



Marfell Community School

ANNUAL REPORT

2023

Presiding member/ Principal's report (optional)

List of all school board members

Board member names	Position held	How position was gained	Date that the board member's term finishes
Ray Tucker	Parent Rep	Elected	September 2025
Tony Nicholas	Parent Rep	Elected	September 2025
Kelli Dudley	Staff Rep	Elected	September 2025
Shelley Mackay	Acting Principal	Appointed	
Pat Tongi	Parent Rep	Selected	September 2025
Carla MacInnon	Parent Rep	Selected	September 2025

Statement of variance: progress against targets

Statement of Variance #1

Strategic Goal: Stepping Stones for Learners

- a) Developing learners who can think, problem solve, create, have a strong self esteem and belief in themselves as learners. They are capable, knowledgeable and demonstrate critical thought and problem solving. They are inspired by the graduate profile and are intrinsically motivated, self disciplined and experience real success.

Annual Target / Goal: To ensure a positive shift in achievement of the 13 children identified as being '**working towards**' expectation in Reading in Years 2 & 3 to be '**at**' or '**above**' expectation in Reading. 38% of these children are Māori.

ACTIONS	WHAT DID WE ACHIEVE	EVIDENCE	REASONS FOR VARIANCES BETWEEN TARGET OUTCOMES
1. Analyse school-wide data and identify areas of student strength and need.	Of the remaining 10 students originally identified as Year 2 & 3 target students, 1/10 (10%) made a positive shift to 'above', 4/10 (40%) to 'at', 1/10 (10%) 'working towards' and 4/10 (40%) were 'below' in reading. This means there was a 50% positive shift in reading with, disappointingly, a 40% negative shift in this targeted group.	Targeted students end of year results	Due to a number of changes & leaders being on leave within the school, many of the actions were not completed. Traction and general focus around our targeted students had been put to the side as staff navigated their own way through the year. It is to be noted that 4/10 students regressed to being 'below' in reading when they were originally 'working towards' Attendance has been identified as a major impact on these students. This needs to be a focus for 2024.
2. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling, high leverage practice through Manaiaikalani.	Manaiaikalani and the supportive professional development were provided to identified teachers as individuals or in staff meetings or cluster workshops Professional readings - nil	Room 3 teacher - Reading Practice Intensive trained Staff meetings Manaiaikalani cluster attendance	
3. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.	Not completed	-	

4. Review current school interventions to ensure that they are making a difference in accelerating student progress.	Not completed	-	
5. Review resources to ensure they match identified student and teacher need.	Not completed	-	
6. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.	Tracking and monitoring of student progress took place by all teachers although PACT was put on hold as Manaiakalani assessment was used and placed onto Ed potential.	Teacher assessments ETap data Board reports Ed Potential	
7. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement	Completed Completed	He Ara Hou parent meetings Mid year reports End of year student reports End of year board reports	

Statement of Variance #2

Strategic Goal: Stepping Stones for Learners

- a) Developing learners who can think, problem solve, create, have a strong self esteem and belief in themselves as learners. They are capable, knowledgeable and demonstrate critical thought and problem solving. They are inspired by the graduate profile and are intrinsically motivated, self disciplined and experience real success.

Annual Target / Goal: To ensure a positive shift in achievement of the 18 children identified as being 'at' expectation in Reading in Years 4 to 6 to be 'at' or 'above' expectation in Reading. 50% of these children are Māori.

ACTIONS	WHAT DID WE ACHIEVE	EVIDENCE	REASONS FOR VARIANCES BETWEEN TARGET OUTCOMES
1. Analyse school-wide data and identify areas of student strength and need.	Of the remaining 17 students originally identified as target students, 4/17 (24%) made a positive shift to 'above' , 11/17 (65%) to 'at', 2/17 (12%) 'working towards' and 0/10 (0%) were 'below' in reading. This means there was a 24% positive shift in reading 'above' their chronological age and, disappointingly, a 12% negative shift in this targeted group.	Targeted students end of year results	Due to a number of changes & leaders being on leave within the school, many of the actions were not completed. Traction and general focus around our targeted students had been put to the side as staff navigated their own way through the year. It is to be noted that 4/10 students regressed to being 'below' in reading when they were originally 'working towards'

	65% remained the same. If accelerated progress occurred a greater number would be achieving 'above'		Attendance has been identified as a major impact on these students. This needs to be a focus for 2024.
2. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling, high leverage practice through Manaiaikalani.	Manaiaikalani and the supportive professional development were provided to identified teachers as individuals or in staff meetings or cluster workshops Professional readings - nil	Room 3 teacher - Reading Practice Intensive trained Staff meetings Manaiaikalani cluster attendance	
3. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.	Not completed	-	
4. Review current school interventions to ensure that they are making a difference in accelerating student progress.	Not completed	-	
5. Review resources to ensure they match identified student and teacher need.	Not completed	-	
6. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.	Tracking and monitoring of student progress took place by all teachers although PACT was put on hold as Manaiaikalani assessment was used and placed onto Ed potential.	Teacher assessments ETap data Board reports Ed Potential	
7. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement	Completed Completed	He Ara Hou parent meetings Mid year reports End of year student reports End of year board reports	

Statement of Variance #3

Strategic Goal: Stepping Stones for the Community

- a) Work with the wider community to have a sustainable working strong/home school partnership supporting children and their learning by engaging parents, family and whānau. Thereby: raising achievement (focus on Maori and target learners).

Annual Target / Goal: To ensure a positive shift in attendance of the 48 children identified as being below expectation (Below 80%) in attendance 2022 to achieving satisfactory attendance (80% and over) in 2023. Of these students; 29 are Maori which is 60%, and 6 - 12.5%, are ORS - high and complex needs children.

ACTIONS	WHAT DID WE ACHIEVE	EVIDENCE	REASONS FOR VARIANCES BETWEEN TARGET OUTCOMES
1. Analyse school-wide data and identify areas of student strength and need.	Unfortunately results are based on end of term 2 data as monitoring of individual targeted children's attendance did not occur from there on in 2023. Of the remaining 46 students originally identified as Attendance target students, 24/46 (52%) improved their attendance to 80% and over.	Attendance continues to be a problem at Marfell School.	Due to a number of changes & leaders being on leave within the school, many of the actions were not completed. Traction and general focus around our targeted students had been put to the side as staff navigated their own way through the year. It is to be noted that 4/10 students regressed to being 'below' in reading when they were originally 'working towards' Attendance has been identified as a major impact on these students. This needs to be a focus for 2024.
2. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling, high leverage practice through Manaiakalani.	Not done	-	
3. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.	Not done	-	
4. Review current school interventions to ensure that they are making a difference in accelerating student progress.	Not done	-	
5. Review resources to ensure they match identified student and teacher need.	Not done	-	
6. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.	Began but due to changes in the structure of leadership and the principal being on leave this was not continued after term 2	-	
7. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement	Not done	-	

Evaluation and analysis of the school's students' progress and achievement

Learning Area	Analysis	Evaluation
Reading	Data shows that in 2022, 60% of students were working at Below or Working towards curriculum level while in 2023, there is a very slight shift to 55%. There has been an increase from 22.8% to 29.1% working At their Curriculum level in the same time frame. Overall, in 2022 39.3% of students were working AT or ABOVE curriculum level, while there is currently 44.3% of students working at the same level. A slight improvement but we can do better.	Next year with the entire staff involved in various Professional Development initiatives - (Junior Team - Better Start Literacy Approach/BSLA Yrs 0-2, and the Senior Team - Reading Practices Intensive/RPI Yrs 3-6), we hope to see an improvement in our Reading Data.
Writing	Despite shared knowledge of writing and moderation, the writing results overall are not good with a general lowering of standards from 'At' curriculum level to 'working towards' and 'below' (which is more than 2 years below chronological age). These results are consistent across all year levels with small variations. In 2022, 63.7% of students were working at Below or Well Below curriculum level while only 36.4% were achieving AT their curriculum level. In comparison, this year there has been a decline with 75.4% of students working at Below or Working towards curriculum level and only 24.7% achieving AT their expected level. There are NO students working Above curriculum expectations, nor was there in 2022.	
Maths	In 2023 48.1% of students with assessments in both years were working AT or ABOVE. In 2022 51.9% were working AT or ABOVE. This shows that achievement has not moved in the bracket of WELL BELOW or BELOW. However in 2023 we have 15.2 % working ABOVE curriculum expectation compared to 3.8% in 2022.. There were no evident shifts of the children in WELL BELOW to BELOW.	

How we have given effect to Te Tiriti o Waitangi

In 2023 Marfell Community School participated, implemented and completed a range of activities to support the ongoing development to give effect to Te Tiriti o Waitangi. The following is how this has been achieved.

- MANA values instilled into the tamariki who attend Marfell Community School
- Pepeha and aspects of identity taught
- Use and integration of Reo into the school by using Reo in the classroom with simple commands, speeches in assembly etc
- Units taught around Te Tiriti and Matariki
- Kapa Haka encouraged for senior ākonga
- Karakia and waiata used daily in class programmes
- Teachers model tikanga around the kura
- Te Ao Maori understood and responded to appropriately
- Signage around the kura
- Maori date used in classrooms
- Instructions given in basic Te Reo
- Knowledge of whanau's iwi and provide support to families to register with these if required
- Stories and oral histories used to promote learning
- Te Ao Maori incorporated as an important component of Interest Based Learning curriculum - our overarching kura focus
- Whanau picnics and shared kai to encourage collaboration between kura and whanau
- Whanau consultation held to collect aspirations for their tamariki
- Board And staff meetings start and end with karakia
- Powhiri for new students and staff at the beginning of each term

Statement of compliance with employment policy

For the year ended 31 December 2023 the Marfell Community School Board:

- Has implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice
- Is a good employer and complies with conditions contained in the employment contracts of all staff employed by the Board
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination
- Meets all Equal Employment Opportunities requirements

Annual Financial statements

[CLICK HERE FOR LINK TO FINANCIAL STATEMENTS](#)

Report on other special and contestable funding

Not applicable

Kiwisport funding

This is to confirm that the 2023 Kiwisport funding allocation of \$1919.16 (excl GST) was received.

This funding was used to:

- ☐ Subsidise students sports fees for team sports
- ☐ Purchase sports equipment
- ☐ Provide bus transport to sports events
- ☐ Replace & upgrade sports uniforms
- ☐ Fund sports specialists in areas of need