b>									
2019				33.9	25.1	26.2	21.0	11.3	13.2
2020				32.3	24.9	26.3	21.3	12.5	14.4
2021				31.9	23.8	25.3	22.3	12.7	13.6
2022				31.4	24.0	25.5	20.3	12.2	11.6
2023	7.8	17.3	5.4	31.4	23.5	25.6	19.3	11.2	11.9



The Merit and Excellence endorsements for all three year levels are below both the national and school equity group pass rates except for Level 2 Merit which is just below the national pass rate and well above the school equity index group.

# How we have given effect to Te Tiriti o Waitangi

Te Paepae o Aotea gives effect to Te Tiriti o Waitangi as its primary objective.

## Background Information

Te Paepae o Aotea is a school of approximately 1100 students and opened at the start of the 2023 school year. We are a co-educational state school catering for students for Year 7-15. Te Paepae o Aotea was formed in response to the closure of Hāwera High School and Hāwera Intermediate at the end of the 2022 school year.

The Ministry of Education, at the beginning of 2020, received the education building briefs from Hāwera High School and Hāwera Intermediate. They recognised that they both needed major building works. A period of community consultation led by the Ministry of Education started in 2020 and continued into 2021. This consultation focused on the community having their say on the future schooling provisions for Hāwera. The Minister of Education, Hon Chris Hipkins announced in November 2021 that both Hāwera High School and Hāwera Intermediate would be closed and a new Year 7-15 school opened.

The Establishment Board of Trustees were appointed on 21 December 2021 and were given eleven months to get the 'Hāwera New School' ready for students and staff for the beginning of 2023.

### Establishment Board of Trustee members were:

- Will Edwards (Presiding Member)
- Cheryl Luke-Maraki (Deputy Presiding Member)
- Dinah King (Ngāruahine Representative)
- Hauraki Erb (Ngāti Ruanui Representative)
- Neryda Sullivan
- Ross Dunlop (co-opted)
- Te Kiri King (co-opted)
- Diana Reid (co-opted)

## Design of our school

The design of our school by the Establishment Board of Trustees and the Foundational Leadership Team was done to explicitly give effect to the Tiriti o Waitangi.

Our school name, Te Paepae o Aotea, was gifted to us by Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine on 24 June 2022 as part of Matariki celebrations. Alongside our name, we were also gifted a whakatauaāki and logo. There are two major components to our name, *Paepae* and *Aotea* and the condensed meaning is as follows: *We are all on the learning journey of Aotea, as the people of South Taranaki, realising our full potential.*

Our whakatauaāki: *'Kia eke atu ki Taupaenui o te tangata'* challenges us to instil in our students the tools to help them achieve their full potential, in the pursuits they and their whānau deem important. Our cultural narrative is the foundation that we use to unpack elements of Mātauranga Māori. Te Ao Māori is prioritised across the curriculum.

## The following values are the way we do things at Te Paepae o Aotea



### AOTEA

Our value of Aotea represents a caring environment for all students, staff, whānau and community to explore identity.

We create safe and caring learning environments.

We value and celebrate individual mana.

We develop authentic relationships.



### TAUPAENUI

Our value of Taupaenui supports the attainment of human potential, the pursuit of knowledge and striving for excellence.

We uphold a learning culture that is inclusive and diverse.

We strive for personal excellence.

We have a positive attitude and a growth mindset.



### PAEPAE

Our value of Paepae supports the courage, adventure, strength, persistence and the pursuit of knowledge in the learning environment.

We are courageous and visionary.

We challenge with confidence, where appropriate.

We support each other to overcome obstacles and build resilience.

From the establishment phase of the school, we have had representation from local nga iwi. This relationship continues to this day at the governance level.

Te Paepae o Aotea has a guiding coalition made up of representatives from senior and middle leadership within the school, the establishment board and representatives from Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine including the education part of each organisation.

### Te Paepae o Aotea Guiding Coalition

**Iwi are Treaty of Waitangi partners as well as part of a local community.** Their involvement in an educational institute can help accelerate the progression and achievement of Māori learners by strengthening the cultural responsiveness of teachers and leaders. Schools who build enduring, reciprocal relationships with mana whenua understand the importance of Māori tamariki, knowing who they are and where they are from.

#### *Sweeney (2011) collaboration within and between schools –*

Suggests two broad and interconnected purposes for effective collaboration in education for teachers and students to learn and improve and for those working together to reach a common goal.

Collaborative groups that have been successful in raising student achievement are characterised by particular practices: Building skills and knowledge/Building relationships. Even though this research project focuses on collaboration between schools, the indicators support effective collaboration between Whānau, Iwi and Community.

These characteristics provide the basis to build Te Paepae o Aotea Guiding Coalition Protocol:

**Characteristics of Effective Collaboration to Build Skills and Knowledge:**

- The group develops shared understandings, goals and a joint enterprise that is agreed upon by members.
- Continuous monitoring of group members ensures that people are being held to account.
- School leaders share control, show vulnerability and seek ways to involve all stakeholders.
- Members shift from positions of authority to learners who investigate, experiment and participate in mutual sense-making.

**Characteristics of Effective collaboration to build relationships:**

- Relational trust, mutual respect and good relationships are important feature of effective collaboration.
- Participants need to demonstrate commitment to common goals and be willing to extend themselves beyond formal requirements contained within a professional job description.
- There is clarity about the accountability of participants which is complimented by task focused challenges.
- Participants share expertise effectively by engaging in challenging dialogue.
- School leaders acknowledge the vulnerabilities of others and actively listen to concerns.
- It is important to manage tensions that arise as a result to collaboration to ensure that debate leads to knowledge growth, learning conversations enable recognition of differences and that guidelines allow participants to discuss these differences and possibly find common ground.

**Addressing Educational Disparities:**

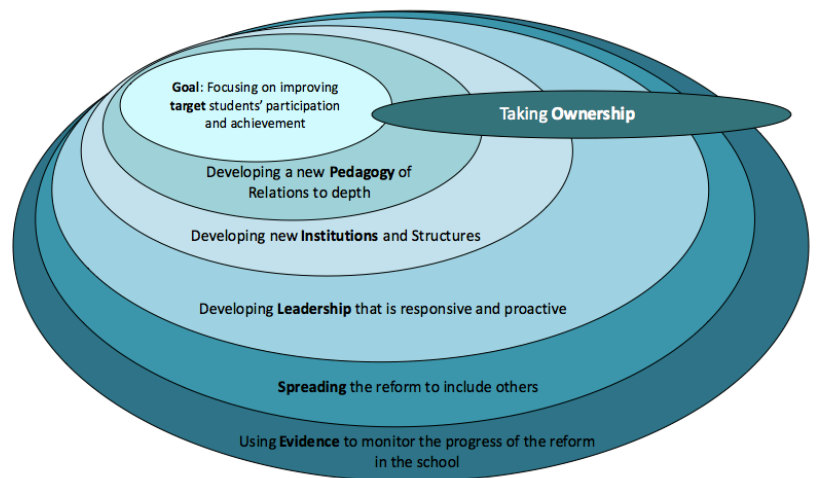
Russell Bishop (2010) Scaling up education reform – Russell’s research in changing outcomes and experiences of indigenous and minoritized peoples in the New Zealand.

Russell suggests that focusing on student achievement in order to reduce disparities is actually a moral imperative that needs to be addressed at all levels of education. The classroom, the school and the wider education system. Schooling needs to have an overall moral purpose which is to directly reduce educational disparities through improving student outcomes. A system where all students learn and where the gap between high and low performance is greatly reduced. It is recommended addressing disparities through setting long-term goals accompanied by short-term targets that can be used to evaluate success towards those goals.

## GPILSEO at the school level:

*“GPILSEO is a good self-review tool. It ensures that we are looking at every element in terms of bringing about change and improvement around our goals...”*

- **Goal:** A focus on improving the achievement of all targeted students across the school.
- **Pedagogy:** A culturally responsive pedagogy of relations developed across all classrooms, that is then able to be used to inform relations and interactions at all levels within the school and community
- **Institutions:** In order to support this reform, time, resourcing and space must be reprioritised for the development of any new institutions at the school required to support the goals and new pedagogy within classrooms. Organisational structures, such as timetables, staffing, meetings, curriculum implementation and student management systems, may all need to be considered.
- **Leadership:** Leadership that understands and is responsive to the wider social implications of a reform of this kind. Leadership that is also proactive and distributed to ensure GPILSEO is understood and applied across the school’s leadership teams.
- **Spread:** A means whereby the reform can be spread to include all staff, and where parents and community can also participate.
- **Evidence:** Specific tools, to monitor the implementation of the reform and provide data for formative and summative purposes, must be developed/accessed and able to be used smartly.
- **Ownership:** The whole school, including the board of trustees, must take ownership of all aspects of the reform.



## Guiding Coalition Membership Criteria: (*Te Paepae o Aotea Representatives*)

People who are champions and committed to the change agenda (reducing disparity in education outcomes).

People with position authority to make decisions (not delegate onto another person)

People who are committed to developing their own instructional leadership and mentoring others (ability to be vulnerable, humble and determined)

Impact coaches and other internal or people leading priority areas within the school

People who represent the wider learning community – power-sharing eg teacher aides, BoT/ whanau / Iwi/ Kahui Ako members.

Te Paepae o Aotea Representatives: Guiding Coalition Structure		
Pastoral Representative: <i>Senior and Junior Pastoral Lead</i>	Within School Teacher (WST): 2x Cultural Coaches: <i>Day to day support, guidance for all staff around tikanga and protocol/ Cultural capabilities mentor</i>	Te Reo Māori Junior Leader Senior Languages Designer <i>Upholding commitment to revitalisation of Te Reo Māori schoolwide/ maintaining local dialect/ supporting and celebrating total immersion</i>
Curriculum Representative: <i>True and authentic representation of local history and other content throughout the curriculum</i>		
Pastoral Leader of Learning & Curriculum Leader of Learning (Tumuaki – where necessary) <i>Decision makers within the school with the authority to implement changes school wide. Supporting members initiatives and interventions</i>		
Board of Trustees Representative <i>Governance and Reporting</i>		

## Guiding Coalition Membership Criteria: (*Iwi Representatives*)

Each iwi decides who they choose to select representatives including how members they believe are necessary will be completely up to them as individual entities.

### Scope of Commitment:

- Guiding Coalition Hui will be held termly, dates and time to be confirmed at the end of each meeting.
- Attending members to be decided based on the focus/ actions outlined by the Agenda. This means that not all members need to be present at all hui if the focus is not within the scope of their responsibilities. However, it is important that all members review minutes and agenda adding further where required.
- Guiding Coalition will be focused into three key areas of focus or workstreams:
  1. Commitment to Te tiriti o Waitangi
  2. Cultural Capabilities
  3. Local Curriculum

Our analysis of variance gives further evidence to what Te Paepae o Aotea is practically doing to give effect to Te Tiriti o Waitangi.