School annual reports - Ministry of Education

**Annual Report**

***Principal's report***

Following 2023 being the year of firsts for Te Paepae o Aotea, 2024 has been the year of review. This year we were reviewed by New Zealand Qualifications Authority (NZQA) and the Education Review Office (ERO).

NZQA and ERO reviews are part of the standard process every school undertakes every few years. Our NZQA report was completed early in the year. This review found that our senior assessment processes were effective and found no significant issues. We have been given a review period of three to five years due to the positive nature of this report. Our teaching staff and Senior Learning Designers should be congratulated for their amazing work in this space under the guidance of Pauline Hurley over the last couple of years.

We also had an ERO review during Term 3. There are two parts to the report produced by ERO. The first part informs the community on whether or not the school has met all regulatory and legislative requirements. We are extremely pleased to say ERO found we met all criteria in these areas. The second part of the report is the evaluation report. This part of the report for every school in the country focuses on learner success and school conditions to inform the schools strategic direction and the improvement actions to be prioritised by the school. The ERO report gives us clear direction of what is working well in our school and areas for improvement. Attendance and student outcomes continue to be a national focus and this comes through strongly in this report. Our next formal ERO review is not due for another 3 years.

These reviews are critical milestones for us as a school and I would like to acknowledge the hard work, persistence and resilience of our staff, students and Board. Our staff have gone above and beyond over the last couple of years to ensure we have strong foundations set as a school. The outcomes of these reviews are testament to their expertise in education. To say I am proud of the team and the extensive mahi they have completed, is an understatement.

I would also like to acknowledge our Establishment Board of Trustees who have been in place since December 2021. They have done an enormous amount of mahi over the last few years and should be congratulated for the courage and determination they have shown. As a school we are looking forward to a board transition in 2025, to an elected board so we can have parent, student and staff representation at the board table.

We have had our building redevelopment of the school confirmed, and have received confirmation that Glen Robinson from Architect People has been appointed Master Planner for the project. Glen is a former Hāwera High School student who has been involved in past projects on our site. We know his local expertise will be especially helpful for this project.

Our new permanent school uniform was introduced this year. We relied on a huge amount of support from the community to get our students into the new uniform. The school community responded exceptionally well and by the start of Term 3 our students looked fantastic. Staff spent an enormous amount of time supporting students and whānau in this space which was greatly appreciated. The Board of Trustees set aside $40,000 for the 2024 school year to help students with uniforms and this was money well spent.

During 2024 we have endeavoured to build on the foundations set in 2023. We have continued to develop skills in both our senior and junior students so they can thrive on Friday afternoons in the Tuakana Teina space. The learning, guiding, mentoring and supporting of each other has been exceptional. The Kapa Haka and Waiata competitions held in Tuakana Teina space this year were amazing highlights for me this year. Both events were incredible. The standard was high and I enjoyed watching students lead and shine in a different environment.

On the sports front this year we had individual students and groups of students compete and excel in local, regional and national competitions. We are so proud of all our students who represented the school and displayed the school values of Aotea, Paepae and Taupaenui.

Our first school production was held this year, "The Lion King Junior." This production was simply outstanding. Our students are so incredibly lucky to have such talented mentors within the school and across the wider community to help guide them. The end result was exceptional.

Our students not only excelled with their extra-curricular activities but also in the classroom. Senior students maintained focus in the classroom and consequently prepared themselves well for NCEA internal and external examinations. Special mention must go to the Year 11 students who had the revised NCEA standards to sit - no easy task but they took it all in their stride. We are looking forward to receiving students' final examination results in January and sharing their successes with the community then.

Our Junior students have continued with their strong focus on Literacy and Numeracy every morning. Our teachers are constantly monitoring their progress and we are pleased with the commitment our junior students are making to their learning. Our Junior students continue to enjoy their integrated learning modules and we have loved sharing stories throughout the year via social media of the learning across the junior school.

Throughout the year we challenged each of our students and staff to always live by our school whakatauaki.

Kia eke atu ki Taupaenui o te tangata

People reaching their full potential

We are very proud of our school community as we work together to learn and grow.

We had four head students working across the academic, community, cultural and sports portfolios: Kaia Silva, Emilia Scott, Tamati Horo and Sha-meel Chengan. These students took on the challenge of leadership which meant at times being placed outside their comfort zones. It has been great to see them develop and thrive in the leadership realm. All four of our head students have epitomised our school values and whakatauaki throughout the year.

We continue to align everything we do to our school name, whakatauaki and values. The responsibility we have as a school to uphold these taonga (gifts) is something we take seriously. Our students continue to grow their understanding of what it means to be a student at Te Paepae o Aotea.

Our eight guiding principles set by our community during the establishment phase of the school continue to underpin the way we do things at Te Paepae o Aotea. Our guiding principles are: Culturally Inclusive, Personalised Learning Journey, Social, Physical and Emotional Curriculum, Authentic Connections, Future Focused Curriculum, Expert Teaching, Community Contribution, and Striving for Excellence.

As a community school it is imperative that we are responsive to the ambitions of our community. Ensuring that everything that we do at Te Paepae o Aotea is underpinned by our eight guiding principles is one way we can ensure we stay true to the aspirations of our community.

Once again, this year we have been supported by our wider community. We are blessed to have support from parents, whānau and community groups to help us offer a wide range of meaningful learning opportunities for our students.

Ngā mihi nui

Rachel Williams

Tumuaki

**School Board Members**

| Board member names | Date that the board member's term finishes |
|---|---|
| **Will Edwards – Presiding Member** | June 2025 |
| **Cheryl Luke-Maraki** | June 2025 |
| **Ross Dunlop** | November 2024 |
| **Te Kiri King** | June 2025 |
| **Neryda Sullivan** | November 2024 |
| **Diana Reid** | June 2025 |
| **Dinah King** | June 2025 |
| **Hauraki Erb** | June 2025 |
| **Rachel Williams** | Principal |

**Statement of variance**

**Strategic Goal 1: Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued. NELP 1 and 2.**

**Annual target review**

**Increase students who attend school regularly (more than 90%) to over 50%**

This target was not met. In 2024 we had 31% of students at Te Paepae o Aotea attending school regularly (90% or more) up from 29% the previous year. For Māori students this dropped to 21% (up from 18% the previous year.

**Decrease the number of stand downs and suspensions to the same level as our school equity index group**

193 students were stood down or suspended in 2024; of these, 6 were suspended to the board. There were no excluded students in 2024. The number of stand downs increased from 2023, but the number of suspensions decreased. At this stage we are unable to compare our stand down and suspension rates to national and EQI group as this data is not available on education counts.

**Elected board of trustees is in place.**

This target was not met in 2024. Election will take place in June 2025. Currently we have an establishment board in place appointed by the Minister of Education in December 2021. On this board we have a representative from each of Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine. There are also three members who were co-opted on in January 2022.

**Collect wellbeing data.**

In 2024 we collected specific wellbeing data for the first time. This data was collected via five forms, one for senior and one for each of our four awa in the junior school. Students were given a 5-point scale for each of the indicators. The average for all groups was above 5 except Pātea juniors at 2.98. The percentage of students wanting a follow up conversation on their wellbeing ranged from 2 – 12 across the five groups.

**Increase the number of students participating in extra-curricular activities from 2023 baseline data (Voice of Rangatahi)**

The Voice of Rangatahi data was collected in 2023, and the Te Paepae o Aotea data was then compared to Taranaki and national data. Our data shows that we had a lower percentage of students being satisfied, very satisfied or extremely statisfied than other schools in Taranaki and nationally. Our school data compares favourably with regard to the number of students who do 7 days a week of physical activity but we have a larger percentage of students doing no or 1 day of physical activity a week compared to the Taranaki and national data.

**My Mahi points system embedded across the school.**

PB4L implementation has been underpinned by our school values of Aotea, Taupaenui and Paepae. Rewards systems were in place within each awa in 2023 but it was not consistent across the school. The PB4L team was established late in 2023 and this meant that the school wide reward system was in place for 2024. Term 4, 2024 saw Te Paepae o Aotea sign up to Huakina Mai. An audit of the PB4L initiative under the Huakina Mai lens was completed and results were shared with staff. An action plan for Huakina Mai for 2025 and 2026 has been developed.

**Increased number of opportunities for students to display and develop their leadership opportunities**

Student leadership structure was developed in 2022 by the senior leadership team and middle leaders and this was implemented in 2023. A review of this structure was completed at the end of 2024 with amendments made for the following year.

| Objective | Actions | Outcomes<br>What did we achieve?<br>What were the outcomes of our actions?<br>What impact did we achieve? | Evidence | Reasons for any differences (variances) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them. | Planning for next year – where to next? 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. |
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| **Use students, whānau and community voice to inform curriculum and pastoral support systems.** | Collect whānau, student, staff voice using Relationship based Learning (RbL) methodology. | Procedures and practices throughout the school reflect the needs and aspirations of the community. | Voice has been collected across the school to inform practice. One example was the collection of voice to review the junior kaupapa classes. This review led to the extension of the kaupapa class into the senior school. **Purpose:** We have had two Kaupapa classes operating from Kimihia te Rangimarie in 2024. One class is a Year 7/8 class, and the other is a Year 9/10 class. The purpose of this voice and data collection is to gauge the impact of the Kaupapa classes on student attendance, engagement, and achievement. This voice and data collection took place in Term 4, 2024 and will inform decision making for 2025.<br><br>**Voice and Data Provided**<br>Whānau voices from Kaupapa classes using the Relationship-based Learning Framework.<br>Student voices from Kaupapa classes using the Relationship-based Learning Framework.<br>Staff voices from Kaupapa classes using the Relationship-based Learning Framework.<br>PAT results from Term 1 and 3.<br>Attendance Data<br>Stand down and Suspension Data<br>Pastoral Data<br>My Mahi Data<br>CAA results<br>Returned Kaupapa 2025 forms | No variation, target met. | Collect whānau, student, staff voice using Relationship-based Learning (RbL) methodology to continue to refine practice. |

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| | Collect community, whānau, student, staff voice to review learning programmes. | Learning programmes that met the needs and aspirations of the community. | Learning programmes meet the needs and aspirations of the community. In 2024 we engaged in an independent review of our senior learning programmes. Amended Final TPOA Report Oct16.docx | Target met for the senior school; independent review booked for 2025 for the junior school during Term 3. | Allocation of time to collect voices across the school community.<br>Engage HMW Lead to do an independent review of the junior curriculum space. |
| | Student voice built into review of learning modules. | Ensure that learning modules are relevant to the needs and interests of students. | Learning modules across the school are relevant to the needs and interests of students. | No variation, target met. | Collect student voice following the conclusion of each learning module to inform future learning programmes. |
| | Collect community, whānau, student, staff voice to review pastoral systems. | A pastoral system that is well resourced and meets the needs of the community. | Pastoral systems were reviewed and updated throughout 2024 as we gathered voice from all stakeholders. Each pastoral leader completes an annual department review which gets sent to the Board of Trustees. This template can be seen in Appendix A. All 8 pastoral leads have completed their 2024 review and presented to the board during Term 1, 2025. A new department template was produced for 2024 underpinned by the School Improvement Framework Synthesis Sheet from ERO. | No variation, target met. | Continue to collect stakeholder voice to inform practice. |
| | Complete Health curriculum survey. | Gain a greater understanding of what the school community would like in the Health curriculum delivery. | This has not been completed and needs to be a priority in 2025. It is on the 2025 annual plan to be actioned in Term 1. | Target not met due to staff changes. | This is in the annual plan for 2025 and allocated to the Social and Emotional Learning within school teacher to oversee. |

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| **Connect with our Kahui Ako to establish attendance initiatives.** | Connect with other principals to gain a better understanding of the Kahui Ako wide need. | Principal attending meetings to discuss attendance strategies. | Principal attended meetings to discuss attendance strategies. | No variation, target met. | Principal continues to meet with the Kahui Ako to discuss attendance. |
| | Establish a working party across the Kahui Ako to focus on attendance. | Select group of principals to progress attendance strategies. | Principal was part of the working party within the Kahui Ako that focused on attendance strategies. | No variation, target met. | No need for this to continue in 2025 as Barnardos has been engaged to have overall sight across the attendance initiatives. |
| | Design new attendance initiatives Kahui Ako wide. | New initiatives designed for use in Term 3 and beyond. | Initiatives introduced in 2024 were.<br>• Maurakau<br>• Art Therapy<br>• Barnardos referral system (ground work done in 2024 ready for use in 2025). | No variation, target met. | This task has been completed so no need for it to be in the 2025 annual report. |
| | Implement new attendance initiatives Kahui Ako wide. | New initiatives up and running across the Kahui Ako. | Maurakau and Art Therapy were in operation from the start of Term 3.<br><br>Art Therapy was funded by staffing for Te Paepae o Aotea. The focus was on small groups across the Kahui Ako, many of the students involved in this programme are transitioning to Te Paepae o Aotea in 2025.<br><br>Maurakau group started strong with about 20 students, over the term we saw this number decrease to about 7 consistent students. | No variation, target met. | Ensure that staff know how to refer to the appropriate agency to ensure students are getting the correct support for them. |
| | Review new attendance initatives Kahui Ako wide. | Improvement of student attendance 70 –89% to 90% plus. | School wide we saw a slight improvement in attendance from 29% in 2023 to 31% in 2024 for students attending 90% plus of the time.<br><br>Principals from across the Kahui Ako spent time in Term 4 looking at the support currently in place for students and whānau and finalising plans for 2025. This work was done in conjunction with Barnardos. | No variation, target met. | Ongoing review of these initiatives to support students in the 70-80% attendance bracket strive to get 90%+. |

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| **Develop the capability of staff to use data to identify learners who are not** | Develop the capability of staff to use PB4L data on KAMAR. | Identification of trends to inform practice allowing interventions to be put in place in a timely manner. | Trends were identified to inform practice allowing timely interventions. This was done consistently at board and senior leadership meetings but not in a consistent manner at other school meetings. Some staff have the capability to find and use this data but more capability and consistency needs to be developed in 2025.<br>See Appendix B for an example of the data pulled on a monthly basis. | Target met across some leaders within the school but not in others. | Capacity building to access and analyse data school wide needs to be a priority in 2025.<br><br>PB4L wording in 2025 needs to change to Huakina Mai as we have engaged with Te Mahau in this space. |
| | Collect and review data connected to the Pastoral Hub.<br>1. Referrals to guidance internally<br>2. Referrals to social workers internally<br>3. Referrals to external agencies. | Gather baseline data on the referrals being seen in the Pastoral Hub to inform next steps in this area of the school. | This data was collected in 2024 but not shared school wide so that trends could be anaylsed. | Target partially met. | Collection of data to remain a focus of the Pastoral Hub, senior leadership team to support the pastoral team to analyse this data to inform practice. |
| | Develop the capability of staff to use attendance data on KAMAR. | Whānau teachers effectively monitoring student attendance. Increase in the number of students attending school regularly (90% plus) from 29%. | Attendance was monitored closely by whānau teachers and pastoral leads. This monitoring was followed by certificates and rewards at awa (house) assemblies including the acknowledgement of students at 100%. The percentage of students attending school regularly increased from 29% to 31%. | No variation, target met. | All staff using attendance data and focused on improving the percentage of students attending regularly to 50%. |
| | Develop the capability of staff to use school wide junior school data on KAMAR. Eg PAT, eAsTTle, OTJs. | Whānau and subject teachers effectively monitoring student progress to enable accelerated progress. | Data was collected effectively throughout the year and entered on KAMAR (Student Management System). Most teachers used this data to inform their learning programmes. Data was also presented and analysed at board and senior leadership meetings.<br>See Appendix C. | No variation, target met. | Continue to develop the capability of teachers throughout the school to use testing data.<br>Make data available for parents on the parent portal. |
| | Develop the capability of staff to use NCEA data on KAMAR. | Whānau teachers effectively monitoring NCEA data to improve Level 1 – 54%, Level 2 – 67% and Level 3 52%. | Staff grew their capability in this area and consequently we have seen a massive increase in the Level 3 pass rate from 52% to 74% and a good increase in Year 12 from 67 to 74%. We have not seen the same increase in the Level 1 data, decreasing from 54% to 53%, however, this decrease is far | No variation, target met. | Continue to build capacity of staff to use data to inform their practice. |

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| | | | smaller than the national decrease of 16%. We still have some staff inconsistencies in the tracking of NCEA data. | | |
| | Investigate options for collection of wellbeing data. | An appropriate wellbeing tool selected for use. | Pastoral leaders explored various options before deciding on developing their own tool for use. | No variation, target met. | No action needed for 2025. |
| | Provide professional development for staff to collect wellbeing data. | Staff are confident to collect wellbeing data.<br>Wellbeing data collected accurately so results are valid. | Staff successfully introduced the wellbeing tool to the students. | No variation, target met. | Provide professional development for staff who have not been whānau teachers in 2024 on how to collect wellbeing data. |
| | Collect school wide wellbeing data. | Collection of wellbeing data.<br>Wellbeing data used to inform next steps within the school. | Wellbeing tool produced and trialled in Term 4. See Appendix D to see an example of data collected. | No variation, target met. | Collect wellbeing data twice a term to inform practice. |

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| **Ensure that Social and Emotional Learning programmes are robust and effective.** | Development of the Social and Emotional Learning programmes school wide. | A consistent Social and Emotional Learning programme available for staff use across the school that is age appropriate for each year level. | The Social and Emotional Learning programme was developed and implemented school wide. The implementation was not done as consistently as desired. | No variation, target met. | Consistent implementation of the Social and Emotional Learning programme school wide. |
| | Professional development for staff to enable them to succesfully deliver the Social and Emotional curriculum. | Staff capable of delivering the Social and Emotional curriculum effectively, this will be evidenced through student voice and lesson observations. | Staff attended professional development focused on the Social and Emotional curriculum and the delivery of it. Inconsistent adoption of this professional development was seen school wide. | No variation, target met. | Further professional development for staff to enable them to succesfully deliver the Social and Emotional curriculum. |
| | Review of the Social and Emotional curriculum | Review of 2024 practices to inform planning for 2025. | Whānau hui powerpoint available on staff teams home page from the start of 2025 incorporating the refinements of the programme. | No variation, target met. | Implement the revised programme in 2025 to ensure consistency across the school. |

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| **Develop and maintain a strong school culture though the explicit teaching of Te Paepae o Aotea values** | Explicit teaching in whānau hui and awa assemblies of school values. | All students know, understand and can demonstrate the school values. | School values have been evident in our teaching school wide. The whānau hui powerpoint guides students and staff on the meaning and the practical implications of our school values. School values are referred to in assemblies, newsletters and in prize givings. | No variation, target met | Consistent explicit teaching in whānau hui and awa assemblies of school values. |
| | Develop school wide opportunities to demonstrate school values eg haka competition | Successful school wide events led by students. | Tuakana Teina time on a Friday afternoon gave the school a perfect opportunity to display the school values. In 2024 the haka competition saw greater levels of participation. A school wide waiata competition was added which was a great success. Students were challenged to sing two songs in their awa groups, one in Te Reo Māori and the other in any other language than English. | No variation, target met | Develop more school wide opportunities to demonstrate school values and the concept of tuakana teina. |
| | Staff development to support the teaching of school values. | Staff know, understand and demonstrate the school values. | Staff attended professional development focused on the teaching of the school values. Inconsistent adoption of this professional development was seen school wide. | No variation, target met. | Further professional development for staff to enable them to successfully teach the school values in a consistent manner. |
| | Implement a PB4L school wide strategy. | PB4L strategy is evident throughout the school.<br>PB4L indicators eg pastoral entries, stand downs, suspensions decrease in numbers. | School values can be seen visually throughout the school in every classroom. In Term 4 we did an audit of the school environment as part of the Huakina Mai initiative. This gave us some clear guidance as to next steps as a school in this space. TFI review complete, action plan for Huakina Mai developed for 2025. | No variation, target met. | Implement a Huakina Mai school wide strategy. |

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| **Maintain and develop relationships with external agencies to support the wellbeing of our students.** | Connect with external agencies in our area. | Have a school register of what external agencies are available to students and whānau. | Pastoral staff and senior leadership team have compiled a list of what external agencies are available to support students and staff. | No variation, target met. | Connect with external agencies in our area as their services and availability may have changed from previous years. |
| | Communicate to the school community resources that are available from external providers. | Use of social media platforms and newsletters to deliver key wellbeing messages to the school community. | Social media is well used by the school to celebrate success of our students. Newsletters continue to be sent home on a fortnightly basis to inform parents. Once a term two page spreads are written to inform our wider community of school related information. Newsletters \| Te Paepae O Aotea | No variation, target met. | Communicate to the school community resources that are available from external providers. |
| | Maintain relationships with external agencies in our area. | Seamless service in operation where students are supported effectively by TPOA and external services. | Pastoral staff and senior leadership have fostered good relationships with external providers. External providers make good use of the school facilities to carry out appointments etc with students and/or whānau. | No variation, target met. | Maintain the relationships formed with external agencies in our area as there are often personnel changes in these spaces. |
| | Review the external agency relationships and services. | Clear direction for 2025 as to what services will be used and for what purpose. | Pastoral and senior leadership meetings discussed external providers so that everyone gained an increased understanding of what service each provider offered. | No variation, target met. | Further develop the list of external agencies so it is clear to staff what agency they should connect with and for what purpose. |

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| **Continue to develop student leadership capabilities.** | Develop and review a formal leadership structure. | Structure in place and students appointed. Review of Leadership complete. | Leadership structure was put in place for 2024, student leaders were appointed. This structure was reviewed for use in 2025 and this was communicated to students and whānau. | No variation, target met. | Appoint student leaders. |
| | Provide multiple opportunities across the school environment eg Community Contribution, Tuakana Teina, Lunchtime Recreation Activities. | Students participating in school wide events. Friday afternoon attendance improves (Tuakana Teina time). Increased numbers of students being involved in physical activity for a longer period of time each week. | Students helped lead assemblies, LRA and a host of other activities school wide. The majority of the activities offered were during the lunch break, highlights included the sports games, the chase, shave athon. Students were also active in leading the kapa haka and waiata competitons during Tuakana Teina time. | No variation, target met. | Provide multiple opportunities across the school environment eg Community Contribution, Tuakana Teina, Lunchtime Recreation Activities. |
| | Investigate, develop and implement a leadership development programme. | Students attend internal and external leadership courses. | Head students met with Principal on a weekly basis to develop their leadership skills. Other student leaders met with staff on a more ad hoc basis during the year to develop their skills. | Target partially met, internal development provided to some students, no external development offered. | Investigate, develop and implement a leadership development programme. Alteration to the weekly meeting schedule for student leaders to enable greater staff support. |

**Strategic Goal 2: Engage each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices. NELP 4,5 and 6.**

**Annual target review**

**Increase Numeracy and Literacy achievements of students so that 60% of students are at or above expected curriculum level for Year 7 – 10 students.**

We have met this target for Year 7-9 Numeracy and Year 8 Reading. In 2024 we had the following data for Year 7 – 10 students in reading, writing and numeracy. This data is based on Overall Teacher Judgements, triangulated with PAT and eAsTTle data. At most year levels for reading, writing and maths we are below our 2024 target of 60%. The disparity seen between all students and Māori students is variable across reading, writing and maths, up to 15% for some indicators.

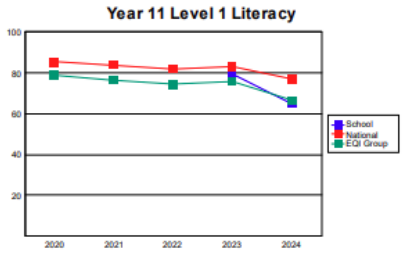
| **2024 Baseline – End of Year<br>% of students at or above expected level** | **All students** | **Māori students** |
|---|---|---|
| Reading | Year 7 58.2%<br>Year 8 60.6%<br>Year 9 46.8%<br>Year 10 41.3% | Year 7 61.2%<br>Year 8 65.2%<br>Year 9 40%<br>Year 10 34.3% |
| Writing | Year 7 58.3%<br>Year 8 57.2%<br>Year 9 34%<br>Year 10 35% | Year 7 50%<br>Year 8 52.3%<br>Year 9 27.8%<br>Year 10 24% |
| Numeracy | Year 7 62.2%<br>Year 8 67.1%<br>Year 9 62.5%<br>Year 10 57.2% | Year 7 61.5%<br>Year 8 65.6%<br>Year 9 45.8%<br>Year 10 56.9% |

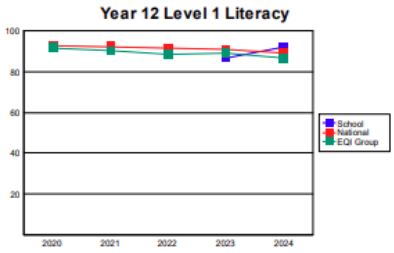
**Increase Numeracy and Literacy achievements of students so that 90% of students gain Numeracy and Literacy co-requisites for Year 11 – 13 students.**

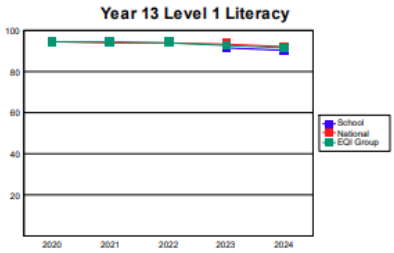
This target has been met for Year 12 and 13 students for Literacy and Numeracy. The 2024 Literacy and Numeracy pass rates can be seen below, our Year 12 and 13 cohorts are both at our 2024 target of 90%. The disparity seen between all students and Māori students is between 0.5% - 13.2%. The biggest disparity can be seen in the Year 11 cohort.

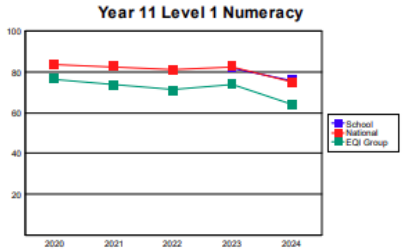
| **% Pass Rate** | **All students** | **Māori students** |
|---|---|---|
| Literacy | Year 11 64.9%<br>Year 12 91.8%<br>Year 13 90.4% | Year 11 56.3%<br>Year 12 90.9%<br>Year 13 87% |
| Numeracy | Year 11 75.7%<br>Year 12 95.9%<br>Year 13 91.8% | Year 11 62.5%<br>Year 12 93.2%<br>Year 13 91.3% |

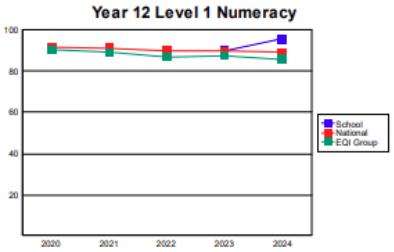
Te Paepae o Aotea is above the national average for Literacy and Numeracy pass rates for Year 12 Literacy Year 11 Numeracy and Year 12 Numeracy. Te Paepae o Aotea is below the national average for Literacy and Numeracy pass rates for Year 11 Literacy, Year 13 Numeracy and Year 13 Literacy. When compared with the average of other schools in our Social Equity Index Group we are above the average in all areas except Literacy for Year 11 and Year 13. The difference is 1.7% and 1.2% respectively.

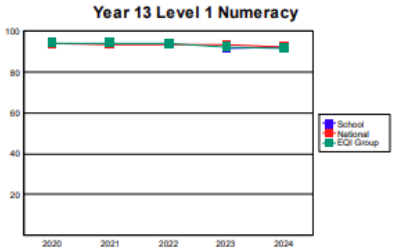



**Increase Level 1 NCEA pass rate to 70% for Year 11 students.**

Did not met this target.

**Increase Level 2 NCEA pass rate to 75% for Year 12 students.**

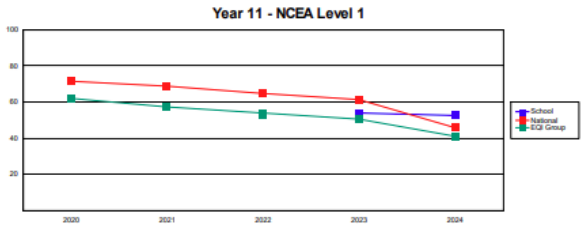
Did not met this target.

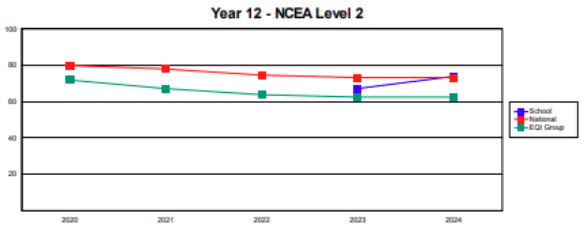
**Increase Level 3 NCEA pass rate to 70% for Year 13 students.**

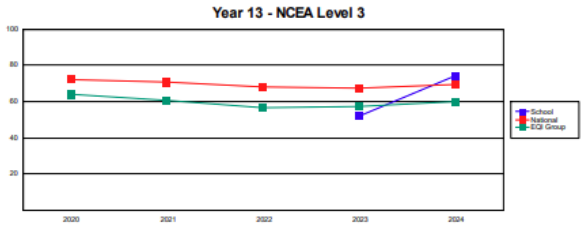
Met this target.

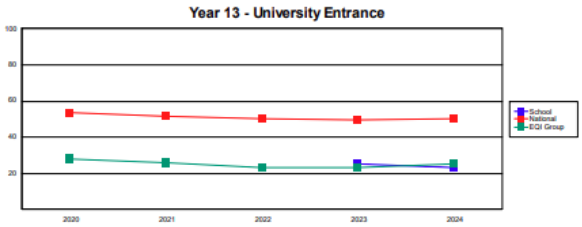
| % Pass Rate | All students | Māori students |
|---|---|---|
| NCEA | Year 11 52.7%<br>Year 12 73.8%<br>Year 13 74%<br>UE 23.3% | Year 11 39.1%<br>Year 12 63.6%<br>Year 13 69.6%<br>UE 17.4% |

Te Paepae o Aotea is above the national average pass rate for NCEA Level 1, 2 and 3 but below the national average pass rate for University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



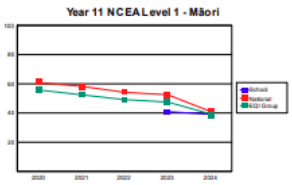



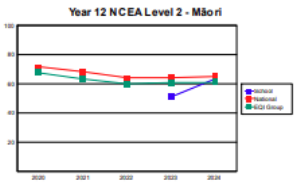



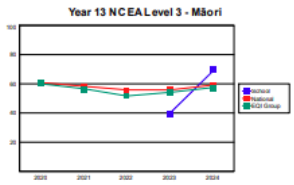



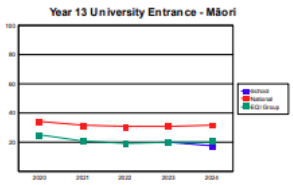

**Reduce disparity for Māori and Non-Māori to less than 5%.**

Target met for Year 13 NCEA and UE. Target not met for Year 11 and 12. Te Paepae o Aotea Māori students are above the national average pass rate for NCEA Level 3 but are below the national average pass rate for Level 1, Level 2 and University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



| Objective | Actions | Outcomes<br>What did we achieve?<br>What were the outcomes of our actions?<br>What impact did we achieve? | Evidence | Reasons for any differences (variances) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them. | Planning for next year – where to next? 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. |
|---|---|---|---|---|---|
| Connect with our Kahui Ako to develop our Within School Teachers to deliver | Goals set for Te Paepae o Aotea Within School Teachers. | Goals set that are aligned with the school's strategic plan and the Kahui Ako Achievement Challenge. | The Within School Teachers are due for appointment at the beginning of the 2025 school year. In preparation for this updated position descriptions have been updated. See Appendix E | No variation, target met | Goals set for Te Paepae o Aotea Within School Teachers. |
| | Goals monitored throughout the year. | Met the goals set around<br>• Cultural competency<br>• NCEA change<br>• Social and Emotional Curriculum<br>• Relationship based Learning<br>• Digital competency | The senior leader who oversaw each area met the WST on a regular basis and monitored their annual goals. In most areas the goals were not only met but exceeded expectation. | No variation, target met | Goals monitored throughout the year. |
| | Position descriptions reviewed and set for the year. | Clear job descriptions which allow Within School Teachers to be effective in their role. | See Appendix E. | No variation, target met | No action needed for 2025 as the roles do not renew until the start of 2027. |

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| | Within School Teachers to provide professional development for staff | Staff increase their capability across the following areas.<br>• Cultural competency<br>• NCEA change<br>• Social and Emotional Curriculum<br>• Relationship based Learning<br>• Digital competency | All WST's provided professional learning for staff throughout the year on a regular basis during Monday, Tuesday or Friday staff meetings. | No variation, target met | Within school Teachers to provide professional development for staff |
| | Support Te Paepae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities. | Te Paepae o Aotea staff involved in facilitating professional development across the Kahui Ako. | There was no opportunity for WSTs to engage in Kahui Ako wide professional development opportunities in 2024. | Target not met. | Support Te Paepae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities. |
| | Engage at all levels within the Kahui Ako. | Improved outcomes for students in our key indicators.<br>• Attendance<br>• Literacy/Numeracy<br>• NCEA<br>• PB4L<br>• Stand down/suspensions | Principal engaged with the Kahui Ako on a regular basis. Other staff engaged on an adhoc informal basis only. | Target not met. | Engage at all levels within the Kahui Ako |

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| **Develop staff competency in Te Reo and Te Ao Māori** | Te Reo Māori Professional Development offered to staff internally and externally. | Staff using Te Reo Māori authentically within the school inside and outside of the classroom environment. | Professional development opportunities were offered to staff every second Tuesday morning for both teachers and learning assistants. A few staff engaged in external professional development for Te Reo Māori. | No variation, target met | Te Reo Māori Professional Development offered to staff internally and externally. |
| | Te Ao Māori Professional Development offered to staff internally and externally | Staff gaining a deeper understanding of Te Ao Māori concepts and displaying appropriate tikanga across the school environment. | Throughout our regular meeting sessions staff developed their understandng of Te Ao Māori. Tuesday morning sessions also had a focus in this area. Staff also had the opportunity to attend marae throughout the year and were supported throughout. | No variation, target met | Te Ao Māori Professional Development offered to staff internally and externally |
| | Create a safe time and space for staff to learn and practise. | Staff increase confidence and capability with Te Reo Māori. | Staff were offered extra opportunities to develop their skills with reo, tikanga and haka. A number of staff took up this opportunity. | No variation, target met | Create a safe time and space for staff to learn and practise. |
| | Co-construction of taonga to be shared with staff through the guiding coalition. | Staff learn appropriate local dialect and tikanga. | The guiding coalition including Board, senior leaders and Ngā iwi representatives met throughout the year. This helped foster a greater understanding of local dialect and tikanga. | No variation, target met | Construction of taonga to be shared with staff through the guiding coalition. |

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| **Develop staff competency in teaching Literacy and Numeracy.** | Literacy and Numeracy goals set and shared. | Baseline data collected and collated for 2023. Baseline data used to inform practice for 2024. | Goals were shared at the beginning of the year and on a regular basis throughout 2024 in staff meetings. | No variation, target met | Literacy and Numeracy goals set and shared across the whole staff. |
| | Literacy and Numeracy Professional Development offered to staff internally and externally | Staff increase their competency in teaching Literacy and Numeracy. | Literacy and Numeracy meetings for Year 7 – 10 students are held on a Thursday morning every fortnight. The curriculum WST and the Literacy/Numeracy leads were available to support teachers build their capabilities throughout the year. | No variation, target met | Literacy and Numeracy Professional Development offered to staff internally and externally |
| | Literacy and Numeracy goals monitored. | The number of students who are at or above the expected level increases throughout the year. | Whānau, subject teachers, curriculum and pastoral leads all monitored progress of students throughout the year and communicated with whānau when appropriate. | No variation, target met | Literacy and Numeracy goals monitored. |
| | Literacy and Numeracy goals reviewed. | The number of students that are at or above expected curriculum level for Year 7-10 students is over 60%.<br>The number of students that have Numeracy and Literacy co-requisites is over 90% for Year 11-13 students. | Review of student Literacy and Numeracy data available for board and staff in November 2024. See Appendix C. PAT results were available for board and staff in Term 1 and 3, with a comparative report produced in Term 4 to see value added.<br>Senior students were tracked throughout the year to monitor their completion of the Literacy and Numeracy corequisites. | No variation, target met | Literacy and Numeracy goals reviewed. |

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| **Develop staff capability through professional development that focuses on** | Identify and train Relationship based Learning Champions | Champions of Relationship based Learning are identified and have appropriate training. | No progress was made in this area. | Target not met. | Identify and train Relationship based Learning Champions |
| | Provide professional development for staff on Relationship based Learning | Classroom observations show evidence of Relationship based Learning strategies. | RbL WST provided some professional development sessions that were relevant and meaningful for teaching staff. | No variation, target met | Provide professional development for staff on Relationship based Learning |
| | Classroom observations using the Relationship based Learning framework | Classroom observations show evidence of Relationship based Learning strategies. | Some teachers had observations done using this framework but there was no consistency across the school. | Target not met, some teachers had observations using this tool but this was not consistent across the school. | Classroom observations using the Relationship based Learning framework |
| | Review and implement the Individual Learning Plan Template | All students from Year 7 – 13 have an Individual Learning Plan in place for 2024 which includes SMART goals. | The majority of students in the school had individual learning plans put in place. Average attendance for start of the year student, whānau teacher meetings was 85% per class. | No variation, target met | Review and implement the Individual Learning Plan Template |
| | Monitoring of Individual Learning Plans | Teachers, students and whānau aware of the progress students are making throughout the year towards reaching their goals. | Whānau teachers monitored these plans throughout the year, including ensuring that Year 7 – 10 students had curriculum coverage throughout the year. | No variation, target met | Monitoring of Individual Learning Plans |
| | Review of Individual Learning Plans | 95% of students school wide reach their Individual Learning Plan goals. | See comment in variance column. | Target not met that we are aware of, we still have not developed a system that would track this information for us. | Review of Individual Learning Plans |

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| | Teachers use student achievement data to inform practice. | Teachers are aware of the areas of strength and the next steps for each learner. | Teachers grew their capacity throughout the year to access PAT, easTTle, OTJs and common assessment tasks to inform their teaching. | No variation, target met | Teachers use student achievement data to inform practice. |
| **Develop staff capability to work in a flexible and digitally enabled learning environment.** | Digital technology professional development offered to staff. | Staff improve their digital competency, this will be seen through appropriate use of digital technology in classrooms. | Staff were given a selection of whole staff professional development sessions or 1-1 sessions offered by an external provider. The WSTs were available on a regular basis to support staff as required. | No variation, target met | Digital technology professional development offered to staff. |
| | Staff engaged in the school's digital strategy. | Staff use technology appropriately and effectively in their role within the school. Staff use technology in their classroom in line with the school's digital strategy. | The majority of school staff use technology to enhance their role within the school. There are some staff who have been identified as needing further support in the future. | No variation, target met | Staff engaged in the school's digital strategy. |
| | Staff engage in professional development that allows students to use technology safely for their learning. | Students use technology safely for their learning. | Professional development was offered internally to help staff enable students to use devices safely, however, more work needs to be done in this area in 2025 and beyond. | Target partially met. | Staff engage in professional development that allows students to use technology safely for their learning. |

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| | Staff engage in the master planning phase of the building redevelopment. | Master planning completed that is informed by staff voice. | See comment in variance column. | Target not met as the master planning is starting in 2025. | Staff engage in the master planning phase of the building redevelopment. |
| **Ensure learners have equitable access to the New Zealand Curriculum.** | Use of baseline data from 2023 to determine appropriate learning programmes for all students. | All students have an appropriate learning programme that meets their needs, abilities and interests. | Access via KAMAR (SMS) to data enabled teaching staff to use this data to effectively plan according to the needs of the students in their classes. This data included PAT results in Term 1. Baseline data from feeder schools also was vital to inform learning programmes. | No variation, target met | Use of baseline data from 2024 to determine appropriate learning programmes for all students. |
| | Monitor learning programmes of students with additional needs including gifted and talented. | All students in the school able to access the New Zealand Curriculum at the appropriate level for their developmental stage. | The school ENCO maintained a register of all students who required learning support. This was shared with staff with flags used on KAMAR to ensure that all staff were aware including relievers.<br>The school ENCO and ORS funded leader worked closely in conjunction with one another to ensure that all students had appropriate learning programmes.<br>Students were assigned to specialist learning programmes where appropriate eg Alternative Education, Endeavour Centre and supported learning class.<br>As the year progressed an increased number of learning assistants were needed and employed.<br>Junior students have the opportunity to do Taupaenui homework badges across the curriculum. These are extension tasks designed to extend our more capable learners.<br>Students are also extended within their curriculum areas as well in areas like debating, | No variation, target met | Monitor learning programmes of students with additional needs including gifted and talented. |

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| | | | United Nations, and other spoken word challenges. | | |
| | Special assessment conditions applied for. | Specialist assessment applications completed for students who need them. | Students who were eligible for special conditions applied for them and the majority of our applications were successful. | No variation, target met | Special assessment conditions applied for. |
| | Special assessment conditions used for assessments. | Students are supported to make the most of the special assessment conditions allocated. | Not all students who gained specialist assessment conditions used them for assessments, this was a personal choice. | No variation, target met | Special assessment conditions used for assessments. |

**Strategic Goal 3: Ensure that ākonga have rich and coherent pathways. NELP 3 and 7.**

**Annual target review**

**Students transition successfully to Te Paepae o Aotea from feeder schools at Year 6 and 8.**

**Students transition successfully from the Junior School to the Senior School.**

Our junior school programmes (Year 7 – 10) are designed to prepare our students to be successful in the senior school. The junior school has a massive focus on teaching literacy and numeracy foundational skills to enable students to be successful in the senior school. Students are tracked in the junior school to ensure that they have covered the breadth of the New Zealand Curriculum. Currently the alignment between the senior and junior learning programmes is fairly cohesive but we have identified some specific areas that need further alignment in 2024. Transitioning students from the junior school to the senior school can be challenging and we observed students in 2023 that struggled with this transition. In Term 1 2023 we observed that a large percentage of our students struggled with the transition into the new school. Modifications were made at the end of 2023 to the transition process and the 2024 data should inform us as to whether our transition programme was successful or still in need of modification.

**90% of school leavers enrol in further study or gain employment.**

As a school that has only completed two years of operation, retention statistics and leavers data is not yet wholly available on education counts. Available data on education counts is related to student population only. The age data indicates that only 8% of the school's population is 17 years or above. What is also evident in the population data is that the retention rate of students in Year 12 and 13 is lower than in earlier years.

**Destination known for 90% of school leavers.**

School leaver information is recorded on our school student management system (KAMAR). Leaver information is taken from a student's leaving form and often this information can be limited. The leaving destination is currently unknown for the majority of our students.

**Improve retention rate of students staying until they complete their Level 2 qualification.**

Education counts data in this area is still incomplete for us as a school due to the fact that we opened at the start of 2023. The number of students who left Te Paepae o Aotea in 2023 with Level 2 or above was 61.3% and in 2024 was 66.7%. The number leaving with Level 3 or above in 2023 was 29.6% and in 2024 was 45.7%.

| Objective | Actions | Outcomes<br>What did we achieve?<br>What were the outcomes of our actions?<br>What impact did we achieve? | Evidence | Reasons for any differences (variances) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them. | Planning for next year – where to next? 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. |
|---|---|---|---|---|---|
| **Develop and refine coherent and meaningful learning programmes for Year 7 - 10 students** | Use data from feeder schools and 2023 baseline data to inform each student's individual learning plan. | Students have appropriate Individual Learning Plans set for 2024 which are informed by data. | All available information was shared with staff mostly via KAMAR (SMS) as well as the ENCO register 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 2024 accordingly. | No variation, target met | Use data from feeder schools and 2024 baseline data to inform each student's individual learning plan. |
| | Plan and deliver professional development in the following areas:<br>• Localised curriculum<br>• Aotearoa NZ histories<br>• Matauranga Māori<br>• Integrated Curriculum Planner<br>• New Zealand Curriculum refresh<br>• NCEA refresh<br>• Literacy and Numeracy | Learning programmes in Year 7 – 10 that are relevant and meaningful for students.<br>• Teachers planning is underpinned by this professional development and teachers use the school wide planners effectively. | Professional development was offered to staff across all of the following areas.<br>• Localised curriculum<br>• Aotearoa NZ histories<br>• Matauranga Māori<br>• Integrated Curriculum Planner<br>• New Zealand Curriculum refresh<br>• NCEA refresh<br>• Literacy and Numeracy<br><br>Areas with the greatest focus were Literacy and Numeracy to ensure that our junior programmes were complying with the national directive of 1 hour a day each of reading, writing and maths. | No variation, target met | Plan and deliver professional development in the following areas:<br>• Localised curriculum<br>• Aotearoa NZ histories<br>• Matauranga Māori<br>• Integrated Curriculum Planner<br>• New Zealand Curriculum refresh<br>• Literacy and Numeracy |

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| | Review of Year 7 – 10 learning programmes. | Learning programmes reviewed thoroughly using accurate, reliable data. | All junior modules throughout the school were reviewed at the completion of the programme prior to the next time it was delivered. Staff have developed a good system of review with our learning programmes. | No variation, target met | Review of Year 7 – 10 learning programmes. |
| | Transition programme developed for Year 10 students into the senior school. | Transition programme developed that supports Year 10 students to experience life in the senior school in a safe environment. | Transition programme developed for Year 10 students into the senior school. | No variation, target met | Transition programme developed for Year 10 students into the senior school. |
| | Transition programme delivered for students heading into the senior school. | Year 10 students heading into Year 11 being able to engage successfully in the transition programme in Term 4 and then engage in Year 11 programmes in Term 1 2025. | A four week transition programme was delivered to Year 10 students, this involved Year 10 students learning for the majority of the day in the senior village and working alongside senior teachers. Students were also given a taste of NCEA assessment. | No variation, target met | Transition programme delivered for students heading into the senior school. |
| | Deliver career education thoroughout the Year 7 – 10 learning programmes. | Students are aware of school pathways that lead to further study and work opportunities. | This was done in 2024 on an adhoc basis, a greater focus needs to be in this area in 2025 and beyond. | Target partially met. | Deliver career education thoroughout the Year 7 – 10 learning programmes. |

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| **Develop and refine coherent and meaningful learning programmes for Year 11-13 students** | Use 2023 baseline data to inform each student's individual learning plan. | Students have appropriate Individual Learning Plans set for 2024 which are informed by data. | All available information from 2023 was shared with staff mostly via KAMAR (SMS) as well as the ENCO register 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 2024 accordingly. New students to the school had their latest report and assessment data requested from their previous school. | No variation, target met | Use 2024 baseline data to inform each students individual learning plan. |
| | Plan and deliver professional development in the following areas:<br>• Localised curriculum<br>• Aotearoa NZ histories<br>• Matauranga Māori<br>• Integrated Curriculum Planner<br>• New Zealand Curriculum refresh<br>• NCEA refresh<br>• Literacy and numeracy | Learning programmes in Year 11 – 13 that are relevant and meaningful for students.<br>Teachers planning is underpinned by this professional development and teachers use the school wide planners effectively. | Professional development was offered to staff across all of the following areas.<br>• Localised curriculum<br>• Aotearoa NZ histories<br>• Matauranga Māori<br>• Integrated Curriculum Planner<br>• New Zealand Curriculum refresh<br>• NCEA refresh<br>• Literacy and numeracy<br><br>Area with the greatest focus was on the NCEA refresh. | No variation, target met | Plan and deliver professional development in the following areas:<br>• Localised curriculum<br>• Aotearoa NZ histories<br>• Matauranga Māori<br>• Integrated Curriculum Planner<br>• New Zealand Curriculum refresh<br>• Literacy and numeracy |
| | Review of Year 11 – 13 learning programmes. | Learning programmes reviewed thoroughly using accurate, reliable data. | All senior modules throughout the school were reviewed at the completion of the programme either mid year or end of the year. All learning programmes have been reviewed ready for use in 2025. | No variation, target met | Review of Year 11 – 13 learning programmes. |

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| | Deliver career education thoroughout the Year 11 – 13 learning programmes. | Students are aware of school pathways that lead to further study and work opportunities. | Whānau teachers played a key role in ensuring that all students understood the different learning pathways within the school. Numerous whānau meetings were held throughout the year with whānau teachers to ensure clear communication in this space. | No variation, target met | Transition programme for Year 11 – 13 students into the senior school. |
| | Provide Year 11-13 specific careers guidance. | Students transition from school to further study and work successfully. | This was done in 2024 on an adhoc basis, a greater focus needs to be in this area in 2025 and beyond. | Target partially met. | Provide Year 11-13 students with specific careers guidance. |
| | Develop a survey for all school leavers to fill in. | Accurate information about why students are leaving and what the school could do to improve. | A leavers satisfaction survey was developed and implemented but a survey focused on students destination was not developed. | Target not met, see comment in the evidence section. | Develop a survey for all school leavers to fill in. |
| | Connect with all 2023 Year 12 and 13 leavers to determine where they have transitioned to. | Accurate destination information. | This was not achieved due to lack of available support staff resourcing in this area. | Target not met, see comment in the evidence section. | Connect with all 2024 Year 12 and 13 leavers to determine where they have transitioned to. |

<table>
<tr>
<td rowspan="4">Use assessment data to monitor student outcomes and provide next steps for learning.</td>
<td>Implement the use of PAT and eAsttle assessment tools to track student progress for Year 7 -10 students.</td>
<td>PAT and eAsTTle data is used to inform next steps for students learning.</td>
<td>PAT data collected for all Year 7 – 10 students in Term 1 and 3. E-asTTle data collected in Term 3 to inform entries for CAA’s.</td>
<td>No variation, target met</td>
<td>Implement the use of PAT and eAsttle assessment tools to track student progress for Year 7 -10 students.</td>
</tr>
<tr>
<td>Monitor student progress using Overall Teacher Judgements, PAT and eAsTTle data for Year<br>7 – 10 students.</td>
<td>Accelerated progress is seen in student achievement.</td>
<td>Evidence can be seen in Appendix C.<br>The following table is the collation of the percentage of students who have made accelerated progress. A high percentage of students have made accelerated progress.
<table>
<tr><th>Year</th><th>Maths</th><th>Reading comprehe…</th><th>Reading Vocab</th></tr>
<tr><td>8</td><td>48.7%</td><td>35.7%</td><td>45.4%</td></tr>
<tr><td>9</td><td>57.9%</td><td>47.3%</td><td>51.7%</td></tr>
<tr><td>10</td><td>47.8%</td><td>34.1%</td><td>20.3%</td></tr>
</table>
</td>
<td>No variation, target met</td>
<td>Monitor student progress using Overall Teacher Judgements, PAT and eAsTTle data for Year<br>7 – 10 students.</td>
</tr>
<tr>
<td>Implement the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.</td>
<td>NCEA and milestone assessment data is used to inform next steps for students learning.</td>
<td>KAMAR (SMS) has been set up to include milestones to help students, teachers and whānau track their progress. These milestone grades were reported on formal reports as well as reporting live on parent portal. The milestone grades came complete with comments individualised for each student.</td>
<td>No variation, target met</td>
<td>Implement the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.</td>
</tr>
<tr>
<td>Monitor student progress using NCEA assessments data for Year 11 – 13 students.</td>
<td>Students are successful in gaining their NCEA qualification. An increased number of students leaving with their Level 2 qualification.</td>
<td>KAMAR was used as the tool to aid the tracking of NCEA data. Both whānau teachers and pastoral leaders had tracking documents and engaged in ongoing discussions with students and whānau on progress towards their qualfications. School wide monitoring was conducted by the Deputy Principal with responsibility for curriculum. Principal reported to the board and wider staff on a monthly basis. Fortnightly updates for each cohort were shared in the school newsletter.</td>
<td>No variation, target met</td>
<td>Monitor student progress using NCEA assessments data for Year 11 – 13 students.</td>
</tr>
</table>

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|---|---|---|---|---|---|
| **Promote academic achievement across the school.** | Set the school calendar to allow for school wide and awa celebrations. | School calendar has three whole school assembly times set each term.<br>Awa assemblies are on the calendar for all weeks that we do not have whole school assemblies during whānau time. | School wide calendar was set at the beginning of 2024 and reviewed termly. Three whole school assemblies were held each term to celebrate success. Awa assemblies were held on a fortnightly basis.<br>The school calendar is available on the website and school app. Upcoming events are shared on social media platforms.<br>Calendar \| Te Paepae O Aotea | No variation, target met | Set the school calendar to allow for school wide and awa celebrations. |
| | School wide events are planned and delivered. | Students are rewarded for the success they have both within the school and outside of school. | Most school wide events were planned and delivered during Tuakana Teina time on Friday afternoon. Page 4 of this newsletter is the schedule for Term 1 and 2.<br>TPOA-Newsletter-23-Feb-24.pdf | No variation, target met | School wide events are planned and delivered. |
| | Social media/newspaper/website platforms are all used to celebrate success. | Student success is shared with the wider community. | Student success was shared in assemblies, socials, newsletters and newspaper adverts and articles. The following two newsletters show some examples of our showcasing our student success.<br>TPOA-Newsletter-22-Mar-24.pdf<br>TPOA-Newsletter-12-Apr-24-1.pdf<br>An example of a showcase article written once a term and published in the newspaper.<br>STAR-ad-11-July-2024.pdf | No variation, target met | Social media/newspaper/website platforms are all used to celebrate success |
| | Open days are made available for the wider community. | Community feels welcomed into the school and can share the success students are having. | Open days were held every Wednesday during November with extra sessions offered if needed for students who required extra support with the transition. These days were publicised through the usual channels and also followed visits to every feeder school. | No variation, target met | Open days are made available for the wider community. |

| | | | | | |
|---|---|---|---|---|---|
| | Transition days are made available for students looking to transition into Te Paepae o Aotea. | Students starting at Te Paepae o Aotea in 2025 are able to engage successfully in the transition programme in Term 4 and then engage successfully in their learning in Term 1 2025. | Every feeder school had two transition days for their students during Term 4. These days were designed for the students to gain a greater understanding of our school culture, our school values and the way things are done at Te Paepae o Aotea. Feedback from these sessions was incredibly positive. | No variation, target met | Transition days are made available for students looking to transition into Te Paepae o Aotea. |
| | Prizegiving and honours badge systems need to be reviewed. | Improve on the delivery of prizegivings from our baseline of 2023 practices. | Student prizegivings were held in November (seniors) and December (2 x juniors), all three of these events were great celebrations.<br>TPOA-Newsletter-8-November-24.pdf<br>TPOA-Newsletter-13-December-24.pdf<br>In October students received honours badges. The criteria can be seen via this link. Senior Honour Badges \| Te Paepae O Aotea<br>We have refined this system over the past 2 years and we will continue to refine to ensure we capture the success of our students. | No variation, target met | Prizegiving and honours badge systems need further refinement from the 2024 system. |

| | | | | | |
|---|---|---|---|---|---|
| **Ensure learning programmes are connected to the local community.** | Develop connections with external organisations eg BA5, Gateway, Careers, CATE, community contribution providers. | Staff are aware of the connections to outside organisations to help transition our students successfully.<br>Staff are able to use the relationships formed with outside organisations to help transition our students successfully. | 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 | Develop connections with external organisations eg BA5, Gateway, Careers, CATE, community contribution providers. |
| | Develop connections with WITT, Feats and other education providers. | Staff are aware of the connections to other education providers to help transition our students successfully.<br>Staff are able to use the relationships formed with other education providers to help transition our students succesfully. | Connections have been made with external providers, throughout 2024 we saw the diminishing impact that WITT had in South Taranaki due to the changes in the tertiary landscape. | No variation, target met | Develop connections with WITT, Feats and other education providers. |
| | Develop connections with local business/industry to develop a strong Gateway/work placement programme | Staff are aware of the connections to local businesses to help transition our students successfully.<br>Staff are able to use the relationships formed with local businesses to help transition our students successfully. | Staff have done a good job of maintaining and extending the connections that we have with local businesses and community groups.<br>In 2024 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. We continue to have some younger students who benefit from work placement experience as part of their learning programme. | No variation, target met | Develop connections with local business/industry to develop a strong Gateway/work placement programme |

| | | | | | |
|---|---|---|---|---|---|
| **Ensure learning programmes focus on identity, belonging and purpose.** | Review and refine learning programmes that promote social, physical and emotional curriculum. | Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui time. | The social and emotional curriculum is delivered from 9 – 9.30am each morning. Pastoral leads alongside the Within School Teacher for social and emotional learning continue to take a lead in this space to ensure materials are sourced and used that are age appropriate. Awa meetings on a Wednesday morning continue to be a place that staff can build their capacity with the social and emotional curriculum. | No variation, target met | Review and refine learning programmes that promote social, physical and emotional curriculum. |
| | Review and refine learning programmes that focus on our school identity through utilising our school narrative and local identity. | Learning programmes set for students that are meaningful and developmentally appropriate to deliever in whānau hui and Tuakana Teina time. | Whānau hui each morning from 9 – 9.30 continues to be a place that staff and students can explore our school identity and unpack together. | No variation, target met | Review and refine learning programmes that focus on our school identity through utilising our school narrative and local identity. |
| | Review and refine community contribution and Taupaenui programmes that connect with our local community. | Learning programmes delivered during community contribution and Taupaenui time set for students that are meaningful and connected to our local community. | Feedback from students, teachers and whānau would suggest that the double block on a Wednesday for Community Contribution and Taupaenui courses is too long for students to maintain focus during the day. Whānau have also expressed concerns about the impact of missing a large piece of course work if they are absent on this one particular day. | No variation, target met | Review and refine community contribution and Taupaenui programmes that connect with our local community. |

# 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)

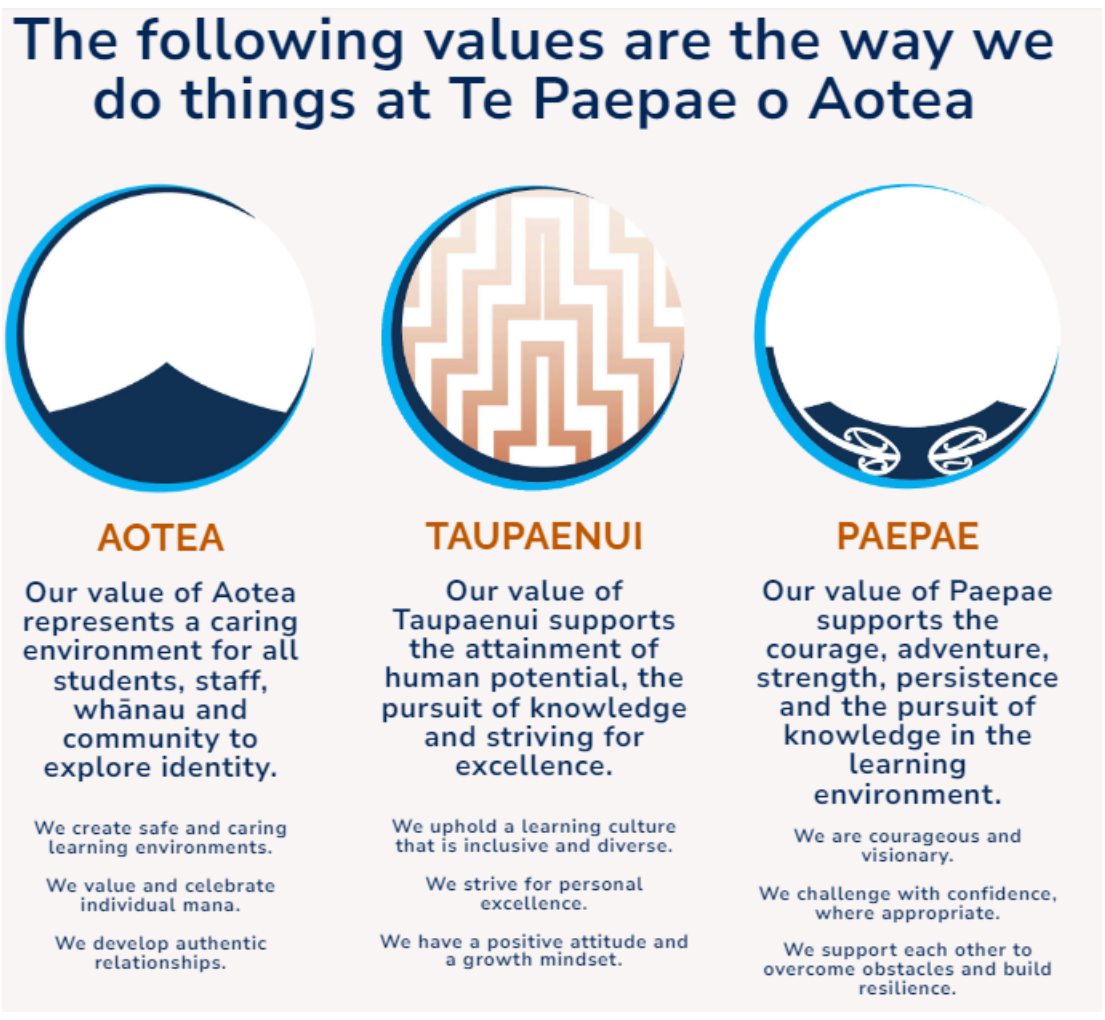
Diana Reid (co-opted)

**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 whakatauākī 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 whakatauākī: ***'Kia eke atu ki Taupaenui o te tangata'*** challenges us to instill 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.




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, and 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 features 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 complemented 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 of 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.

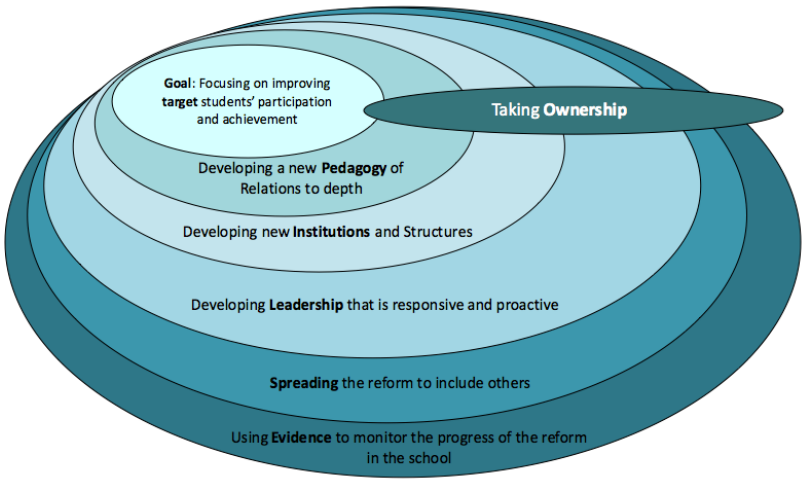
## Addressing Educational Disparities:

Russell Bishop (2010) Scaling up education reform – Russell's research in changing outcomes and experiences of indigenous and minoritized peoples in 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 recommends 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 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.

<table>
<tr><td colspan="3">Te Paepae o Aotea Representatives:<br>Guiding Coalition Structure</td></tr>
<tr><td>Pastoral Representative:<br>Senior and Junior Pastoral Lead</td><td rowspan="2">Within School Teacher (WST):<br>2x Cultural Coaches:<br>Day to day support, guidance for all staff around tikanga and protocol/ Cultural capabilities mentor</td><td rowspan="2">Te Reo Māori Junior Leader<br>Senior Languages Designer<br>Upholding commitment to revitalisation of Te Reo Māori schoolwide/ maintaining local dialect/ supporting and celebrating total immersion</td></tr>
<tr><td>Curriculum Representative:<br>True and authentic representation of local history and other content throughout the curriculum</td></tr>
<tr><td colspan="3">Pastoral Leader of Learning & Curriculum Leader of Learning (Tumuaki – where necessary)<br>Decision makers within the school with the authority to implement changes school wide. Supporting members initiatives and interventions</td></tr>
<tr><td colspan="3">Board of Trustees Representative<br>Governance and Reporting</td></tr>
</table>

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

Ngā iwi selects who their represenatatives are for the Guiding Coalition.

**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 as to what Te Paepae o Aotea is practically doing to give effect to Te Tiriti o Waitangi.

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**Appendix A**

## Te Paepae o Aotea Review Template based on the Te Ara Huarau | School Improvement Framework Synthesis Sheet from ERO

**Learning area of the school:**

**Date:**

# Strategic Goals

1. Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued (NELP 1 and 2).
2. Engage each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices (NELP 4,5 and 6).
3. Ensure that ākonga have rich and coherent pathways (NELP 3 and 7).

# Guidelines for use

- Take time to become familiar with the **School Improvement Framework** (SIF), **School Improvement Framework Synthesis Sheet** and the **Evidence guidance for Schools** documents.
- Take time to become familiar with our **Strategic Plan** and **Annual Plan.**
- The same piece of evidence may be useful across more than one domain.
- Record the names of the evidence documents in the far-right-hand column of the synthesis sheet. You can use weblinks or name the document.
- It is recommended you look first at naturally occurring evidence.
- Please limit your evidence to no more than **three** pieces for each domain.
- Carefully consider your evidence for each domain and record an evaluative judgement about the current strengths and improvement priorities on the synthesis sheet.
- Ensure Te Tiriti o Waitangi elements in the core domains are evidenced to support your overall judgement.
- On the synthesis sheet, select the check box that represents the best fit for each domain.
- **Share a copy of the completed School Improvement Framework, synthesis sheet, and the samples of evidence you have identified with your Senior Leader.**

**Please list the teachers below who teach in your learning area of the school (Delete any columns that are not applicable).**

| Year 7/8 Teachers | Year 9/10 Teachers | Year 11-13 Teachers |
|---|---|---|
| | | k |
| | | |

**Budget**

Please comment on what you spent your 2024 budget on and how this links to the school strategic goals.

Please comment on your budget requirements for 2025 and how they link to the school strategic goals.

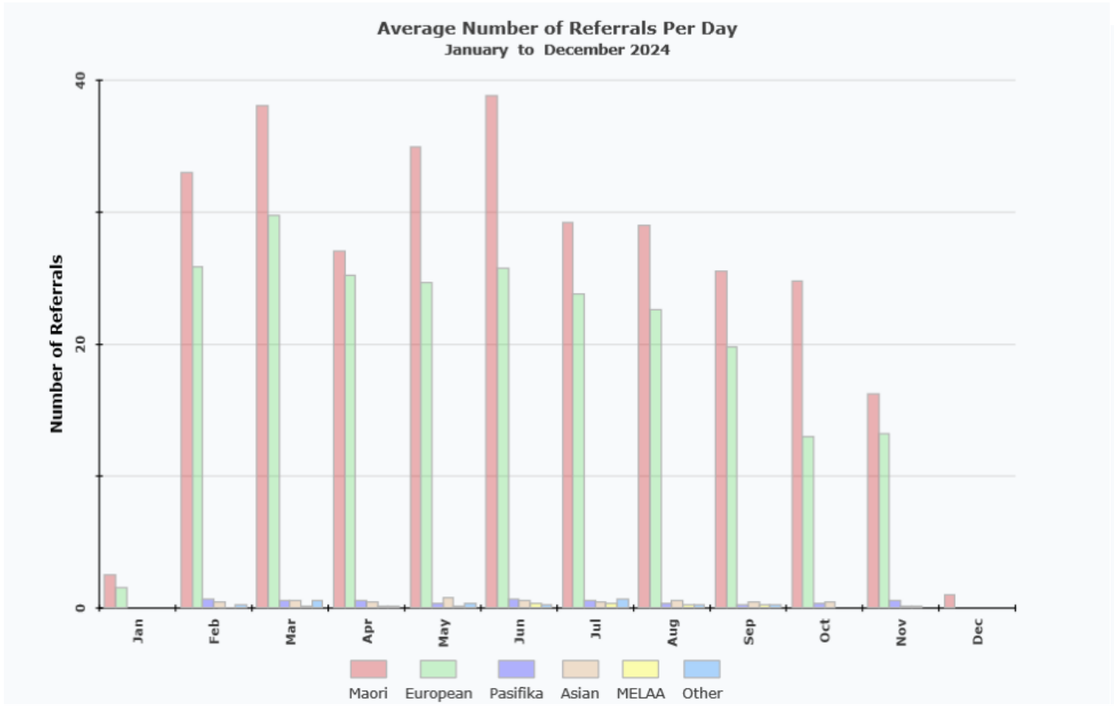
| | | Not evidenced at the time | Improvement required | Working towards | Embedding | Excelling | Key evidence to support our best fit includes:<br>*Please identify the evidence you have used to support your judgement for each domain (document names or web links). These will be shared with your EP.* |
|---|---|---|---|---|---|---|---|
| | **Outcomes: Learner success and wellbeing** | ☐ | ☐ | ☐ | ☐ | ☐ | • Pastoral teams should have an analysis of PB4l, KAMAR and wellbeing data.<br>• Curriculum should have an analysis of NCEA, common assessment tasks, standardised testing, overall teacher judgements (whatever assessment has been used). |
| | | Evidence-based judgements:<br>(What is your evidence telling you about learner success and wellbeing within your area of the school – strengths and improvement priorities?) | | | | | |
| **Core Domains** | **Leadership** | ☐ | ☐ | ☐ | ☐ | ☐ | • This section should focus on leadership within your area of responsibility (refer to page 6 of SIF. |
| | | Evidence-based judgements:<br>(What is your evidence telling you about leadership within your area of the school – strengths and improvement priorities?) | | | | | |

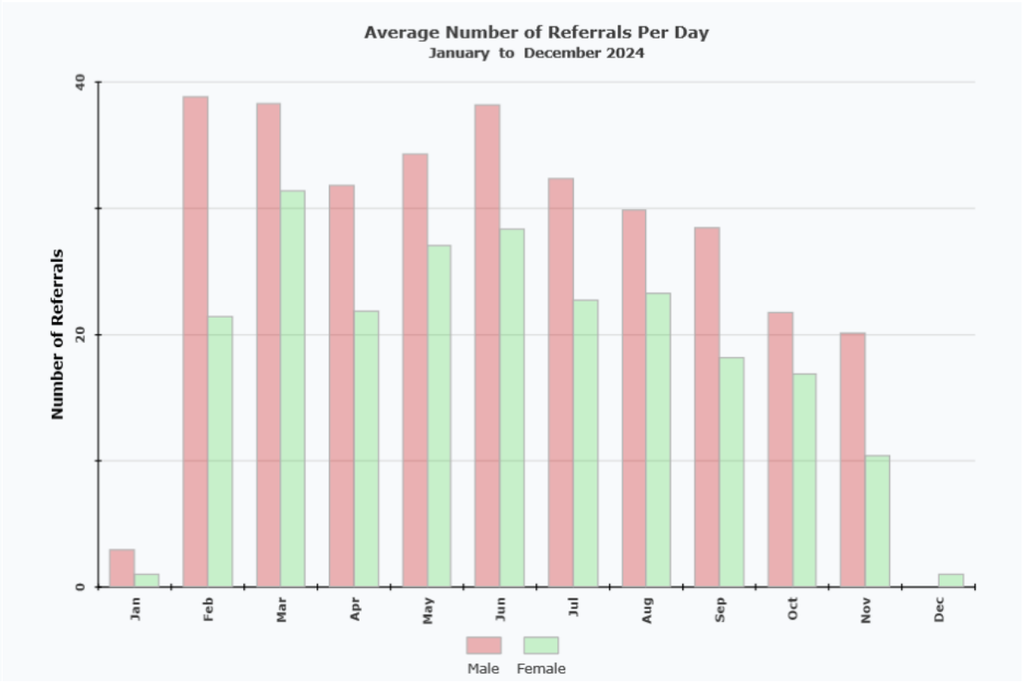
| | | Not evidenced at the time | Improvement required | Working towards | Embedding | Excelling | Key evidence to support our best fit includes:<br>*Please identify the evidence you have used to support your judgement for each domain (document names or web links). These will be shared with your EP.* |
|---|---|---|---|---|---|---|---|
| Core Domains | Curriculum | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 8 of SIF.<br>• Pastoral team should focus on social and emotional curriculum. |
| | | Evidence-based judgements:<br>(What is your evidence telling you about leadership within the curriculum– strengths and improvement priorities?) | | | | | |
| | Teaching and Learning | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 10 of SIF.<br>• Pastoral team should focus on the teaching and learning happening in whānau time. |
| | | Evidence-based judgements:<br>(What is your evidence telling you about teaching and learning within your area of the school – strengths and improvement priorities?) | | | | | |
| Conditions for success | | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 13 of SIF. |
| | Professional capability & capacity | Evidence-based judgements:<br>(What is your evidence telling you about professional capability and collective efficacy of your area within the school – strengths and improvement priorities?) | | | | | |
| | Inclusion & wellbeing | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 16 of SIF. |

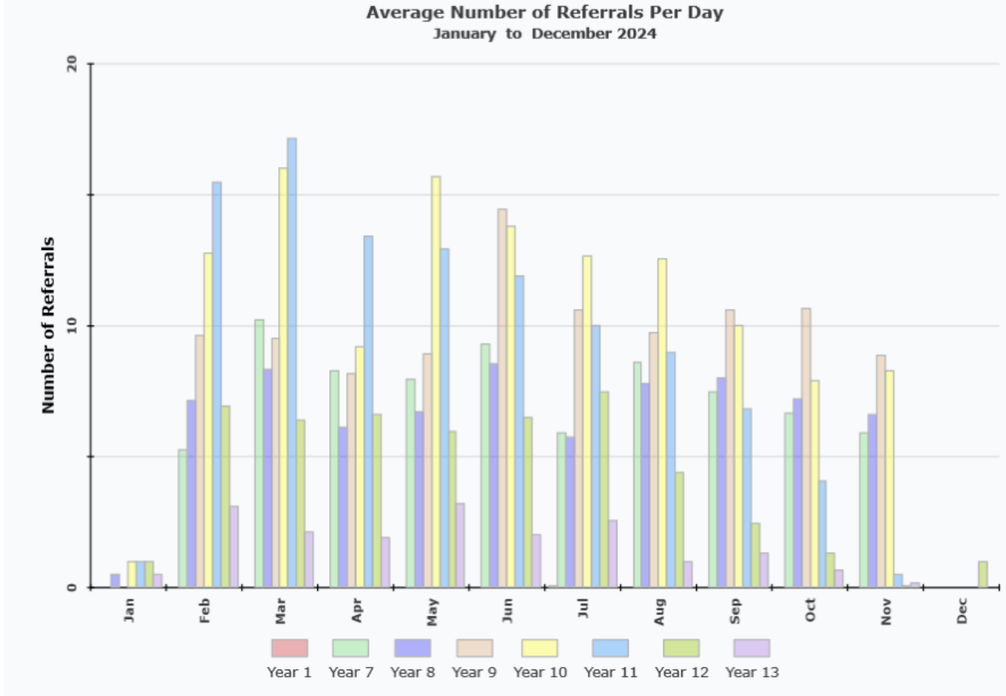
| | Not evidenced at the time | Improvement required | Working towards | Embedding | Excelling | **Key evidence to support our best fit includes:** *Please identify the evidence you have used to support your judgement for each domain (document names or web links). These will be shared with your EP.* |
|---|---|---|---|---|---|---|
| | | | | | | Evidence-based judgements:<br>(What is your evidence telling you about inclusion and wellbeing within your area of the school – strengths and improvement priorities?) |

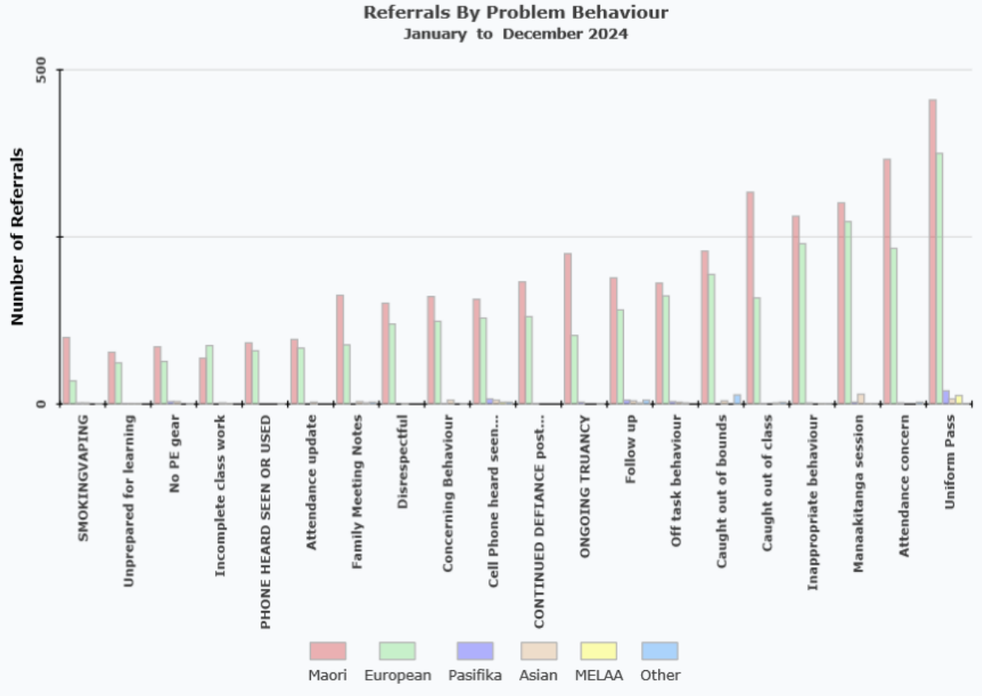
| | | Not evidenced at the time | Improvement required | Working towards | Embedding | Excelling | Key evidence to support our best fit includes:<br>*Please identify the evidence you have used to support your judgement for each domain (document names or web links). These will be shared with your EP.* |
|---|---|---|---|---|---|---|---|
| Conditions for success | Partnerships | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 18 of SIF. |
| | | Evidence-based judgements:<br>(What is your evidence telling you about partnerships within your area of the school – strengths and improvement priorities?) | | | | | |
| Foundation for Success | Te Tiriti o Waitangi | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 23 of SIF. |
| | | Evidence-based judgements:<br>(What is your evidence telling you about how your area of the school is meeting its obligations under Te Tiriti o Waitangi – strengths and improvement priorities?) | | | | | |
| Lens | Evaluation for improvement | ☐ | ☐ | ☐ | ☐ | ☐ | • Refer to curriculum section, page 27 of SIF. |
| | | Evidence-based judgements:<br>(What is your evidence telling you about how school is evaluating for improvement?) | | | | | |

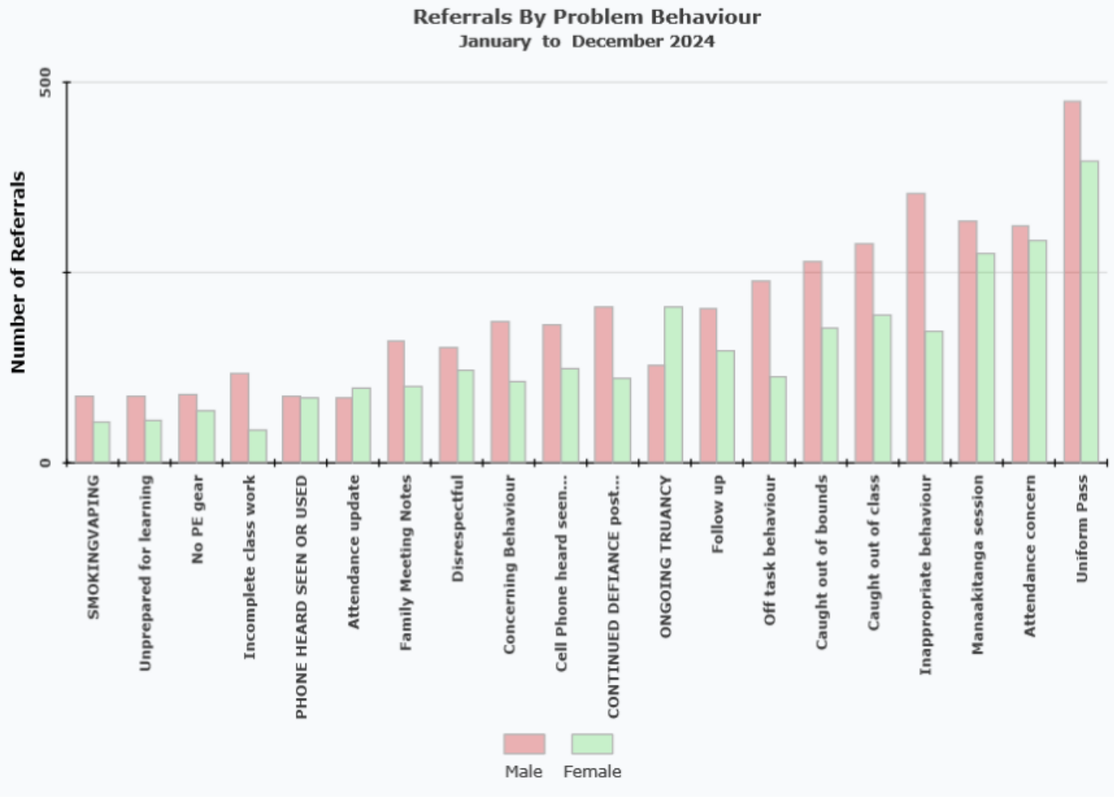
**Appendix B: Example of Pastoral Data used – November Board report 2024**

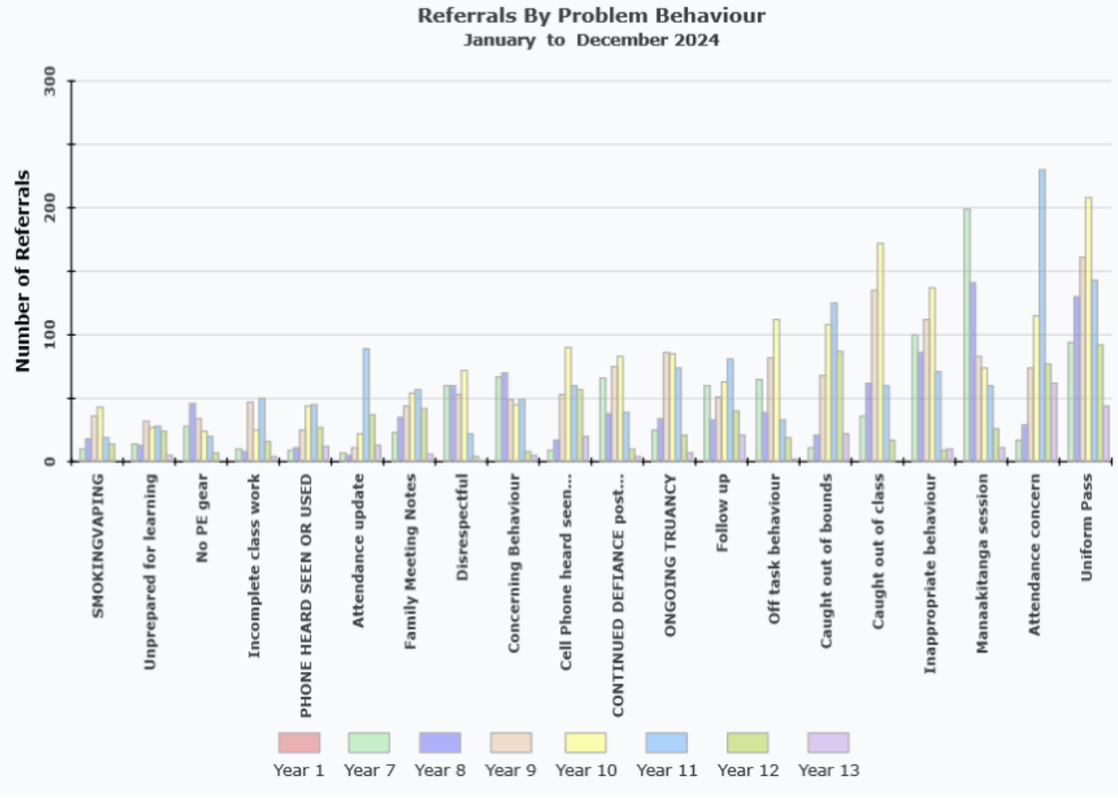


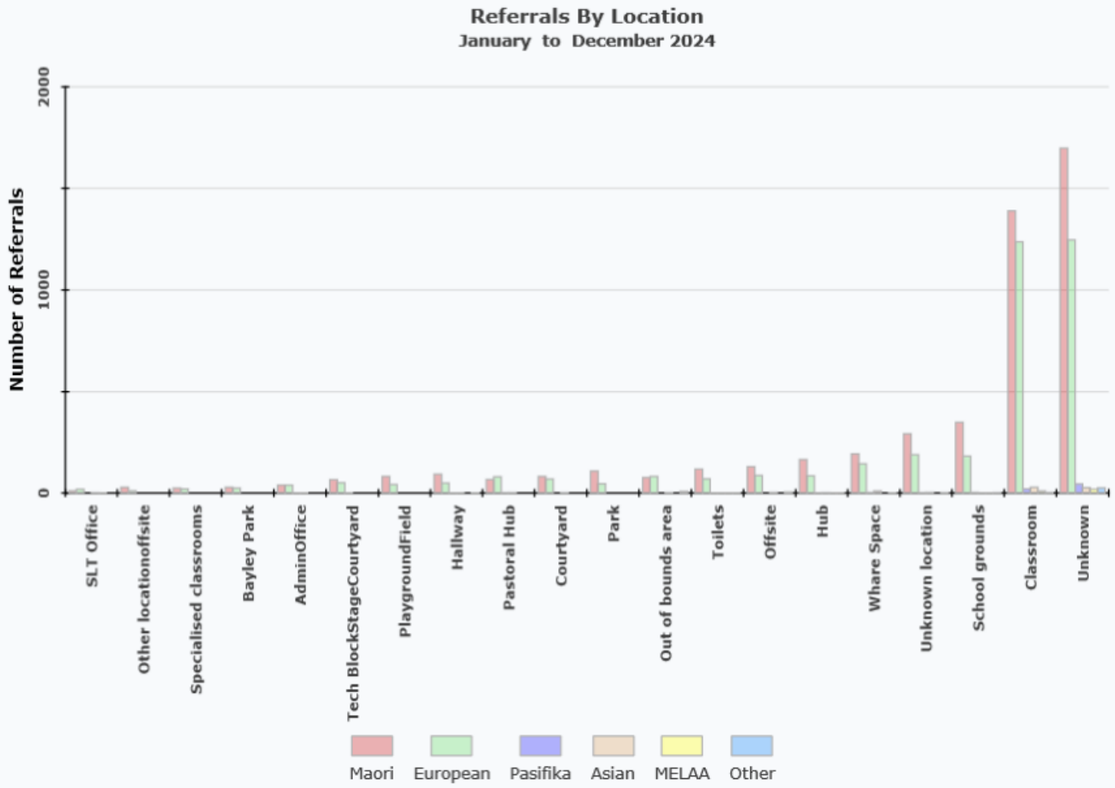



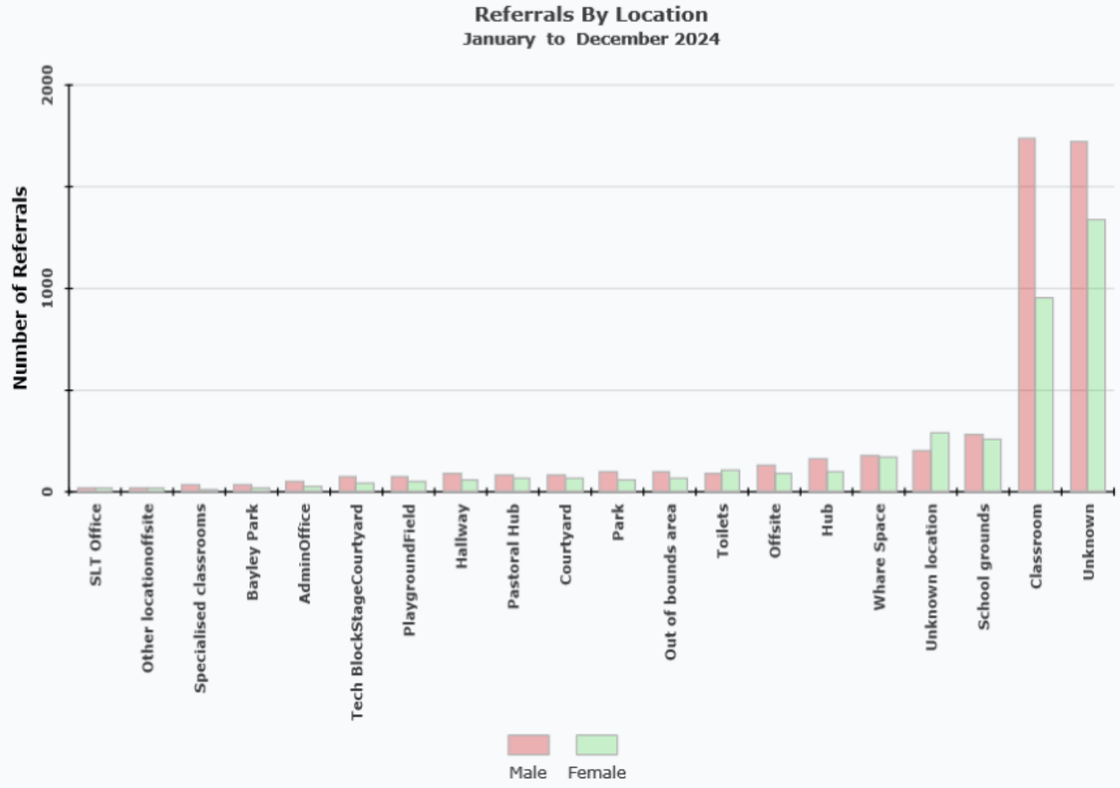



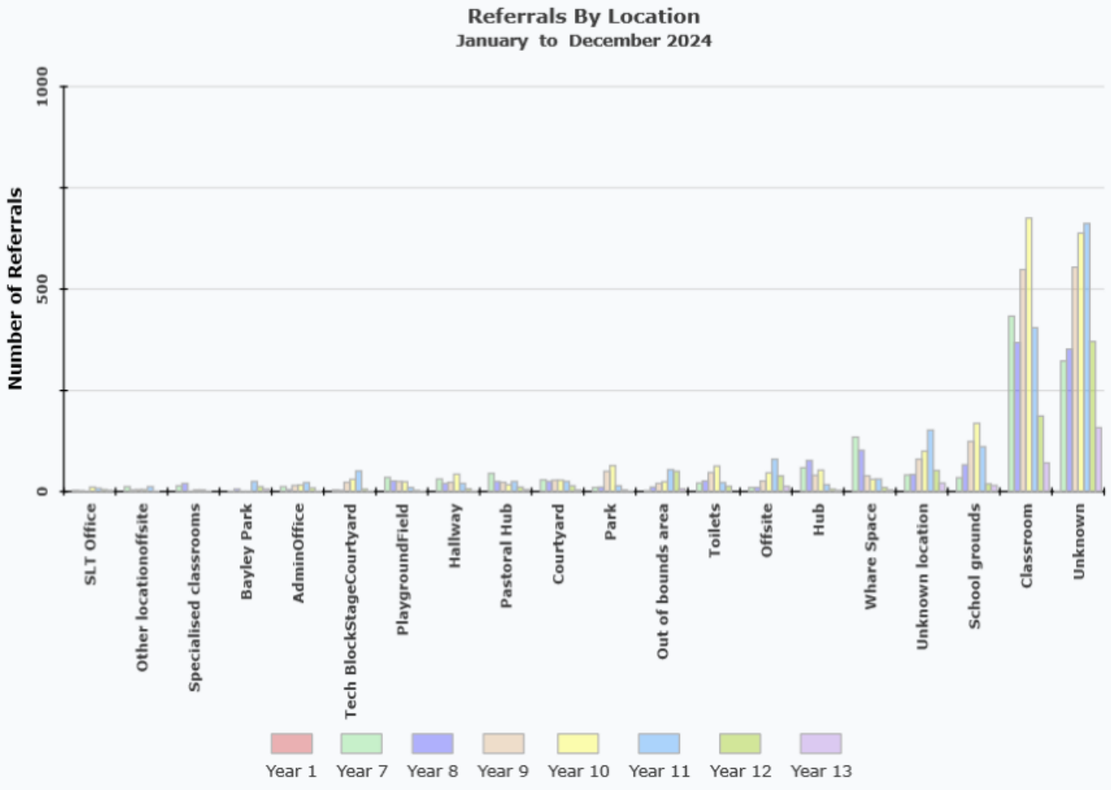



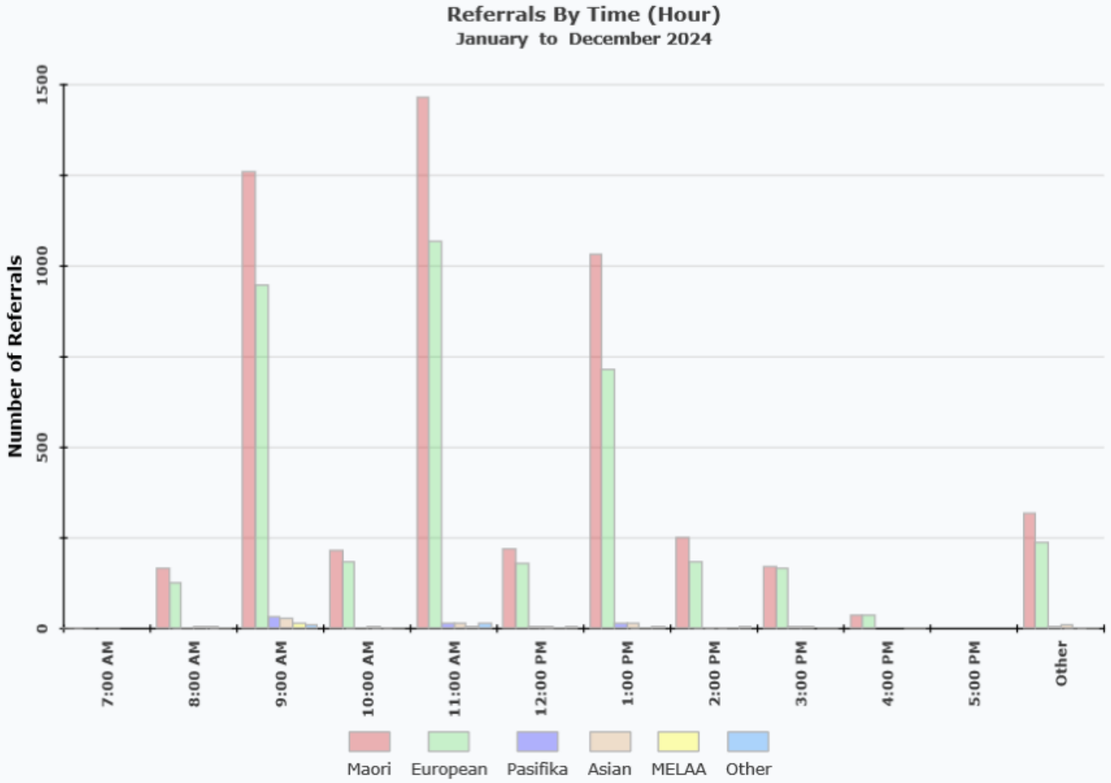

Referrals By Problem Behaviour
January to December 2024
Number of Referrals
500
0
SMOKINGVAPING
Unprepared for learning
No PE gear
Incomplete class work
PHONE HEARD SEEN OR USED
Attendance update
Family Meeting Notes
Disrespectful
Concerning Behaviour
Cell Phone heard seen...
CONTINUED DEFIANCE post...
ONGOING TRUANCY
Follow up
Off task behaviour
Caught out of bounds
Caught out of class
Inappropriate behaviour
Manaakitanga session
Attendance concern
Uniform Pass
Male
Female

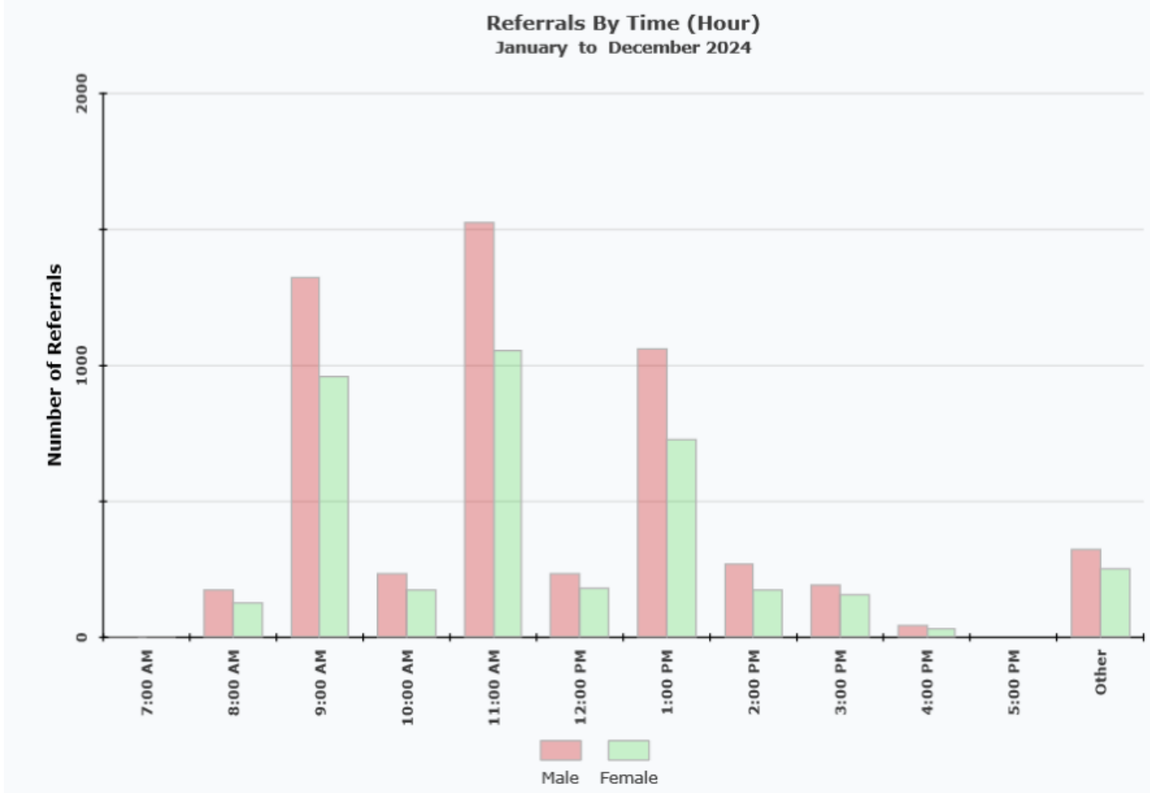

Referrals By Problem Behaviour
January to December 2024
Number of Referrals
300
200
100
0
SMOKINGVAPING
Unprepared for learning
No PE gear
Incomplete class work
PHONE HEARD SEEN OR USED
Attendance update
Family Meeting Notes
Disrespectful
Concerning Behaviour
Cell Phone heard seen...
CONTINUED DEFIANCE post...
ONGOING TRUANCY
Follow up
Off task behaviour
Caught out of bounds
Caught out of class
Inappropriate behaviour
Manaakitanga session
Attendance concern
Uniform Pass
Year 1
Year 7
Year 8
Year 9
Year 10
Year 11
Year 12
Year 13


Referrals By Location
January to December 2024
Number of Referrals
2000
1000
0
SLT Office
Other locationoffsite
Specialised classrooms
Bayley Park
AdminOffice
Tech BlockStageCourtyard
PlaygroundField
Hallway
Pastoral Hub
Courtyard
Park
Out of bounds area
Toilets
Offsite
Hub
Whare Space
Unknown location
School grounds
Classroom
Unknown
Maori
European
Pasifika
Asian
MELAA
Other


Referrals By Location
January to December 2024
Number of Referrals
2000
1000
0
SLT Office
Other locationoffsite
Specialised classrooms
Bayley Park
AdminOffice
Tech BlockStageCourtyard
PlaygroundField
Hallway
Pastoral Hub
Courtyard
Park
Out of bounds area
Toilets
Offsite
Hub
Whare Space
Unknown location
School grounds
Classroom
Unknown
Male
Female


Referrals By Location
January to December 2024
Number of Referrals
0
500
1000
SLT Office
Other locationoffsite
Specialised classrooms
Bayley Park
AdminOffice
Tech BlockStageCourtyard
PlaygroundField
Hallway
Pastoral Hub
Courtyard
Park
Out of bounds area
Toilets
Offsite
Hub
Whare Space
Unknown location
School grounds
Classroom
Unknown
Year 1
Year 7
Year 8
Year 9
Year 10
Year 11
Year 12
Year 13


Referrals By Time (Hour)
January to December 2024
Number of Referrals
0
500
1000
1500
7:00 AM
8:00 AM
9:00 AM
10:00 AM
11:00 AM
12:00 PM
1:00 PM
2:00 PM
3:00 PM
4:00 PM
5:00 PM
Other
Maori
European
Pasifika
Asian
MELAA
Other


Referrals By Time (Hour)
January to December 2024
Number of Referrals
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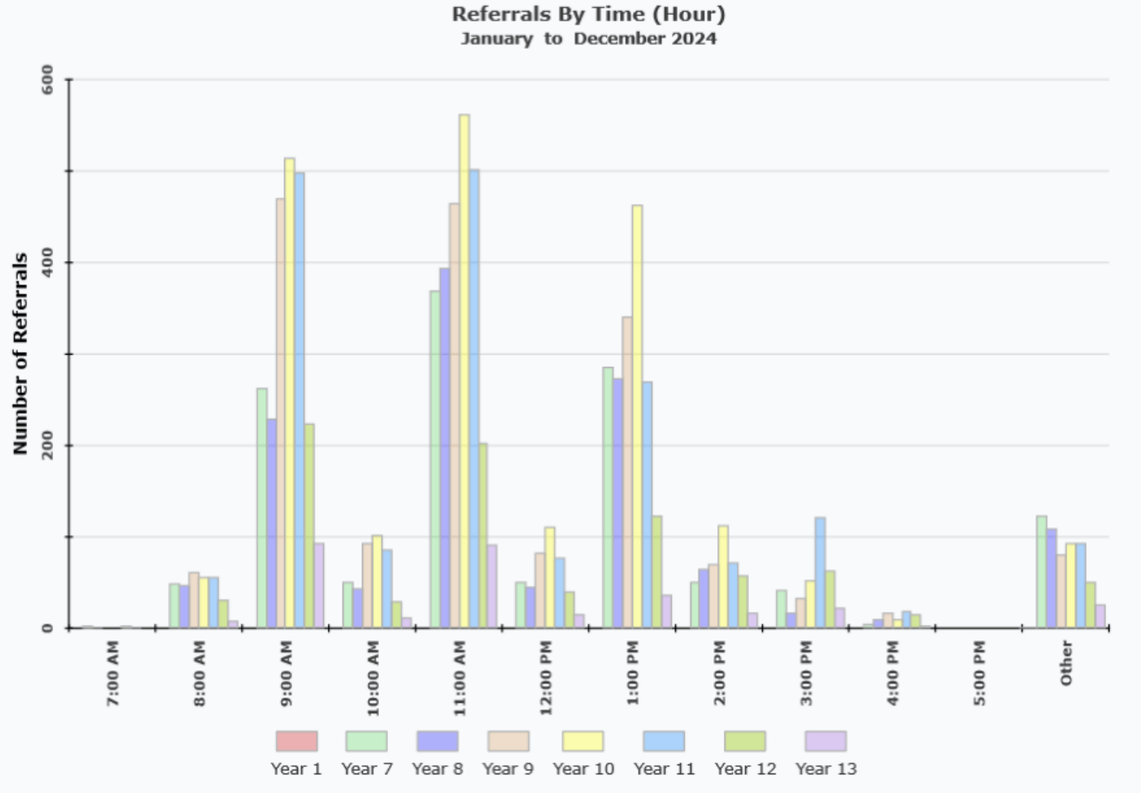
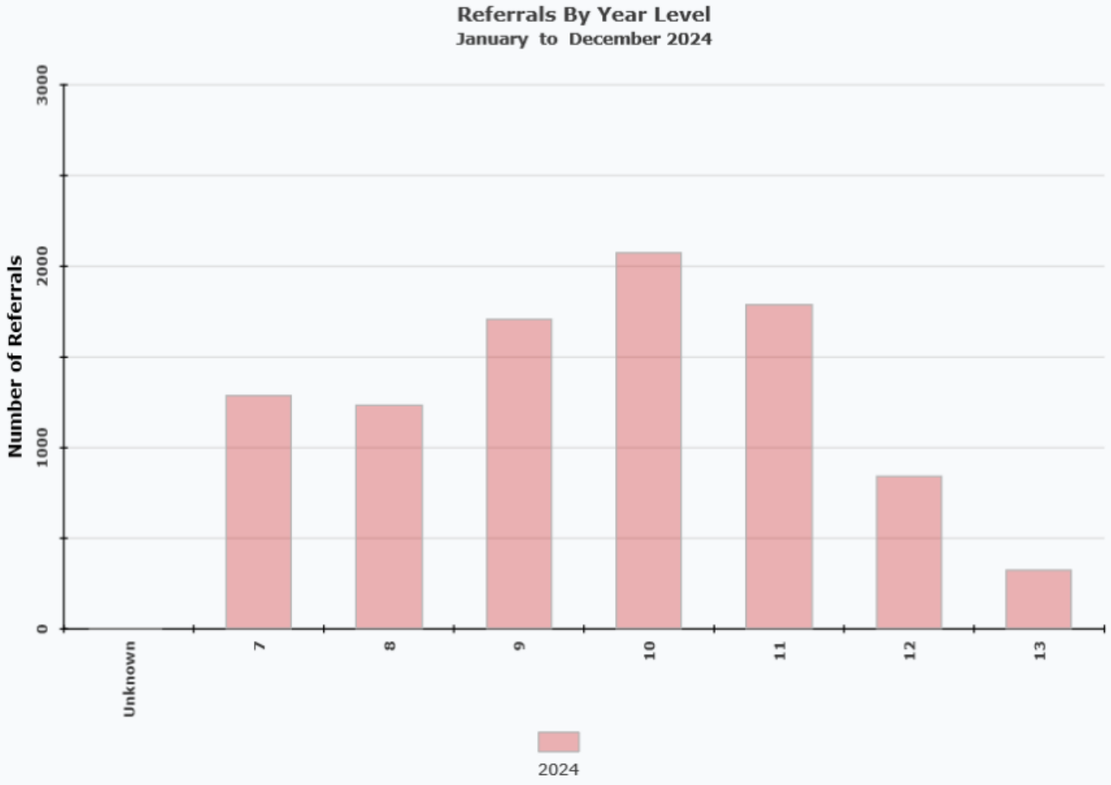
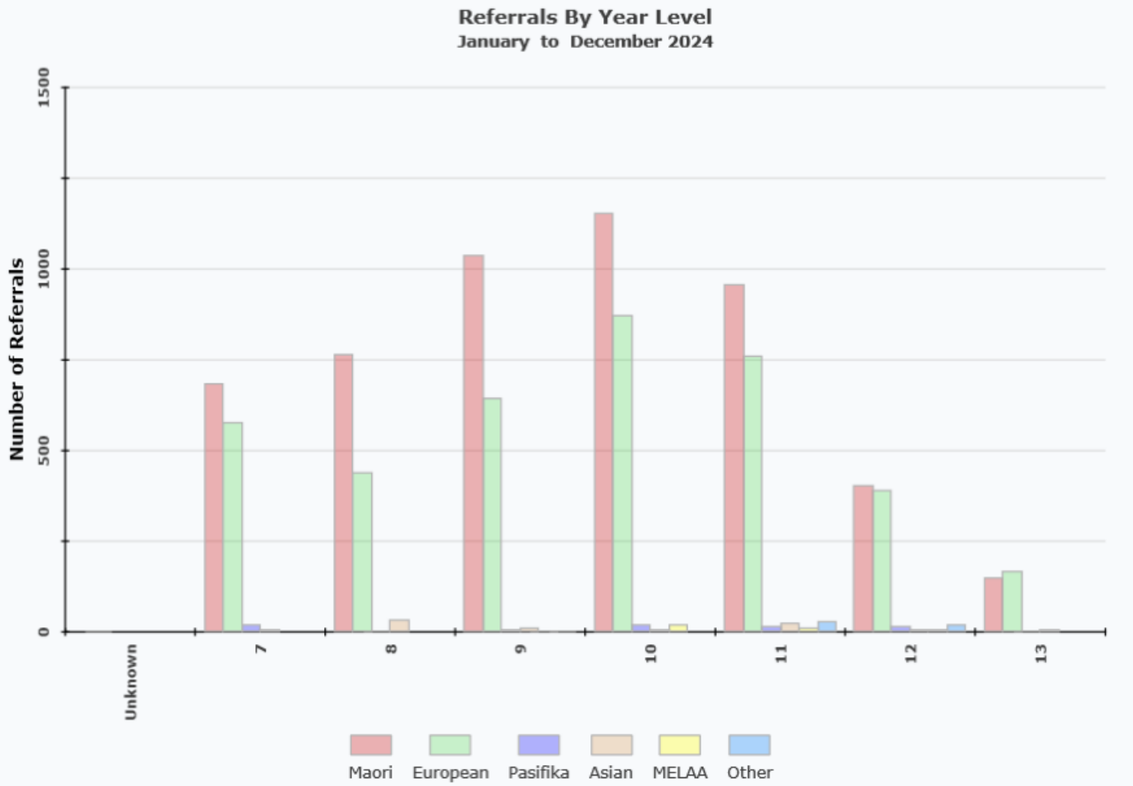
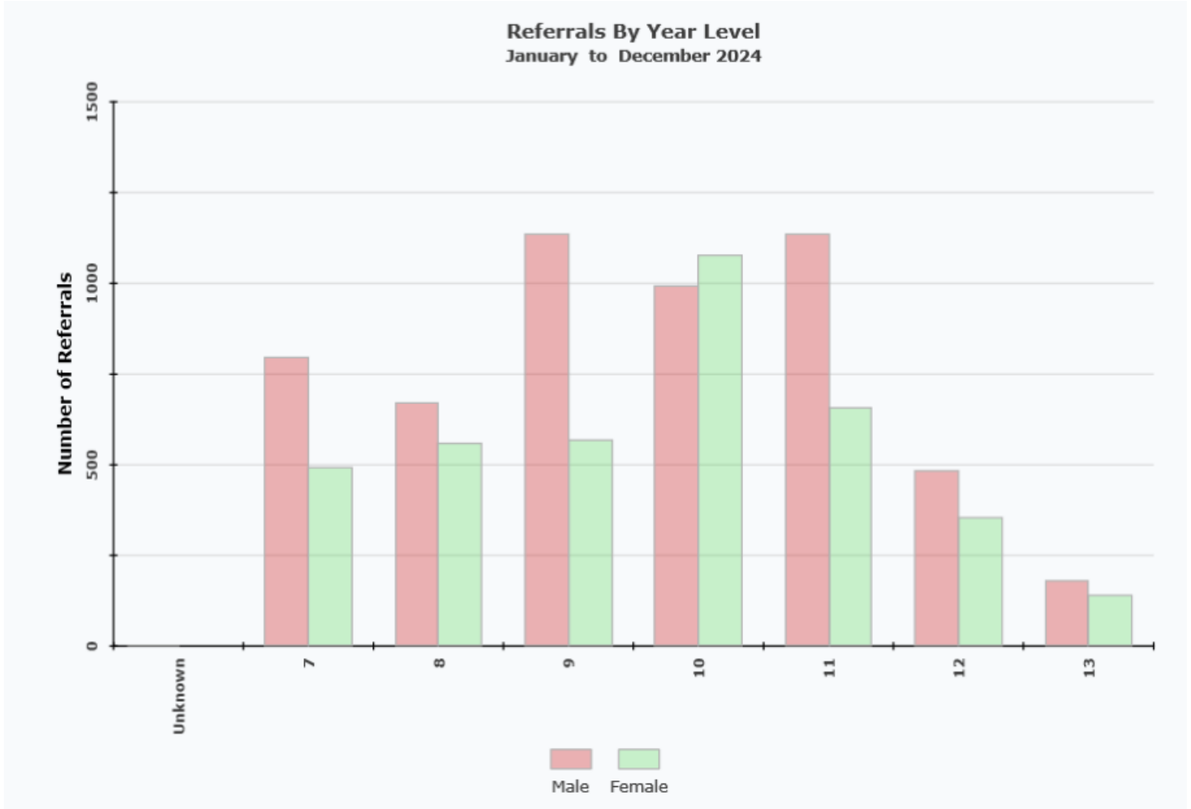
1000
0
7:00 AM
8:00 AM
9:00 AM
10:00 AM
11:00 AM
12:00 PM
1:00 PM
2:00 PM
3:00 PM
4:00 PM
5:00 PM
Other
Male
Female


Referrals By Time (Hour)
January to December 2024
Number of Referrals
600
400
200
0
7:00 AM
8:00 AM
9:00 AM
10:00 AM
11:00 AM
12:00 PM
1:00 PM
2:00 PM
3:00 PM
4:00 PM
5:00 PM
Other
Year 1
Year 7
Year 8
Year 9
Year 10
Year 11
Year 12
Year 13


Referrals By Year Level
January to December 2024
Number of Referrals
3000
2000
1000
0
Unknown
7
8
9
10
11
12
13
2024


Referrals By Year Level
January to December 2024
Number of Referrals
1500
1000
500
0
Unknown
7
8
9
10
11
12
13
Maori
European
Pasifika
Asian
MELAA
Other




The full school wide pastoral data can be seen in the data report for November, but the following are some overall observations.

- The average number of daily referrals has been steadily dropping for the second half of the year.
- Māori students still have a higher average number of daily referrals than non-Māori. However, the disparity is less from July onwards.
- Boys still have a higher daily average number of referrals than girls, this disparity closed in October but has risen again this month.
- Year 9 students have the highest average number of referrals per day this month, it is good to see the drop in the Year 10 referrals as they have moved across to Bayly Park Learning Village.
- Attendance and uniform are the two most common referrals this year. Manaakitanga sessions are third.
- Greatest disparity in problem behaviour between Māori and non-Māori is seen in attendance referrals.
- Highest spike in the year level data is for Year 10 uniform passes.
- Majority of referrals recorded on the system are in the classroom.
- Most common place and year level for referrals is Year 10 students in the classroom.
- Majority of referrals on the system are block 1 and 2.
- Female referrals are below the number of male referrals for every year group except for Year 10.
- 80% of the top 20 students in the school for the number of referrals are Māori students.
- 65% of the top 20 students in the school for the number of referrals are male.

**Appendix C**

**Summary:**

This comparative data is based purely on NZCER PAT assessment Scale Scoles. PAT being one of the nationally required assessment tools indicated in the latest National lead education policy. At Te Paepae o Aotea we do the Mathematics PAT assessment, The Reading comprehension PAT assessment and the

Usually, this comparison is made yearly at the beginning of the year using the Term 1 assessment results. For the purpose of this analysis, we have chosen to use the Term 3 Assessment results from each year. The major contributing factor to this decision is 2023 Term 1 was a turbulent time here at TPOA and we feel that the PAT Data is not an accurate reflection of student's ability due to the unsettledness of the school at that time.

The analysis has two major focuses: Firstly, assessing where students are sitting in achievement based on nationally moderated results only. Secondly, rate of progress made over the course of 1 year.

**Progress Rates by Year Level**

**Year 8**

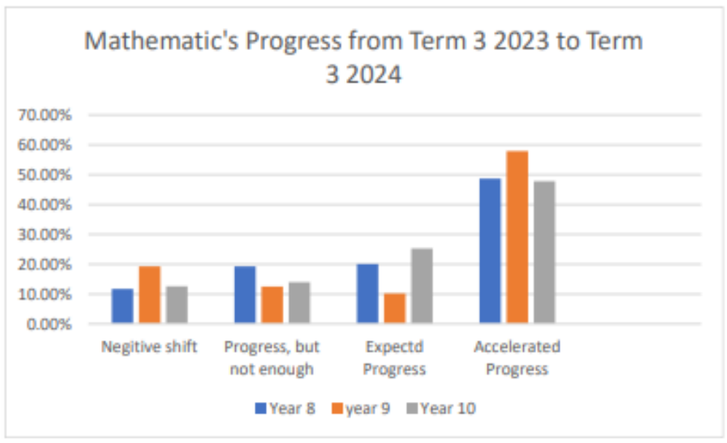
- **Mathematics Progress**:
  - Negative shift: 14 students (11.7%)
  - Progress, but not enough: 23 students (19.3%)
  - Expected Progress: 24 students (20.1%)
  - Accelerated Progress: 58 students (48.7%)
- **Reading Comprehension Progress**:
  - Negative shift: 22 students (17.4%)
  - Progress, but not enough: 46 students (36.5%)
  - Expected Progress: 13 students (10.3%)
  - Accelerated Progress: 45 students (35.7%)
- **Reading Vocabulary Progress**:
  - Negative shift: 10 students (8.2%)
  - Progress, but not enough: 39 students (32.2%)
  - Expected Progress: 17 students (14.0%)
  - Accelerated Progress: 55 students (45.4%

**Year 9**

- **Mathematics Progress**:
  - Negative shift: 17 students (19.3%)
  - Progress, but not enough: 11 students (12.5%)
  - Expected Progress: 9 students (10.2%)
  - Accelerated Progress: 51 students (57.9%)
- **Reading Comprehension Progress**:
  - Negative shift: 17 students (18.2%)
  - Progress, but not enough: 18 students (19.3%)
  - Expected Progress: 14 students (15.0%)
  - Accelerated Progress: 44 students (47.3%)
- **Reading Vocabulary Progress**:
  - Negative shift: 11 students (12.6%)
  - Progress, but not enough: 22 students (25.2%)
  - Expected Progress: 9 students (10.3%)
  - Accelerated Progress: 45 students (51.7%)

**Year 10**

- **Mathematics Progress**:
  - Negative shift: 9 students (12.6%)
  - Progress, but not enough: 10 students (14.0%)
  - Expected Progress: 18 students (25.3%)
  - Accelerated Progress: 34 students (47.8%)
- **Reading Comprehension Progress**:
  - Negative shift: 12 students (14.6%)
  - Progress, but not enough: 31 students (37.8%)
  - Expected Progress: 11 students (13.4%)
  - Accelerated Progress: 28 students (34.1%)
- **Reading Vocabulary Progress**:
  - Negative shift: 15 students (23.4%)
  - Progress, but not enough: 26 students (40.6%)
  - Expected Progress: 10 students (15.6%)
  - Accelerated Progress: 13 students (20.3%)



**Appendix D: Student wellbeing data.**

# Procedure for Conducting the Well-being Survey:

Monday, 9 September 2024 2:04 pm

## Define the Purpose and Goals

- **Objective**: Understand the students' emotional, social, and mental well-being.
- **Goals**: Measure the impact of the school's environment on student well-being and gather data to support pastoral care programs.
- **School Values Focus**: Incorporate the values of Aotea, Taupaenui, and Paepae into survey questions.

1. **Set up and Modify - SLT**
   a. Duplicate and make any rlevant changes to the Microsoft Forms - Well Being Tool
      i. Set up Power Automate for automatic emails
   b. Send out Survey Link to All Teachers and Students
   c. Monitor participation rates across the school and send reminders where appropriate.

2. **Students indicating they require further support - SLT / WPL (If required)**
   a. If Power Automate is set up
      i. Organise a time to meet with students to discuss survey response.
   b. If Power Automate is not set up
      i. Check summary information during regular intervals
      ii. Organise a time to meet with students to discuss survey response.

3. **Collect and Analyse the Data - SLT**
   a. Ensures the data is securely collected and stored.
   b. SLT leads the analysis of the data, identifying key trends and areas for concern.
   c. Ensure that the data is anonymized before analysis or sharing.

4. **Develop an Action Plan - SLT / WPL**
   a. SLT develops a school-wide or targeted strategy based on the survey data.
   b. Pastoral Leaders implements targeted well-being initiatives for students needing extra support.
   c. SLDs over see any department-specific actions required and collaborate with their teams.

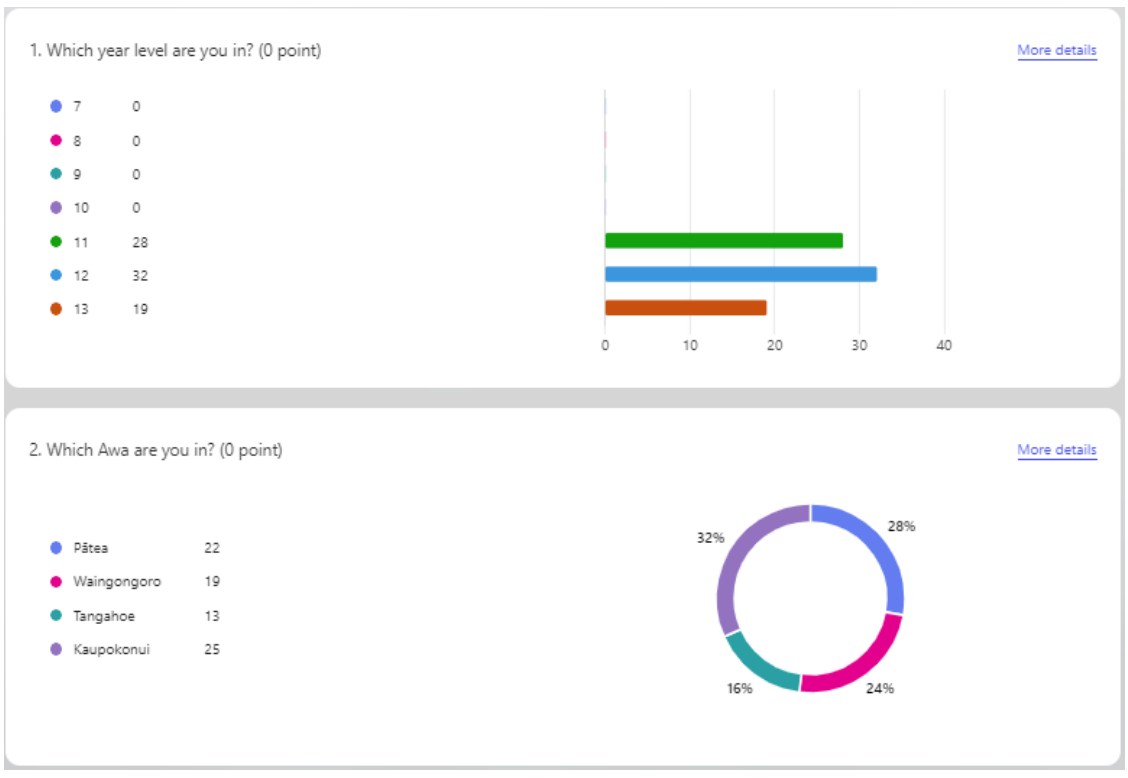
5. **Monitor and Review - SLT / WPL**
   a. SLT Reviews the effectiveness of the implemented actions
   b. WPL continues to monitor students
   c. Both teams meet regularly to assess ongoing progress and make necessary adjustments.

**Wellbeing Data 2024**

This data was collected Term 4 2024 as a trial ready to roll the wellbeing tool out in its entirety in 2025.

The following is the data that has been collected as part of the Term 4 trial. Junior data has been collected within each awa.

**Senior (Year 11-13) Data**

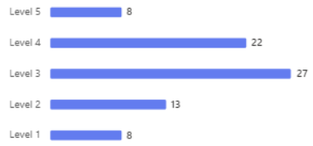


3. I ask for help when I need it (0 point)

More details

3.12

Average Rating

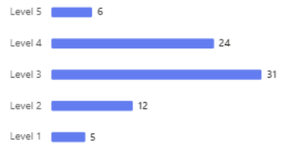



6. I keep trying even when my schoolwork is difficult (0 point)

More details

3.18

Average Rating




9. I look forward to going to school (0 point)

More details

2.65

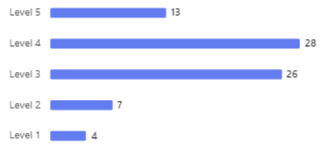
Average Rating

4. I believe I can learn things that are difficult (0 point)

More details

3.50

Average Rating

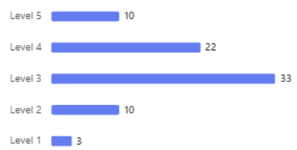



7. I believe things will work out for the best (0 point)

More details

3.33

Average Rating

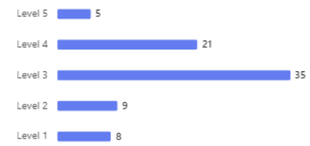



10. Students at my school care about me (0 point)

More details

3.08

Average Rating

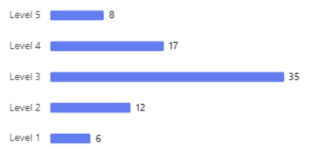



5. I bounce back quickly after something bad happens (0 point)

More details

3.12

Average Rating

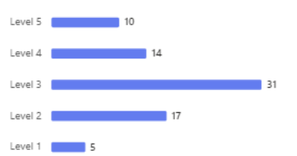



8. I feel like I belong at my school (0 point)

More details

3.09

Average Rating

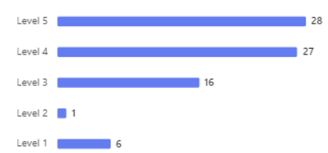



11. I have friends at school I trust (0 point)

More details

3.90

Average Rating

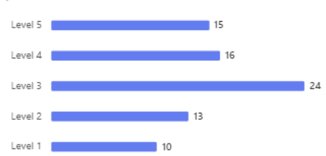



12. I can talk to an adult at my school when I have a problem (0 point)

More details

3.17

Average Rating

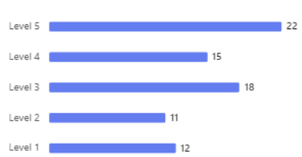



15. I feel safe from bullying at my school (0 point)

More details

3.31

Average Rating

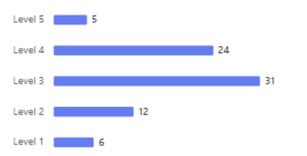



18. How successful do you feel in your learning? (0 point)

More details

3.13

Average Rating

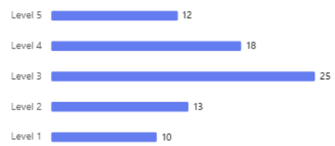



13. My school is a safe place for me (0 point)

More details

3.12

Average Rating

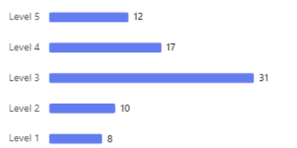



16. I can be myself at school (0 point)

More details

3.19

Average Rating

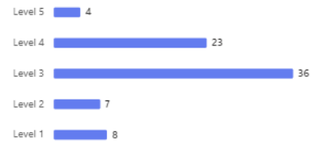



19. Do you think your teachers think you are a good learner? (0 point)

More details

3.10

Average Rating

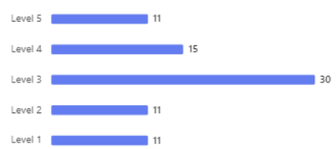



14. People at my school respect my personal boundaries (0 point)

More details

3.05

Average Rating

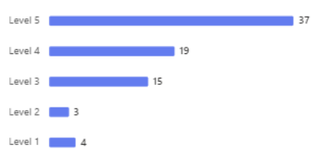



17. I feel safe online from bullying (0 point)

More details

4.05

Average Rating

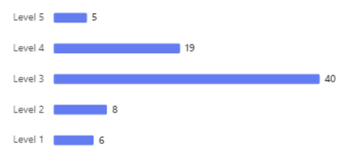



20. How challenging do you find your classes? (0 point)

More details

3.12

Average Rating



# About the role of Within School Teacher:

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 practicing 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) Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued. NELP 1 and 2.
2) Ensure that ākonga pursue knowledge and strive for excellence through culturally responsive quality teaching practices. NELP 4,5 and 6.
3) Ensure that ākonga have rich and coherent pathways. NELP 3 and 7.

### 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.

## Relationship-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 structure 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-ordinator 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