

Analysis of Variance Reporting

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| School Name: | Tahuna School | School Number: | 1972 |
| Strategic Aim: | <p>Grow achievement for our children. To strengthen partnership with our community. To develop our Tahuna School localised curriculum. To implement ways to take care of our well-being.</p> | | |
| Annual Aim: | <p><u>Annual Aims - 2023</u> <u>The actions we will take</u> Grow achievement for our children. <ul style="list-style-type: none"> - Grow achievement for our children in literacy and mathematics, integrated throughout the whole curriculum. - Grow achievement for our priority learners. - To grow staff capabilities. To strengthen partnership with our community. <ul style="list-style-type: none"> - To ensure effective communication with our community. - Support the home and school partnership by working closely with our parents and whanau (Tahuna Mahi Tah) To develop our Tahuna School localised curriculum. <ul style="list-style-type: none"> - To develop a curriculum that is valued by our children, staff, parents and wider community which reflects our people, values, goals and our ICARE Pathway (Graduate Profile) - To continue to offer rich curriculum learning experiences. To implement ways to take care of our well-being. <ul style="list-style-type: none"> - To ensure we support our children and staff with their well-being. </p> | | |
| Target: | <p>2023 Target Data Reading targets by the end of 2023 is 62/89 children to be achieving at or above expectation = 70%, 62/78 = 79% Maori reading targets by the end of 2023 is 7/11 children to be achieving at or above expectation = 64%, 4/6 = 67% Writing targets by the end of 2023 is 64/89 children to be achieving at or above expectation = 72%, 55/78 = 71% Maori writing targets by the end of 2023 is 9/11 children to be achieving at or above expectation = 82%, 4/6 = 67% Maths targets by the end of 2023 is 70/89 children to be achieving at or above expectation = 79%, 62/78 = 79% Maori maths targets by the end of 2023 is 10/11 children to be achieving at or above expectation = 91%, 4/6 = 67%</p> | | |
| Baseline Data: | <p>2022 Data Reading by the end of 2023 is 55/76 children to be achieving at or above expectation = 73% Maori reading by the end of 2023 is 8/11 children to be achieving at or above expectation = 73%</p> | | |

Writing by the end of 2023 is 56/76 children to be achieving at or above expectation = 74%
 Maori writing by the end of 2023 is 6/11 children to be achieving at or above expectation = 55%
 Maths by the end of 2023 is 60/76 children to be achieving at or above expectation = 79%
 Maori maths by the end of 2023 is 6/11 children to be achieving at or above expectation = 55%

| 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> |
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| <p>Student goals need to be specific and clearly understood - developed in reading, writing and maths</p> <p>Continue to utilise the Reading programmes currently in use.</p> <p>Continue Quick 60 as a programme to meet the needs of our at risk readers.</p> <p>Implement the Yolanda Soryl Phonics programme to meet the literacy needs of our target students.</p> <p>Continue Early Words programme.</p> | <p>See 2022 data above.</p> | <p>Another covid affected year where we had a significant number of children and staff away with covid, following covid health measures (ie close contact etc, having vigilant processes in place ie child sent home with runny nose, cough etc)</p> <p>Low Attendance data has had a significant impact on student data.</p> <p>Term 4 61% regular, 29% irregular, 8% moderately, 2% chronically</p> <p>Term 3 56% regular, 27%, 7%, 10%</p> <p>Term 2 45% regular, 33% irregular, 13% moderately, 7% chronically</p> <p>Term 1 49% regular, 26% irregular, 6% moderately, 2% chronically</p> | <p>See planning next year 2023.</p> |

Planning for next year: 2023

- *Maori achieving success as Maori (cultural responsive plan - Strategic Aim 1)*
- *Implementation of Yolanda's Soryl's phonics programme - linked to PGC.*
- *Prime maths PLD - linked to PGC.*
- *Reading logs, meet the teacher evening, whanau forms, basic facts - mahi tahi.*
- *Support MOE attendance/engagement strategy - Set attendance target 90%.*
- *Strengthen learning goals for reading, writing and maths.*
- *P.O.W.E.R - staff well-being, regular fitness, PE for tamariki, activities to support mental health - brain breaks*
- *Professional Growth - our ICARE Values pathway (graduate profile)*
- *Big learning idea planning - integrated.*
- *Priority children (targeted children register) - update every term.*
- *Learning assistant allocation to work with target children and groups.*
- *Promoting Reading for enjoyment and community awareness.*
- *Quick 60 programme implemented for target readers.*
- *Early words programme for junior readers.*
- *Reading Eggs / PM reading computer programme.*
- *Review current reading resources.*
- *Writing moderation.*
- *Leveled writing folder with samples.*

End of Year Data 2023:

Reading

End of Term 2

Overall 49/78 children are achieving at or above expectation - Term 1: 36/78 = 13 children have moved from below in Term 1 to at or above Term 2.

New target of 62/78 by the end of Term 4 - Move 13 children from below in Term 2 to at or above Term 4

End of Term 4

Overall 63/78 (81%) children are achieving at or above expectation - Term 2: 49/78 = 14 children have moved from below in Term 2 to at or above Term 4. Total of 27 children moved.

Maori achievement

Target changes in comparable child numbers = 6

Overall 3/6 maori children are achieving at or above expectation - Term 1: 4/6 = 1 child had moved down from at to below Term 2.

New target 4/6 maori children by the end of Term 4 - Move 2 from below in Term 2 to at or above Term 4

Overall 5/6 (83%) maori children are achieving at or above expectation - Term 2: 3/6 = 2 children have moved from below in Term 2 to at or above Term 4.

Writing

End of Term 2

Overall 40/78 children are achieving at or above expectation - Term 1: 32/78 = 8 children have moved from below in Term 1 to at or above Term 2.

New target of 55/78 by the end of Term 4 - Move 15 children from below in Term 2 to at or above Term 4.

Term 4

End of Term 4

Overall 59/78 (76%) children are achieving at or above expectation - Term 2: 40/78 = 19 children have moved from below in Term 2 to at or above Term 4. Total of 27 children moved

Maori achievement

Target changes in comparable child numbers = 6

Overall 3/6 maori children are achieving at or above expectation - Term 1: 3/6 = no child movement Term 2.

New target 4/6 maori children by the end of Term 4 - Move 1 from below in Term 2 to at or above Term 4

Overall 5/6 (83%) maori children are achieving at or above expectation - Term 2: 3/6 = 2 children have moved from below in Term 2 to at or above Term 4.

Maths

End of Term 2

Overall 48/78 children are achieving at or above expectation - Term 1: 41/78 = 7 children have moved from below in Term 1 to at or above Term 2.

New target of 62/78 by the end of Term 4 - Move 14 children from below in Term 2 to at or above Term 4

End of Term 4

Overall 63/78 (81%) children are achieving at or above expectation - Term 2: 48/78 = 15 children have moved from below in Term 2 to at or above Term 4. Total of 22 children moved.

Maori achievement

Target changes in comparable child numbers = 6

Overall 3/6 maori children are achieving at or above expectation - Term 1: 3/6 = 0 child had moved to at or above Term 2.

New target 4/6 maori children by the end of Term 4 - Move 1 from below in Term 2 to at or above Term 4

Overall 5/6 (83%) maori children are achieving at or above expectation - Term 2: 3/6 = 2 children have moved from below in Term 2 to at or above Term 4.

Grow achievement - Giving Effect to the Treaty of Waitangi

Annual Aim 1

NELPS - 1, 2, 3, 4

To grow our Maori children achievement and ensuring our Maori children achieve educational success as Maori (Ka Hikitia) To grow our Pasifika children achievement and ensuring our Pasifika children achieve educational success as Pasifika.

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| Rationale | At Tahuna School what matters most in supporting and promoting excellence and equity for diverse children, in particular, Maori and Pasifika learners. School and classroom practices that improve outcomes for maori learners and these practices are likely to improve outcomes for all our learners. |
| Links to school vision & values, strategic plan and targets (reading, mathematics and writing) | Our Values: Integrity - <i>Ngakau pono</i> , Challenge - <i>Eke Panuku</i> , Ambition - <i>Pai Tawhiti</i> , Respect - <i>Manaakitanga</i> and Encourage - <i>Awhina</i> Strategic Aim 1 - Grow achievement for our children. |
| | Principals of the Treaty of Waitangi - up held by children, staff, board of trustees, whanau and community |
| Partnership in decision making | <ul style="list-style-type: none">- Waiti Marae visit- Inclusive of all groups- Reciprocal relationship in decision making- Aotearoa histories - teachers working through learning local curriculum guide, engage with - ministry curriculum lead Julie Taupo, TOD 20th November. Julie has engaged with Ngati Paoa kaumatua to share local stories.- Waitangi Day and Matariki Rotations |
| Protection of maintaining culture and | <ul style="list-style-type: none">- Waiti Marae visit- New Karakia - staff meetings, start of assembly, start in mornings for classrooms- Local history: our Maungaturoto, our school pepeha, Morrinsville museum, share local Ngati Paoa history |

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| identity | <ul style="list-style-type: none"> - Maori culture evident in learning environment: Te reo maori programme framework, Matariki Week - disco, sharing of kai, Maori language week - week 9 term 3 - Aotearoa histories - teachers working through learning local curriculum guide, engage with - ministry curriculum lead - Julie Taupo, TOD 20th November, Julie has engaged with Ngati Paoa kaumatua to share local stories, - Waitangi Day and Matariki Rotations |
| Participation | <ul style="list-style-type: none"> - Waiti Marae visit - Karakia - staff meetings, start of assembly - Consultation with maori families: face to face informal, meet the teacher evening, parent conferences, parent survey - Maori culture evident in learning environment: te reo maori programme framework, Matariki Week - disco, sharing of kai, Maori language week - week 9 term 3 - Kahui Ako 2023 - developing cultural understanding - enhancing cultural responsiveness - Turangawaewae visit - postponed. - Aotearoa histories - teachers working through learning local curriculum guide, engage - ministry curriculum lead - Julie Taupo, TOD 20th November, Julie has engaged with Ngati Paoa kaumatua to share local stories, - Waitangi Day and Matariki Rotations |

Tataiako - Cultural competencies for teachers of Maori learners. Important document for teachers, leaders and board of trustees.

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| Whanaungatanga Relationships (students, school-wide, community) with high expectations Tapasa - Turu 1, 2, 3 | At our school we; <ul style="list-style-type: none"> - Build and strengthen relationships - Ensure maori learners and whanau are engaged in school - Promote and support tuakana teina (Older akonga supporting younger akonga) - Actively participate in Morrinsville Kahui Ako opportunities to engage with local iwi - Teu le va or va / where engagement is negotiated and agreed with learners and their parents |
| Ako Practice in the classroom and | At our school we; <ul style="list-style-type: none"> - Learn from each other |

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| beyond Tapasa - Turu 1, 2, 3 | <ul style="list-style-type: none"> - Have inclusive learning environments - Use maori achievement data to set targets and deliver an excellence and equity approach - Use pasifika achievement data to set targets and deliver an excellence and equity approach - The akonga learn in differential groups, learning with peers and opportunities to have partnerships - Promote and support tuakana teina - Sing waiata and share assembly items |
| Tangata Whenuatanga Place-based, socio-cultural awareness and knowledge Tapasa - Turu 1, 3 | <p>At our school we;</p> <ul style="list-style-type: none"> - We acknowledge akonga and families as key stakeholders in our decisions - We provide a culturally responsive learning environment - Promote and support tuakana teina |
| Manaakitanga Values - integrity, trust, sincerity, equity Tapasa - Turu 1, 2, 3 | <p>At our school we;</p> <ul style="list-style-type: none"> - Greet akonga and parents - We report on maori achievement to BOT - We report on pasifika achievement to BOT - We report achievement data to whanau about their akonga - We consult with whanau and akonga on their learning goals - Promote and support tuakana teina |
| Wananga Communication, problem-solving, innovation Tapasa - Turu 1, 2, 3 | <p>At our school we;</p> <ul style="list-style-type: none"> - Role model greetings and farewells with akonga and their whanau - Keep whanau informed about their akonga's learning progress - Promote and support tuakana teina |

| Action | Responsibility | How | Resourcing | When | How will we know if it is successful | Evaluate Orange = tracking towards Green = achieved |
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| Whanaungatanga | Principal | Consult | Internal time | Ongoing | Grow Maori | - Class treaty's/expectations |

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| <p>Ako Whanga Manaakitanga Tangata Whenuatanga Principals of the Treaty Develop Te whare Tapa wha</p> | <p>Teachers Inform BOT</p> | <p>Families Partnership with children (Tahuna Mahi Tahi) Meet the teacher evening, face to face, parent conferences Maori resource folder</p> | <p>External time Budget Maori: \$500 Tataiako document Kahui Ako</p> | | <p>achievement in reading, writing and maths is maintained and 5/6 achieved at or above by the end of 2024 and enable all target children to make growth - achieving more than 12 months progress.</p> <p>Link to teachers PGC (grow capabilities)</p> | <ul style="list-style-type: none"> - Share our Maungaturoto story and our school pepeha in charter, school curriculum and in class, - School pepeha shared, school community (newsletter) - Share pepeha at assemblies, - Teachers learning new karakia and share with children, - Developing cultural understanding - enhancing cultural responsiveness - Aotearoa histories - Stage 1 2 and 3, TOD with Julie Taupo, PGC shared inquiry document completed, Continue PGC focus for 2024, Turangawaewae visit for teachers postponed - 2023 - Learn Tahuna Kura song -Te reo maori framework: beginning to use te reo maori, developing communication skills in te reo maori Waitangi Day and Matariki Rotation |
| <p>Develop a Pasifika plan to support our Pasifika learners using Tapa Sa</p> | <p>Principal Teachers Inform board</p> | <p>Consult Families Partnership with children (Tahuna Mahi Tahi)</p> | <p>Internal time External time Tapa Sa document</p> | <p>Ongoing</p> | <p>Grow Pasifika achievement in reading, writing and maths is maintained and achieved with a</p> | |

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| | | Meet the teacher evening, face to face, parent conferences | | | target 1/1 at or above by the end of 2024 | |
| Priority children (targeted children register) | Principal Teachers Inform board SENCO | Create a shared priority children's register for all classes. | Internal time External time | Ongoing | Report and review data at the end of each term. To monitor values added to each priority child. | Term 1 Updated. Updated at the end of Term 2, 3 and 4. |

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022. Statement on EEO for annual report to auditor for 2023.

| Reporting on the principles of being a Good Employer | |
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| How have you met your obligations to provide good and safe working conditions? | <p>To meet our obligations, Tahuna School takes a number of steps, including:</p> <ul style="list-style-type: none"> • Regularly identify potential hazards and take steps to mitigate them. • Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. • Maintaining equipment and machinery to ensure they are safe to use. • Ensuring that the workplace is clean and well-maintained. • Encouraging employees to report any hazards or safety concerns they encounter. |
| <p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p> | <p>Tahuna School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises School's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p> |

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| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p> | <p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep records of the selection process, including the criteria used to assess candidates.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p> |
| <p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? | <p>Our strategic focus supports understanding the aims and aspirations of our Māori families, and to identify their employment and education needs. This is generally done with face to face hui.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p> |
| <p>How have you enhanced the abilities of individual employees?</p> | <p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, and courses.</p> |

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| | <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. Beginning Teacher is supported by a mentor teacher.</p> <p>We provide feedback and recognition to employees for their work, including areas where they have excelled and areas where they can develop. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through staff meetings, informal opportunities, team-building activities, collaborative planning and projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment. We regularly asked teachers if they need new resources to support their learning programmes.</p> |
| How are you recognising the employment requirements of women? | <p>We implement family-friendly policies such as parental leave and support working parents, especially women.</p> <p>We address unconscious bias by implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a team who have regular check-ins on each other and at times provide access to wellness ideas, and offering flexible scheduling ie case by case.</p> |

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| | We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication. |
| How are you recognising the employment requirements of persons with disabilities? | We currently have no persons employed with disabilities. |

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | YES | NO |
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| Do you operate an EEO programme/policy? | ✓ | |
| Has EEO policy been made available to staff? - school docs | ✓ | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | ✓ For the Principal | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | ✓ The Principal | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | ✓ | |
| Does your EEO programme/policy set priorities and objectives? | ✓ | |



Tahuna School

Next review: Term 2 2027

Employer Responsibility Policy

Tahuna School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the educational leader of the school, the chief executive, and an employee of the board. The board:

- appoints the principal, through the **appointment committee**
- **appraises the principal**
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to our **Equal Employment Opportunities** policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping **employee files** safe and secure.

Support for school employees

The board:

- takes all steps, so far as is reasonably practicable, to meet its **primary duty of care** obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff **health and wellbeing (hauora)** and work-life balance, and will consider applications for **flexible working arrangements**
- ensures that all employees maintain proper standards of **integrity and conduct**, and a concern for the **safety and wellbeing of students, colleagues**, and public interest
- promotes high levels of staff performance through:
 - **performance management** and **professional development** (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
 - acknowledgement of staff achievements
 - **salary units** and **classroom release time**.
- deals effectively and fairly with any concerns through the **concerns and complaints** and **protected disclosure** procedures.

Recruitment and appointments

The board may delegate the recruitment and appointment process to the principal and senior management, and may be represented in appointment committees. For the specific make up of appointment committees according to positions, see **Appointment Committee**. The board

and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to **student wellbeing and safety**
- robust recruitment (including **reference checking**), **appointment**, and induction processes, including complying with the Children's Act 2014
- **annual reports** from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding **concerns and complaints** raised about staff, and the actions taken
- compliance with the **mandatory reporting requirements** to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018

Release history: Term 3 2023, Term 3 2022, Term 3 2020, Term 3 2019

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