

## Analysis of Variance (2021)

### Contents

Introduction	2
From the Charter, Strategic Plan (2021)	2
Vision, Mission and Values Statement	2
Strategic Intent 2019-2022	2
Annual Goals and Targets	3
Analysis of Variance – 2021	5
Strategic aim (1) - Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.	5
Strategic aim (2) - Teacher/Kaiako: Teaching practices reflect best evidence and are culturally responsive.	14
Strategic aim (3) - Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.	17
Strategic aim (4) - Whakawhānaungatanga: Build culturally responsive relationships with ALL	21



## Introduction

Our analysis of variance summarises for our community the progress the school (board) has made in achieving the aims and targets for 2021. It aims to show parents, families and whānau the actions taken to achieve these and how successful these actions have been for improving student achievement.

## From the Charter, Strategic Plan (2021)

### Vision, Mission and Values Statement

#### Our Vision

*Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata*  
We grow together to achieve one's true potential.

#### Our Mission

*Kia mahana o neherā* - To acknowledge our past  
*Kia aratakina āianeī* - To inspire our present  
*Hei waihanga ā mua* - And transform our future world

#### Our Values

*Manaakitanga*: Everyone belongs, everyone matters, everyone has potential.  
*Whānaungatanga*: We build connected and collaborative relationships that acknowledge and embrace our community.  
*Mātauranga*: We deepen our knowledge of understanding to empower learning.

### Strategic Intent 2019-2022

1. **Student/Taiohi**: ALL students/taiohi will progress to their highest educational potential.
2. **Teacher/Kaiako**: *Teaching practices reflect best evidence and are culturally responsive.*
3. **Hauora**: Care for and ensure the well-being of ALL students / taiohi and staff / kaimahi.
4. **Whakawhanaungatanga**: *Build culturally responsive relationships with ALL.*

## Annual Goals and Targets

For **2021** the following **Annual Goals and Annual Targets** were set.

Strategic Intent	Strategic aims	Annual Goals/Target(s)
<p><b>1. Student/Taiohi:</b> ALL students/taiohi will progress to their highest educational potential.</p> <p><i>This strategic intent gives direction to the board's intent to achieve equitable outcomes for Māori students.</i></p> <p><b>*Priority taiohi: identified</b> Māori, Pasifika, boys, and taiohi with special needs, students with literacy below expectations.</p>	<p>1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students*. This includes ensuring that the outcomes for <i>Māori are equitable, namely there is no disparity in achievement.</i></p> <p>1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students*. This includes setting the foundations to ensure that the outcomes at Years 11-13 for <i>Māori are equitable (as in 1.1.)</i></p> <p>1.3: Improve attendance levels as a critical prerequisite for improved achievement and wellbeing (also supports strategic intent 3).</p>	<ul style="list-style-type: none"> <li>● <i>Māori taiohi identified as priority students at Years 12 – 13 will achieve at least 12 credits per course for at least five courses at level 2 and level 3.</i></li> <li>● <i>The disparity in achievement at all levels of NCEA between Māori and non-Māori will be reduced by at least 50%.</i></li> <li>● <i>The disparity in achievement between Males and Females for the Year 12 2021 (Year 11 2020) cohort will be reduced by at least 50% in NCEA level 2.</i></li> <li>● <i>Endorsements at Level 2: The rate of endorsements for Maori will be improved on at least that of the average THS cohort.</i></li> <li>● <i>At least 50% of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year).</i></li> <li>● <i>The proportion of students whose attendance levels in 2020 were below 80% ('of concern') will be reduced by 50%.</i></li> </ul>
<p><b>2. Teacher/Kaiako:</b> <i>Teaching practices reflect best evidence and are culturally responsive.</i></p> <p><i>This strategic intent gives direction to the board's intent to ensure our school (local) curriculum reflects local tikanga Māori, mātauranga Māori and te ao Maori. This includes taking all reasonable steps to make instruction</i></p>	<p>2.1 Develop our innovative local (school) curriculum to ensure it is coherent, future-focussed, provides pathways for diverse student aspirations, and incorporates local tikanga Māori, mātauranga Māori and te ao Maori.</p> <p>2.2: Our pedagogical (teaching) model will reflect best practice and be aligned with a complete model of learning.</p> <p>2.3: Build the capacity of staff through dedicated professional learning and development opportunities.</p>	<ul style="list-style-type: none"> <li>● <i>Year 9 and 10 curriculum has increased local tikanga Māori, mātauranga Māori and te ao Maori, building foundations for the senior levels (as part of the review of NCEA levels 1-3)</i></li> <li>● <i>Have a clear plan and co-constructed action plan to improve culturally responsive practices.</i></li> <li>● <i>Completed a review of the model of learning, so that it is clear and visible ready for implementation in 2022.</i></li> <li>● <i>All teaching staff have engaged in the Professional Growth Cycle and participated in relevant</i></li> </ul>

available in tikanga Māori and te reo Māori.		<p><i>professional learning supporting local curriculum and culturally responsive pedagogy.</i></p> <ul style="list-style-type: none"> <li>•</li> <li>• <i>The Kahui within-school and across-school teachers collaborate to develop an annual action plan to support Kahui Ako Achievement Challenges.</i></li> <li>•</li> </ul>
<b>3. Hauora:</b> Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.	3.1: To promote a school culture that is safe, supportive and positive for both staff and students.	<ul style="list-style-type: none"> <li>• Kaimahi and Taiohi to feel safe and supported in their work at Thames High School.</li> <li>• Kaimahi to feel valued and provided with professional feedback and support.</li> <li>• Kaimahi and Taiohi to know the tikanga of ROLES and our values and can apply this explicitly to all situations</li> </ul>
<b>4. Whakawhanaungatanga:</b> Build culturally responsive relationships with ALL	4.1 Strengthen our partnerships to increase participation and ensure there is authentic voice in decision-making.	<ul style="list-style-type: none"> <li>• That the vision, mission and values statements are embedded in our day-to-day professional practice.</li> </ul>
	4.2 Embed culturally responsive practices at the school that uphold the principles of Te Tiriti o Waitangi	<ul style="list-style-type: none"> <li>• We continue to build kaimahi/staff capability and understanding of Te Tiriti o Waitangi and the three principles of participation, protection, partnership.</li> <li>• Have a clear plan; a co-constructed action plan to improve culturally responsive relational relationships.</li> </ul>

## Analysis of Variance – 2021

<b>School Name:</b>	Thames High School	<b>School Number:</b>	111
---------------------	--------------------	-----------------------	-----

### Strategic aim (1) - Student/Taiohi: ALL students/taiohi will progress to their highest educational potential.

<b>Annual Aim(s)</b>	<p>1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students*. This includes ensuring that the outcomes for <i>Māori</i> are equitable, namely there is no disparity in achievement.</p> <p>1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students*. This includes setting the foundations to ensure that the outcomes at Years 11-13 for <i>Māori</i> are equitable (as in 1.1.)</p> <p>1.3: Improve attendance levels as a critical prerequisite for improved achievement and wellbeing (also supports strategic intent 3).literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students.</p>
<b>Expected Outcomes / Target(s)</b>	<ul style="list-style-type: none"> <li>• The disparity in achievement at all levels of NCEA between <i>Māori</i> and non-<i>Māori</i> will be reduced by at least 50%.</li> <li>• The disparity in achievement between Males and Females for the Year 12 2021 (Year 11 2020) cohort will be reduced by at least 50% in NCEA level 2.</li> <li>• Endorsements at Level 2: The rate of endorsements for <i>Māori</i> will be improved on at least that of the average THS cohort.</li> <li>• At least 50% of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year).</li> <li>• The proportion of students whose attendance levels in 2020 were below 80% ('of concern') will be reduced by 50%.</li> </ul>

## Baseline Data

### NCEA Achievement (2020) - % (number)

NCEA / Yr	THS	THS Māori	THS Males	THS Māori Males 2020	Dec 5 Ave	Dec. 5 Ave Māori	Dec 5 Ave Males	Dec. 5 Māori Males 2020
L1 / Y11	<b>80.2 (69)</b>	70.6 (24)	75.6 (34)	63.2 (12)	70.7	62.4 (816)	74.9 (1614)	65.3
L2 / Y12	<b>87.2 (75)</b>	80.0 (28)	84.6 (42)	75.0 (12)	80.0	73.0 (794)	81.4 (3349)	70.6
L3 / Y13	<b>68.9 (51)</b>	55.6 (15)	59.4 (32)	50.0 (7)	69.4	62.2 (480)	65.4 (902)	59.5
UE / Y13	<b>44.6 (33)</b>	22.2 (6)	34.4 (11)	28.6 (4)	45	31.6 (244)	36.9 (508)	24.1

### NCEA Achievement with Endorsement (Merit or Excellence) - % (Number)

NCEA / Yr	THS 2020	THS Māori 2020	THS 2019	THS Māori 2019	Dec. 5 Ave 2020	Dec. 5 Ave Māori 2020	Dec. 5 Ave 2019	Dec. 5 Ave Māori 2019
L1 / Y11	<b>39.1 (27)</b>	<b>23.5 (8)</b>	42.2	42.5	45.2	34.3	44.2	34.2
L2 / Y12	<b>28.0 (22)</b>	<b>12.1 (4)</b>	39.1	20.0	34.6	23.8	34.3	22.6
L3 / Y13	<b>33.3 (17)</b>	<b>21.1 (4)</b>	43.5	27.3	36.5	26.3	34.8	23.0

### Literacy - Y9 Reading Comprehension – asTle Baseline % (Number) 2021

Year	Curriculum <3A Well Below	Curriculum 3A – 4B Below	At (4A)	Above (5)	Well Above (6)	Total (with data)	No baseline data (Absent, new, etc)
9 (All)	29% (24)	40% (33)	27% (22)	0	0	82	32
9 (Māori)	39% (11)	43% (12)	18% (5)	0	0	28	16

### Literacy – Y10 Reading Comprehension – PAT Baseline 2021

#### Year 10 Start

	Below			At or Average			Above			No data	All
	1	2	3	4	5	6	7	8	9		
<b>All</b>	14	16	9	7	12	1	3	2	1	<b>32 (!)</b>	97
<b>% (excl. No data)</b>	21.5%	24.6%	13.8%	10.8%	18.5%	1.5%	4.6%	3.1%	1.5%	N/A	
	<b>60.0%</b>			<b>30.8%</b>			<b>9.2%</b>				
<b>NZ European</b>	6	7	4	6	7	1	2	1	1	9	44
<b>% (excl. No data)</b>	17.1%	20.0%	11.4%	17.1%	20.0%	2.9%	5.7%	2.9%	2.9%	N/A	
	<b>48.6%</b>			<b>40.0%</b>			<b>11.4%</b>				
<b>NZ Maori</b>	6	8	5	1	4	0	0	1	0	20	45
<b>% (excl. No data)</b>	24.0%	32.0%	20.0%	4.0%	16.0%	0.0%	0.0%	4.0%	0.0%		
	<b>76.0%</b>			<b>20.0%</b>			<b>4.0%</b>				
Other ethnicities (as total <20)	2	1	0	0	1	0	1	0	0	3	8
<b>% (excl. No data)</b>	28.6%	14.3%	0.0%	0.0%	14.3%	0.0%	14.3%	0.0%	0.0%		
	<b>42.9%</b>			<b>14.3%</b>			<b>14.3%</b>				

**Outcome data**

**NCEA/UE**

**NCEA Achievement 2021 % (Number) compared Decile 5 and NZ averages %**

NCEA / Year	THS	THS NZ Euro.	THS Māori	THS Males	THS Females	THS Māori Males	NZ	Dec. 5	Decile 5 Māori	Decile 5 Males	Decile 5 Māori Males
L1 / Y11	83% (73)	88% (59)	64% (25)	83% (38)	83% (35)	65% (13)	71%	72%	61%	73%	62%
L2 / Y12	78% (54)	80% (43)	75% (18)	72% (26)	85% (28)	67% (8)	80%	82%	72%	80%	70%
L3 / Y13	65% (41)	66% (33)	55% (12)	61% (16)	68% (25)	29% (2)	73%	71%	60%	63%	50%
UE / Y13	41% (26)	44% (22)	32% (7)	31% (8)	49% (18)	14% (1)	54%	48%	32%	37%	21%

**NCEA Achievement with Endorsement (Merit or Excellence) - % (Number) of those that have achieved NCEA**

NCEA / Year	THS	THS NZ Euro.	THS Māori	THS Males	THS Females	THS Māori Males	NZ	Dec. 5	Decile 5 Māori	Decile 5 Males	Decile 5 Māori Males
L1 / Y11	37% (27)	39% (23)	16% (4)	29% (11)	46% (16)	8% (1)	53%	43%	40%	30%	20%
L2 / Y12	24% (13)	30% (11)	5.6% (1)	8% (2)	39% (11)	0	42%	35%	27%	25%	17%
L3 / Y13	32% (13)	33% (11)	25% (3)	12% (2)	44% (11)	0	43%	26%	27%	29%	14%

**Outcome data**

**Y9 and 10 Reading**

**Literacy Y9: Reading Comprehension (AsTTle reference)**

Year 9 2021 Cohort

- using curriculum level progressions (excluding where there are no start or end data)

Count of Change in AsTTle Steps READING	Below average			Ave	Above Average progress					N/A	Grand Total
	-2	-1	0	1	2	3	4	5	6		
Starting level	-2	-1	0	1	2	3	4	5	6	N/A	Grand Total
AT		3	7	8	2					2	22
BELOW	1	3	3	12	5	2				7	33
WELL BELOW			2	2	6	4	2	2	1	5	24
N/A										32	32
<b>Grand Total</b>	<b>1</b>	<b>6</b>	<b>12</b>	<b>22</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>46</b>	<b>111</b>

- 22/45 (49%) of those below or well below had more than average progress in one year year (excluding where there are no start or end data)

Year 10 2021 Cohort

- using PAT Reading scale score progressions

Starting level	Below average progress (below + 9.5 scale score)	Average Progress (+ 9.5 to +11.5 scale score)	Above average Progress (more than +11.5 scale score)	N/A	Grand Total
WELL BELOW	9	4	6	7	26
BELOW	4	1	3	2	10
AT	9	2	4	4	19
ABOVE	1				1
WELL ABOVE	3				3
N/A				27	27
<b>Grand Total</b>	<b>26</b>	<b>7</b>	<b>13</b>	<b>40</b>	<b>86</b>

- 9/29 (31%) of those below or well below had more than average progress in one year (excluding where there are no start or end data)



## Progress / Achievement Targets – Commentary

Target in the Annual Plan	Outcome / Variance					Achieved or Not Achieved	Commentary / Variance
The disparity in achievement at all levels of NCEA between Māori and non-Māori will be reduced by at least 50%.	<b>Level</b>	THS Māori:	THS NZ Euro:	<b>2020 Diff</b>	<b>2021 Diff</b>	Not Achieved	At level 1, the disparity in 2021 was greater than in 2020. In 2020 the disparity was 15 percentage points, in 2021 it was 24. 71% of the 2020 cohort of ākonga Māori achieved, as opposed to 64% in 2021. That is the biggest factor. In comparison with 2020, attendance levels in 2021 were lower over average for Māori and retention rates were lower, reflecting the move to employment on turning 16.  At level 2, the disparity in 2021 was reduced by 7 which is over half of the disparity for the 2020 Year 12 cohort.  At level 3, the disparity in 2021 was reduced by 12 which is over half of the disparity for the 2020 Year 13 cohort.
	<b>L1 2021</b>	64% (25)	88% (59)	<b>-15</b>	<b>-24</b>		
	<b>L1 2020</b>	71% (24)	86% (53)			Achieved	
	<b>L2 2021</b>	75% (18)	80% (43)	<b>-12</b>	<b>-5</b>	Achieved	
	<b>L2 2020</b>	80% (28)	92% (59)				
	<b>L3 2021</b>	55% (12)	66% (33)	<b>-23</b>	<b>-11</b>		
	<b>L3 2020</b>	59% (16)	82% (46)				
The disparity in achievement between Males and Females for the Year 12 2021 (Year 11 2020) cohort will be reduced by at least 50% in NCEA <b>level 2</b> .	<b>Year</b>	THS Males:	THS Females	<b>Variance</b>		Not Achieved	
	<b>2021</b>	72% (26)	85% (28)	<b>-16</b>			
	<b>2020</b>	85% (33)	89% (42)	<b>-4</b>			
Endorsements at <b>Level 2</b> : The rate of endorsements for Maori will be improved on at least that of the average THS cohort.	<b>Year</b>	THS Māori:	THS Average:	<b>Variance</b>		Not Achieved	
	<b>2021</b>	5.6% (1)	24% (13)	<b>-18</b>			
	<b>2020</b>	12% (4)	28% (22)	<b>-16</b>			

<p>At least <b>50%</b> of Year 9 and 10 students in the identified literacy priority group will have accelerated progress (i.e. more than one year's curriculum progress in one year).</p>	<p>Accelerated progress is where a student increases the stanine or curriculum level by more than 1 sub step.</p> <p><b>Year 9</b> 22 of 45 (49%) of those below or well below made more than average progress in one year.</p> <p><b>Variance:</b> -1%</p>	<p>Not Achieved</p>	<p>At Year 9 the identified literacy priority group consisted of <b>57</b> students.</p> <p><i>Unfortunately, data is incomplete with 46 initial or final data points not collected due to absence or being new.</i></p> <p>A significant proportion of the sampled target group (12/57) had insufficient exit data and are likely to have made less than average progress, due to absences, so the variance will be greater than stated.</p> <p>The planned literacy initiative was disrupted by COVID-19 and staff changes (literacy coordinator leaving)</p>								
	<p><b>Year 10</b> 9/29 (31%) of those below or well below had more than average progress in one year</p>	<p>Not Achieved</p>	<p>At Year 10 the identified literacy consisted of <b>36</b> students, and the <i>Unfortunately, data is incomplete with 40 initial or final data points not collected due to absence or being new.</i></p> <p>A significant proportion of the sampled target group (9/36) had insufficient exit data and are likely to have made less than average progress, due to absences, so the variance will be greater than stated.</p> <p>The planned literacy initiative was disrupted by COVID-19 and staff changes (literacy coordinator leaving)</p>								
<p>The proportion of students whose attendance levels in 2020 were below 80% ('of concern') will be reduced by 50%.</p>	<table border="1" data-bbox="562 1011 1102 1094"> <thead> <tr> <th></th> <th>2021</th> <th>2020</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Attendance below 80%</td> <td>31%</td> <td>29%</td> <td>38%</td> </tr> </tbody> </table>		2021	2020	2019	Attendance below 80%	31%	29%	38%	<p><b>Not Achieved</b></p>	<p>The average attendance of students in 2021 (83%) was like that in 2020, but the proportion of those below 80% increased slightly.</p> <p>The 'hard core' of those below 60% is 10% of the school. The target to improve overall average attendance needs to be in the 80-90% range as well as the 70-80% range.</p> <p>45% of Māori had attendance below 80% (24% of NZ European) and so the biggest impact will be achieved if we can make difference for Māori.</p>
	2021	2020	2019								
Attendance below 80%	31%	29%	38%								

## 1.1: Accelerate progress of Year 11-13 taiohi/students who are achieving below expectation and/or priority students

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Tracking of taiohi academic progress that is monitored by Whānau Kaitiaki regularly and supported by Academic Dean and mentors.</p> <p>Information from kaiako about Priority taiohi were identified and their progress was tracked by Senior Academic Dean / Advisor Self-reflection and learner agency are supported.</p> <p>The Regional Mentoring Programme provided access to short courses that met the needs of identified taiohi / students.</p> <p>Vocational and Gateway opportunities pathways and other opportunities for credits to increase success and potential employment.</p> <p>Departments set goals and implemented strategies to focus on priority cohorts.</p>	<p><b>Refer to table above for outcomes data.</b></p> <p>Relative to national average: Year 11 / NCEA level 1 - significantly <b>above</b> (82% vs 68%)</p> <p>Year 12 / NCEA level 2 - slightly <b>above</b> (78% vs 77%)</p> <p>Year 13 / NCEA level 3 - significantly <b>below</b> (65% vs 70%)</p> <p>Updates on priority taiohi, especially Māori learners reported to the board each month.</p> <p>Students at-risk of not achieving NCEA qualifications were identified and credit-catch up opportunities were offered in Term four.</p> <p>Regional mentoring programme identified 22 taiohi and provided successful pathways and intervention programmes for them.</p>	<p><b>Refer to table above for commentary on targets</b></p> <p>NCEA results from 2021 in terms of comparative rates of achievement in 2020 are disappointing - at Year 12 / NCEA level 2 (decrease from 87% to 78%) and Year 13 / NCEA level 3 (decrease from 72% to 65%), and moderately pleasing at Year 11 / NCEA level 1 (increase from 80% to 82%).</p> <p>The relative results at Year 13 / Level 3 continue to be of concern, however the cohort was small (total 60 students) and formal achievement rates were affected by the number of students (8 – 13%) leaving and not having the opportunity to complete qualifications and - significant success of gaining employment and/or apprenticeships.</p> <p>The intention to collect target qualification and career information was not achieved, predominantly due to the interruptions and focus on COVID-19 learning plans.</p>	<p>Kaiāwhina for year level groups have been appointed for 2022 to support whānau kaitiaki with a staff member responsible for tracking and monitoring of priority taiohi. Individual mentoring is also in place to identify interventions.</p> <p>There is no more funding available for RMP, however, we will continue to monitor priority taiohi.</p> <p>Systematic recording on target qualifications to better set targets based on aspirations rather than cohort by cohort comparisons.</p> <p>Improving the outcomes for those identified groups that have identified disparities in achievement will continue to be a focus.</p> <p>This is more focused on ensuring career opportunities are available to taiohi. A Google classroom has been set up for each year group that provides information and resources.</p> <p>Targeted groups need to have targets set that focus both on proportional improvements and individual plans, for example 'reduce the disparity gap' by 50%, based on those taiohi that did not achieve in the previous year along with those at-risk of not achieving.</p> <p>Individual mentoring of priority students will be enhanced with the allocation of identified taiohi to mentors.</p>

## 1.2: Accelerate literacy progress of Year 9-10 taiohi/students who are achieving below expectation and/or priority students.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Accelerating literacy progress in the junior school (Year 9 – 10) through identification of students using baseline testing.</p> <p>Students were identified using PAT testing with students identified as priority. This was based on having a stanine lower than 4. From here students who were identified and then prioritised and completed in at least one of the interventions. The interventions included a literacy programme run during a kete line (STEPS),</p> <p>Teacher Aide support was given priority for all year 9 and 10 Rōpū during English to assist with understanding and completion of work.</p> <p>RTLb referrals were made for students who needed additional targeted support from RTLb service.</p> <p>Alongside the LSC to help with Dyslexia screening of priority students in Year 10 to provide additional support for students who may identify with this need.</p>	<p><b>Refer to table above for outcomes data.</b></p> <p><b>Year 9: 44%</b> of those below Stanine 4 had accelerated progress, <b>13%</b> had average progress.</p> <p><b>Year 10: 29%</b> of those below Stanine 4 had accelerated progress, <b>29%</b> had average progress.</p> <p>Outcomes for identification of students was that across all departments, Kaiako were able to easily identify students in the priority group in the junior school. This supported planning for inclusion of literacy in all subjects across the curriculum.</p> <p>Programmes that were set up had students participate and have an acceleration of literacy.</p> <p>Teacher Aide support was given priority for all year 9 and 10 Rōpū during English to assist with understanding and completion of work.</p>	<p>The variance in progression of the programme was hindered by the continued uncertainty of Covid-19.</p> <p>Factors that influenced this included the disruption of learning programmes – loss of learning time in the lockdown, erratic attendance, and increased anxieties.</p>	<p>Planning for 2022 includes identification of students into each tier as in 2021 in both Literacy and Numeracy.</p> <p>The continuation of a literacy programme within an extended amount of English and Math time at Year 9. In 2022 these will now be full year courses with 1 teacher/per subject to each rōpū.</p> <p>The completion of all literacy baseline and progress testing with a comparison to 2021 to show where students have been accelerated or need more support.</p> <p>These checks for the target group will be more frequent.</p> <p>Students who are identified as well below without targeted interventions will be identified and additional support implemented.</p>

### 1.3: Improve attendance levels as a critical prerequisite for improved achievement and wellbeing (also supports strategic intent 3).

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• The actions taken included a varied approach. These included use of the pastoral care system of the Rōpū and Whānau Kaitiak and Deputy Principals - contacting home, celebrating attendance and continued conversations with taiohi.</li> <li>• URF - Urgent Relief funds through a Ministry grant under Covid-19 wellbeing / attendance support saw 3 programmes devised for different targeted students. These included:               <ul style="list-style-type: none"> <li>○ K.ICK - Kaupapa in Integrity, Community and Knowledge.</li> <li>○ Youth Workers to support all taiohi (24/7 youth) supported the school on a regular basis within the school.</li> <li>○ Pillars of Strength - a focus on anxiety with a programme created for students to be able to gain tools to work through anxiety and empower taiohi.</li> </ul> </li> <li>• Priority Taiohi - Regional Mentoring. Maori students identified at risk of not achieving had specific and targeted programs they attended to assist with achievement.</li> <li>• The early and consistent UA referral (unexplained absence). Alongside consistent communication with CAPS Hauraki.</li> </ul>	<p><b>Refer to table above for outcomes data.</b></p> <p>The programs themselves increased attendance while the programme (K.ICK and Pillars of Strength) was running. The support and tools gained from all programmes have helped students to have increased attendance.</p> <p>The early intervention with CAPS Hauraki meant that students had been absent from school for a shorter amount of time therefore the strategies and supports put in place became more effective.</p>	<p>Covid-19 and the uncertainty and anxiety around attendance at school has been a big factor. The mandate for vaccinations has also caused whānau to be apprehensive and results in low attendance.</p> <p>Attendance is also the first indicator for a taiohi if there is stress. This could include whānau, personal, mental Health, illness, and many other reasons for not attending.</p>	<p>In 2022 the continuation of K.ICK and Youth Workers (24/7 Youth). This will need to be continued through school funding.</p> <p>Communications around the safeguards and protocols around the school for Covid-19 prevention.</p> <p>Attendance to be a focus for the newly appointed Kaiāwhina (pastoral care team) alongside the Rōpū and whānau kaitiaki.</p> <p>Continued support with Caps Hauraki and early referrals. Communication systems to be evaluated and improved where needed.</p> <p>A culture where attendance is important, followed up and explained is to be created among Whānau, Taiohi and Kaimahi.</p>

## Strategic aim (2) - Teacher/Kaiako: Teaching practices reflect best evidence and are culturally responsive.

<b>Annual Aim(s):</b>	<p>2.1 Develop our innovative local (school) curriculum to ensure it is coherent, future-focussed, provides pathways for diverse student aspirations, and incorporates local tikanga Māori, mātauranga Māori and te ao Māori.</p> <p>2.2: Our pedagogical (teaching) model will reflect best practice and be aligned with a complete model of learning.</p> <p>2.3: Build the capacity of staff through dedicated professional learning and development opportunities.</p> <p>2.4: Actively participate in the Thames Te Kōwhiri Kāhui Ako (CoL)</p>
<b>Target(s)/Expected Outcomes:</b>	<ul style="list-style-type: none"> <li>• Year 9 and 10 curriculums have increased local tikanga Māori, mātauranga Māori and te ao Māori, building foundations for the senior levels (as part of the review of NCEA levels 1-3)</li> <li>• Have a clear co-constructed action plan to improve culturally responsive practices.</li> <li>• Completed a review of the model of learning, so that it is clear and visible ready for implementation in 2022.</li> <li>• All teaching staff have engaged in the Professional Growth Cycle and participated in relevant professional learning supporting local curriculum and culturally responsive pedagogy.</li> <li>• The Kāhui Ako within-school and across-school teachers collaborate to develop an annual action plan to support Kāhui Ako Achievement Challenges.</li> </ul>
<b>Baseline Data:</b>	<ul style="list-style-type: none"> <li>• There is a wide range of teaching practices where there are many examples of good practice, but a complete and visible model of teaching and learning (pedagogy) is yet to be developed.</li> <li>• Baseline data using an instructional capability framework have been collected along with Rongohia Te Hau observations and survey data. The results indicate that there is a basic capability in culturally responsive practices.</li> <li>• Poutama Pounamu – Poutama Tau/ Rongohia Te Hau (Regionally-allocated professional learning and development programme) has been underway since 2019</li> </ul>

**2.1: Develop our innovative local (school) curriculum to ensure it is coherent, future-focussed, provides pathways for diverse student aspirations, and incorporates local tikanga Māori, mātauranga Māori and te ao Māori.**

**2.2: Our pedagogical (teaching) model will reflect best practice and be aligned with a complete model of learning.**

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>A timeline of curriculum development has been completed in line with the curriculum refresh and NCEA Change Programme (revised)</p> <p>All teaching staff engaged in the Professional Growth Cycle and participated in relevant professional learning supporting local curriculum and culturally responsive pedagogy.</p> <p>NCEA professional development day emphasised the centrality of mana orite mo te mātauranga Māori. This will complement our other curriculum review work.</p> <p>Curriculum consultation was a focus of the Te Ao Māori Roopu.</p> <p>Review survey about Year 9-10 curriculum structure was completed by taiohi, parents and staff to inform our next steps. This added to the PMIS (Plus Minus Interesting / Suggestions) analysis form 2020.</p>	<p>The planning requirements for Years 9 and 10 used the 'non – negotiables' unit plan template developed in 2020 was refined and is expected in the planning for 2022.</p> <p>Professional learning plan was completed successfully, at times virtually. PLD included digital fluency, culturally responsiveness, and local/school curriculum development.</p> <p>The results of the survey were collated and summarised and shared with our Parents Forum, teachers, and students.</p> <p>From the collected information significant changes to the Year 9 and 10 curricula were made ready for 2022.</p> <p>This has been the result of two years of review and change.</p> <p>We did not complete our community survey to help define our 'graduate profile'.</p> <p>Year 9 Units were not evaluated against the agreed non-negotiables as expected, so that this will need to be deferred to 2022.</p>	<p>We made substantial progress in our curriculum refresh programme. Having a revised Year 9 and 10 curriculum that better reflects our stakeholders' expectations is great.</p> <p>As in many areas progress has been interrupted by the disruptions due to covid-19. This is about the amount of change and focus on other matters that have meant we have to be mindful of the 'overwhelm' caused by having too much going on.</p> <p>While the best intentions were to complete a comprehensive graduate profile review we did substantially revise the Strategic Plan for the school and community feedback on that was made our priority.</p>	<p>Develop and evaluate Year 9 and 10 new courses.</p> <p>Continue the curriculum refresh including the NCEA Change Programme. This is substantive work. Including the new requirements for literacy and numeracy.</p> <p>Continue to develop a coherent learning model for the school, with heads of department and input from students and parents.</p> <p>Examples of pedagogical models and frameworks will be more carefully studied with curriculum leaders, and get input from the Student Council and our Te Ao Maori strategic rōpū as part of the ongoing work on local curriculum.</p> <p>Curriculum mapping to include digital fluencies, literacy and other core competencies.</p>

### 2.3: To build the capacity of staff through dedicated professional learning and development opportunities.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers/Kaiako have participated in ongoing Professional Learning Development (PLD) to improve their understanding of and knowledge in Te Reo and Tikanga Māori through Poutama Pounamu (External facilitators).</p> <p>Appointed within-school teachers with culturally responsiveness as a common purpose and individual team members were responsible for digital fluency, literacy development and transitions.</p> <p>Engaging with the Kāhui Ako through our connections day at the start of the year has allowed schools to make connections across the rohe.</p>	<p>This is ongoing PLD school wide and continues to be a focus for the school with Poutama Pounamu - Rongohia Te Hau tool, Core Education - Localised Curriculum and Code Avengers - Digital Fluency.</p> <p>A cohesive team was underway and collaborated on an Action Plan. The Plan was not as comprehensive and coherent as envisioned, as time to meet was interrupted by staff absences and other Covid related issues.</p> <p>There is clear evidence that the use of Te Reo by staff has increased, Karakia, greetings and understanding of tikanga is improving.</p>	<p>Due to the challenges COVID and OMICRON have had on THS and the change in facilitators for Poutama Pounamu has slowed the journey down in terms of bringing about pedagogical change to kaiako classroom practice.</p> <p>Working alongside outside providers like Poutama Pounamu and Core Education has been a positive influence on staff.</p> <p>There have been some challenges around the changes and new teaching and learning taking place for staff. However, as a school we continue to work through this.</p>	<p>We have introduced waiata Wednesday morning for kaimahi to participate in waiata practice. This is held outside the mahau of the whareniui.</p> <p>For 2022 the focus is to continue PLD for our priorities of Digital Fluency, Localised curriculum and CRRP.</p> <p>We have implemented a plan to work with Poutama Pounamu on the Rongohia Te Hau tool that will assist in improving the use of Te Ao Māori within the classroom. (Charter to classroom).</p> <p>We also will continue to strengthen our understanding of the Hikairo Schema as a framework to provide consistency across the school.</p> <p>We will continue to work with Core Education in the development of a localised curriculum with a focus on Matariki as the theme for term 2.</p>



### Strategic aim (3) - Hauora: Care for and ensure the well-being of ALL students/taiohi and staff/kaimahi.

<b>Annual Aim(s):</b>	3.1: To promote a school culture that is safe, supportive and positive for both staff and students.
<b>Target(s)/Expected Outcomes:</b>	<ul style="list-style-type: none"> <li>● Kaimahi and Taiohi to feel safe and supported in their work at Thames High School.</li> <li>● Kaimahi to feel valued and provided with professional feedback and support.</li> <li>● Kaimahi and Taiohi to know the tikanga of ROLES and our values and can apply this explicitly to all situations</li> </ul>
<b>Baseline Data:</b>	<p>Professional development and continued application of initiatives about the tikanga of ROLES and our values was implemented. The knowledge and participation in the initiatives was up-help by many of the Kaimahi and Taiohi of Thames High School. The baseline data showed that most Kaimahi and Taiohi knew about ROLES and how to identify them in a range of situations.</p> <p>Baseline data was collected from all taiohi using the Wellbeing @ School survey. The results showed that on the whole students felt they belonged at school, that they felt safe at school and Bullying was not ok. The areas for improvement were students feeling that they had a choice in what happens at school and an increase in the importance of culture and family background.</p> <p>Kaimahi also participated in a wellbeing survey which touched on an array of areas that impacted on them and their mahi. The survey results showed that kaimahi enjoyed the department they were in, felt connected to their classes and were able to work alongside other kaimahi well. The data also showed a need for improvement with communication across the school and the important role of our middle leaders.</p>

### 3.1: To promote a school culture that is safe, supportive, and positive for both staff and students.

Our Vision, Mission, Values and Tikanga are communicated with and regularly reinforced with our community.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Revised staff induction process was initiated for new staff</p> <p>Our Tikanga (ROLES) were regularly emphasized at assemblies and at staff PLD. Daily progress reports are framed around ROLES. ROLES are the most known (understood and can be recalled) of the pillars of Our Charter.</p> <p>Several Professional Learning and staff hui discussed Our Tikanga (ROLES) and reinforced our way of responding to behaviours inconsistent with these. There was also a specific focus on wellbeing / Hauora throughout the year in PL and weekly initiatives.</p> <p>Several articles in the Whānau Pānui have covered the expectations and reinforcement of Our Values and Our Tikanga.</p> <p>Our Values posters have been distributed across the school.</p>	<p>Staff induction for new staff starting during the year is more consistent with a staff induction guide for reference, but anecdotal evidence still suggests that more time needs to be allocated to this, despite the busy nature of the school. It is always a challenge to induct new teachers and staff while having classes to teach and jobs to do.</p> <p>The school values and tikanga are more widely recognised.</p> <p>Our values and tikanga were reviewed as part of Strategic Planning consultation.</p>	<p>The posters were proposed to be designed by a student group, but there was an interruption to the process due to the covid-19 lockdown and the momentum was lost. A more basic design should have been developed and distributed but was not.</p> <p>As we moved into Strategic Planning 2022-2025, there was a chance that the wording of the vision, mission, and values was modified so the development of posters was left to 2022.</p>	<p>There is an opportunity for more one-on-one recap or staged induction check-ins, that need to be agreed and scheduled as part of HR process on starting (by those overseeing the induction of support and teaching staff).</p> <p>Continue to improve the time allocation to staff indication for those that start after the start of the year.</p> <p>Updating the Our Values, Mission and Tikanga promotional posters, e.g. Our reception area has been updated with appropriate consistent messages about Our Values / Tikanga.</p> <p>The Parents Forum and presentations need to continue, that allow sharing of the strategic direction and progress of the school to be shared.</p> <p>Regularly evaluate the ability of people to recall the pillars of the Charter, through a simple random survey of people similar to the PB4L SET evaluation approach of asking 10 random students, staff and parents if they know our vision, mission, tikanga, and evaluate how accurate that understanding is – i.e., ask 'what does that mean'?</p>

### 3.1: To promote a school culture that is safe, supportive, and positive for both staff and students.

Consistency in the behaviour expectations and management (corrective strategies) through reinforcing the PB4L matrices of expectations and consequences.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Ongoing professional learning about responding to consequences for behaviour. This has included scenario-based professional discussion to develop shared understanding of restorative approaches and ways to respond to behaviour that maintain mana.</p> <p>Professional development opportunities promoted by RTLB services in classroom management have been attended by some staff.</p> <p>Our Tikanga (ROLES) were regularly emphasized at assemblies and at staff PLD. Daily progress reports are framed around ROLES. ROLES are the most known (understood and can be recalled) of the pillars of Our Charter.</p> <p>Ongoing professional learning about responding to consequences for behaviour. This has included scenario-based professional discussion to develop shared understanding of restorative approaches and ways to respond to behaviour that maintain mana.</p> <p>Professional development opportunities promoted by RTLB services in classroom management have been attended by some staff.</p>	<p>Staff induction for new staff starting during the year is more consistent with a staff induction guide for reference, but anecdotal evidence still suggests that more time needs to be allocated to this, despite the busy nature of the school. It is always a challenge to induct new teachers and staff while having classes to teach and jobs to do.</p> <p>Communications home have been more consistent and the Parent Forum and Te Ao Māori Roopu (or more properly open Wānanga) Also have had opportunities for NCEA information at Year 10 and Year 9.</p> <p><i>More consistent and more frequent use of the charter in rūpū and Whānau time could be seen as this was shown although done well in some areas not all.</i></p> <p>A catch-up time / lunch time space for students to attend if they were Late (more than 3) and Truant. This included messages home and the rūpū or whānau kaitiaki involved.</p> <p>Professional discussion around different aspects of the school were easier to discuss with actions taken to increase the wellbeing of both Kaimahi and Taiohi. Targeted PL and a weekly Wednesday morning hui were used to have professional discussions, create some interactive wellbeing for kaimahi.</p>	<p><i>Variance included the consistency across the school for implementing initiatives and inputting processes.</i></p> <p>The posters were proposed to be designed by a student group, but there was an interruption to the process due to the covid-19 lockdown and the momentum was lost. A more basic design should have been developed and distributed but was not. As we move into Strategic Planning 2022, there is a chance that the wording of the vision, mission, and values is modified so is the development of posters at this stage worth it?</p> <p><i>Staff wellbeing was a topic that included looking at what we have done in the past and where we are at now. Look at data provoked many conversations which lead to some actions. Such as staff gatherings on Fridays, Wellbeing Wednesdays. This needed to be imbedded deeper into the day to day running of the school.</i></p> <p>The aim of having a dedicated PB4L team was affected by interruptions and 'overload'.</p>	<p>To continue with the data collection from taiohi and Kaimahi around wellbeing. To have a clear and consistent way of showing how wellbeing / Hauora is being upheld here at Thames High School.</p> <p>To ensure taiohi and kaimahi are involved and know the charter to be part of educating all about our values.</p> <p>We need to have better communication of the intents through regular chunks in panui and opportunities for presentation to share our progress and direction more effectively.</p> <p>Further professional learning both internally and externally. This includes opportunities to build restorative circle capacity.'</p> <p>An active PB4L team is still needed and the time to complete analysis has not been yet available/dedicated. This will see us revitalise involvement in Teri 2 PB4L initiatives</p>

### 3.1: To promote a school culture that is safe, supportive, and positive for both staff and students.

Enhance school-wide practices that improve the well-being/hauora of students/taiohi and staff/kaimahi.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>EARS group and student leadership of welfare was coordinated by the counsellor, including running of bully-free week. EARS students report regularly to the counsellor about the support that is needed.</p> <p>Programmes such as Attitude, Sexwise, Pillars of Strength, K.I.C.K, 24/7 youth workers, E TU Tangata promote wellbeing and resilience. Further programmes such as Building Healthy Relationships also address issues.</p> <p>The Pinnacle Health initiative, especially with the focus on HEEADSSS assessments for Year 9s and Sight and Hearing testing.</p> <p>Staff wellbeing survey was completed with results discussed with staff. The survey was co-constructed with interested staff.</p> <p>Established a staff/kaimahi wellbeing focus group, coordinated by a deputy principal.</p> <p>We entered an employee assistance programme with two local counsellors.</p>	<p>We wanted to have a wider conversation about the wellbeing results from 2020 survey, but this has not happened.</p> <p>The programme evaluations were positive. Planning for budget 2022 included prioritising K.I.C.K, 24/7 youth workers.</p> <p>Regular updates on the progress of assessments were shared with the board.</p> <p>Wellbeing group met regular to process and share results of wellbeing survey and the ways we can address needs.</p> <p>Staff wellbeing/activity coordinator was appointed to help focus on staff wellbeing.</p> <p>Several staff took advantage of this opportunity that preceded the MoE offering of EAP Services. Evaluation from counsellors indicated they thought the programme was of value.</p>	<p>The wellbeing survey for students was not widely shared and discussed with staff, with the 'overload' experienced. Insufficient dedicated time.</p> <p>This was a successful programme using URF from the Ministry of Education. We would love to fund the other programmes, but there is insufficient funds, with pressure on operational finding.</p> <p>Some of the HEADSSS assessments were not completed and the reporting of needs was variable, due to regular absences, and the inevitable delays caused by covid lockdown at the start of the year.</p> <p>-</p> <p>Several activities were organised and were participated in with the expected variation. Busy lives and commitments.</p> <p>-</p>	<p>Locking in building healthy relationships programmes into our timetable.</p> <p>Student-led/mediated leadership programme to be developed for upcoming leaders.</p> <p>Evaluate the value of the programmes and consider their sustainability and their prioritisation in budgets.</p> <p>A more focused approach to monitor the HEADSSSS and clarity about what information can be shared that will allow us to have a better holistic care plan for taiohi.</p> <p>Endeavour to resource and recruit dedicated staff wellbeing coordinator or whole-school wellbeing leader.</p> <p>Revise and continue with local EAP services, and monitor use.</p>

## Strategic aim (4) - Whakawhānaungatanga: Build culturally responsive relationships with ALL

<b>Annual Aim:</b>	<p>4.1 Strengthen our partnerships to increase participation and ensure there is an authentic voice in decision-making.</p> <p>4.2 Embed culturally responsive practices at the school that uphold the principles of Te Tiriti o Waitangi.</p>
<b>Target(s)/Expected Outcomes:</b>	<ul style="list-style-type: none"> <li>● That the vision, mission, and values statements are embedded in our day-to-day professional practice.</li> <li>● We continue to build kaimahi/staff capability and understanding of Te Tiriti o Waitangi and the three principles of participation, protection, and partnership.</li> <li>● Have a clear plan; a co-constructed action plan to improve culturally responsive relational relationships.</li> </ul>
<b>Baseline Data:</b>	<ul style="list-style-type: none"> <li>● Develop and implement a new vision, mission and values statement that is inclusive of Te Ao Maori, Iwi and Te Tiriti o Waitangi.</li> <li>● Baseline data using a Culturally, Intelligent, Inclusive learning environment capability framework has been collected. The results indicate that there is a basic capability in creating a sense of belonging for all learners.</li> <li>● Baseline data using Educationally Powerful connections with parents, families and whanau capability framework has been collected. The results indicate that there is a basic capability in how well we create a welcoming and inclusive environment for parents, families and whanau to engage in their child/children's learning.</li> <li>● Poutama Pounamu roopu: Analysing baseline data collected through surveys from taiohi/students, kaiako/teachers and whanau.</li> </ul>

#### 4.1 Strengthen our partnerships to increase participation and ensure there is an authentic voice in decision-making.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Strengthen relationship with our local iwi, Ngāti Maru</p> <p>Kāhui ako whanaungatanga and our Te Titiri workshop held at Matai Whetū marae has helped build connections and the potential for Mātauranga Māori that is supported and grounded in mana whenua.</p> <p>We held two Te Ao Māori Strategic Ohu hui in term two, three and one in term four. The hui became wider wananga in term two and three and then the smaller Strategic Ohu refined the feedback.</p>	<p>Kaimahi/staff from our primary schools along with iwi and community came together at Mātai Whetū marae to hear and share the history of the marae and collaborate.</p> <p>Kāhui ako whanaungatanga and our Te Titiri workshop held at Matai Whetū has helped build connections and the potential for matauranga Maori that is supported and grounded in mana whenua.</p> <p>Hui held twice a term consistently. There was an increase in attendance of board members and whānau representation, along with Iwi and external agencies.</p> <p>Consultation with Board, Staff, Taiohi, Whānau and iwi contributed to a significant update of the school's Strategic plan for 2022-2025. Refined strategic intents from four to three and additional values agreed.</p>	<p>Te Ao Māori Strategic Ohu hui were delayed by covid-19 uncertainties and rates of infection. Attendance was not consistent.</p> <p>We have yet to fulfil the vision of blending the PLD with Core Education and localised curriculum with the opportunities with mana whenua.</p> <p>Our expectation of having visible Pou Māori and Whaikairo for our wharehau has yet to be realised – this was an ambitious goal, and did not fully appreciate that such development needs to be properly considered.</p>	<p>Strengthen the Te Ao Māori strategic rōpū with regular hui in 2022. This will include the consultation required to develop visible Pou Māori in the school.</p> <p>Continue to grow Te Ao Māori throughout the school and build on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru.</p> <p>Partnership strengthened with Ngāti Maru as we work to refine and agree on kawenata between the kura and iwi.</p> <p>Build authentic localised curriculum links with mana whenua, to build Mana orite o te Mātauranga Māori. We will continue to seek guidance from Ngāti Maru as to what is appropriate in the historical context of their rohe.</p> <p>"Unpack" the meaning of our new and existing values to ensure we can frame behavioural expectation as our tikanga, rather than simply as "ROLES"</p>

<p>To improve engagement with parents and other important groups to increase opportunities for taiohi/students and evaluate success of students' pathways.</p> <p>Consultation (surveys and focus groups) with whanau, taiohi and staff was held for</p> <ul style="list-style-type: none"> <li>- Uniforms</li> <li>- Junior curriculum</li> <li>- Strategic Plan review</li> </ul> <p>The Parent's Forum was established and several hui were held.</p> <p>As noted above, Te Ao Māori Strategic Ohu hui were held regularly.</p> <p>Alumni website registration form developed.</p>	<p>Uniform committee established to review policy and aing to review the uniform.</p> <p>Junior curriculum revised thoroughly</p> <p>Senior curriculum at Year 11 removed 'streaming'</p> <p>Alumni planning is underway. Significant revision of strategic plan incorporated feedback from key stakeholders and the resulting plan was broadly accepted by stakeholders.</p>	<p>Proposed 'triennial survey' was not completed. This was effectively due to overload of surveys and timing.</p> <p>The timetable and curriculum changes were as expected but need evaluating.</p> <p>The Alumni development was not as advanced as expected, as there were other priorities.</p>	<p>Community satisfaction survey needs to be developed.</p> <p>Evaluate the changes to the junior curriculum and aim for increase satisfaction.</p> <p>Deeper review of senior school pathways is needed to reflect the school size and community needs. Further data-led approach on subject retention and composition/balance. Which courses are gender biased and equitable (or not) for Māori.</p> <p>More time needed to attract an Alumni lead group – i.e. for Alumni, by Alumni. A connection plan was started, but more time is needed to develop stronger.</p>
---	---	--	--

#### 4.2 4.2 Embed culturally responsive practices at the school that uphold the principles of Te Tiriti o Waitangi.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Continue to grow Te Ao Māori throughout the school and build on the relationships already formed with our Kāhui Ako and Iwi Ngāti Maru.</p> <p>Continued to embed tikanga Māori practices within the school on a day-to-day basis. There has been good progress made – with karakia being more familiar and evidence that Te Reo Māori is heard more often.</p> <p>Te Tiriti o Waitangi workshop Part 2 for kaimahi, Iwi, BoT, Senior Leaders was held on 3 May 2021 (Matua Alex Hotere-Barnes, Therese Ford and Johnson Davis). This was held at Mātai Whetū marae, a continuation from Part 1 that was held in January 2020.</p> <p>Continued to work with Poutama Pounamu around Cultural Relationships for Responsive Pedagogy. (CRRP)</p> <p>The Hikairo Schema was introduced to all Kaiako, with professional discussions about how to make this a central resource to support CRRP.</p> <p>Localised Curriculum: Haurakitanga – we have added the layer of localised curriculum CORE Education to complement CRRP.</p> <p>Introduction of Mana Ōrite mo te Mātauranga Māori through the NCEA change programme.</p> <p>In 2021 the allocation of resource was doubled in tikanga and Te reo Māori at Year 9.</p>	<p>Kaiako have gained confidence in two karakia, used more regularly to start and finish hui. Use of Te reo daily is becoming normalised.</p> <p>Increased understanding of and see evidence of the metaphors in Rongohia Te Hau framework (Whanau, Whakapapa, Kaupapa, Wānanga, Ako, Mahi Ngātahi).</p> <p>There has been some understanding / blending of the Hikairo schema and CRRP into classroom practice.</p> <p>Unit plan development has seen additional support and understanding developed.</p>	<p>COVID-19 continues to impact on being able to fulfil some of the aims. Kaimahi and taiohi have strengthened the use of karakia whakamutunga and waiata. With other priorities of PLD with digital fluency and local curriculum did not continue to engage with Poutama Pounamu towards the end of term 3 and 4.</p> <p>PLD for Local Curriculum ends towards the middle of term 2 2022. There needs to be more of a focus on aligning the Hikairo Schema to the mahi being done around CRRP.</p> <p>It is uncertain (with the appointment of staff as Kāhui Ako across-school teacher) that we can sustain this into Year 10 in 2022.</p> <p>While we aim to offer Māori Performing Arts (e.g. Kapa Haka) in the school, we are finding it difficult to attract and appoint staff. It is very difficult with a reduced roll.</p> <p>Our aim to see the revitalisation of kapa haka has not happened.</p>	<p>Continue to grow Te Ao Māori throughout the school and learn a karakia mo te kai. The discussions / development in CRRP have challenged us to have more consistent, appropriate tikanga in multiple learning settings. This could be in the form of lesson-starting karakia, greater use of instructions, routines that are grounded in tikanga.</p> <p>We have introduced Waiata Wednesday (optional) as a way of building on waiata already learned,</p> <p>Revisiting our CRRP mahi with our new facilitators - Professor Mere Berryman (Director of Poutama Pounamu) and Gina Kennings. Rongohia Te Hau remains a significant professional learning focus for the school to enhance its culturally responsive practices. A hui has been organised for Thursday 31 March 2022 to plan and continue this mahi into term 2.</p> <p>Continue to reinforce our intent of being committed to Te Tiriti o Waitangi as highlighted in our Strategic Plan for 2022-2025. (Promoting equity and excellence to reflect the aspirations of mana whenua)</p> <p>Along with Kāhui Ako we will continue to support and work collaboratively in developing a localised curriculum.</p> <p>We aim for kapa haka to rebuild with incorporation within the curriculum instead of as a co-curricular activity.\</p>