

Annual Plan Report 2023

Prepared for Board of Trustees

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Evaluation of Annual Goals

NELPs	Annual Goals	Evaluation and considerations	Achievement Indicator		
			Not achieved	In part	Achieved
Learners at the Centre	Student and whanau voice is a regular and embedded part of the design for learning at TIS.	Several initiatives made use of various community events to invite voice from whānau. Of note, we had 93 online responses to our Strategic Plan survey and a further 52 responses via various meetings and events. Consultation on the Health curriculum (2 responses) and the Uniform (114 responses) further informed actions. Students were supported to engage more fully with school initiatives but many activities were hampered by the pressures of timetabling. Staff movement and leave also had implications for the progress with			

		engagement with māori whānau. The use of a holistic approach to engaging with whānau and understanding learners will be further supported in 2024 with professional learning focussed on social and emotional literacy, and trauma informed practice.			
Barrier Free Access	On-going engagement with the Te Hurihanganui Pilot : School actions, systems and structures reflect a Te Tiriti partnership.	Staff engaged in a range of opportunities to develop their understanding and application of Te Ao Māori. These included a range of professional learning opportunities led by Upane (Ngāti Toa Rangatira) as well as some internal workshops considering the role of Te Tiriti within professional practice, and curriculum planning which acknowledged and celebrated Te Ao Māori. Poutama Pounamu workshops supported learnings around culturally responsive practice, and informed our understandings of effective pedagogy. This needs to be further deepened (next Strategic Plan). We continue to refresh documentation to reflect mana whenua. The BoT corresponded with the Ministry of Education on several occasions but received little acknowledgement of their concerns around enrolment schemes, and the involvement of whānau voice within the discipline process.			
	Student well-being is supported and enhanced through a range of approaches:	A school student life-coach/counsellor was appointed and has supported a number of students. The Kahui Ako appointed a re-engagement officer who has done considerable work on connecting the school with a number of support agencies. We hosted a digital safety evening for parents (200+), and several key staff received professional development with Ross Greene and Dr Emma Woodward. We are looking to further deepen practice moving forward, particularly in relation to connection with whānau and classroom actions.			
Quality Teaching and Leadership	Team Leaders will have a secure understanding of their role in supporting classroom practice, collaborating on school-wide decision making and engaging in on-going leadership growth.	Team Leadership is a difficult role within the school as the leaders need to shift their mindset between managing their own class, and leading others. There still continues to be a focus on administrative requirements, rather than the development of classroom practice and shaping initiatives. Over the year, individual team leaders engaged in a range of PLD including Middle Leadership, Niho Taniwha and Restorative Practice. They played a central role in the decision making around changed structures in 2024. A continued focus on enhancing shared leadership understandings and growth will support the school further.			

	All staff will be curious, explore new learning, and grow their practice through a focus on learner outcomes.	All staff engaged in school provided PD with many accessing external courses. Time was spent examining the refreshed curriculum, and thinking carefully about designing learning to meet needs. There was regular conversation about the impact on learners, and this focus needs to be maintained and deepened moving forwards into 2024.			
Future of Learning and Work	A school wide plan is designed, showing the integration of digital technology and the development of a STEM programme that meets the market needs of International students while supporting and providing future-focussed opportunities for Tawa Intermediate Students.	This action was hampered by a lack of clarity and leadership (principal). The STEM teacher did attend a conference and began to consider the role of STEM within the wider school setting - but lacked support in designing a plan. We were able to reconnect with some relationships from overseas and gain a growing understanding of the potential within the international market. The next strategic plan will require greater clarity of expectations, and the funding of a role that will be dedicated to developing this more fully.			
World Class Inclusive Public Education	Develop and maintain the school grounds and property to a high standard	Several property projects had their planning work completed, although did not progress to implementation due to factors outside of our control. This caused some frustration, particularly in the matter of learning support modifications. Grounds have been managed efficiently with tree removal, native planting and an agreement around field care in place with Tawa College. A more deliberate approach to the visual appeal and social impact of the schools environment will form part of the next strategic plan			

Other Goals- on-going areas of development

1. A robust learning support programme is in place to support class teachers to meet a range of needs, and to coordinate a specialised approach to neuro diverse learners where needed.

This work got underway with some informal reviews examining aspects of the systems that underpin Learning Support. This is a key focus of the next strategic plan, and includes the appointment of a SENCo to work closely with the Deputy Principal (KR) to design robust systems to support the management of the team, and ensure that we have an effective, planned approach to Tier 2 Learning needs.

2. Funding streams and the opt-in School Donations scheme supports learners to engage in a wide range of EOTC activities

School camp occurred successfully and was financed by grants, the school fun-run and parent contributions. Feuerstein was not successful in receiving a grant and the funding and outcomes relating to this will be examined in 2024. There was significant effort made by whānau and the school to support the attendance of three teams at the AIMs games - this will need to be carefully managed as it can place a demand on the school community. Teams engaged in an end-of-year EOTC learning activity - we wish to encourage this on a more frequent basis in 2024.

ii) Annual Targets : Analysis of Variance

School Name:	Tawa Intermediate School	School Number:	3034														
Strategic Aims	Grow motivated, self-managing learners who progress in their achievement against curriculum levels																
Annual Aim:	Use Class Data Analysis to identify trends in student achievement and implement appropriate professional learning to support teacher pedagogy and interventions to address needs in Maths and English Work in relationship with Ngāti Toa on he Te Hurihanganui initiative and continue to strengthen the relationship between school and iwi																
Target:	To add value to māori learners through the application of culturally competent pedagogy (cultural relationships for responsive practice - Waikato), in particular in reading.																
Baseline Data:	PAT Reading. 105 Māori students with comparative data (10 students with no comparative data). <table border="1"> <tr> <th colspan="2"></th><th>SOY</th><th>EOY</th></tr> <tr> <td rowspan="3">Māori Cohort</td><td><i>Range</i></td><td>35.3 – 73.4</td><td>31.5 – 80.2</td></tr> <tr> <td><i>Progress (Avg.)</i></td><td></td><td>3.62</td></tr> <tr> <td><i>Achievement (Avg.)</i></td><td>53.06</td><td>56.68</td></tr> </table>					SOY	EOY	Māori Cohort	<i>Range</i>	35.3 – 73.4	31.5 – 80.2	<i>Progress (Avg.)</i>		3.62	<i>Achievement (Avg.)</i>	53.06	56.68
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Identified māori learners as part of the CDA. Deliberate and on-going connection with whānau to identify goals and aspirations. Staff involvement in a range of learning around engaging māori akonga: -Te Tiriti workshop - Upane workshops on Te Reo and Planning with a Te Ao lens, - Kahui Ako: Mauri Ora - work with Poutama Pounamu using their Cultural practice tool - this included observations Staff identify key actions to meet the Te Tiriti Standard (Stds for the Teaching Profession). Staff reflection on and implementation of pedagogy associated with literacy: The Code, reading challenge, reading strategies	Greater awareness of māori learners Greater understanding of learners (all) from a holistic approach Introduction of more reading material and texts (library) that reflect Te Ao māori and māori learner experience Further testing/exploration of neuro diversity for some māori learners (suspected dyslexia and ADHD) PAT Reading results	Attendance Staff knowledge of teaching of reading is still varied and is not yet reflective of the suggested structured approach (for priority learners) Lacked follow up on class observations for cultural practice Student voice collected from māori learners identified that many still - dislike reading - do not read outside of school - are not able to identify their next steps in reading or reading strategies they currently use	A instructional approach to use of CDA and data Greater support and observations around practice Professional learning around a more deliberate approach to reading instruction On-going development of effective teacher profile, alongside the Kahui Ako Deeper engagement with Māori whanau around learning - Developing awareness of progress and achievement through the design of the school curriculum
Planning for next year:			
Introduction of Structured Literacy in T2 and 3, Follow through with CDA and planning, continue to collect student voice and explore support mechanisms.			

School Name:	Tawa Intermediate School	School Number:	3034
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Strategic Aims	Grow motivated, self-managing learners who progress in their achievement against curriculum levels																
Annual Aim:	Use Class Data Analysis to identify trends in student achievement and implement appropriate professional learning to support teacher pedagogy and interventions to address needs in Maths and English																
Target:	To add value to an identified (36) of Y8 students through a targeted approach to teaching phonetic knowledge. This is part of the 'Lost Learning' Initiative																
Baseline Data:	Code Spelling 35 Y8 students identified as 'Lost Learners'. Comparative data for 24 of those students. 9 Māori (38%), 5 Pasifika (21%), 13 Male (54%), 11 Female (46%) <table border="1"> <thead> <tr> <th colspan="2"></th><th>SOY</th><th>EOY</th></tr> </thead> <tbody> <tr> <td rowspan="3">Cohort</td><td>Range</td><td>11% - 49%</td><td>61% - 98%</td></tr> <tr> <td>Progress (Avg.)</td><td></td><td>55.5%</td></tr> <tr> <td>Achievement (Avg.)</td><td>29.5%</td><td>85%</td></tr> </tbody> </table>					SOY	EOY	Cohort	Range	11% - 49%	61% - 98%	Progress (Avg.)		55.5%	Achievement (Avg.)	29.5%	85%
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Jane Hannah and Emma Stylianidis trained (2022) in 'The Code', a sequenced structured approach to teaching spelling 36 Year 8 students were identified as part of the Lost Learning initiative, and provided with small group and one-to-one teaching to advance their phonetic knowledge. Jane and Emma also lead staff professional learning on 'The Code' and all classrooms utilised the programme 2-3 times a week Class teachers designed learning to support class needs as per usual, with team leaders provoking a more deliberate focus on those students with literacy needs - exploring how teachers were designing learning for these.	Increase in phonetic knowledge Ltd impact on other formalised literacy outcomes - didn't drill down into surface features of easttle to see if impact on in-work spelling Tchrs improved knowledge of phonetic knowledge Increased student confidence - students could see progress	Non-transference.... Narrow but needed skill set Uneven application of the code in class (so not reinforced) Ltd rich literacy - often the content of the code was not supported through broader literacy. Student absence	Embedding programme more widely in the school Jane working alongside staff to deepen knowledge Tracking wider co-hort Tying the code in with a more deliberate approach to teaching vocab in reading and writing. Wider use of reading to, reading with and reading for - supported by team planning days that define this. CDA includes identification of The Code results.
Planning for next year:			
Introducing the code across the school, connecting it with Structured Literacy Reading training for staff.			

iii) Evaluation of Student Achievement: General

The information shared in this evaluation is based on the standardised testing conducted by the school. This is a very narrow, blunt measure of student achievement and does not allow for the diverse types of progress that students make. The 2024-2026 strategic plan has a focus on developing robust assessment processes within class to support a more holistic over-all teacher judgement, and the curriculum and senior leadership teams continue to explore ways in which progress and achievement can be effectively measured and reported to support a focus on student outcomes.

Writing (e-Asttle)

Year Level	Term	N/A	Mean Curriculum Level (Acvmt)	Curriculum expectation
7	1	1518	3B	3P
7	2	1527	3P	3A
7	3	1535	3P	3A
7	4	1543	3P	4B
8	1	1551	3P	4B
8	2	1558	3A	4P
8	3	1566	3A	4P
8	4	1573	3A	4P

Table showing expected curriculum levels/ achievement (2013)

- There does not appear to be any updated expectations - the expected outcomes therefore are not necessarily reflective of typical rates of progress/achievement
- There appears to be a mis-match in NZ data between Yr 7 & 8 achievement and the curriculum 'expectations' - a plateau effect occurs. However, a number of other tools are exploring a progression focus that is more reflective of writing development .

		2023		Gender		2023		Ethnic		2023	
		SOY	EOY			SOY	EOY			SOY	EOY
Y7	Range	1B-5A	1B-6B	M	Range	1B-5A	1B-6P	M (70)	Range	1P-5A	1A-5P
	Progress (Avg.)		1.2		Progress (Avg.)		1.5		Progress (Avg.)		1.5
	Achievement (Avg.)	3P	3A		Achievement (Avg.)	3P	4B		Achievement (Avg.)	3P	3A
Y8	Range	1P-6B	2B-6P	F	Range	1P-6P	1B-6P	PI	Range	2P-5B	2P-5B
	Progress (Avg.)		1.4		Progress (Avg.)		1.1		Progress (Avg.)		1.0
	Achievement (Avg.)	3A	4P		Achievement (Avg.)	3A	4B		Achievement (Avg.)	3A	4B

- Term 4 validity of judgements is questionable (consistency impacted by staff change and weak moderation processes)
- Greater rates of progress for male and māori learners
- Comparative progress between Pasifika and Female learners
- Wide range of achievement - largely shifting students one sub level across the year.

Reading Comprehension (PAT)

Percentage achievements (National achievement)

	Stanine	SOY	EOY	Gender	Stanine	SOY	EOY	Ethnicity	Stanine	SOY	EOY
Y7	1	0 (4)	6(4)	Male	1	0 (4)	3 (4)	M	1	0 (4)	7 (4)
	2-3	16 (19)	22 (19)		2-3	19 (19)	24 (19)		2-3	22 (19)	38 (19)
	4-6	58 (54)	53 (54)		4-6	62 (54)	61 (54)		4-6	73 (54)	52 (54)
	7-8	20 (19)	15 (19)		7-8	16 (19)	10 (19)		7-8	5 (19)	3 (19)
	9	7 (4)	4(4)		9	3 (4)	2 (4)		9	0 (4)	0 (4)
	Stanine	SOY	EOY		Stanine	SOY	EOY		Stanine	SOY	EOY
y8	1	0 (4)	2 (4)	F	1	0 (4)	4 (4)	PI	1	0(4)	6 (4)
	2-3	16 (19)	26 (19)		2-3	13 (19)	23 (19)		2-3	27 (19)	38 (19)
	4-6	66 (54)	62 (54)		4-6	61 (54)	55 (54)		4-6	65 (54)	52 (54)
	7-8	16 (19)	8 (19)		7-8	20 (19)	13 (19)		7-8	8 (19)	4 (19)
	9	1 (4)	2 (4)		9	5 (4)	4 (4)		9	0 (4)	0 (4)

- Down-ward trend at the end of the year with increase in students achieving Stanine 1-3.
- Staff absence (illness) impacting on continuity of reading programmes.
- Several staff identify deliberated teaching of reading as an area for growth
- School wide focus on reading mileage through daily personal reading

Mathematics (PAT)

Percentage achievements (National achievement)

	Stanine	SOY	EOY	Gender	Stanine	SOY	EOY	Ethnicity	Stanine	SOY	EOY
Y7	1	0 (4)	2	Male	1	0 (4)	0	M	1	0 (4)	2
	2-3	16 (19)	20		2-3	10 (19)	14		2-3	18 (19)	38
	4-6	62 (54)	46 (54)		4-6	54 (54)	51		4-6	69 (54)	48
	7-8	18 (19)	23 (19)		7-8	24 (19)	23		7-8	11 (19)	12
	9	4 (4)	9 (4)		9	12 (4)	12		9	3 (4)	1
	Stanine	SOY	EOY		Stanine	SOY	EOY		Stanine	SOY	EOY
y8	1	0 (4)	1	F	1	1 (4)	2	PI	1	2 (4)	3
	2-3	12 (19)	21		2-3	16	27 (19)		2-3	24 (19)	31
	4-6	60 (54)	50 (54)		4-6	61 (54)	50		4-6	58 (54)	53
	7-8	18 (19)	19		7-8	16 (19)	15		7-8	10 (19)	12
	9	10 (4)	9 (4)		9	6 (4)	5		9	5 (4)	3

- Steady results for boys
- More students at extension level than national average
- Shifts down wards in end-of-year results to stanines 2-3

Unpacking Māori Achievement

This year, we have been working to understand more around our māori learners. Learners are identified by teachers before the year commences and whānau asked regarding their aspirations, what type of contact they'd like, and other information to support their child. Staff are expected to initiate contact with whānau on a regular basis regarding achievement or factors that may impact achievement.

We also examined more closely the wider context of our māori learners to understand what was impacting their learning. Of the 89 students who completed a full year with us (all data was available)

- 13 had a diagnosed neuro diversity, two had a suspected neuro diversity
- 8 others had challenges with social health (mental health, whānau etc)
- Another 10 had challenges relating to attendance and/or school related behaviour.

A sample of students (7)) was surveyed for their thoughts around reading with all indicating they did not engage with reading outside of school, struggled to stay focussed through class reading lessons, could not recall a book they had enjoyed reading/listening to, but enjoyed stories people told and thought they might read more if 'it was interesting'.

iv) Giving effect to Te Tiriti of Waitangi

Under Section 127 of the Education and Training Act 2020, Boards must ensure that the school gives effect to Te Tiriti o Waitangi.

Tawa Intermediate has an active relationship with Ngāti Toa Rangatira as mana whenua. Over the last few years the school has been part of the Te Hurihanganui pilot, with a focus on engaging māori learners, removing barriers to achievement and developing an indigenous understanding.

This year (2023) we have specifically:

- A) worked to ensure our plans, policies and local curriculum reflect local tikanga māori, mātauranga māori and te ao māori : *reviewed the school's Te Tiriti policy, developed teacher's understanding of what it means to meet the first standard of the Teaching Profession, accessed a range of professional learning associated with tikanga and mātauranga māori, delivered aspects of the Aotearoa Histories curriculum, worked alongside other school's in the Kahui Ako to develop across school udnerstandings aof Te Ao Māori, and used the 'Cultural Relationships for Responsive Practice' framework to evaluate teacher practice.*
- B) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori : *Developed our Rangitahi group, provided professional learning in Te Reo for staff, provided resources and support for the use of Te Reo within class, embedded the use of Karakia at school events and within the school day, designed learning that integrates aspects of tikanga māori into a given context.*
- C) achieving equitable outcomes for Māori students: *written to the Ministry regarding the inequity of aspects of legislation relating to enrolment and student discipline, focussed on the achievement of māori students in reading to better understand their engagement and progress, identified māori learners and intentionally engaged with whānau, developed events relating to te Ao māori, notably our first Matariki celebration, mihi whakatau processes and Te Wero Mātau.*

v) Principal's commentary

2023 has largely been a year of re-establishing rhythms and routines post-covid. We have been delighted to see students back engaging in a range of sporting and cultural opportunities, and have appreciated the support of the community to engage with us in a number of events: Matariki, Te Wero Mātau, Showcase etc. The year has seen a shift in focus onto firmly placing the child at the centre of all we do - this has meant we have considered the role and approach of a number of school events and systems in aiding student well-being, progress and achievement. We are excited to be heading in to the new year (and a new strategic plan) with plans to introduce a clear focus on school values, effective classroom practice and innovative, engaging approaches to learning.

We have continued to face challenges with staffing: of note, the increasing importance and need for appropriate funding for teacher aides as well as engaging expertise with learner support. The movement of staff this year has also been complex and we head into the new year with eight new teaching staff. That will require careful thought to ensure they are supported and become part of our community. We thank those members of our team who have contributed to our school this year, and wish those heading to new adventures all the very best.

I have appreciated the involvement of parents with school this year, in particular their responses to the consultations around the Strategic Plan. It has helped to provide a clear understanding of what is important for our young people.

Whilst we look ahead to 2024 (and beyond) in the hope that we will be able to settle into some clear focus areas, I do have some concerns about the requirements that may be expected of schools under the change of government. In order to ensure staff remain focussed on positive outcomes for learners, both the senior leadership team and the Board will need to consider and manage the changing landscape effectively and carefully. The new strategic plan gives us clarity as to our criteria for doing so.

I wish to thank the Board for their support over the last year - mid next year I will have completed my two year beginning principal programme. Along with the board, the skill, drive, courage and passion of both the Deputy Principals (Keith Rickard and Emma Stylianidis), the Executive Officer (Carol Walter) and our office manager (Coralee Grantham) have been invaluable in assisting me to both learn and do my job - I am incredibly grateful to have such a skilled team around me.

Prisca MacDonald

February 2024