



Learning Together
Akona Piri Tahī

TE PUKE PRIMARY SCHOOL ANNUAL REPORT 2023

CONTENTS:

1. School Vision and Focus Areas for 2024
2. Strategic Plan
3. Giving Effect to Te Tiriti o Waitangi
4. Statement of Variance
5. Employment Policy
6. Kiwisport Funding 2023
7. Financial Statements

Link to [Annual Implementation Plan](#)

Vision for 2024:

As we embark on a new year, we are excited to share an overview of who we were in 2023 and our aspirations for the journey ahead in 2024. At Te Puke Primary School, our vision of "culture, identity, and growth" guides our efforts to deliver the finest educational opportunities and experiences for our vibrant community. We are dedicated to ensuring our students are literate and numerate, providing them with the choices needed to reach their potential beyond school.

Our school, deeply rooted in the history of Waitaha, reflects strong connections to the values of our local hapu. We are committed to creating an environment where every child feels their culture is valued, while maintaining a steadfast commitment to the bicultural partnerships of Aotearoa New Zealand.

Te Puke Primary School (TPPS) Focus Areas for 2024:

At Te Puke Primary School, we are dedicated to fostering culture, identity, and growth. Our key focus areas for 2024 are designed to enhance the overall learning experience and elevate academic progress across various domains, with a strong emphasis on structured literacy and numeracy.

Little Learners Love Literacy (LLLL)

We are adopting a structured literacy approach that emphasises explicit, systematic, and sequential teaching of literacy at multiple levels. This includes phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure.

Numicon Numeracy

We are implementing a mastery approach in numeracy through Numicon, which integrates communication, exploring relationships, and generalising concepts. This involves hands-on learning, explicit teaching, play, problem-solving, and inquiry-based learning.

Digital Fluency

We are focusing on enhancing digital fluency among students, aiming to move beyond basic technology consumption. Our goal is to integrate digital skills into the local curriculum, fostering creativity and critical thinking through multimedia methods such as animation and movie-making.

Te Reo/Te Ao Māori Everyday

We prioritise the integration of Te Reo and Te Ao Māori into daily learning experiences, emphasising cultural relevance and understanding.

Where to in 2024

- Individual Progress: Continuing our focus on individual progress, sharing data regularly with the Board of Trustees, and building resources to support new programs. Weekly progress awards will be shared in each environment.
- Literacy and Numeracy Initiatives: Driving the implementation of structured literacy programs and numeracy initiatives, providing support and confidence for teachers.
- Professional Development: Investing in professional development in various curriculum areas and supporting ESOL programs for enhanced reading, writing, and oral language skills.
- Learner Profile: Implementing and scaffolding the Learner Profile as a school-wide approach.
- Resilience and GEM Values: Teaching resilience and GEM values at the beginning of each week.
- Wellbeing and Mindfulness: Incorporating M4L and mindfulness practices.
- Community Involvement: Engaging the community in projects in and around the kura.
- Tikanga Protocols: Implementing and embedding tikanga protocols in our daily practice.

Community Engagement and Professional Development

- Community Engagement/Consultation: Strengthening communication with the community/whānau and making Te Ao Māori and Te Reo Māori integral to staff professional development.
- Professional Development (PLD): Engaging in PLD programs covering Numicon, LLLL/The Code, The Resilience Project, Aotearoa NZ Histories, Localised Curriculum, TAPASA, Te Mātaiaho, specialised writing sessions, and culturally responsive PD through Niho Taniwha and Tui Tuia ki TAPASA Learning Circle.

Assessment Changes

- Assessment and Reporting: Aligning assessments with the programs being delivered at TPPS and adopting a reporting structure focused on progress throughout the year.

Strategic Plan:



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IDENTITY, CULTURE & GROWTH

Ahurea, Tikanga & Whakatipu



Strategic Goals



Build a strong and confident **IDENTITY** of ourselves, our kura and our community.

Strategic Initiatives

***High expectations for every ākonga** that promote engagement and self-awareness.

***A supportive and culturally sustaining learning environment** that promotes inclusion and collaboration. Students are confident in who they are and where they come from.

***Student voice, agency and leadership** empower ākonga, build confidence, and school culture.

***Meeting our responsibilities as Treaty Partners** to ensure our Māori ākonga can succeed as Māori.

Link to NELPS Objectives 1, 2, 3, 4

Strategic Measures

Consistently create a culture of whānau, showing care, love, and support for each and every tamaiti.

Tamariki are leading their learning and can discuss their progress and next steps.

Embed a strong kura approach around hauora / mindfulness.

Tikanga protocols, Te Reo Māori and Te Ao Māori are strongly implemented and imbedded in daily practice. Grow and develop reo rua provision within the kura.

Our learning support system meets the diverse needs of our ākonga.

Timeline

Wellbeing and Mindfulness - Resilience Project Pathway	Tikanga, Te Reo and Te Ao Māori imbedded in daily practice	2
	Accessing support for all ākonga	4
Alongside the Kahui Ako, develop a Localised Curriculum Resource	Teaching and Learning Practices - consistent delivery of structured literacy and numicon.	2
	Teaching is shaped by individual learning progress and next steps.	5
Our community understands our vision, values and beliefs about learning.	Whānau active in celebrating their child's learning at student led learning conferences and Po Whakanuia	2
	Whānau, iwi, and hapū are actively involved in supporting ākonga and their learning progress.	6



Create a school **CULTURE** that acknowledges progress and success in teaching and learning.

***Provide a responsive and engaging localised curriculum** that challenges ākonga to build and apply new knowledge.

***Evidence based teaching and practices** drives individual progress.

***Responsive assessment practices and feedback** inform teaching and learning.

***Build leadership capacity** through creating opportunities.

Link to NELPS Objectives 1, 2, 3, 4

Curriculum reflects mana whenua and localised history.

Consistent teaching and learning practices reviewed, adapted and embedded.

Kaiako provide regular feedback to ākonga and whānau on their progress against individual learning goals and curriculum progress using Hero.

Quality professional development focused on our strategic goals, including external consultants, school visits, internal professional development, conferences etc.

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GROWING authentic partnerships to strengthen connections with mana whenua, local community and whānau.

***Partnerships with mana whenua, whānau, local iwi and community** enhance ākonga learning.

***Provide opportunities and experiences** for community and whānau to be engaged in the learning and progress.

***Develop and communicate our TPPS learner profile.**

Link to NELPS Objectives 1, 2, 3, 4

To develop a community understanding of the TPPS learner profile.

Kaiako seek and use whānau, community and iwi's knowledge, skills, strengths and interests in developing localised curriculum.

Review and adapt rich opportunities for parents, whānau and the community to positively engage in students' learning and progress.

Our community understands our vision, values and beliefs about learning.	Whānau active in celebrating their child's learning at student led learning conferences and Po Whakanuia	2
	Whānau, iwi, and hapū are actively involved in supporting ākonga and their learning progress.	4
Our community understands our vision, values and beliefs about learning.	Whānau active in celebrating their child's learning at student led learning conferences and Po Whakanuia	2
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Giving effect to Tiriti o Waitangi:

The Te Puke Primary School Board of Trustees will give effect to Te Tiriti o Waitangi in a number of deliberate ways.

-By establishing clear targets to improve learner outcomes, progress and curriculum, incorporating tikanga Māori, Te Reo Māori, mātauranga Māori, and te ao Māori in the learning experience we offer

-We are committed to ensuring we acknowledge the Treaty of Waitangi Principles, acknowledging our Nation's bicultural foundations and enabling our tamariki to acquire knowledge of Te Reo Māori and Tikanga māori daily.

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Te Puke Primary School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Te Puke Primary School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Te Puke Primary School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Te Puke Primary School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Te Puke Primary School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Te Puke Primary School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

Statement of Variance/Progress and Achievement:

EOY Data

At the end of 2023:

66% of students were working within or above the expected curriculum expectations for Reading.

56% of students were working within or above the expected curriculum expectations for Writing.

69% of students were working within or above the expected curriculum expectations for Number/Algebra.

JUNIOR SCHOOL:

Reading:

81% of Year 2 made progress

Writing:

70% of Year 2 made progress

Maths:

81% of Year 2 made progress

MIDDLE SCHOOL:

Reading:

71% of Year 3 and 76% of Year 4 made progress

Writing:

67% of Year 3 and 61% of Year 4 made progress

Maths:

71% of Year 3 and 84% of Year 4 made progress

SENIOR SCHOOL:

Reading:

We 57% of Year 5 and 78% of Year 6 made progress

Writing:

53% of Year 5 and 65% of Year 6 made progress

Maths:

55% of Year 5 and 72% of Year 6 made progress

73% of our students made progress in Reading

62% of our students made progress in Writing

71% of our students made progress in Maths

Celebrating a significant improvement in progress in Reading, Writing, and Maths based on mid-year data:

-Reading: Increased by 31%

-Writing: Increased by 31%

-Maths: Increased by 30%

Notable achievements in targeted groups, showcasing the dedication and hard work of both learners and teaching staff.

71% of Year 3 students made progress in Reading.

78% of Year 6 students made progress in Reading, 65% made progress in Writing and 72% made progress in Numeracy

Academic Goals/Target Groups for 2024

Based on the end-of-year data, in 2024 we will continue to track individual progress across all cohorts. We will also track and have a particular emphasis on our Year 5's in Reading, Year 3's in Writing and Year 6s in all core curriculum areas. Increased progress in the % of students achieving within or above curriculum standards in reading across the whole school.

By the end of 2024 we would like to see 75 to 80% of our tamariki making progress in Reading, Writing and Numeracy.

This year we will continue to increase the percentage of students making individual progress in Reading, Writing and Numeracy. Learning Progressions streamlined to work alongside localised curriculum delivery.

The board of trustees and staff at TPPS has developed the following aims and targets identified from 2023

1. Build a strong and confident IDENTITY of ourselves, our kura and our community.
2. Create a school CULTURE that acknowledges progress and success in teaching and learning.
3. GROWING authentic partnerships to strengthen connections with mana whenua, local community and whānau.

-Tracking of individual progress across all cohorts. Particular emphasis on our Yr 5's in Reading, Yr 3's in Writing and our Year 6's in Reading, Writing and Numeracy.

-Increase in the % of students progressing within or above NZ curriculum standards in reading/writing and numeracy across the whole school.

-Continue with school-wide structured literacy programs, LLLL and The Code.

-Continue Professional Development in the Numicon program to continue to gain consistency in the planning, teaching and learning of numeracy across the school.

-Writing Focus - Run by a specialist within the school, small group, focussed lessons, will be aimed at students achieving just below the curriculum expectations and those we can extend beyond.

-Growing teaching effectiveness and leadership opportunities

-Teacher wellbeing

-LS register

-Professional Learning Plan Overview

-Continuation of The Resilience Project - improving the Gratitude, Empathy and Mindfulness of all tamariki

-Integration of ICT and the Technology Curriculum - PLD with Trudi Bennett

-TAPASA integration

Statement of Compliance with employment policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>At Te Puke Primary School, we are committed to fulfilling our obligations as a good employer by providing a safe and supportive working environment for all staff. We adhere to all health and safety regulations, regularly updating our policies and conducting comprehensive risk assessments. Our facilities are well-maintained and regularly inspected to ensure they meet safety standards. We provide ongoing professional development opportunities to support staff growth and well-being. Additionally, we foster a positive workplace culture through open communication, regular staff meetings, and support networks. By prioritising these measures, we ensure that our staff can work in a safe, healthy, and empowering environment.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Under the Education Training Act (2020), Te Puke Primary School operates an employment policy that aligns with the principle of being a good employer. We are guided by our Equal Employment Opportunities (EEO) policy, which aims to foster diversity, inclusion, and equal opportunities for all employees. We strive to recruit and employ staff through a fair, transparent, and bias-free process. To achieve this, we advertise positions widely and actively seek a diverse pool of candidates. Our school provides on-site training on diversity and inclusion, raising awareness through various staff professional learning and development (PLD) sessions. Furthermore, our adherence to collective agreements ensures that our pay structures are fair and non-discriminatory. By following these principles, we create an inclusive and equitable work environment for all staff members.</i></p>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>At Te Puke Primary School, we are committed to the impartial selection of suitably qualified persons for appointment. Our practices include objective methods of advertising and interviewing, as well as clear and transparent skills assessments. Our selection panel typically includes members of the senior leadership team, the board (as required), and members of our teaching staff. Interview questions are carefully developed to mitigate bias and ensure a balanced evaluation. Following each appointment process, we conduct a review to fine-tune our methods and ensure they align with our policy. This approach guarantees that our selection process remains fair, transparent, and impartial</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>At Te Puke Primary School, we are committed to the principles of Te Tiriti o Waitangi and have strategic aims that outline our aspirations for Ao Māori within our school. These commitments are reflected in our role descriptions, application questions, and requirements for adherence to the teaching standards and code</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>At Te Puke Primary School, we are committed to enhancing the abilities of individual employees through a robust professional development process. This process is designed to improve teacher capability, ultimately benefiting student progress and outcomes</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>At Te Puke Primary School, we prioritise equal opportunities while recognising the specific employment requirements of women. We focus on work-life balance, career advancement, equal pay, family support for dependents, and overall well-being.</i></p>

How are you recognising the employment requirements of persons with disabilities?	<i>At Te Puke Primary School, we prioritise equal opportunities and recognize the specific employment requirements of persons with disabilities. We focus on work-life balance, identifying and mitigating barriers to access and mobility, ensuring equal pay, and providing necessary support.</i>
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Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwisport Statement:

Kiwisport is a government funding initiative to support student participation in organised sport. In 2023 Te Puke received \$5098 excluding GST.

The funding was used to support growing sport and involvement/participation in Sport. Areas of designated funding included:

- Engagement in Top Schools
- Support to engage/employ a Sports Coordinator

Financial Statements: to be included once received from auditor