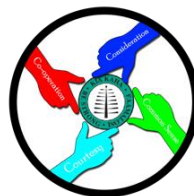


Finlayson Park School



CHARTER 2023



"Blessed with Bilingual Brains"

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CHARTER

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"Blessed with Bilingual Brains"

FINLAYSON PARK BOARD OF TRUSTEES PRESIDING MEMBER'S REPORT 2023

Nga mihi mahana kia tātou

It is a pleasure to prepare this report on behalf of our Finlayson Park Board

With all that has gone on over the past few years and up to the time this report has been written, it is imperative that we not only look after the academic success of our students, but also the well being of our whole school community – inclusive of students, their whanau and our staff members. The world we live in seems to continue to present us with unpredictable events.

Special thanks to our Senior Leadership team: Co- Principal's Mrs Maihi & Mrs Naidoo and our Deputy Principals Janet Tavui and Murray Hawke. Their leadership and guidance in leading such a large school has been an epic task. To all our school staff – each and every staff member plays an important role in the lives of the young people we serve and although it may seem like a thankless job at times, it is so important to remember how influential a classroom teacher can be in the lives of their students. Many of the students will remember the impact of their teacher, in many years to come.

We also recognise the resilience of students and their whanau as many face economic, social and well-being challenges. Kia kaha whanau... never be afraid to reach out for help – whether it be here at school or out in our wider community.

OUR UNIQUE MODEL

Finlayson Park School remains a unique educational model that serves to offer all students the best possible educational outcomes - culturally, academically and holistically. The essence of bi-lingual education is an embedded culture of the school, that continues to be recognised both nationally and internationally.

The Board continue to recognise the importance of bi-lingualism and what that means to our school's community. Past focus was to seek approval from Ministry of Education, to become a school with Designated Character that ensures the special nature of our school is preserved. We now travel a different path, as recommended by MoE, that being the set up of a separate entity that looks and functions like a trust that will be made up of community members with a strong educationalist view. We want to provide our community with the assurance that Finlayson Park School's model will remain intact for many years to come, regardless of any change that may occur to our Senior Leadership or Board teams.

PERSONNEL

School Trustee elections were held in Term 4 and we welcomed 3 new Board members to the fold – Lisa Stanley and Fuatino Li'aifaigā join the team as parent elected representatives and Marion DeVere Ellery as the staff representative. We also take the time to thank our previous Board members – long-time servers Joanna Long and Raewyn Lawson, with Pita Fangaloka and Amber Savage- King and Dallas Maihi(staff representative) joining us through the last cycle of Board elections. It is evident that all these members chose to take on this governance role with a passion for education and only wanting the very best for our students. Their time and input has been valued.

We are proud of the fact that over 50 % of staff members are of Maori and Pasifika ethnicities reflecting both the bi-lingual ethos of the school and the students they serve. Their expertise services over 600 students in our 6 bi-lingual and total immersion units. Not to take credit away from our mainstream areas, these staff members work just as proficiently to strengthen and accomplish learning pathways that suit the blend of their multicultural students.

Staff turnover at Finlayson Park School has always remained low, which reflects one's workplace. We have continued to employ high quality staff that are nurtured and supported, so they can best serve our student's needs.

“Blessed with Bilingual Brains” Page 1

WELL BEING

Although we have a multi-disciplinary team that cater to students with special and unique needs, the role of classroom staff becomes more complex as the social needs become more apparent in our community. The impact of COVID and other events have taken a toll on all our communities and as school staff, these people are also vulnerable. It is important that the role of a good employer is to also check in on staff's well being and this can be achieved through survey, so they are able to give their own perspective and we are able to support.

From personnel observation, I recognise how our staff are also part of another family/aiga/whanau outside of their own. Staff members have a close connection with one another, outside of the workplace. Through the passing of staff members, the strength of the Finlayson Park School whanau has been truly apparent – that they are indeed part of the Finlayson Park School whanau and impacted when they lost a work colleague and friend.

PROFESSIONAL DEVELOPMENT

The upskilling of all staff remains pivotal to the success of our students. Whole-school needs-based professional development is undertaken to strengthen knowledge and pedagogical practice within the classroom. This practise continues, as complacency should not be a factor of the position and work we undertake on behalf of our schooling community. These opportunities are not limited to in-house delivery, but have included delivery by reputable people and organisations with expertise and sound knowledge of their chosen topics.

FINANCE

The school remains fiscally responsible, with on-going monitoring of all budgetary areas of the school continuing. This allows the Principal and Senior Management to identify areas that may be in need of further financing.

FUTURE PLANNING

MoE has approved the rebuild of teaching spaces within Finlayson Park School which will be a huge project that will take a few years to complete. The project will cause displacement with some teaching blocks having to re-house into temporary classrooms that will remain in use, until all teaching spaces are completed. You can be assured that planning has been very thorough, including how the temporary buildings are fit for purpose. Part of the planning may allow for staff and community to have an input into final 'design'.

SCHOOL SELF REVIEW

The review of achievement levels and informing the Board and community is continuous. It is important to recognise the entry levels of our students, as many of them are second language learners and many students have had little or no pre-school education. Progress is apparent after intense additive support programmes of learning and well-being.

The Board have also adopted a portfolio model, which allows for a more comprehensive understanding of policies and their intent.

With six different language learning pathways it is essential that our self-reviewing is ongoing to ensure all levels of support are available to staff to maximise learning in all languages. Progress of students are presented at the Board table and communicated to parents through their 3 way conference meeting and written reports.

RESOURCES AND ENVIRONMENT

We take pride in how our school is resourced. This is not limited to physical equipment, but extends to include programmes that enable the “wrap around” education systems we have in place. Preparedness for the future includes digital devices that are continually upgraded.

We have looked at the transport needs and costs involved in EOTC activities. We have upgraded our school bus and brought an additional van that continue to cater to our students needs through the multitude of educational outings they experience.

Before ending this report, let us take a moment to acknowledge Mrs Maihi, who received an ASB Good as Gold award and one of the final three nominated for the Kiwi Bank – Local Hero of the Year. It goes without saying that her leadership, spanning over 30 years, has not gone unnoticed. We pass on our congratulations for the commitment she has shown to our students and our community.

On behalf of the Board, I would like to thank all involved with helping all our students achieve to the best of their ability and the success of our school.

Name: _____

Please print clearly

Name: _____

Please print clearly

Signed by: _____

Position: Principal

Signed by: _____

Position: Presiding Member

Date: _____

Date: _____

Mission Statement:

At Finlayson Park School, we **acknowledge**, **value** and **foster** the diversity of our school community.

We strive for **excellence** within a **safe and caring** environment.

Vision Statement:

The Vision our School and Community have for our students is that they will:

Be independent, critical and creative thinkers; be self-motivated lifelong learners who aim high and persevere to achieve their personal best.

Attain foundation skills (physical, social, mental and emotional, spiritual and academic) to enable them to lead well balanced lives as valued members of society.

Develop understanding and respect for their own languages and cultures and for the cultures of others. They will also develop in-depth knowledge and understandings of Biculturalism in New Zealand.

Have the opportunity to gain competency in Te Reo Maori, Tongan, Kiribati or Samoan if parents request this option and all ethnicities will be encouraged to foster their first language.

Gain knowledge and understanding of moral values in order to make positive decisions and choice in everyday life.

Have the confidence, skills and resilience to meet challenges and adapt to change.

CONFIDENT
CONNECTED
ACTIVELY INVOLVED
LIFELONG LEARNERS

“Blessed with Bilingual Brains” Page 4

STRATEGIC PRIORITIES

1

Engaging Whanau and School Culture

Our community is engaged with, to form strong learning partnerships. Students, staff and whanau learn in an inclusive, safe and supportive environment.

- There are increased opportunities for whanau to engage with the learning of tamariki across all areas of the curriculum.
- The wellbeing of students, staff and whanau is monitored and actively improved.
- FPS is the Hub of our community. We provide wrap-ground services for the whole whanau.

2

Student learning, progress and achievement

All students are provided with opportunities to succeed.

- Digital technology is integrated through all learning areas to improve learning outcomes.
- There is a focus on tikanga and te reo Maori for the benefit of all learners.
- We value and learn about the unique languages and cultures of our Multicultural Students.
- Curriculum areas are targeted to improve schoolwide achievement.

3

Leadership and Management

Staff build on their collective skills and knowledge to continually improve teaching and learning.

- Participation in PLD opportunities helps to develop staff to strengthen their teaching and leadership and learner support capability.
- Innovation and authentic learning are paramount for teaching/learners in 20th Century.

4

Effective Teaching

Staff are resourced to effectively deliver quality teaching and learning opportunities for future learning and work.

- Staff are valued and we provide care for their wellbeing.
- We provide our staff with opportunities to improve their skills and knowledge.
- Culturally responsive learning programmes encompass our diverse learners.

5

Governance

The BOT uses best practice governance to make a difference to student progress, achievement and wellbeing.

- The Board of Trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement as outlined in governance policies.

Finlayson Park School's strategic priorities are aligned to the National Education and Learning Priorities guidelines.

STRATEGIC 3 YEAR PLANS 2022-2024

Policy Reviews:

- School Docs inform mandatory changes.
- Others on cyclic basis as listed in Annual BOT Workplan.

Whom:

- School Docs.
- Senior Leaders.
- BOT.

Innovation:

- Class programmes.
- All teachers.
- Principal
- Board of Trustees
- Critical thinkers.
- Resilience.
- Problem solvers.
- Individual Interests.
- Authentic Learning.

Bilingual Education:

- Bi/Ed Literature provided and in school PD for all teachers after 2 years' employment.
- Development of more depth in Te Reo Maori across the school.
- Parents education in bilingual philosophy at Whanau hui.
- Promotion of TESSOL study (MOE Funded).
- Language transfer skills.

Whom:

- Bilingual Education Leader.
- All Staff.
- Researcher/Senior Leaders
- Team Leaders.
- ESOL Leader/ University of Auckland Facilitator

Community Partnerships:

- Home and School Partnership – Topics as needed.
- Open days/mornings – special activities.
- 3 Way Conferences.
- Team Whanay/Fanau hui/fono.
- Parent helper programmes.
- Parent education for Whanau/Fanau – Literacy, Numeracy, Study Skills for Drivers Licences, ESOL, Job Skills, Te Reo Maori, Budgeting, Home Maker skills, Tikanga Maori Arts/Craft, Languages.
- Breakfast Club and Out of School Care.
- Te Roopu Hauora/Finlayson Early Learning and Play, Budgeter.
- Pasifika Media programmes.
- Assessed needs in Reading, Writing & Maths.
- Digital Technologies as progress is made in 2022-2024.
- EOTC – New developments/expectations.
- Languages as policy dictates.
- Professional Development in Digital Curriculum and Aotearoa NZ Histories Current.
- PD – For teachers as Lifelong Learners.
- Finlayson Park Childcare Centre

Curriculum Development:

- DMIC – Maths continue to strengthen.
- Literacy – Reading/Writing continued development.
- Digital Technologies – cross curriculum integration.
- Aotearoa NZ Histories.

Whom:

- Math Team Experts.
- Literacy Team Experts.
- Digital Leaders.
- Histories Leader.

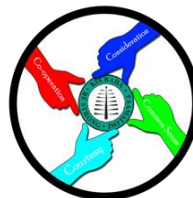
Property:

- New classroom buildings.
- Pole murals (Big top).
- 10YPP renewed/5YA.
- BBQ Tables.
- Install 2 more water tanks.
- School site remodeled (Roll growth).
- Outdoor gym fitness equipment.
- Replace 10 bikes.

Finlayson Park School



Annual Plans 2023



"Blessed with Bilingual Brains" Page 7

Finlayson Park Strategic Goals 2023

Strategic Goal One - NZ Curriculum Refresh

Refreshed Curriculum -

Build and strengthen teacher professional capability and pedagogy around the refreshed curriculum. Co-design so as to weave together elements of Know, Understand and Do into our local FPS curriculum as the learning areas are being refreshed.

RECOMMENDATIONS TO ACHIEVE GOAL

1. Whole staff Professional Learning Development January 2023- Understanding the refreshed curriculum background and focus on English and Maths/ Statistics.
2. Ongoing PLD as more information is shared from the Ministry of Education , through Senior leaders hui and sharing at team meetings
3. Trial updates of any MOE information/ resources as they become available.
4. PD with Senior Leaders for Mataiaho framework and filtering through to planning.
5. Team Leaders to have regular team discussions around new resources and developments on the refresh curriculum

Strategic Goal Two - Healthy Active learning

Strengthen teacher's confidence and practice in teaching physical education skills to improve student capability in games / sports.

RECOMMENDATIONS TO ACHIEVE GOALS

1. Whole staff Professional Learning Development January Teacher Only Days-understanding the parameters of the 3 year contract with CLM.
2. Practical PLD sessions throughout the year, facilitated by CLM leader.
3. INteract with other schools PLD (March 5th - Run / Jump / Throw PLD)
4. Survey staff in week 2 to ascertain current staff capabilities / needs to build our development plan for our HPE curriculum.
5. Facilitate ongoing in class support by CLM facilitator to continue growth and knowledge and strengthen interaction between teachers/facilitator.
6. Community involvement with CLM community facilitator (meet the teacher evening-March)
7. Promote health and exercise at all levels of the school (includinh=g adults),by providing events for full participation.

Strategic Goal Three

Literacy- Y1-4

All students in Y1-4 will be achieving at their expected level of learning in reading and writing.

Recommendations to achieve the goal:

1. Students will be assessed using the school's assessment tools and programmes will be tailored to meet student's need.
2. Students will receive additional support in both reading and writing by the Literacy specialist teachers. The lessons will be approximately 40 mins long.
3. There will be regular communication between the teacher and the parent to ensure the student is being supported at home.
4. Teachers to reflect on student progress and adjust the programme accordingly.
5. Teachers to meet with the principal termly to discuss the outcomes of the programme.



O Le Taiala Samoan Faitautusi (Reading) Key Targets 2023

Strategic Aim: All students will progress to their ability and high quality teaching programs will provide opportunities for increased achievement.

Base-line Data: Analysis of Samoan Faitautusi (Reading) data in November 2022 identified that **Year 2, 3, 4, 5 & 6** are working **BELOW** the expected level and did not make the target.



Key Targets for 2023: (Note key targets set for 2023 is based on 2022 end data)

- Move 75% Years 1- 4 students to **AT** or **ABOVE** by the end of the year.
- Move 80% Years 5 - 8 students to **AT** or **ABOVE** by the end of the year.



	less L1	5	5.2	5.3	5.4	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9	9.5	10	10.5	11	11.5	12	12.5	13	13.5	14+	Total Well Below	Total Below	Total At	Total Above	Total At & Above	Total Pupils
Y1	9% (4)	19% (8)	16% (7)		14% (6)	9% (4)	23% (10)		2% (1)	2% (1)	2% (1)	2% (1)												0%	9% (4)	28% (12)	63% (27)	91% (39)	19% (43)
Y2		24% (4)			6% (1)	18% (3)	12% (2)		6% (1)	12% (2)		12% (2)	6% (1)		6% (1)									0%	41% (7)	12% (2)	47% (8)	59% (10)	7% (17)
Y3	3% (1)			3% (1)	3% (1)	10% (3)	16% (5)	10% (3)	6% (2)	3% (1)	3% (1)	10% (3)	16% (5)	3% (1)		10% (3)	3% (1)							13% (4)	26% (8)	10% (3)	52% (16)	62% (19)	14% (31)
Y4				3% (1)		6% (2)	3% (1)	25% (8)	9% (3)	13% (4)	6% (2)	9% (3)	19% (6)	3% (1)					3% (1)					34% (11)	22% (7)	34% (11)	9% (3)	43% (14)	14% (32)
Y5						10% (2)	10% (2)	5% (1)		5% (1)		10% (2)	15% (3)	5% (1)	10% (2)	15% (3)	5% (1)		10% (2)					30% (6)	10% (2)	45% (9)	15% (3)	60% (12)	9% (20)
Y6						5% (1)						14% (3)	5% (1)	14% (3)	18% (4)		32% (7)		9% (2)	5% (1)				18% (4)	18% (4)	50% (11)	14% (3)	64% (14)	10% (22)
Y7				4% (1)		4% (1)					4% (1)			4% (1)	4% (1)		19% (5)		15% (4)	8% (2)	4% (1)	23% (6)	12% (3)	12% (3)	4% (1)	35% (9)	50% (13)	85% (22)	11% (26)
Y8						3% (1)						3% (1)		3% (1)			3% (1)	3% (1)	3% (1)	6% (2)	17% (6)	58% (21)	8% (3)	14% (3)	6% (2)	11% (4)	75% (27)	86% (31)	16% (36)
Total pupils	2% (5)	5% (12)	3% (7)	1% (3)	4% (8)	6% (14)	10% (23)	5% (12)	3% (7)	4% (9)	2% (5)	7% (15)	7% (16)	4% (8)	4% (8)	3% (6)	7% (15)	1% (2)	4% (9)	2% (4)	1% (3)	5% (12)	11% (24)	14% (31)	15% (35)	27% (61)	44% (100)	161	(227)

Analysis 2022 end data:

- 41% of Year 2 students and 26% of Year 3 students will be working AT & ABOVE by the end of 2023 as Year 3 & 4 students.
- 22% of Year 4 students, 10% of Year 5 students and 18% of Year 6 students will be working AT & ABOVE by the end of 2023 as Year 5, 6 & 7 students.

Recommendations for 2023:

- Raise the achievement level of ALL students and in particular those in Years 3, 4, 5, 6 & 7 by setting up a timetable to provide in class Samoan Reading support with an expert Teacher.
- To set student learning goals at the beginning of 2023 and put into place interventions to support learning needs of ALL targeted learners.
- To consistently track and monitor the progress of ALL targeted learners, and to collect Samoan Faitautusi (Reading) information and results in teachers E-data book.
- To analyze the Samoan Faitautusi (Reading) baseline data by identifying the targeted learners working BELOW, and find what specific learning is needed to reach their achievement targets.
- Ensure that there is sufficient Samoan Reading support for ALL teachers, so that ALL students show progress and that the end of year targets are met
- Continue to provide Professional Development throughout the year to improve teacher's knowledge and planning for the year.



FINLAYSON PARK SCHOOL



Sia Mo'ui – 2023

Strategic Aim:

Students of Sia Mo'ui will develop their ability, skills and experience to use the Tongan Language appropriately and reasonably accurately to communicate meaningful messages according to the indicators of their reading, speaking and writing levels and classification.

Goals for 2023:

- To lift the achievement of Sia Mo'ui students in Laukonga Faka-Tonga (Tongan Reading) from Below to 75% At and Above.
- To develop Tongan Reading Log and begin to use it as soon as this has been finalised.

Levels	Working Towards	Total At	Total Above	Total Pupils
	Beg	Beg	Beg	Beg
Y1	9 (100%)	0 (0%)	0 (0%)	9 (0%)
Y2	8 (88.9%)	1 (11.1%)	0 (0%)	9 (100%)
Y3	14 (100%)	0 (0%)	0 (0%)	14 (100%)
Y4	10 (100%)	0 (0%)	0 (0%)	10 (100%)
Y5	7 (58.3%)	5 (41.7%)	0 (0%)	12 (100%)
Y6	10 (66.7%)	4 (26.7%)	1 (6.7%)	15 (100%)
Y7	9 (81.8%)	2 (18.2%)	0 (0%)	11 (100%)
Y8	8 (66.7%)	3 (25%)	1 (8.3%)	12 (100%)
Total	75 (81.5%)	15 (16.3%)	2 (2.2%)	92 (100%)

Recommendations to achieve goals:

- Assess Sia Mo'ui students for all new students in Laukonga faka-Tonga at the beginning of term 1 and also all students in term 4 to show progress.
- Develop a Tongan Reading log and begin to use it as soon as this has been finalised by the END of Term 2.

Timetable For Achieving Goals

No	Activity	Responsible	Expected Completion Time
1.	Lift the achievement of Sia Mo'ui students from below to 75% At and Above.	SM teachers and students	End of Term 4
2	Develop Tongan Reading Log and use this when developed.	SM Teachers	End of Term 2

Te Rōpū Reorua - Key Targets 2023

Strategic Aim Ākonga in Te Rōpū Reorua will develop confidence in Te Reo Māori through rich Oral Language and Reading Programs by applying Direct Acts of Language teaching strategies to elevate progress.

Annual Goals - Te Reo Māori Oral Language - All ākonga in Te Rōpū Reorua will make visible gains through steady progress in Te Reo a-waha throughout the year.

- Te Rōpū Reorua ākonga to develop te reo Matatini (ā-pānui).
- All kaiako and kaiāwhina to develop te reo Māori.
- Implement Te Rōpū Reorua Student Graduate Profile inclusive of te reo Māori me ōnā tikanga progressions.

Te Reo ā Waha Beginning of Year Data - 2023

- Tau 1-3 progressing at He Pipi (Begin) - 93%
- Tau 4 progress from He Kaha Ake (At) in Kia Tere Tonu - 62%
- Tau 5-6 progress from He Kaha Ake (At) in (Takapiringa) to He Pakari (Above) - 43%
- Tau 7-8 progress from He Kaha Ake (At) in (Takapiringa) to He Pakari (Above) - 20%
- Tau 7-8 progress from He Pipi (Begin) in (Kōrerotia) to He Kaha Ake (At) - 25 %

Expectations

- 50% of Tau 1 - Tau 3 ākonga will progress from He Pipi (Begin) to He Kaha (At) in Kia Tere Tonu
- 60% of Tau 4 - Tau 6 ākonga will move from He Pipi (Begin) to He Kaha Ake (At) in Takapiringa
- 60% of Tau 7 ākonga to achieve He Pakari (Above) in Takapiringa
- 60% of Tau 8 ākonga to achieve He Pipi (Begin) in Kōrerotia
- All kaiako to implement 70% te reo Māori (ā-waha) daily in class
- Assessment tools include: Kia Tere Tonu for Y1-3 ākonga, Takapiringa for Y4-8

We will achieve the strategic goal by:

- Kaiako and kaiāwhina to continue developing knowledge of te reo Māori (Te Wānanga o Aotearoa, Te Ahu o te reo Māori)
- Review and develop kaiako knowledge and implementation of dual language strategies
- Kaiako to plan explicitly including reflections of te reo Māori me ona tikanga
- Planning to include learning te reo Māori through traditional games, the Arts (mau rākau, kapa haka)
- Kaiako to share/teach a te reo Māori lesson at team hui (5-10 minutes)
- Leaders to monitor classroom te reo Matatini (ā-waha, ā-pānui) programs
- Termly team reviews of te reo Matatini (ā-waha, ā-pānui, developing ā-tuhi) programs
- Develop kaiako knowledge on implementing the diagnostic tools – Takapiringa and Kōrerotia (Kia Tere Tonu for new kaiako)
- Set moderation meetings to review testing and analysis of te reo Māori ā-waha data
- Termly team reviews of te reo Māori data
- Reflect and review the student Graduate Profile (Te reo Māori me ōnā tikanga indicators)
- Teina will continue implementing He Mātauranga Kahukura (Māori Colourful Semantics) with Marie (RTLb).



Te Huringa Key Targets - 2023

Strategic Aim: All ākonga to progress according to their ability and high quality teaching programmes will provide opportunities for increased achievement.

Annual Goal: To increase the number of ākonga achieving at or above expected levels with the support of high quality Tuhituhi programmes to improve student achievement:

We have chosen 2 Key Targets to focus on for 2023.

1. Tuhituhi

From the Te Huringa Tuhituhi Data, there were 120 students from years 1-8 in 2022. The table below shows the targets that have been met and how many students we need to move in order to achieve our 80% target across all year levels.

	T1	T2	T3	T4	Total Below	Total At	Total Above	Total At & Above	Total Pupils
Y1	98% (1)	2% (1)			0%	98% (1)	2% (1)	100% (51)	43% (51)
Y2	95% (3)	5% (5)			0%	100% (3)	0%	100% (22)	18% (22)
Y3	100% (13)				100% (13)	0%	0%	0%	11% (13)
Y4	38% (3)	63% (5)			100% (8)	0%	0%	0%	7% (8)
Y5	17% (1)	33% (2)	50% (2)		50% (3)	50% (3)	0%	50% (3)	5% (6)
Y6		33% (3)	56% (3)	11% (3)	33% (3)	67% (3)	0%	67% (6)	8% (9)
Y7		57% (4)	43% (4)		57% (4)	43% (4)	0%	43% (3)	6% (7)
Y8			25% (1)	75% (4)	25% (1)	75% (4)	0%	75% (3)	3% (4)
Total Pupils	73% (88)	13% (16)	10% (12)	3% (4)	27% (32)	73% (87)	1% (1)	88	(120)

This graph shows that the Year 3's and 4's of 2022 were underachieving in Tuhituhi. So therefore our Key Target for Tuhituhi 2023 will be to move 80% of Year 4's and 5's to at and / or above by the end of the year.

Expectations: It is expected that Kaiako will

- Create and provide robust tuhituhi plans and activities at their particular Year levels
- Utilise the reo Matatini program 'He Matauranga Kahukura' especially for the teina
- Tuhituhi Māhorahora - Do daily writing

Recommendations: We recommend:

- Utilising he Manu Tuhituhi - Writing resource for the tuakana of Years 4-8
- Utilising he Mātauranga Kahukura - Te Reo Matatini program for the teina of Years 1-3
- Following the tuhituhi Penerākau chart process
- 3 teina Kaiako will have PLD on Te Reo Matatini program Hānganga reo - Sentence structure...
- Our Te Reo Matatini: Tuhituhi Leader and Pouārāhi will target and support Kaiako across all year levels, however will concentrate more on supporting our Year 4&5 kaiako and ākonga to bring these levels to up and / or above before the end of the year.



2. Te Waiora - Health and Wellbeing:

Our target is to have all Kaiako in Te Huringa taking daily physical lessons and develop their own knowledge of Māori Games which will also involve the use of instructional reo Māori.

Expectations: It is expected that Kaiako will have:

- Rangahau - researched and gained knowledge of the game and it's rules.
- He puna kupu - a word list of relevant words.
- Tohutohu - instructions of the game in te reo Māori.

Recommendations: We recommend that Kaiako will:

- Ensure all students maintain healthy life styles and wellbeing through the provision of the CLM and PBS programs, with the use of Te Reo Māori.
- Encourage all their ākonga to participate in their physical daily activities
- Partake in the PLD for the CLM and PBS programs provided by our school.