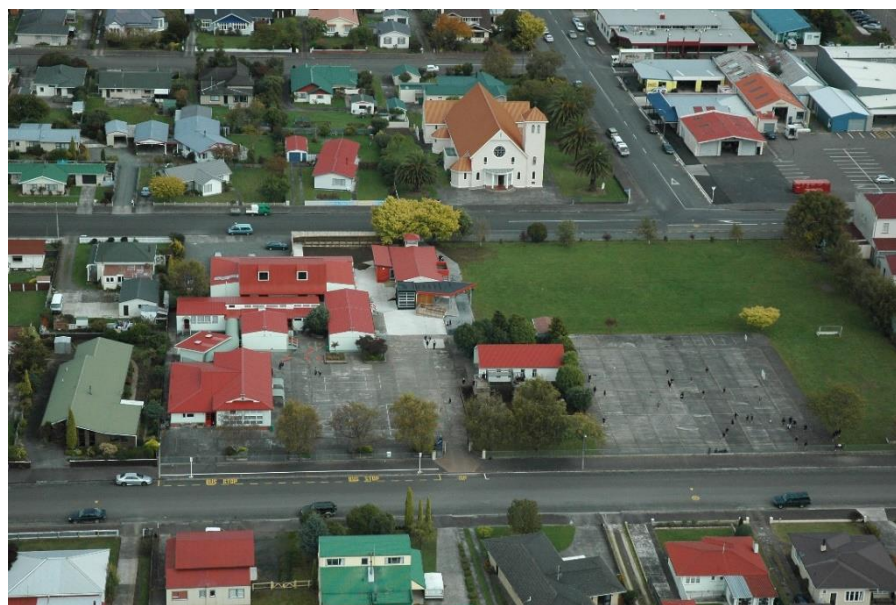


ST JOSEPH'S SCHOOL DANNEVIRKE

'Nurturing Spirits, Encouraging Excellence' AMDG



2022 ANNUAL REPORT



Principal's endorsement:

Board of Trustees endorsement:

Submission date to Ministry of Education: 31 March 2023

Megan Seatter, PRINCIPAL

PRINCIPAL'S & CHAIRPERSON'S COMMENTS

We have great pleasure in publishing the 2022 Annual Report for St Joseph's School.

St Joseph's School is a school of focused teachers who are passionate about children's learning and committed to self-reflection and professional development as a means of becoming more effective classroom practitioners so that every child is empowered to become a life-long learner.

The Board is committed to providing the best possible learning environment through a well-resourced school, for children to grow and develop as faith filled people and life-long learners.

We are confident that together, Board and Staff will meet our strategic aims through our careful target setting and provision of support for children's individual learning needs.

While our enrolments have remained steady during 2022, we have lost 5 students to schools out of town, one to home schooling and two to another local school.

Lunches in schools continued to be provided by Libelle from the Parish hall kitchen. The School Donation scheme meant we were able to keep additional costs to whanau to stationery only.

Covid 19 Response: 2022 has continued to be significantly disrupted by Covid – 19. The school was hit hard for the last 6 weeks of term 1 once Covid cases appeared in the community. Attendance at school decreased, at times being about 20% of our full school role. A Limited Authority to each was granted to an experienced Teacher Aide to assist with staffing. We were very lucky compared to other schools and managed to remain open during this time. One family continued to work from home throughout the year. Towards the end of the year another wave went through the school affecting mainly those who had not already had it. It has however, affected attendance rates and student achievement. While it was an extremely challenging year to navigate staff remained collegial and supportive of each other. School families were understanding and respectful of decisions that had to be made.

Equal Employment Opportunities: No EEO issues were raised during 2022.

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KiwiSport Funding: In 2022, the school utilised the KiwiSport funding to help subsidize the cost of expert Swim Skills Instructors. They were employed during term 1 to help students develop in their skills in swimming. Every student received 9 lessons at the local indoor pool. We particularly targeted students who lacked confidence and ability in the water for specialist instruction. At the end of this time, there was a marked improvement in students' swimming skills, especially those who had initially lacked confidence. The decision was made to use the KiwiSport funding in this area of Physical Education, because of the school's commitment to helping our students grow into adults who are safe in and around water.

PERSONNEL

BOARD OF TRUSTEES

The Board members pre-election for 2022 were:

Chairperson: Glen Higginson

Deputy Chairperson: Sarah Heald

Principal: Megan Seatter

Proprietor's Appointees: Vaughan Barrow, Eleanor Roberts, Jo Liddle

Staff Rep: Rae Larsen

Parent Reps: Tony Fairweather and Ellen Gray

Post-election:

Chairperson: Sarah Heald

Deputy Chairperson: Tony Fairweather

Principal: Megan Seatter

Proprietor's Appointees: Vaughan Barrow, Eleanor Roberts

Staff Rep: Rae Larsen

Parent Reps: Adam Roe and Amanda Cantwell

STAFF

At the start of the year the roll stood at 143 children. The school started the year in 6 classrooms with 5 permanent teachers and 1 fixed term for term 1. The school opened for the school year on Wednesday 3rd February 2022 with the following staff:

Principal: Megan Seatter

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Room 1 - Yr 0 - 1: Rae Larsen (Scale A, SENCO, Assistant Principal junior school)

Room 2 - Yr 1 - 2: Sarah Newell (Scale A, permanent 0.8,) & Jo Brown (Scale A, fixed term 0.2, terms 2 - 4)

Room 3 - Yr 3 - 4: Jo Brown - (Term 1), Leah Thompson - Scale A, permanent (term 2 - 4)

Room 4 - Year 4: Kerry De Graaff (Scale A, permanent)

Room 5 - Yr 5 - 6: Helen Collier (Scale A, DRS, Assistant Principal senior school)

Room 6 - Yr 7 - 8: Nadia Moore (Scale A, permanent)

School Secretary and Accounts Manager: Sheryl Berry

Librarian and Teacher Aide: Jo Phillips,

Teacher Aides: Wendy Walshe (ESOL & in class support), Jacinda Kahui (High Health Needs in class support), Rocky Hape-Taite (term 2)

Cleaner / Caretaker: Willie Gyde

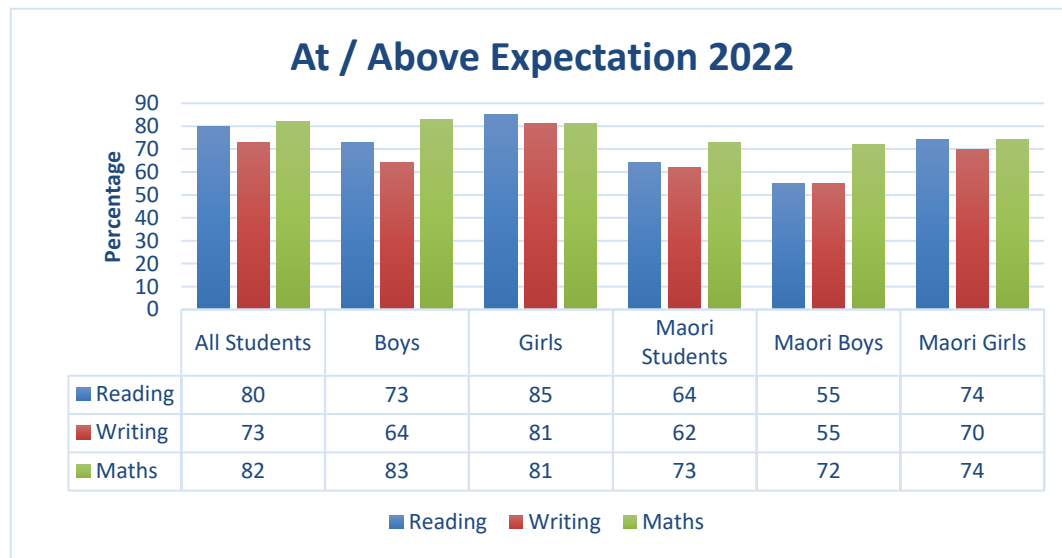
The roll of the school on the last day of 2022 was 143.

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END OF YEAR DATA 2022

Summary of Achievement: 2022

	2022	2021	2020
Reading	80%	85%	77%
Writing	73%	81%	67%
Maths	82%	78%	68%



REFLECTIONS AND ANALYSIS FOR 2022

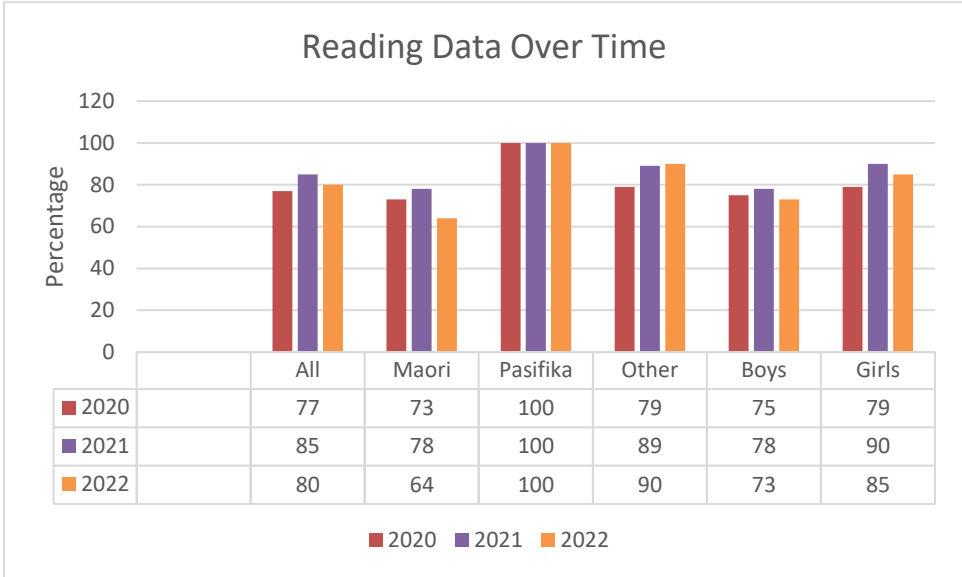
- Reading 80% at or above expectation
- Writing – 73% at or above expectation
- Maths – 82% at or above expectation
- This data is for 137 students. 5 students who have had less than one year at school are not included in this data and 1 student who has been excluded also but remains on the roll. We finish the year with 143 students.
- 71/137 (52%) students are New Zealand European
- 56/137 (41%) students are New Zealand Maori
- 10/137 (7%) students are Asian or Pasifika

ATTENDANCE

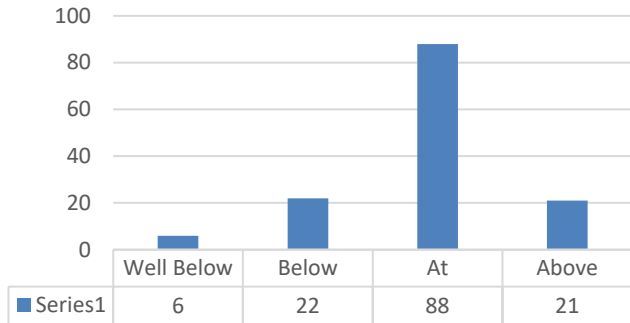
- 81/142 (57%) have unsatisfactory attendance, less than 90%
- 25/142 (18%) have less than 80% attendance this is the equivalent of 1 day off school every week.
- 20/25 (80%) who have attendance less than 80% are Māori students
- School wide we sit at 79% compared with 93% this time last year.
- While most of our absences are explained by parents, they are unjustified absences. Very few students are marked as truant as we contact anyone who is unexplained, and the truancy officer has been involved this year for 1 case.
- While data is provided to the Ministry about attendance ERO will be focussed on monitoring this from 2023.

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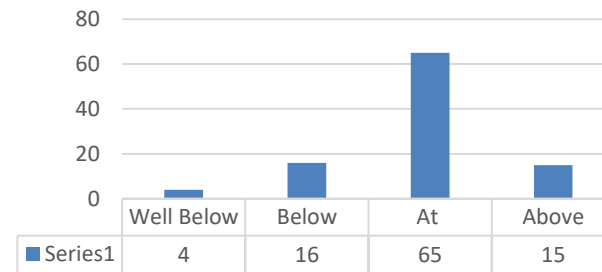
READING



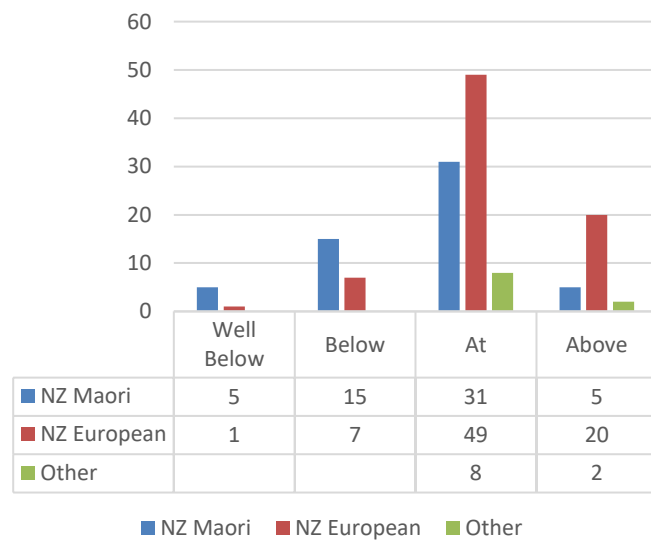
Reading - End of Year 2022
Number of Students



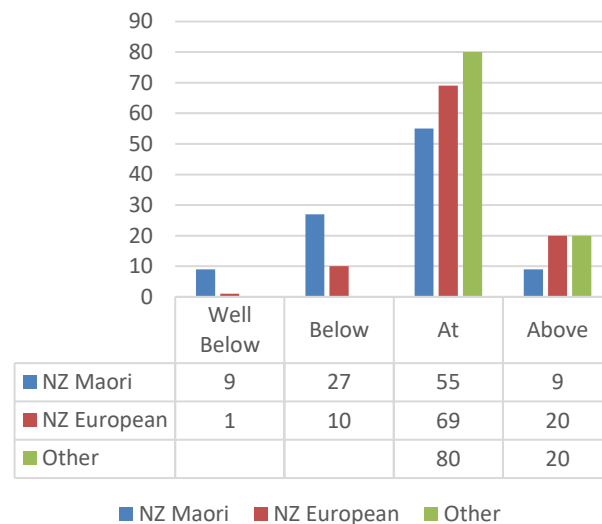
Reading - End of Year 2022
Percentage



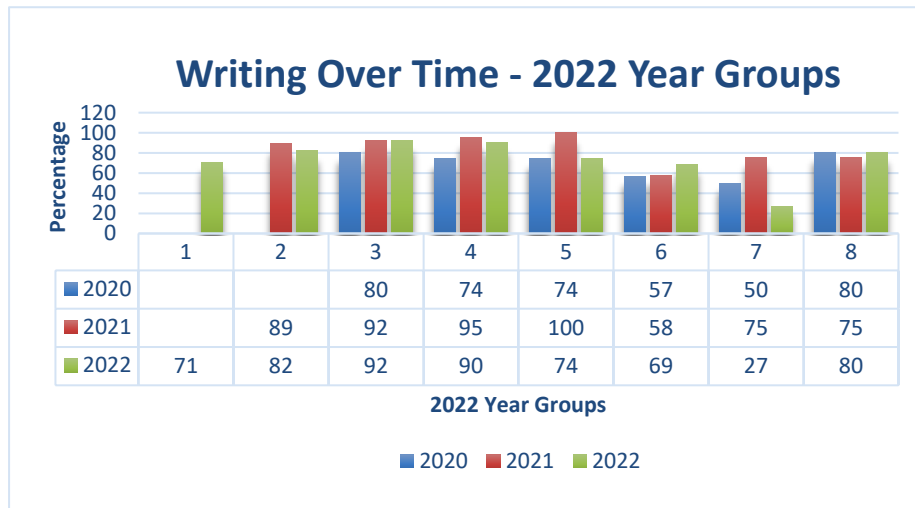
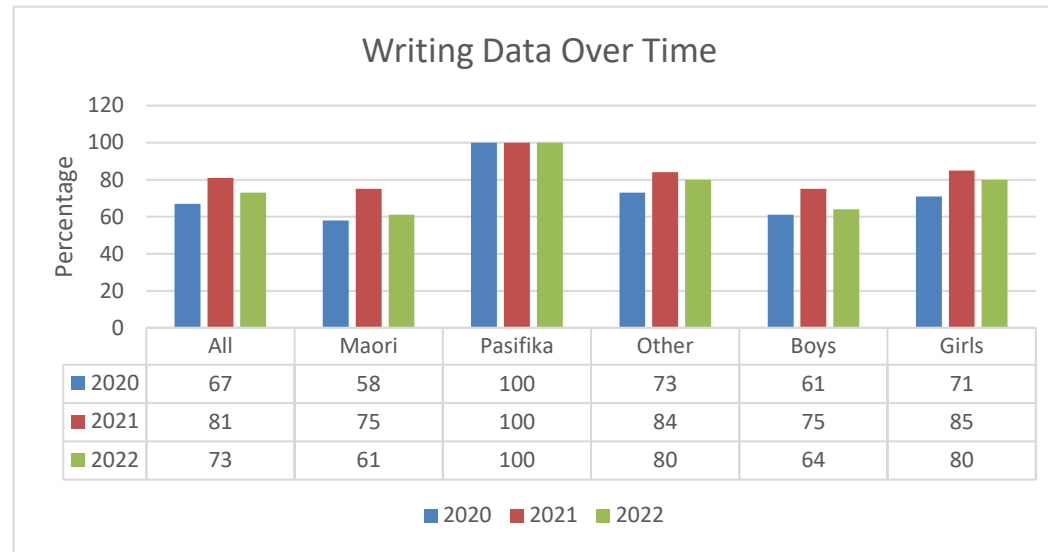
Reading - End of Year 2022
Number of Students



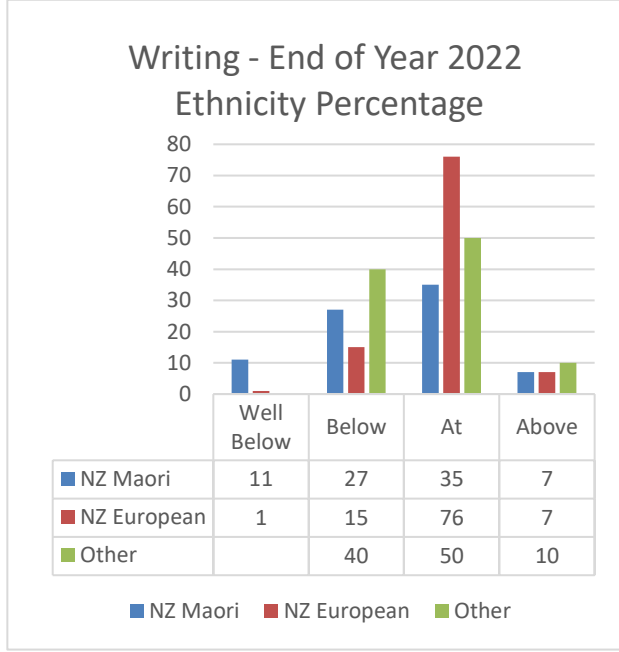
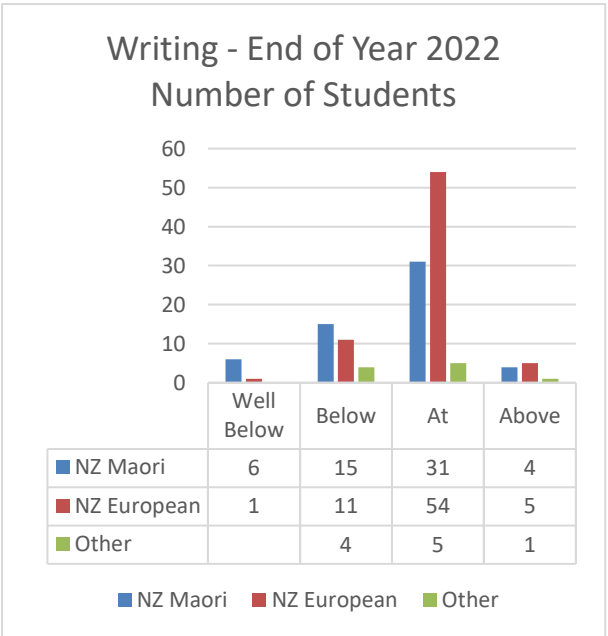
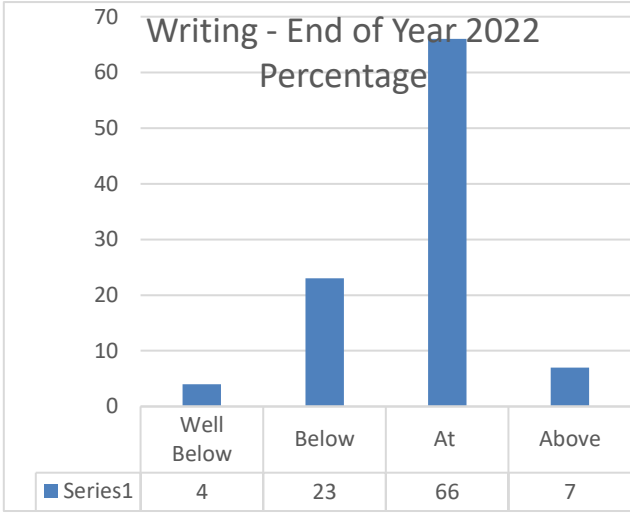
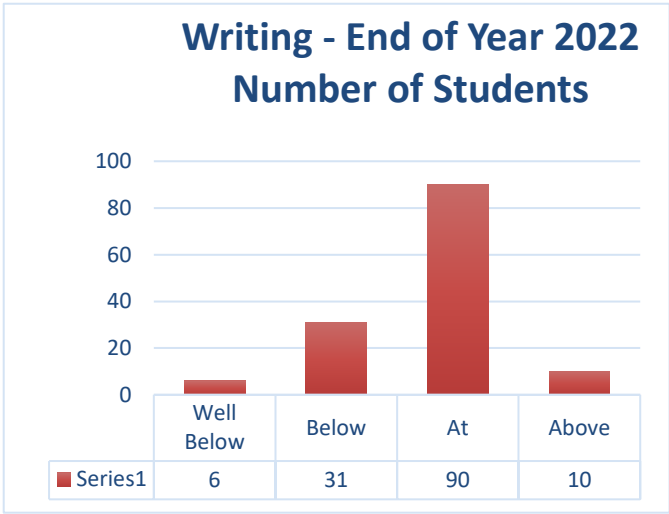
Reading - End of Year 2022
Percentage



WRITING

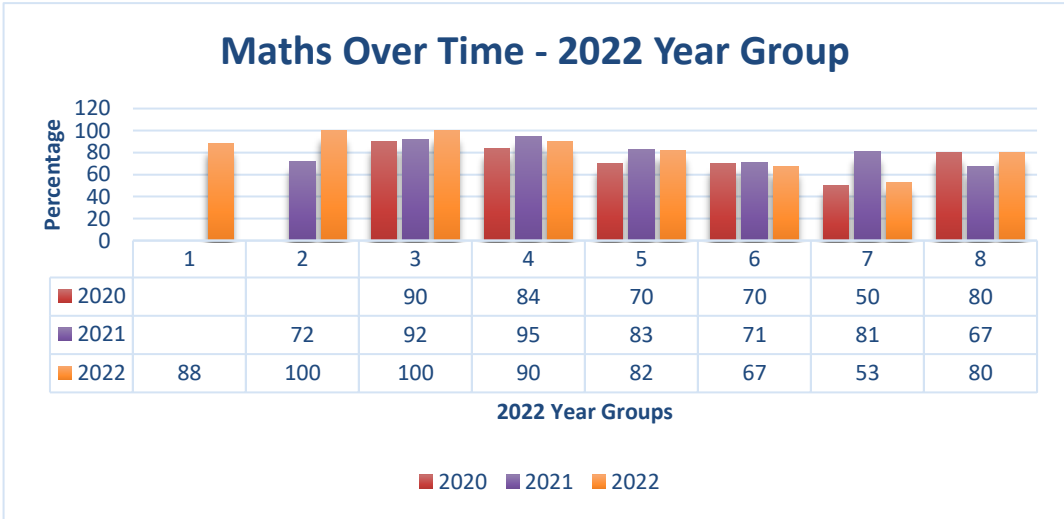
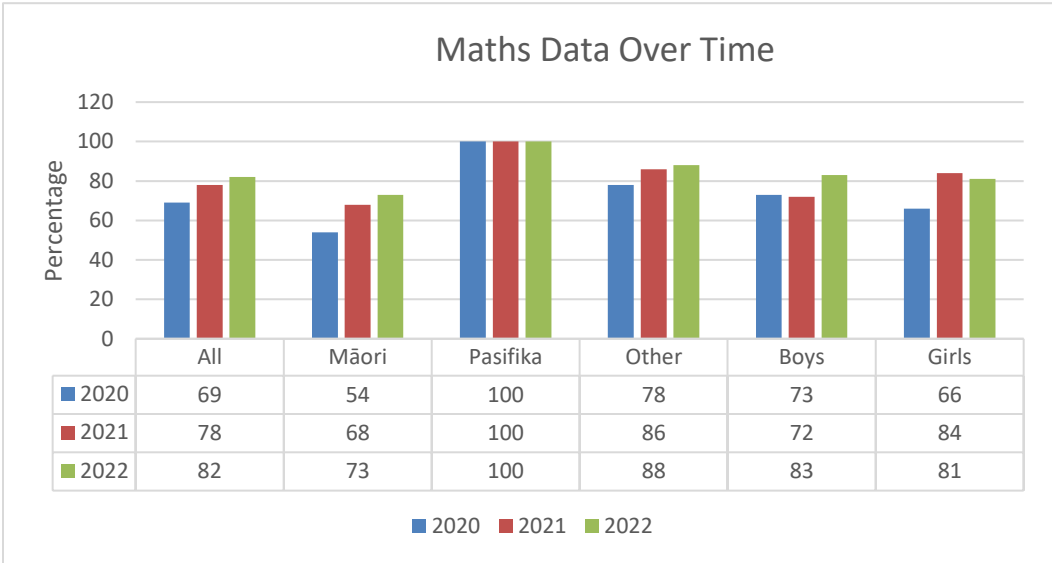


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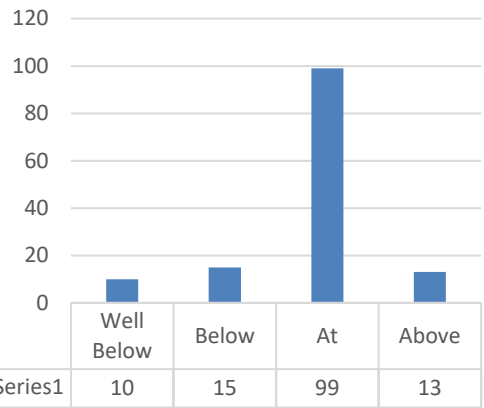
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MATHS

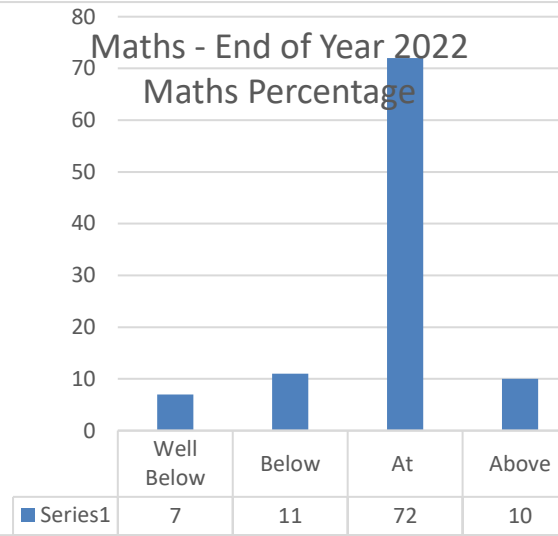


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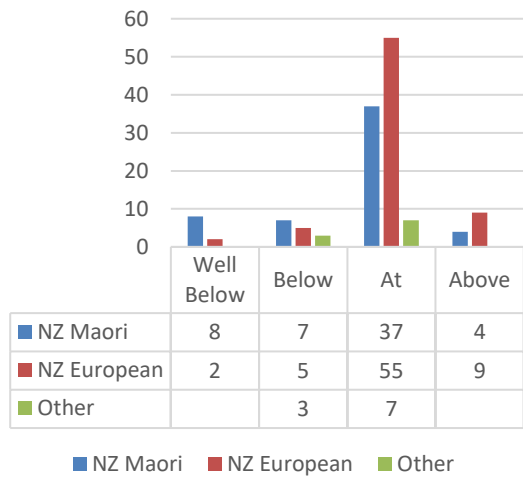
Maths - End of Year 2022
Number of Students



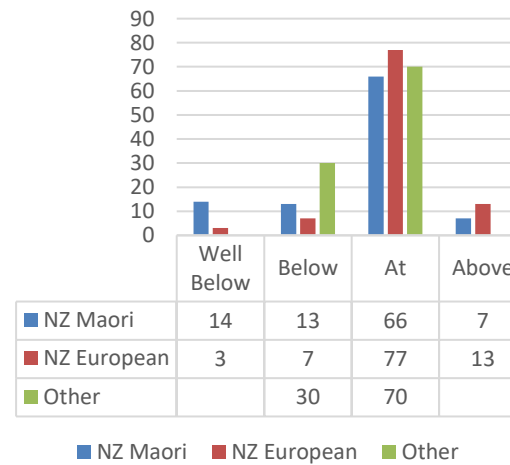
Maths - End of Year 2022
Maths Percentage



Maths - End of Year 2022
Ethnicity Number



Maths - End of Year 2022
Ethnicity Percentage



PRIORITY LEARNERS

- 45/137 (33%) were identified as priority learners at the start of 2022.
- 13/45 (29%) have satisfactory attendance i.e. 90% or above
- 25/45 are NZ Māori students
- 15/45 are Māori males
- 25/45 (56%) are identified as priority learners in all 3 areas.
- 9/31 (29%) who were identified as priority learners in reading have met expectation, 3 of these are above.
- 14/37 (39%) who were identified as priority learners in writing have met expectation, 2 of these are above.
- 15/31 (48%) who were identified as priority learners in maths have met expectation, 2 of these are above.
- All students identified as priority learners received extra assistance from classroom teachers, teacher aides, RTLB, RTLit, LSC, Learning Support, Hearing etc.

Note: Please see SENCO report

INTERESTING

- While there is a decrease in achievement level in reading, writing it isn't as significant as anticipated due to decrease in attendance rates.
- Maths has shown an increase in achievement.
- Disparity between males and females is minimal in maths but more significant in literacy, particularly writing.
- The most disparity between boys and girls is in writing, 64 – 83%.
- Clearly defined areas of challenge and extension in reading. 20 Māori students below and 20 NZ European above.
- Number of Māori students below expectation in reading is similar in writing.
- While there are less Māori students below in maths than literacy there are few above.
- Achievement is similar across the board for girls.
- Achievement of Māori student is lower across all subjects, particularly Māori boys.

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THINGS TO CELEBRATE

- The number of students above expectation in reading writing and maths at the end of the year compared with mid-year.
- Good progress for our year 8 student across the board.
- Increase in maths achievement overall from 2022. Staff (particularly new) are becoming more familiar with the Prime programme and assessments.
- Increased funding for teacher aide support has been hugely beneficial in supporting student learning and achievement.

FUTURE FOCUS

- Achievement of a cohort at year 7 continues to be of concern and have been closely monitored for the past few years. They will be identified as Priority Learners for 2023 and additional funding received from the MoE for Covid affected leaning at senior level will be for writing development at this level.
- A cohort of year 6 students in writing has been identified.
- Very few learners are above expectation in writing.
- Year 6 – 8 students will be in Rooms 5 & 6, and this will allow for more team teaching in this area and the support of an additional teacher aide will assist with learning at this level.
- Moderation of literacy programmes will continue to ensure all staff are on the same page.
- Attendance needs to be a focus.
- Strengthening partnerships with Māori whānau.

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SPECIFIC TARGETS 2022		
TARGET GROUP	TARGET 2022	PROGRESS
<p><u>Achievement in Reading</u></p> <p>Baseline data: (Year 1 - 7 - EOY 2021)</p> <ul style="list-style-type: none"> 86% of students have been identified as working at or above expectation. 78% of Maori students are at or above expectation 	<p>Our students will show progress in reading and with quality classroom teaching, and the specialist teacher employed by BoT, we should see a shift in achievement within sub-levels of our school matrix. Priority Learners will be closely monitored using Priority Learner's systems, particularly cohorts at year 5 & 7.</p>	<p><u>Achievement in Reading</u></p> <p>80% of students have been identified as working at or above expectation. 64% of Maori students are at or above expectation. 20% of students in reading did not shift a sub-level from the end of term 2, 2021. 75% of these students were identified as being priority learners and had additional support. Any student identified as not having made a shift whether identified as a priority learner or not will be monitored at the end of each term.</p>
<p><u>Achievement in Writing</u></p> <p>Baseline data: (Year 1 - 7 - EOY 2021)</p> <ul style="list-style-type: none"> 83% of students have been identified as working at or above expectation. 68% of Maori students are at or above expectation. 	<p>Students will show a shift in sublevel. Priority learners will be identified and closely monitored particularly a cohort of students at years 6-8. Achievement of Maori students will also be regularly reviewed during Priority learner's meetings. Moderation across the school will be undertaken to ensure consistency. We will also monitor those students who reach expectation early in the year.</p>	<p><u>Achievement in Writing</u></p> <p>72% of students have been identified as working at or above expectation 62% of Maori students are at and above expectation 51% of students did not shift a sub level from the end of term 4,2021 til the end of term 4. 30% of these students were already identified as priority learners.</p>
<p><u>Achievement in Maths</u></p> <p>Baseline data: (Year 1 - 7 - EOY 2021)</p> <ul style="list-style-type: none"> 80% of students have been identified as working at or above expectation. 68% of Maori Students are at or above expectation. 	<p>While not part of our strategic plan, maths will continue to be monitored closely particularly in the senior team. Moderation of achievement and streamlined systems and procedures is required to ensure consistency across the school. Support for teachers new to Prime will be ongoing. We expect a shift of sublevel for all students.</p>	<p><u>Achievement in Maths</u></p> <p>83% of students have been identified as working at or above expectation 73% of Maori students are at or above expectation 26% of students in maths did not shift a sub-level between the end of term 4, 2021 34% were already identified as priority learners in maths.</p>

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<p><u>Curriculum Development</u></p> <p>Baseline data: Our localised curriculum will be embedded and supporting curriculum documentation is developed to sit alongside. Streamlining of the literacy curriculum will be a focus as it is a goal this year.</p>	<p>Localised curriculum documentation will be presented in a visual format. Gospel values, key competencies and learner dispositions will become part of the long-term planning and teaching programmes. Supporting documentation development continues with the majority of curriculum area delivery plans and long-term plans completed.</p>	<p>Documentation continued to be developed to sit behind our school curriculum. Digital Technologies curriculum was finalised and added to the curriculum. Review of the Reading programme began with adding structured literacy into the reporting and monitoring school wide. Assessment timetable for literacy was reviewed. This will continue in 2023.,</p>
<p><u>Culturally Responsive Practice</u></p> <p>Baseline data: Knowledge of the local histories and the Aotearoa histories curriculum. is limited. Professional learning and development is being offered by Poutama Pounamu through the Kahui Ako.</p>	<p>Staff will be more confident in their knowledge of local histories and the Aotearoa Histories curriculum. A long-term plan for Te Reo will be developed and be taught in classrooms. An increased use of te reo will be evident.</p>	<p>Helen and Megan completed Aotearoa Histories Curriculum PLD with Poutama Pounamu. PLD for staff was postponed till 2023. Helen and Te Ao (RTM) completed draft Te Reo curriculum with linked resources which will be shared with staff 2023 to be trialled by staff.</p>

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Analysis of Variance of Actions Taken to Address Goals

IMPROVEMENT PLAN – DOMAIN 1: CATHOLIC CHARACTER				
Strategic Aim 1: All learners are connected to their faith and are fully engaged in faith practices within the school.				
Goals(where do we want to be?)	Specific Actions (what will we actually do and be accountable for?)	Responsibility	Timeframe for Review	Reflection / Evaluation
To build knowledge and understanding of Catholic Social Teaching to build capability and confidence of teachers to provide learning experiences for students.	<ul style="list-style-type: none"> • PLD from Palmerston North Diocesan Education Team and DRS • Catholic Social Teaching Paper offered to staff <p>Incorporation of Catholic Social teaching component into planning across the school.</p>	All staff Megan Helen - DRS	2022 -	<p>Staff and Board had formation in Catholic Social teaching at staff PLG and Board meetings. We continue to look at the aspect of Catholic Social teaching and how we represent this in our school.</p> <p>Whanau were provided with information on Catholic Social Teaching via the school newsletter.</p> <p>Teachers continue to look for opportunities to integrate into classroom programmes and be intentional about teaching.</p> <p>Next Steps Continuing with Catholic Social Teaching for staff & Board. Look for ways to integrate into planning.</p>
To strengthen the well-being of staff and students for the good of all.	<ul style="list-style-type: none"> • Develop an understanding of what well-being is and what effects it at St Joseph's. • Investigate opportunities for retreats. • Challenging staff to ensure their own well-being. 	All staff Megan	2022 -	Principal completed a workshop on well-being and kept a close eye on staff. SLT were in constant contact with those away sick or isolating and had one on one check-ins with staff at school. Moral was generally good but staff missed the regular contact at break times in term 1

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	<ul style="list-style-type: none"> • Provide external support where needed. e.g. professional supervision, EAP • Timetable interviews, meetings etc within reasonable hours. • Be selective about adding extra to the timetable. • Prioritising and asking why? • Systems to support teachers of difficult students. • Regular well-being check ins. • Actively listening to staff and students. 		<p>MoE with Goldstar (EAP services) are offered Well-being workshops for principals online. Principal took part in these and sharing tips with staff.</p> <p>All staff were very much appreciative of the paid discretionary leave given by the Board to reset. Investigation of the Positive Behaviour for Learning - School Wide programme for implementation beginning in 2023 was undertaken from feedback from students, staff and whanau. Introductory staff meeting held by MOE for all staff. Principal & Lead attended first workshop in preparation for next year. MoE funding available. 2 teachers formed the leadership team with the principal.</p> <p>Next Steps Continue to Monitor and keep well-being at the forefront</p>
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IMPROVEMENT PLAN – DOMAIN 2: OUR LEARNING

Strategic Aim 2: To provide a high-quality, student centred education ensuring equity and excellence for all.

Goals(where do we want to be?)	Specific Actions (what will we actually do and be accountable for?)	Responsibility	Timeframe for Review	Reflection / Evaluation
<ul style="list-style-type: none"> To ensure all students achieve their personal potential and in doing so wherever possible reach expected curriculum levels. Our focus will be on our literacy curriculum, incorporating structured literacy processes, streamlining delivery across the school and building teacher capability. 	<ul style="list-style-type: none"> Professional reading and collaborative conversations. Focus on learning conversations for student achievement. Moderation of reading, writing assessment and monitoring Review of matrices and assessment practices In depth analysis of achievement data to inform next steps. Clarify matrices and use of them by staff and students. Develop the reciprocity between reading and writing e.g. engagement of children with reading at home, visits to the library, Timetabling of experiences to support learning and improve vocabulary. Provision for PLD as appropriate. Development of assessments and reporting documentation to align with structured literacy programmes. Observations of quality practice within school and across. 	<p>All staff Megan</p>	<p>2022 -</p>	<p>Four staff members attended the webinar on State of Literacy. We have had a staff meeting on the components of an effective literacy programme. Decodable texts, and writing resources have been purchased and SLT have started work on markbooks for Etap to keep accurate records of progress with decodable texts.</p> <p>Our ERO partner met with SLT to work on a plan for self-review of our literacy programme and develop an action plan to work through. Four teachers are part of the Kahui Ako PLG - Literacy and Learner Agency.</p> <p>All staff have chosen 3 target students to monitor acceleration of achievement. Regular discussion was held during staff PLG to talk through progress and challenges. Senior Leadership team are developing a review plan for reading.</p> <p>One teacher and 2 teacher aides completed 2 days of professional development on structured literacy with Liz Kane.</p> <p>St Joseph's School from Waipukurau visited to look at Structured literacy programmes including The Code and Hegetty in our junior and middle school. Staff completed an evening writing webinar with Chris Braid on the Education Hub.</p>

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				<p>Additional structured literacy resources from Liz Kane were purchased for whole school use.</p> <p>Next Steps ERO self-review. Continue to upskill staff. Moderation of work in writing and reading. Align assessment practices and reporting with structured literacy levels.</p>
<p>To strengthen classroom programmes by incorporating learning experiences outside the classroom (EOTC) and including local expertise.</p>	<ul style="list-style-type: none"> • Provide outside experiences and activities to enhance programmes. • Utilise people with expertise to share their knowledge and skill with others including sports & physical education. • Incorporate Careers education into programmes. • Budget allocation to provide EOTC experiences. • Plan for an integrated inquiry programme that feeds literacy programme. • Teams to plan, share ideas and collaborate where appropriate. • Develop a long-term plan for curriculum areas 	<p>All Staff Megan</p>	<p>2022 -</p>	<p>We had Police Education Officer work in classes with the Kia Kaha anti-bullying programme. Life Education Trust also visited for a week and programmes taught complimented the Kia Kaha programme. All classes completed 9 swimming lessons at Wai Splash utilising pool instructors particularly for junior groups. Senior team planned a successful EOTC day to visit Norsewood, looking at local history and visiting the source of the Manawatu River. Visits are organised for the Gallery of History. Junior team organised a trip to the Cenotaph, council, and library. Planning for Year 5 - 8 camp began in May with a parent meeting. Junior team visited St Vinnies and donated books. Year 5 - 7 students visited the Star Dome to support learning about Matariki. Students participated in the Rippa tournament in Pahiatua. We also held a successful school cross country as well as organised and ran the interschool cross country. 60 students attended the Tararua 7 aside tournament in Pahiatua. Junior team visited the lower Domain. All visits tied in with the term theme of Papatuanuku. Senior team have visited Pukaha, Mt Bruce as part of their term inquiry, Papatuanuku. They</p>

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				<p>have had Enviro schools visit and been to check out the local stream. Classes have also visited the local library. The junior team had visits from the True Honey team and by parents and community members who have read during book week. All classes have had lessons from the Zero waste facilitator looking at reducing, recycling and water.</p> <p>Planning and organisation continued throughout the year for Camp Raukawa. We had a large number of parents coming which is wonderful and with donations and fundraising we have reduced the cost to \$100 per student \$40 for additional students and parents from \$412. The junior team planned an EOTC week a Ngaperuru Bush Walk, and tent pitching on the school grounds.</p> <p>EOTC games and activities on school grounds and a visit to the Domain. Police Education officer and constable came in to talk safety and packing a pack.</p> <p>Camp Raukawa was really success in term 4. Feedback was positive and everyone enjoyed the experience. The Junior team had an equally successful EOTC week and it will be timetabled in again for next year. Looking for opportunities outside of the school will continue to be a focus as this has been something the students have really enjoyed and got a lot of learning out of.</p> <p>Next steps Look for outside opportunities to support learning. Use of experience within our community to complement programme.</p>
To embed digital technologies	<ul style="list-style-type: none"> Familiarise teaching staff with the Digital Technologies Curriculum 	All Staff Megan	2022 -	We had a teacher only day to develop a digital technologies curriculum across the school.

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<p>curriculum as part of best practice.</p>	<ul style="list-style-type: none"> • Utilise the Digital Technologies PLD from MOE website to build teacher capabilities. • Incorporate new technologies and approaches to learning in order to support students to be successful, safe digital citizens. • Take up online PLD opportunities as provided. • Ensure Digital Technologies infrastructure allows for maximum use of digital technologies. 			<p>Facilitator from Digital Circus has had one day in classes in the junior team and a staff PLG on microbits, stop motion animation and Beebots. Facilitator continued to work in class with teachers and students. Teachers continued professional learning during meetings. Facilitator had 2 more days as in class support and modelling digital technologies. Classes used green screen apps.</p> <p>We were successful in our application to the MoE for 40 hours funding for the rest of 2022 to continue with our work on the digital technologies' curriculum with Digital Circus. Our focus was on Minecraft for the senior team and STEAM activities for the juniors. Minecraft staff PLGs were facilitated by Digital Circus. Licences for students were set up. The Home & School have agreed to purchase a digital technologies kit to support learning in this area.</p> <p>Draft curriculum will be reviewed early 2023 and finalised. Teachers are looking for opportunities to implement DT across the curriculum when planning. The whole school will be looking at Online safety term 1 2023 and this will involve the use of the Informed and Empowered programme for parents also.</p>
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IMPROVEMENT PLAN – DOMAIN 3: SYSTEMS & PROCESSES

Strategic Aim 3: To develop the use of effective systems and processes that empower school leaders and teachers to improve outcomes for learners.

Goals(where do we want to be?)	Specific Actions (what will we actually do and be accountable for?)	Responsibility	Timeframe for Review	Reflection / Evaluation
<p>Embedding of a localised St Joseph's School Curriculum and supporting documentation as well as streamlining procedures across the school to ensure consistency.</p>	<ul style="list-style-type: none"> • Development of a graphic to illustrate our localised curriculum. • Utilising of student leaders to teach classes Gospel Values programme. • Attend PLD as necessary. • Write delivery statements for curriculum areas. • Procedures for assessment and monitoring for all curriculum area to be reviewed and refined to ensure they are meaningful and purposeful. • Streamline curriculum area plans across the school, including year and term themes. • Include EOTC experiences and local expertise in long term curriculum area plans. • Visit places of historical significance - Kahui Ako ToD 	<p>All Staff Megan</p>	<p>2022 -</p>	<p>Digital Technologies curriculum documentation was draft early term 1 and trialled Health Curriculum and Science Curriculum are in draft to be reviewed by the staff. The Te Reo curriculum draft has been completed by Helen and Te Ao (RTM). Our curriculum continues to be a work in progress, the new curriculum is being implemented from 2023 and the Kahui Ako are looking at providing professional learning and development for teachers. PB4L School wide programme could see changes to our localised curriculum in 2023.</p> <p>Next Steps PLD with Kahui Akoon Curriculum refresh and integrating into localised curriculum.</p>

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IMPROVEMENT PLAN – DOMAIN 4: CULTURAL RESPONSIVENESS

Strategic Aim 4: To actively strengthen partnerships for learning through meaningful connections with students, whanau and families.

Goals(where do we want to be?)	Specific Actions (what will we actually do and be accountable for?)	Responsibility	Timeframe for Review	Reflection / Evaluation
<p>To deepen our understanding of culturally responsive relationships and pedagogy including development of Te Reo curriculum, supporting documentation, and building teacher capability in delivery and improved understanding of the Aotearoa Histories Curriculum</p>	<ul style="list-style-type: none"> • Participate in Kahui Ako PLD with Poutama Pounamu - Aotearoa Histories Curriculum • Local History Teacher only Day • Participate in Te Reo professional development as supported by Resource Teachers of Maori 	<p>All Staff Megan</p>	<p>2022 -</p>	<p>Principal & Lead participated in 4 full day workshops over the year with Poutama Pounamu organised by the Kahui Ako breaking open the Aotearoa NZ Histories curriculum. A draft plan was developed to implement the new learning with the staff as a whole. Principal & Lead attended another workshop provided by Poutama Pounamu on Student Agency.</p> <p>All staff attended a call back day on the last Friday of the holidays, organised by the Kahui Ako and spent the day at Makirikiri Marae with people from Rangitane iwi. We learned about the history of the iwi and how they came to be in this area as well as Te Tiriti o Waitangi. A day with Ngati Kahungunu is to be timetabled for 2023.</p> <p>Work with Resource teachers of Maori was postponed until term 2 to develop a Te Reo curriculum across the school and linking it to our Catholic Character ie. whakatauki for our gospel values. RTM led a staff PLG on Pepeha. Five staff completed a 10-week Level one Te Reo Maori course through TupuOra Graduation was held in September</p>

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				Next Steps Timetable day with Ngati Kahungunu. Trial Te Reo Curriculum Whanau consultation. PLD with Kahui Ako Aotearoa Histories Curriculum
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Key Improvement Strategies to Achieve Strategic Vision

Property	Outcomes	Finance	Outcomes
<ul style="list-style-type: none"> • Refurbishment of D Block (Rooms 1 - 4 and Library Block) • Refurbishment of the Courts • Internal painting of toilet block 	<p>Plans are currently being drawn for D-Block hopefully to start end of 2023. Courts are to be completed term 1. Painting of the toilets was held over as investigation into removing the urinal is underway.</p>	<ul style="list-style-type: none"> • Funding for EOTC • Funding for increased hours for teacher aides 	<p>Board allocated extra funding for EOTC from reserves. Bus transport is expensive but the safest transport option. Another TA was employed to assist with behaviour management end of beginning of term 2.</p>
Personnel	Outcomes	Community Engagement	Outcomes
<ul style="list-style-type: none"> • Engage in Kahui Ako professional development. • Induction of Provisionally Registered Teachers, including mentor teachers and release • Monitor staff workload and well-being 	<p>Aotearoa NZ curriculum through Poutama Pounamu. Helen to lead with staff. AP development with Carol Lynch. PLD for PCT plus release time implemented. Well-being a priority.</p>	<ul style="list-style-type: none"> • Communication - app, website, Seesaw, email, Facebook • Curriculum consultation • Fundraising Events • Teacher / Student / Parent Interviews • Transition Meetings for New Whanau • Whanau Group Meeting • School / Parish Mass • Powhiri & Poroporoaki <p>(This will need to be a focus as we start the year at Red of the Covid Protection Framework and whanau are unable to have the normal interactions.)</p>	<p>Online communication continued. Consultation with the community for Strategic Planning in Term 3. Home & School continued with fundraising, plus camp fundraising for the year 5 - 8 students. Interviews and other community events were held within the bounds of Covid framework.</p>

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