



Taoroa SCHOOL

Connected • Engaged • Empowered

Annual Report 2024

Statement of Variance

Strategic Goal 1:

- **Learners that are Connected**

Annual Target/Goal:

- 1.1 Prioritise the hauora, well-being and safety of our kura whānau through bringing our school values to life. (NELP 1 + 2)
- 1.2 Create a vibrant kura environment that represents our vision, values, iwi and Community. (NELP 2 + 3)

Actions	Outcomes	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>

1.1 Staff to engage with Pause Breathe Smile PLD	Staff have a kete of resources to support delivery of resilience programme				
1.2 Staff deliver Pause Breathe Smile programme	Improved resilience and emotional regulation in ākongā	Improved self regulation across our learners.	Staff reported improvement for some of our tamariki who need support with self regulation as a result of more strategies in their kete	While the activities are good, we feel that there needs to be more of a framework aligned with our school values to make significant positive change	We will be focusing more closely on our school values to improve resilience across our kura as well as seeking a Positive Behaviour approach to support our behaviour management plan.
1.3 Termly check ins with all staff covering workplace satisfaction, well being and performance/support	There will be alignment in expectations between both employer and employee as well as prioritised well being of all staff.	This has been completed on a more casual basis with opportunities to reflect and share every week during	Our staff all indicated in their surveys for the tumuaki appraisal that they are well looked after.	N/A	We will continue with casual check ins on a weekly basis as well as more formal check in as a part of our Professional Growth Cycle process
1.4 Conduct NZCER Wellbeing@School survey with all Year 4 -8 learners across our kura.	As a kura we will see positive shifts in the responses to the NZCER Wellbeing@School survey.	The outcome of this highlighted a few areas for staff that could be focused on. Overall this showed a positive school climate and culture along with opportunities for improvement.	Results of survey available for BOT review	With the increase in roll and a change in dynamics, there were still some areas for improvement that need to be addressed.	We will continue to conduct survey with learners. Next year we need to include survey of whānau utilising well being in schools kit.
1.5 Engage in school wide equine experience sessions	N/a	This initiative was cut short due to unforeseen circumstances	N/a	N/a	Look to find a new provider as we strongly believe in this kaupapa
2.1 Embed our Graduate Profile within our classrooms	ākongā consistently demonstrate an understanding of the Graduate Profile attributes and actively apply them in various classroom activities and interactions.	As a staff we have started using the graduate profile as a planning starting point for our integrated curriculum/local curriculum for 2025. The tamariki have an awareness of the graduate profile but this will embed our kaupapa consistently throughout the school. We do not feel that this has happened as much as we would like this year	Teacher planning	We have been on a journey in terms of understanding how we can bring our graduate profile to life and we are starting to make progress as we look forward to next year.	Have termly planning sessions with kaiako with a focus on Connected in term 1, Engaged in term 2 and empowered in term 3

2.2 Bring our geographical pepeha to life within our kura	All of our tamariki will have a strong connection to our whenua	This year we have revisited our school pepeha as this is something we had realised we had not maintained. This is something that both classes have been learning.	Classroom observations, conversations with tamariki	We did not explore our local whenua intentionally enough for our learners to make the connection to their pepeha	Link to our connected curriculum focus in EOTC planning
2.3 Strengthen Tuakana Teina within our kura	Our ākonga will be confident leaders within our kura	In school EOTC this has been very evident in the way our tuakana take care of our teina. This is an area we will continue to work on	EOTC reflections and videos/photos	Providing our tamariki with opportunities has continued to strengthen Tuakana Teina across our kura. We look forward to levelling up in this space next year	Launch a new 'mana leaders' kaupapa for our tuakana. This will be applied for and then they will work with coaches throughout the year to drive initiatives.
2.4 Vary our ways to Seek feedback on how Taoroa School is meeting whānau and learner needs	By the end of the year we will have breadth in our whānau voice data	Surveys were completed with poor uptake. We need to offer new ways - in person hui to seek feedback.	Survey feedback forms	We started community catchups- Cuppa and a kōrero' which was a nice way to connect with community but hard to sustain	Next year we will look to offer more casual 'off the cuff' ways of providing feedback to cater to the needs of our diverse community.

Strategic Goal 2:

- **Learners that are Engaged**

Annual Target/Goal:

- 2.1 Design an education outside of the classroom programme that provides unique learning experiences and establishes strong relationships with our kura whānau, iwi, and community.(NELP 7)
- 2.2 Grow Te Ao Māori capability through developing knowledge and use of Te Reo and Tikanga Māori. (NELP 5)

Actions	Outcomes	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 2.1i Plan Enviroschools Bronze Status celebration	Motivated ākonga and staff to continue on our sustainable journey as a community	Our kura achieved Bronze status as a result. Our learners are developing their knowledge and desire to protect the whenua we stand on resulting in a strong feeling of connectedness	Bronze recognition	We have been committed to incorporating the enviroschools kaupapa in to our kura. We have been able to weave this through in a range of different contexts	Continue working with Enviroschools and developing our identity as environmental kaitiaki of our whenua
Action 2.1ii Increase number of school trips outside of our local area	Strengthened relationships with our kura whānau	Our EOTC calendar continues to grow, providing our tamariki with barrier free opportunities and experiences. Taking part in these activities develop our key competencies and values as well as build relationships with our local community.	Feedback from learners and whānau regarding experiences offered throughout the year	With our roll growing and therefore staff growing, we have been able to tap in to more passions/expertise as well as share the load on the organisation and admin front. This has meant more time to	Aim to have at least one trip per term for each class including overnight camps for middle and senior class

				plan opportunities for our ākonga.	
Action 2.1iii Seek more opportunities for learning within our local community	Akonga see themselves as kaitiaki of our whenua + improved relationships within our local community	Thanks to trips to local marae, and our gardening club our ākonga are developing their sense of responsibility as kaitiaki. Our graduate profile focus has also encouraged a natural focus in this area.	Feedback from learners	This is still an area for improvement. We need to increase the number of trips in our local area and also look at the purpose of this so our ākonga take ownership in this space	Empower projects in term 4 will give our ākonga a sense of purpose in their learning and give them an opportunity to action change to protect the whenua
Action 2.2i Teaching staff to complete Te Puna Reo PLD	Staff will confidently incorporate their learning into the classroom on a daily basis	We used the scope and sequence from te puna reo to incorporate more te reo maori in our classrooms. This was obvious in the confidence of our senior class in their use and understanding of te reo. This was not established across the school.	Classroom observations	Time became a factor in terms of the classrooms committing to this daily.	Embed this kaupapa across all classes.
Action 2.2ii Develop tikanga and kawa within our kura that align with our local iwi and marae	Strengthened relationships with local iwi. Mihi Whakatau + Powhiri process	Our kura visited three marae this year and were involved in powhiri process. We are still yet to develop our own process at school	Events planner, reflections	We are still building relationship with local iwi to support this process	Work alongside local iwi and REAP to put this in place during matauranga maori on a weekly basis
Action 2.2iii Establish an annual celebration for Matariki	Our community will be connected through our celebration of the Maori New Year	A community celebration was not achieved.	No event was held due to our kura participating with other schools in our rohe.	Our tamariki engaged in learning at the local marae as a celebration of matariki	We plan to incorporate our production- Maui and the sun with Matariki and host a celebration with our community

Strategic Goal 3:

- **Learners that are Empowered**

Annual Target/Goal:

- 3.1 Support tamariki to confidently lead their own learning through integrating student agency and assessment for learning. (NELP 2 + 4) **MOVED TO 2025**
- 3.2 Empower staff to lead a Taoroa and Enviroschools Curriculum that strengthens delivery of numeracy and literacy. (NELP 6)

Actions	Outcomes	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 3.2i Engage in writing PLD	Improved teacher attitudes in teaching writing Improved learner attitudes in writing	A new kaupapa in our delivery of writing has been launched across the school that is aligned to the curriculum refresh. Kaiako very positive about the PLD and have all said it has had a positive impact on their confidence and attitude towards teaching writing	Reflections, feedback, classroom observations	A really good facilitator, motivated staff	We put our PLD on pause as we anticipated our new kaiako would benefit from this PLD and will pick it back up in Term 1 2025.

Action 3.2ii Strengthen our localised model for Professional Growth Cycles that is suitable for our context.	100% of teachers will show an improvement in their focus area of writing.	All of our kaiako confirmed an improvement in their focus of writing however this most likely was not a result of our PGC.	Feedback, Reflections, observations	Quality PLD	We will continue to fine tune our process of gathering data, reflecting and planning as well as ensure it is working for our kaiako
Action 3.2iii Engage with Donna Davies to support development and delivery of our local curriculum	By the end of the year our local curriculum will be complete and evident within our classroom programmes	We have continued to fine tune our local curriculum document, with special mention to the alignment of Mokai Patea graduate profile to our graduate profile. This is still a working document	Documentation, Classroom observations, teacher planning	The evolving curriculum refresh has proved to make it challenging to include documentation from the phases in to our local curriculum,	Now that the refreshed curriculum has been finalised we will revisit next year. We will continue to use our 3 pou of connected, engaged and empowered as the starting point for our planning teach term.

Honoring Te Tiriti

At Taoroa School, we prioritise fostering a supportive learning environment where all ākonga can thrive in all areas of school life and we are guided by the dreams and aspirations of our key stakeholders including ākonga, whānau, local community and iwi. Our teaching and learning strategies and programmes are designed to cater to the diverse needs of our students including those whose needs have not yet been well met, with a particular emphasis on English, Mathematics & Statistics and Te Ao Maori, enabling each individual to be connected, engaged and empowered.

In English, we employ a multifaceted approach that integrates both traditional and modern teaching methods. We focus on building strong foundational skills such as phonics, fluency, vocabulary, and comprehension through interactive and engaging activities. Our literacy programmes incorporate a variety of resources, including levelled decodable readers, authentic texts, digital platforms, and culturally relevant materials providing opportunities for students to engage with Māori language and cultural perspectives to ensure accessibility and relevance for all ākonga. Through intentional instruction, meaningful practice, and supportive feedback, we strive to cultivate confident and proficient writers who are prepared to succeed in academic, personal, and professional contexts. Additionally, we provide differentiated learning programmes and targeted interventions to support students who may require additional assistance or enrichment in their literacy development.

Similarly, in Mathematics and Statistics, we adopt a comprehensive approach that emphasises conceptual understanding, procedural fluency, and problem-solving skills. Our mathematics programs are designed to be interactive and hands-on, allowing students to explore mathematical concepts through real-world contexts and manipulatives. We integrate te reo matatini and pāngarau into our mathematics curriculum to promote cultural relevance and inclusion.

To address the needs of students whose needs have not yet been well met, we prioritise personalised learning and targeted support. We regularly assess student

progress and identify areas for growth, tailoring our teaching strategies and interventions accordingly. This may include small-group instruction, one-on-one tutoring, peer mentoring, or enrichment activities based on individual learning needs and preferences. Additionally, we collaborate closely with whānau and external support services to ensure a holistic approach to student well-being and academic success.

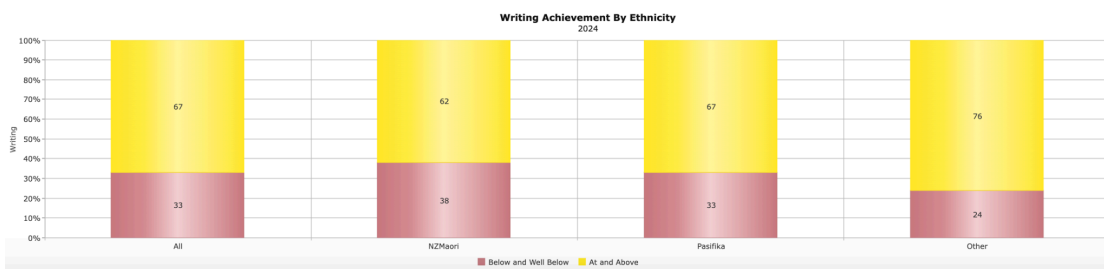
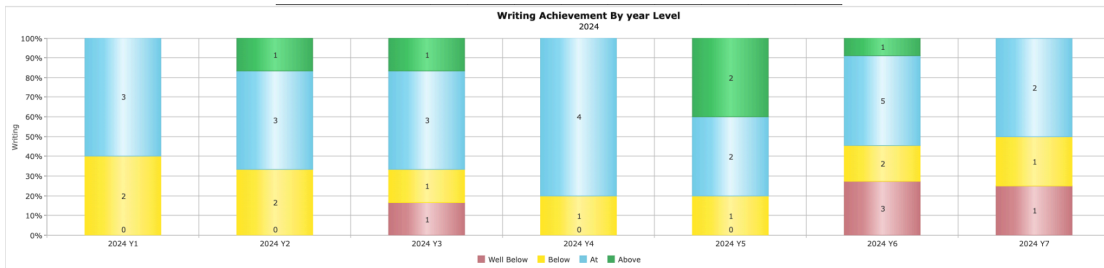
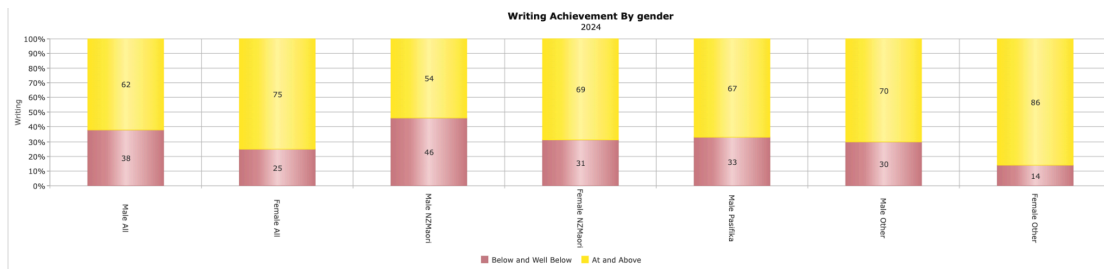
We are dedicated to fostering a bicultural learning environment that honours and celebrates both Māori and non-Māori cultural perspectives, guiding us in the pursuit of educational equity, excellence, and empowerment for all students. We are on a journey towards designing a local curriculum that supports ākonga in developing a strong sense of cultural identity, respect, and understanding. By fostering a supportive and inclusive learning environment, we strive to address the diverse needs of our ākonga and equip them with the knowledge, skills, and confidence to succeed as connected, engaged and empowered lifelong learners.

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received a total Kiwisport funding of \$\$2,771.44 (excluding GST). The funding was spent on sporting endeavours including a full school ski trip and rafting.

Evaluation and analysis of School's Progress and Achievement

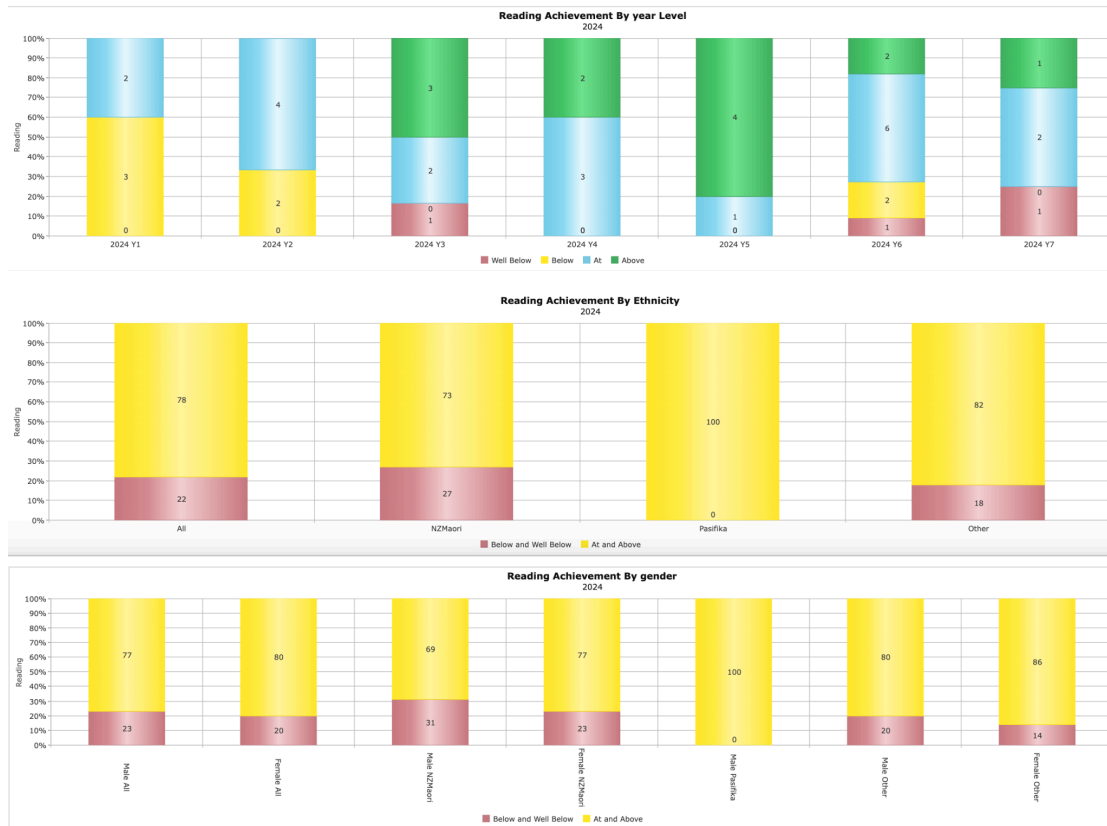
Writing Curriculum



Commentary

- Writing continues to be the curriculum area that a lower % of ākonga are achieving in.
- Statistically our writing data achievement data has decreased from 2023 however an inquiry into this date shows that this is due to a significant number of our new students coming with additional learning needs along with attendance issues.
- A higher percentage of Maori are not achieving in writing.
- We have 3 clear year group cohorts who need to make accelerated progress to be achieving at expected level.
- Teachers are participating in PLD and have found there has been a positive impact on achievement within our struggling writers

Reading Curriculum



Commentary

- Our achievement in maths is pleasing with a high percentage of our ākonga achieving at or above the expected curriculum level for their age group.
- Statistically our Reading achievement data has remained identical to 2023 however an inquiry into this data shows that this data has actually improved if we were to discount our new learners this year.
- We are bridging the gap in terms of equitable outcomes for our Maori learners when comparing last years data (35% were not achieving)

Maths Curriculum



Commentary

- Our achievement in maths is pleasing with a high percentage of our ākongā achieving at or above the expected curriculum level for their age group.
- We are bridging the gap in terms of equitable outcomes for our Maori learners when comparing last years data (40% were not achieving)
- We have 2 clear year group cohorts who need to make accelerated progress to be achieving at expected level. Both of these cohorts have learners who experience ongoing additional learning needs.

Target Learner focus

Group	Number of students	Less than 1 years progress	1 Years Progress	Accelerated Progress
Writing	15	7 (47%)	4 (27%)	5 (33%)
Reading	8	3 (37%)	1 (13%)	4 (50%)
Maths	7	3 (43%)	-	4 (57%)
Overall	30	13 (43%)	4 (13%)	13 (43%)

Commentary

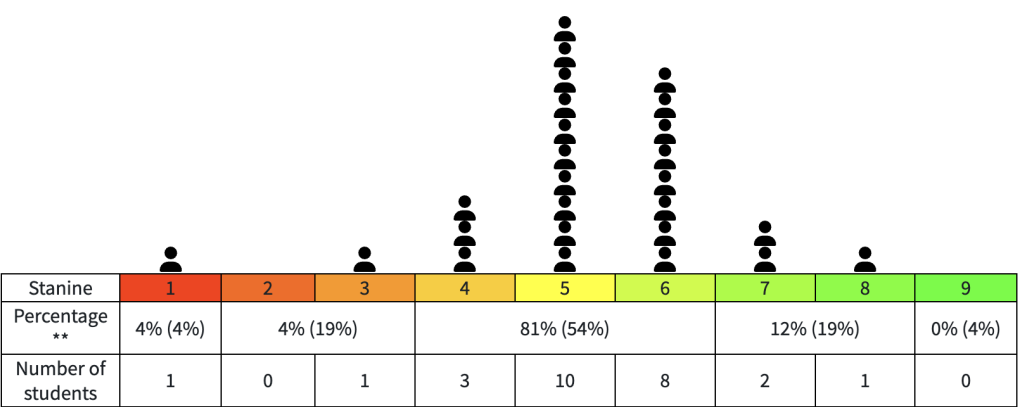
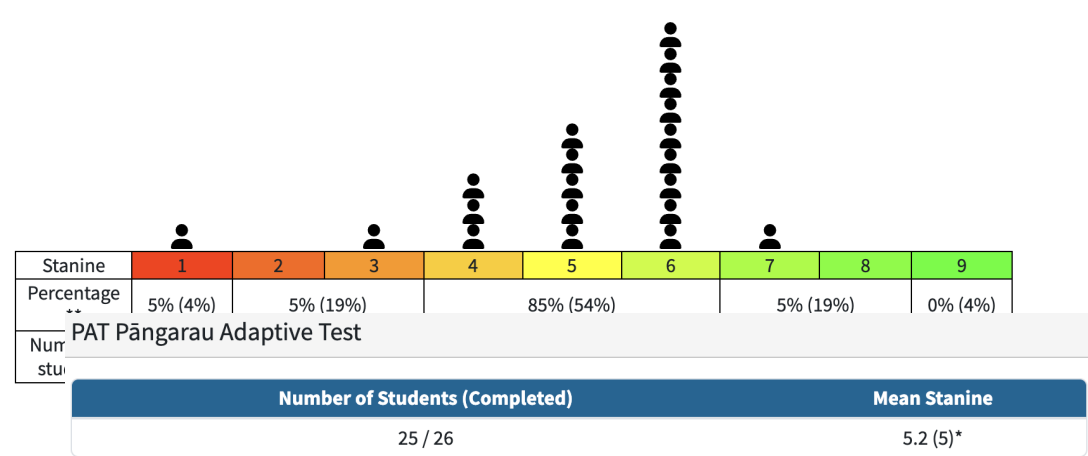
- Majority of our target learners are making 1 year + progress.
- Some of these learners joined us during the year
- All learners in orange still made progress during the year
- Due to increase in additional needs of our ākonga, we have not had the TA time in the second half of the year to support these learners- our staff have done an exceptional job at lifting these target learners whilst navigating their multi levelled classrooms

Standardised assessment (PATs)

The Progressive Achievement Tests (PATs) assess students’ Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary. PATs are a series of standardised tests developed specifically for use in New Zealand schools. **We have chosen to assess mathematics and reading comprehension.**

These assessments are a good opportunity to check that our assessment and OTJs are where they should be in relation to other data across NZ. This assessment. We have been really happy with how this data consistently lines us with our OTJS. This data includes Year 4-8 for reading comprehension and Year 3-8 for maths from Term 3.

Reading Comprehension



Commentary of PATs

- Stanine 5 is considered the national norm, meaning majority of our ākonga have achieved at or above expected level in these assessments which is consistent with our OTJs
- A very high percentage of learners who have been with us for the duration of their learning at Taoroa School are achieving at or above the expected level.

Overall Commentary

- This year our data highlights the growing complexities our classroom teachers are facing with our growing roll and the inheritance of learners with additional needs. Considering this, our staff should be commended for their efforts in maintaining overall very positive school wide data.
- It is wonderful to see the overall positive trend in our Maori achievement given this focus at the end of last year. We have had a significant

Where to next:

- During term 1, we will utilise our floating teacher to facilitate some intensive 1:1/small group mahi with our target learners. From term 2 we need to seriously consider appointing a second teacher aide to improve the support we are able to offer for our learners with diverse learning needs- **We want to continue to focus more closely on achievement of our target learners**
- We will continue to engage in PLD focused in Writing and Structured Literacy in 2025. 2026 we will focus on Mathematics.
- We are working on aligning a writing matrix to support assessment of writing with the professional learning we have been doing through Massey. This will be introduced at the start of 2025- we are predicting a slight decrease in our achievement data based on new criteria.

Good Employer Statement

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>We prioritise the provision of good and safe working conditions, by creating a positive and supportive work environment where employees can perform their duties effectively and without undue risk to their health and safety.</i></p> <p>Promoting Open Communication: <i>The school encourages open communication about safety concerns among all staff members. Employees are empowered to voice their opinions and suggest improvements without fear of reprisal.</i></p> <p>Building Trust and Collaboration: <i>Taoroa School emphasises trust and collaboration among its staff members. By fostering a sense of teamwork and mutual respect, the school creates an environment where</i></p>

	<p>employees feel comfortable working together to maintain a supportive, positive working environment.</p> <p>Empowering Employees: The school empowers its employees to take ownership of safety and well being in the workplace. Staff members are encouraged to actively participate in well being initiatives, contribute ideas for improvement, and take proactive measures to ensure the well-being of themselves and their colleagues.</p> <p>Continuous Learning and Improvement: The school promotes a culture of continuous learning and improvement. Staff members are provided with opportunities for professional development to add skills to their own kete that will enhance their career pathway, as well as improve outcomes for our learners.</p> <p>Leadership by Example: Leadership at Taoroa School sets the tone for a positive work culture. We lead by example, demonstrating a commitment to displaying our school values through our actions, decisions, and priorities. Our dedication to a positive work environment influences and inspires the entire staff.</p> <p>Inclusion and Diversity: The school values diversity and inclusion in its workplace culture. It recognises that individuals from diverse backgrounds may have unique perspectives and actively seeks input from all staff members to ensure that practices are inclusive and equitable.</p> <p>By nurturing a positive safety culture based on trust, collaboration, empowerment, recognition, continuous learning, leadership, and inclusion, Taoroa School creates an environment where employees feel valued, supported, and motivated to prioritise well being and safety in all aspects of their work.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We create a workplace culture where diversity is valued, and all employees have the opportunity to succeed and progress in their career based on their skills, qualifications, and contributions, regardless of their background or identity.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Clear Job Descriptions and Selection Criteria: We ensure that job descriptions are clear, accurate, and inclusive.</p> <p>Unbiased Job Advertisements: We develop job advertisements that avoid language or requirements that could exclude certain groups of people.</p> <p>Structured Interview Processes: Interviews focus on assessing candidates based on their qualifications, experience, and ability to perform the job, rather than making subjective judgments.</p> <p>Diverse Interview Panels: Our interview panel is diverse in terms of background, experience, and perspectives.</p>

	<p><i>This helps mitigate unconscious bias and ensures a more balanced evaluation of candidates.</i></p> <p>Merit-Based Selection: <i>We make decisions based solely on the merits of each candidate's qualifications, skills, and experience relative to the job requirements.</i></p> <p>Documentation and Transparency: <i>Document all stages of the recruitment and selection process. We ensure transparency by providing feedback to candidates and keeping them informed of the process.</i></p> <p>Continuous Evaluation and Improvement: <i>We regularly review and evaluate recruitment and selection processes to identify any potential biases or areas for improvement.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>Mātauranga Māori: <i>We actively incorporate Māori culture, language, and perspectives into its curriculum, policies, and practices. This includes the teaching of Te Reo Māori incorporating Māori history and cultural inquiry into the curriculum, and celebrating Māori cultural events and traditions.</i></p> <p>Community Engagement: <i>Taoroa School engages with local Māori communities and iwi to understand their aims, aspirations for Māori. The school seeks input from Māori stakeholders to ensure that its learning programmes and environment are culturally relevant, inclusive, and responsive to the needs of Māori learners and whānau.</i></p> <p>Partnerships and Collaboration: <i>The school is strengthening its partnership with local iwi, and community groups to promote greater involvement of Māori within our kura. We are working towards collaborating on curriculum development, cultural enrichment programmes, and initiatives to increase Māori achievement.</i></p> <p>Professional Development: <i>Taoroa School provides professional development opportunities for staff to enhance their cultural competency and understanding of Māori perspectives and language..</i></p> <p>Cultural Leadership: <i>Taoroa School fosters cultural leadership among its Māori staff and students. Māori staff members are encouraged to take on leadership roles within the school community, providing mentorship and guidance to Māori learners and advocating for their needs and aspirations.</i></p> <p>Curriculum and Pedagogy: <i>The school integrates Māori perspectives, knowledge, and ways of knowing into its curriculum and pedagogy. This includes incorporating Māori perspectives across subject areas, offering opportunities for students to engage with Te Reo Māori, and Mātauranga Māori.</i></p>

	<i>Through these initiatives, Taoroa School demonstrates its commitment to recognising the aims and aspirations of Māori, to create a culturally responsive and inclusive learning and working environment for all ākonga and staff</i>
How have you enhanced the abilities of individual employees?	<i>Access to ongoing professional development, leadership opportunities within school, Professional Growth Cycles</i>
How are you recognising the employment requirements of women?	<i>Flexible working/learning Options: We recognise the multiple roles that women often juggle, including work life juggle. Our school offers flexible teaching options in job share roles, online PLD classes/staff meetings.. This enables women to pursue education and training while balancing other commitments.</i> <i>We offer skill development programmes and workshops that equip female staff with the necessary skills and confidence to be successful educators This includes courses on curriculum, matauranga maori, leadership, well being, and communication.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We employ on a non discriminatory basis. As a Board we ensure that there are no employment barriers and ensure strong communication lines are in place to adapt anything when required.</i>

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
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		No
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?		No