



Lyll Bay School

Building the Best Learners Waihangitia ngā Ākonga Tino Pai

School Name:	Lyll Bay		School Number:	2892			
Strategic Aim:	All students will develop learning skills that will enable them to be successful in their lives, now and in the future						
Annual Aim:	<p>Effective planning, coordination and evaluation of the school's curriculum and teaching are in place</p> <ul style="list-style-type: none"> - Collaborative planning and teaching in Maths and Literacy to support all learners <p>Innovative teaching and learning; student agency developed in writing</p> <p>Reciprocal learning centered relationships are supported through appropriate communication</p> <ul style="list-style-type: none"> - Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities. <p>Effective and culturally responsive pedagogy supports and promotes student learning</p> <ul style="list-style-type: none"> - Engage in professional learning to further develop effective practices and pedagogies in writing that are reflected in literacy <p>Effective assessment for learning develops students' assessment and learning to learn capabilities.</p>						
Target:	<p>All students are able to access The New Zealand Curriculum</p> <p>To increase the number of students achieving within or beyond the appropriate curriculum level in reading</p>						
Baseline Data:	<p>End of 2020 data % of students Sub working toward (SBT) and working toward (WT) across the school</p> <p>19% of all students SWT and WT 4.8% Māori students SWT and WT 1.7% Pasifika students SWT and WT 3.5% Asian students SWT and WT</p> <p>20% Males SWT and WT 19% Females SWT and WT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"> Cohort target data: Yr 1-2 SWT and WT Target tamariki Year 1: (11) 9/11 made progress. 1/11 made accelerated progress Year 2: (19) 19/19 made progress </td> <td style="width: 33%;"> Cohort target data: Yr 3-4 SWT and WT Target tamariki Year 3: (10) 10/10 made progress 1/10 made accelerated progress Year 4: (5) 4/5 made progress </td> <td style="width: 33%;"> Cohort target data: Yr 5-6 SWT and WT Target tamariki Year 5: (8) 7/8 made progress 2/8 made accelerated progress Year 6: (3) 3/3 made progress </td> </tr> </table>				Cohort target data: Yr 1-2 SWT and WT Target tamariki Year 1: (11) 9/11 made progress. 1/11 made accelerated progress Year 2: (19) 19/19 made progress	Cohort target data: Yr 3-4 SWT and WT Target tamariki Year 3: (10) 10/10 made progress 1/10 made accelerated progress Year 4: (5) 4/5 made progress	Cohort target data: Yr 5-6 SWT and WT Target tamariki Year 5: (8) 7/8 made progress 2/8 made accelerated progress Year 6: (3) 3/3 made progress
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	7/19 made accelerated progress	2/5 made accelerate progress	0/3 made accelerated progress
Target: To increase the number of students working within or beyond the appropriate curriculum level in Reading			



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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
 <p>Build close relationships with whānau Target students monitored on database Culturally responsive programmes developed Text reflect cultural diversity of class Student voice evident in programmes Individual learning goals Reading integrated with Inquiry Learning Review assessment data with syndicate and determine the particular learning needs</p>	<p>78% of students 'Working Within' or 'Working Beyond' Yr 1 - 39% 'WW' and 'WB' Yr 2 - 58% 'WW' and 'WB' Yr 3 - 83% 'WW' and 'WB' Yr 4 - 92% 'WW' and 'WB' Yr 5 - 92% 'WW' and 'WB' Yr 6 - 94% 'WW', 'WB' and 'WWB'</p> <p>There have been positive shifts in achievement from midyear to end of year. Of the reading target tamariki 35% are ELL, 37% receive support from outside agencies or are on specialised programmes</p> <p>Māori: 68% 'WW' and 'WB' Tracking 10% lower than whole school data. 80% Māori males 'WW' and 'WB' which is more than other groups 61% Māori females 'WW' and 'WB'</p> <p>Majority (23%) of those 'WT' are Yr 1-2 Higher underachievement compared to NZ European by 6%</p> <p>Pasifika: 71% 'WW' and 'WB'. Tracking 8% lower than whole school data 61% of Pasifika males WW or WB 81% of Pasifika females WW or WB 'SWT' all on specialised programmes or are SWANs.</p>	<p>Improvements for children occurred as a result of: The combined efforts within teams Regular discussions within syndicates about target students Documenting each target students progress and the adaptive practice that was put in place gave teachers an insight of how the programmes were impacting Internal PD using easTTle, Literacy Learning Progressions and the Learning Progressions Framework for deeper understanding of OTJ's. PlayBased learning across the school Read texts that connect with Ākonga Syndicate Inquiry Action plans – identify specific goals to raise achievement of Māori, Pasifika, Asian: Use ideas from Tapasā And Tātaiako https://pasifika.tki.org.nz/Tapasā In class programmes are tailored to support needs of ELL Ākonga ELL programmes focus on literacy ELL programmes linked with class Inquiry to support vocabulary front loading</p>	<p>Continue with target children focus, write up analysis of what was happening for individual children and the impact the teaching. Further development of goal setting so goals are set and understood by students and whānau- supported by tamariki having access to SMS 'HERO'. Early targeting and monitoring is required to ensure closing of gaps early – investigation of students needs and abilities required Implications to literacy teaching practice Identify effective pedagogy in literacy supporting building practice that correlates reading and writing Teachers share adaptive practice that has had impact in teams Coaching teams to support adaptive practice. Re-establish Early Words Programme where possible Kaiako analyse data closely and Syndicate Action plans developed specific to cohorts. Current planned actions are in action for 2022 especially: Read texts that connect with students – humour, male authors, interest topics, exploring different text types to capture their ideas Integrate reading with Inquiry for purpose</p>



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Work with parents, families and whānau around ways to support students' learning
More Reading Recovery places available
Monitoring meetings to discuss progress of target students
Moderation of running records
Reading Materials to encourage engagement
Goal setting with tamariki and whānau.
School-wide professional development for teachers on culturally responsive teaching practice.
Literacy learning Progressions – referred to support planning and teaching programmes

Majority (17%) of those 'WT' are Yr 1-2
Higher underachievement compared to % NZ European by 13%

Asian:
75% 'WW' and 'WB', tracking 3% lower than whole school.
60% of Asian males are WW or WB
66% of Asian females are WW or WB
Majority (28%) of those 'WT' are Yr 1-2
5% 'SWT' all males. All are on specialised programmes.
All 'SWT' and 'WT' Yr 3 up work closely with ELL teachers
Underachievement compared to NZ European is 9%

Wider access to personal choice
ELL programmes support front loading of vocabulary

Māori students:

- Revisit Tātaiako principles at whole staff and syndicate meetings
- Syndicate Inquiry Action plans – identify specific Māori learners
- Read and implement aspects of Te Kotahitanga
<http://tekotahitanga.tki.org.nz/>
- Select texts that are culturally responsive and authentic for learners
- Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being
- Partnerships in learning – whānau – goal setting interviews
- Promote gathering 'perspectives' – Māoridom views in discussions

Pasifika students:

- Practice cultural competencies outlined in Tapasā - introduce at Team level
<http://pasifika.tki.org.nz/Tapasā>
- Select texts that are culturally responsive and authentic for learners
- Syndicate Inquiry Action plans – identify specific Pasifika students



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- Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being
- Partnerships in learning - whānau/aiga
- Promote 'learner agency' – goal setting
- Promoting high expectations for Pasifika achievement

Asian students:

- Syndicate Inquiry Action plans –identify specific Asian students
- Plan for and teach academic vocabulary to allow students to access word problems
- Select texts that are culturally responsive and authentic for learners
- Effective practice for explicit teaching and learning
- Build partnerships with whānau – goal setting interviews

Planning for next year:

Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Move to collaborative teaching and learning to Ongoing collaborative teaching and learning and in Learner Agency will ensure that pedagogical understanding of learners and working toward growing student aspirations and interests will develop, and also is able to draw on strengths of teachers and give better opportunities for tamariki.



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Annual Aim:	<p>Effective planning, coordination and evaluation of the school's curriculum and teaching are in place</p> <ul style="list-style-type: none">- Collaborative planning and teaching in Maths and Writing to support all learners <p>Innovative teaching and learning; student agency developed in writing</p> <p>Reciprocal learning centered relationships are supported through appropriate communication</p> <ul style="list-style-type: none">- Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities. <p>Effective and culturally responsive pedagogy supports and promotes student learning</p> <ul style="list-style-type: none">- Engage in professional learning to further develop effective practices and pedagogies in writing <p>Effective assessment for learning develops students' assessment and learning to learn capabilities.</p>		
Target:	<p>All students are able to access The New Zealand Curriculum</p> <p>To increase the number of students achieving within or beyond the appropriate curriculum level in writing</p>		
Baseline Data:	<p>End of 2020 data % of students SWT and WT across the school</p> <p>19% students SWT and WT across the school</p> <p>4.3% Māori students SWT and WT</p> <p>1.8% Pasifika students SWT and WT</p> <p>4.3% Asian students SWT and WT</p> <p>22% Males SWT and WT</p> <p>16% Females SWT and WT</p>		



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	<p>Cohort target data: Yr 1-2 SWT and WT Target tamariki Year 1: (13) 11/13 made progress across the year</p> <p>Year 2: (17) 11/17 made progress across the year</p>	<p>Cohort target data: Yr 3-4 SWT and WT Target tamariki Year 3: (9) 3/9 made progress cross the year</p> <p>Year 4: (9) 8/9 made progress across the year 2/9 made accelerated progress</p>	<p>Cohort target data: Yr 5-6 SWT and WT Target tamariki Year 5: (14) 14/14 made progress across the year</p> <p>Year 6: (11) 11/11 made progress across the year 3/11 made accelerated progress</p>
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
 <p>Review assessment data with syndicate and determine the particular learning needs Work with parents, families and whānau around ways to support students' learning Moderation of writing (easTTIE and OTJ's) Ongoing high level evaluation of 'where we are at'. Monitor target students in writing at Syndicate Meetings School-wide professional development for teachers on</p>	<p>81% 'Working Within' ('WW'), Working Beyond' ('WB') and Working Well Beyond (WWB) which is slightly higher than 2020 as well as 2019 (by 14%), Yr 1 – 97% 'WW' and 'WWB' Yr 2 - 76% 'WW' and 'WB' Yr 3 – 67% 'WW and WB' Yr 4 – 78% 'WW and WB' Yr 5 – 74% 'WW and WB' Yr 6 – 78% 'WW and WB'</p> <p>Cohort increase in Yr 1 and Yr 2 has increased. This could be attributed to the PlayBased programmes that have been put in place. This programme extends communication, creativity, critical thinking and collaboration. Collaboration in hubs, across the school, has developed stronger understanding of curriculum levels. Of the children who are 'SWT' 2% are ELL, 98% are SWANs, all receive support from outside agencies or are on specialised programmes.</p>	<p>PlayBased Learning and Learner Agency programmes have been put in place across the school. Collaboration in hubs, across the school, has developed stronger understanding of curriculum levels. Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori, Pasifika, Asian Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being Partnerships in learning – whānau – goal setting interviews Select rich tasks that are culturally responsive and authentic for learners Plan for and teach academic vocabulary to allow Ākonga to access word problems Phonological Awareness Programme - Yolanda Sorryl continued to build. More interesting motivations Play Based Learning in majority of classes Learner Agency in all classes. Oral language links (planning with a partner, talk/pair/share)</p>	<p>Further development of goal setting so goals are set and understood by students and whānau. Investigate what has had an impact for target learners and design relative programmes Implications to literacy teaching practice identify effective pedagogy in literacy supporting building practice that correlates reading and writing Teachers share adaptive practice that has had impact. Collaborative planning Ensure the planned actions for 2022 are included in plans, especially:</p> <p>Male students: Tātaiako to be a base document interest topics, exploring different text types to capture their ideas Explore Boys engagement in writing for adaptive practices to be implemented Māori students: Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori Pasifika students: Exposed to texts that connect with students to support writing Tapasā to be a base document Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika Asian students: Exposed to texts that connect with students In class programmes are tailored to support needs of ELL students ELL programmes focus on literacy</p>



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culturally responsive teaching practice. Ties in with Tātaiako professional development. Literacy learning Progressions –will be referred to support planning and teaching programmes
Culturally responsive programmes developed
Sharing of adaptive practice
Clicker7 for specific needs
Focussed ELL support
Student voice evident in programmes
Individual learning goals through HERO
Writing integrated with Inquiry Learning

Māori:
79% 'WW' and 'WB'. Tracking similar achievement against whole school.
Last year there were more males WT this year the trend 38% of WT are male.
'WT' is spread across year levels with a larger cohorts in Yr 2 and Yr 4
In comparison with NZ Euro who are WB and WW (85%), Māori are tracking slightly below by 6%.

Pasifika:
68% 'WW' and 'WB' less than 2020. Tracking lower than whole school by 11%
3% 'SWT' has a target plan in place.
There is a spread across gender of those 'WT'. A larger cohort in Yr 3 and 5 who are WT
All ELL learners are part of a specialised ELL language programme from Yr 3 onwards.
In comparison to NZ Euro WB and WW (85%), Pasifika are tracking below by 17%.

Asian:
75% 'WW' and 'WB' which is in alignment with 2020 and slightly more than previous years (2019

Sharing learning intentions
Using text as a model for writing (shared book)
Making clear links between reading and writing.
More emphasis on oral language through other curriculum areas (maths, learning through play)
Development of workshops and flexible grouping
Collaboration of teaching and learning
Specific targeted teaching with groups/individuals.
Integration of literacy with other learning areas.
Target group using "Steps to Literacy" in Yr 5-6
Teachers share adaptive practice that has had impact.
Ensure the planned actions for 2021 are included in plans, especially:
Identify target learners for each classroom so that accelerated learning is targeted and specific
Continue to build teacher assessment capability 'as' and 'for' learning
Monitor and tracking assessment tasks that captures skills, knowledge and attitudes of our learners through formative assessment
Development of Learner Profiles – ongoing to track and

ELL programmes linked with class Inquiry to support vocabulary front loading
Use ideas from Tātaiako and Tapasā to make connections
Design teaching programme/strategies and Early targeting and monitoring is required to ensure closing of gaps early – investigation of student's needs, and abilities required
Implications to literacy teaching practice
Identify effective pedagogy in literacy supporting building practice that correlates reading and writing
Teachers share adaptive practice that has had impact.
Collaborative planning

School-wide Strategic Aims in Writing
Identify target learners in each classroom so that accelerated learning is targeted and specific
Continue to build teacher assessment capability 'as' and 'for' learning
Monitor and tracking assessment tasks that captures skills, knowledge and attitudes of our learners through formative assessment
Further development of Learner Profiles – ongoing to track and monitor student progress and achievement
Diverse Learners Database – collaborative approach to teaching as inquiry identified from learner profiles

- Promote professional readings to support teacher effectiveness
- Professional growth – building effective practice through goal setting linked to teacher appraisal
- Developing teacher pedagogical content knowledge through 'within school lead' role with Learner Agency in writing.
- Literacy Learning Progressions

Gender:



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63%). Tracking 6% lower achievement than whole school.

'SWT' is on specialised programmes. Less SWT than previous years.

All ELL learners are part of programme to enhance language from Yr 3 onwards.

monitor student progress and achievement

Promote professional readings to support teacher effectiveness

Professional growth – building effective practice through goal setting linked to teacher appraisal

Male students have high % of underachievement across all sectors and within cohorts

To promote achievement:

- Developing learner agency - share data with students and progressions in writing to support goal setting
- Collect student voice: attitude, writing topics, purpose for writing, learning goals
- Encourage writing by reading texts that connect with students – humour, male authors, interest topics, exploring different text types

to capture their ideas

- Explore Boys engagement in writing for adaptive practices to be implemented
- Students have choice in writing responses to communicate to their audience
- Teachers design workshops to cater to learner agency
- Explicit teaching of author styles that appeal to males
- Use a range of writing tools and sources to enable students to express their ideas to their audience using apps and range of technologies
- Create authentic writing purposes to enable students to write for authentic audience

Māori students:

- Revisit Tātaiako principles at syndicate meetings

<https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0>

- Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori



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- Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being
- Partnerships in learning - whānau
- Promote gathering ‘perspectives’ – Māoridom views in discussions
- Kura Ahurea PD to complement

Pasifika students:

- Practice cultural competencies outlined in Tapasā - introduced at Team level
<http://pasifika.tki.org.nz/Tapasā>
- Exposed to texts that connect with students to support writing
- Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika
- Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being
- Partnerships in learning - whānau/aiga
- Promote ‘learner agency’ – goal setting
- Raise expectations - Pasifika writing achievement to ‘Working Beyond’ expected Curriculum Level by Identify the students ‘Working Within’ and promote goals and learner agency to raise achievement to ‘Working Beyond’
- Promoting high expectations for Pasifika achievement as lowest % of shifts in writing achievement

Asian students:

- Exposed to texts that connect with students
- In class programmes are tailored to support needs of ELL students
- ELL programmes focus on literacy



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- ELL programmes linked with class Inquiry to support vocabulary front loading
- Teaching vocabulary through explicit practice
- Make connections to students prior knowledge and/or build experiences to promote and develop vocabulary for writing
- Explicit links to reading to build knowledge of language
- Effective practice for explicit teaching and learning
- Build partnerships with whānau
- Use ideas from Tātaiako and Tapasā to make connections

Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Move to collaborative teaching and learning to Ongoing collaborative teaching and learning and in Learner Agency will ensure that pedagogical understanding of learners and working toward growing student aspirations and interests will develop, and also is able to draw on strengths of teachers and give better opportunities for tamariki.
Continue with easTTle for assessment for learning.



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Target:	<p>All students are able to access The New Zealand Curriculum</p> <p>To increase the number of students achieving within or beyond the appropriate curriculum level in mathematics and statistics</p>		
Baseline Data:	<p>End of 2020 data % of students SWT and WT across the school</p> <p>22% students SWT and WT across the school</p> <p>5% Māori students SWT and WT</p> <p>3.5% Pasifika students SWT and WT</p> <p>3.8% Asian students SWT and WT</p> <p>16% Males SWT and WT</p> <p>32% Females SWT and WT</p>		



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	<p>Cohort Target data: Yr 1-2 SWT and WT Target tamariki Year 1:(9) 6/9 have made progress across the year 1/9 have made accelerated progress</p> <p>Year 2: (12) 8/12 have made progress across the year 1/12 have made accelerated progress</p>	<p>Cohort Target data: Yr 3-4 SWT and WT Target tamariki Year 3: (13) 10/13 have made progress across the year 5/13 have made accelerated progress</p> <p>Year 4: (9) 7/9 have made progress 1/9 have made accelerated progress</p>	<p>Cohort Target data: Yr 5-6 SWT and WT Target tamariki Year 5: (13) 9/13 have made progress across the year 1/13 have made accelerated progress</p> <p>Year 6: (12) 10/12 have made progress across the year 1/12 have made accelerated progress</p>
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 <p>Review assessment data with syndicate and determine the particular learning needs Work with parents, families and whānau around ways to support students' learning Monitor target students in Maths at Syndicate Meetings Tātaiako professional development. Collaborative teaching and planning in all teams</p>	<p>77% 'WW' and 'WB'. This slightly higher than 2020 by 4%</p> <p>Yr 1 – 82% 'WW and WB' Yr 2 – 66% 'WW and WB' Yr 3 – 77% 'WW and WB' Yr 4 – 76% 'WW and WB' Yr 5 – 71% 'WW and WB' Yr 6 – 75% 'WW and WB'</p> <p>84% Males 'WW' and 'WB' 78% Females 'WW' and 'WB'</p> <p>The gap between male and female from 2017 to 2019 had closed considerably but increased in 2020, closing again in 2021. % of SWT is similar for males and females. All SWT are involved in special programmes for ELL or ongoing needs. % of WT is similar for males and females. All are in targeted groupings.</p> <p>Māori: 69% of Māori Ākonga 'WW' and 'WB', achievement tracking same as whole school. Of those 'SWT' all are on specialised programmes,</p>	<p>Improvements occurred as a result of: The combined efforts within teams Syndicate Target Action Plans – identify specific goal for each syndicate in consultation with leadership and based on previous years data as each syndicate group has a different group of learners that are underachieving Regular discussions within syndicates about target students Documenting each target students progress and the adaptive practice that was put in place gave teachers an insight of how the programmes were impacting Collaborative planning and teaching so everyone is responsible for all learners Teachers share adaptive practice that has had impact. Share practices that have been effective in accelerating learning Promoting high expectations for Pasifika achievement as lowest % in mathematics achievement</p>	<p>Early targeting and monitoring is required to ensure closing of gaps early – investigation of student's needs, and abilities required</p> <p>Implications to mathematics teaching practice Identify effective pedagogy in mathematics teaching and learning Teachers share adaptive practice that has had impact Collaborative planning and teaching Share practices that have been effective in accelerating learning Ensure the planned actions for 2022 are included in plans, especially:</p> <p>School-wide Strategic Aims in Mathematics</p> <ul style="list-style-type: none"> - Identify target learners for each classroom so that accelerated learning is targeted and specific - Continue utilising the support of external advisors to further develop teacher knowledge (pedagogy and content knowledge) - Continue developing collaborative practices across



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Coaching model to support target learners
Moderation of assessment

In comparison with NZ Euro who are WB and WW (85%), Māori are tracking below by 16%.

Pasifika

61% of Pasifika Ākonga 'WW' 'WB', this similar to 2020 and higher than 2019 (44%). Tracking below whole school achievement by 16%

Two SWT who have targeted plans in place.

More females WT than males.

Cohort of Yr 5 females and Yr 3 females continue to be a group that we are keeping a close eye on.. These females will be part of a targeted intervention.

In comparison with NZ Euro who are WB and WW (85%), Pasifika are tracking lower by 24%, which is similar to 2020.

Asian

72% of Asian Ākonga 'WW' and 'WB,' tracking slightly higher than whole school achievement by 3%..

Higher % represented 'WB' than most other ethnicities. (Asian 32%, Māori 19%, Pasifika 6%, NZ Eur 33%, Whole school 26%)

Select rich tasks that are culturally responsive and authentic for learners

classrooms, syndicates and school

- Continue to build teacher role in the classroom, using talk moves, 5 Practices, Launching Tasks and rich tasks, mixed ability grouping
- School-wide assessment schedule that fits the intended outcomes for LBS learner agency
- Review assessment tasks so that specific skills, knowledge and attitudes is captured of our learners through formative assessment
- Moderate mathematical assessments school-wide to ensure that curriculum level expectations are the same throughout the school
- Further development of Learner Profiles – ongoing to track and monitor student progress and achievement
- Diverse Learners Database – collaborative approach to teaching as inquiry identified from learner profiles
- Promote professional readings to support teacher effectiveness
- Syndicate Target Action Plans – identify specific goal for each



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'SWT' on specialised programmes for individual needs. In comparison with NZ Euro who are WB and WW (83%), Asian are tracking below by 4%.

syndicate in consultation with leadership and based on previous years data as each syndicate group has a different group of learners that are underachieving

Māori students:

- Revisit Tātaiako principles at whole staff and syndicate meetings
- Syndicate Inquiry Action plans – identify specific Māori learners
- Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/>
- Select rich tasks that are culturally responsive and authentic for learners
- Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being
- Partnerships in learning – whanau – goal setting interviews
- Promote gathering 'perspectives' – Māoridom views in discussions

Pasifika students:

- Practice cultural competencies outlined in Tapasā - introduce



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at Team level

<http://pasifika.tki.org.nz/Tapasa>

- Select rich tasks that are culturally responsive and authentic for learners
- Syndicate Inquiry Action plans –identify specific Pasifika students
- Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being
- Partnerships in learning - whānau/aiga
- Promote ‘learner agency’ – goal setting
- Promoting high expectations for Pasifika achievement

Asian students:

- Syndicate Inquiry Action plans –identify specific Asian students
- Plan for and teach academic vocabulary to allow students to access word problems
- Select rich tasks that are culturally responsive and authentic for learners
- Effective practice for explicit teaching and learning



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- Build partnerships with whanau – goal setting interviews

Planning for next year:

Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Move to collaborative teaching and learning to Ongoing collaborative teaching and learning and in Learner Agency will ensure that pedagogical understanding of learners and working toward growing student aspirations and interests will develop, and also is able to draw on strengths of teachers and give better opportunities for tamariki.

Researching monitoring progress for all learners

Kiwisport Funding

We were pleased to receive \$5543.74 as targeted funding to promote sporting opportunities for our students. These funds were used for:

- funding transport for students who represented the school in a range of inter-school sporting events
- supplementing our sporting equipment inventory so that students had access to an improved range of sports gear
- supporting the operating costs of our school swimming pool during both Terms 1 and 4, which included an upgrade to changing sheds and putting in solar panels



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Members of the Board of Trustees For the year ended 31 December 2021

Name	Position	How Position On Board Gained	Occupation	Term Expires
Vito Lo Iacono	Parent Rep	Elected May 2016	Mktg Consultant	Sept 2022
Lloyd Percival	Parent Rep	Elected May 2019	Accountant	Sept 2022
Melanie Dean	Principal	Appointed Feb 2015	Principal	
Amanda Willis	Staff Rep	Elected May 2018	Teacher	Sept 2022
Karl Emson	Parent Rep	Elected May 2019	Teacher	Sept 2022
Amy Christie	Parent Rep	Appointed Feb 2020	Administrator	May 2022
Caitlin Sowden	Parent Rep	Appointed Nov 2020	Consultant	Sept 2022
Julia BlackBurn	Parent Rep	Appointed Nov 2020	HR Manager	Sept 2022
Matthew Hunt	Parent Rep	Appointed Nov 2020	Project Manager	Sept 2022

This statement includes all those trustees that were Members of the Board during the year, not just those remaining at the end of the year.