

# Te Kura Rautau

## Centennial Park School 1705

(2022-24 Charter Document)



<b>Mission Statement</b>	<b>Kia Tika Te Noho – Live Truly</b>
<b>Vision</b>	Centennial Park School will be a place where students realise their full potential to become life-long learners Learning is a partnership between Whanau, kura and Community

<p><b>Values</b></p>	<p><b>Ko taku nui, taku wehi, taku whakatiketike, ko tōku Maniapototanga Maniapototanga; Mana Tangata; Panekiritanga; Wairua Hihiko</b></p> <p><i>Kia tika te Noho o te:</i></p> <p><b>Maniapototanga</b> – versed in the whakapapa, waiata, karakia, histories of Maniapoto - Leadership</p> <p><b>Mana Tangata</b> – Pride in their identity, resilient when faced with challenges and adversity, enduring respect and care for hapu and iwi, integrity of character and as an individual</p> <p><b>Panekiritanga</b> – Excellence in all they apply themselves to</p> <p><b>Wairua Hihiko</b> – Creativity, imagination and flair for innovation are nurtured and enhanced</p>
<p><b>Principles</b></p>	<p>Future Focus; Coherence; Community engagement; Learning to Learn; Inclusion; Cultural Sustainability; Treaty of Waitangi; High Expectations:</p>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>Due to the nature of Covid 19 having an impact on consultation for the 2022 Charter. It was agreed by the BOT to continue to work with and on the Charter of 2021. This Charter has been updated to reflect the narratives of 2021 as the year was incompleting due to factors such as lockdowns and distant learning.</p> <p>The confirmation by the Gov't that the NZ Histories Curriculum will be mandatory and take effective from 2023 already aligns with the focus of where Te Kura Rautau current base its learning focus.</p> <p>The 2022 Inquiry topic will continue to be based on 'Mana Whenua' - 'Te Whare o Te Nehenehenui' - with a strong focus on localised contextual learning. (Rereahu te Tupuna; Maniapoto; Te Kawenata o Te Nehenehenui; Ngaati Roorā).</p> <p>Learning through the 'Inquiry' process will continue to form the basis of all integrated learning linking the four 'Centennial Park School Values' (Maniapototanga; Mana Tangata; Panekiritanga; Wairua Hihiko) providing a connection to the student's world. Te Takanga o te Wā has been used as a framework in the past to document our school journey and to ensure a continuation of the localised curriculum opportunities through the NZC / TMOA learning areas. This may continue to form a framework tool for us to reflect on practice and content for 2022 through to 2024.</p> <p>Targeted planning to meet the needs of our community continues through: Mātauranga; Whakapapa; Tūrangawaewae; Mana Motuhake; Kaitiakitanga and Whanaungatanga (Te Takanga o te Wa).</p> <p>The Waitomo Arotahi Kahui Ako (W.A.K.A.) is representative of all local schools and most ECE / Kohanga Reo of which Te Kura Rautau is part of. The curriculum outline of Te Kura Rautau links into the needs of the group whilst still maintaining it's individual character and identity.</p> <p>Te Kura Rautau are able to offer either a Rumaki (immersion) or Auraki (English) Medium Curriculum.</p> <p>Our kura celebrates the cultural diversity of its community through Powhiri / Whakatau, Karakia, Waiata and Kapa Haka, emphasising links to Maniapoto / Rereahu within these contexts. This is also a contextual focus for our Kahui Ako (W.A.K.A.)</p> <p>Targeted information sessions for whanau will be delivered throughout the year starting with the content for the Charter 2021 early in the new year as well as for a range of EOTC haerenga. This will include some new initiatives where we will seek extra</p>



	<p>Continuing to have networking and discussions with auraki ECE centres. This continues to be an area of ongoing development that we will continue to work on. We do however have a close connection with the local Kohanga Reo and this relationship will continue to have mutual benefits. Dialogue continues with the secondary sectors, Te Wharekura o Maniapoto and the local High School (TKHS). Our tamariki continue to have a choice for secondary education in either an English mainstream or immersion environment within Maniapoto.</p> <p>*Updating and adjusting Tātaiako to link with the Schools Core Values (Uara) through our transition into the PGC (professional growth cycle). We will continue to develop work on a sustainable future for our tamariki within a Māori perspective with the links tied into the curriculum from a cultural perspective. Staff will continue to make local connections and deliver the Ako, Wānanga, Manaakitanga, Tangata Whenuatanga and Whanaungatanga as outlined in the Te Takanga o te Wa framework.</p>
<p><b>Special Character / Māori Medium status</b></p>	<p>Te Kura Rautau / Centennial Park School continue to offer a choice of education as a dual medium setting. Tamariki are given a choice for learning in either English (Auraki) or Māori Medium (Rumaki).</p> <p>PB4L (Tier 2) is a School wide continuum and is integrated throughout School teaching and learning practices for both Auraki and Rumaki Roopu.</p> <p>The Mana Whenua focus continues to generate opportunities for kaiako to deliver differentiated learning targeting programs that ensure teaching strategies proven by effective in class and EOTC practice will help learners engage and achieve expectations as outlined in the learning progressions of the NZC &amp; TMOA. We will coordinate a number of engaging initiatives that will increase attendance rates as a key objective of the kura.</p> <p>We continue to acknowledge and celebrate our School Uara (Values): Maniapototanga; Mana Tangata; Panekiritanga; Wairua Hihiko to all tamariki through whole school assemblies as well as certificates within classes. Uara signage has been upgraded and is displayed for our tamariki and community in strategic locations that will maximise this exposure. Our 5YA will allow our kura to further explore the possibilities of creating authentic learning by resetting some of our intended projects to be theme based from a cultural responsive perspective.</p>
<p><b>Student Engagement</b></p>	<p>Student engagement through an authentic context will focus on the following areas over the next 2-3 yrs (2021-2023) that are linked to their contextual learning. All potiki / tuakana will be encouraged to explore integrated elements of the Arts including Mau Raakau; Waka Ama; Raranga (traditional weaving). Authentic links to local Iwi stories and history and experiences through a range of opportunities will continue throughout 2022-23.</p> <p>Researching and retracing the stories and history of the local iwi with it's significance to the people of Maniapoto will be a part of the akonga learning journey. This will form a major part of our story which is part of our School Uara Maniapototanga.</p> <p>We will grow our House Leaders throughout 2022 by setting challenges and creating opportunities.</p> <p>We have weekly sessions of traditional raranga being taught by experienced kaumatua / nannies. We have experienced artists in the kura who extend the learning of different age groups of tamariki at the end of each school term.</p> <p>Our tamariki will continue to participate in targeted events by association to our Uara; (events like: Identifying with the Kawenata Mid-year 2022; Treaty Settlements - mid-year 2022; Te Nehenehenui Tribal events; Matariki; Paakowhai Oral Speeches; Whikoi mo te Reo</p>

	<p>Ka Hikitia is used as a strategic reflective tool to encourage support for akonga. Te Takanga o te Wā continues to be used as a framework as we further develop and construct our localized curriculum. This is an area requiring further development and support through targeted PLD</p>
<p><b>School Organisation and Structures</b></p>	<p>Te Kura Rautau have two mainstream classes (Te Reo Māori Level 4a) and two Rumaki classes (Te Reo Māori Level 1) and report on Learning Progressions as per TMOA (junior (Yr 1-4) &amp; senior (Yr 5-8). There is an opportunity for those students wishing to learn Te Reo from the teina to our tuakana. We need to have further robust discussion between Te Wharekura o Maniapoto and the local mainstream High School (TKHS) so we are assured the learning needs of our tamariki are being met.</p> <p>All classes report to Parents / Caregivers 2 x per year in written form (as per applicable NZ MOE requirements) Regular updates occur in weekly panui sent home to inform of events and trends in learning for all tamariki at Te Kura Rautau. Student work is now a regular feature to showcase to whanau. School website and app is updated regularly for notices or special notifications.</p> <p><u>School Property (10YPP)</u> – New 10YPP Plan outlined with BOT priorities to address in 5YA: Upgrade of learning classes to meet expectations of MLE for Rooms 1 &amp; 2 with: new carpets; wall lining; heating; lighting (including sunscreen tint for windows); Mothball C-Block; Allocate funds for pool repaint and cover; new carpet in Rooms 3 &amp; 4 - B-Block.</p> <p>Upgrade staff kitchen (A Blk) due to soil subsidy and movement of wall with suspended ceiling; repaint and autex walls</p> <p>SIPS funding (50k) to be allocated for upgrade of junior playground action in 2022.</p> <p>We will continue to develop opportunities for the designated garden area (2022-2023) to make this a sustainable and viable area for tamariki and whanau following the enviro-school concept and linking to our cultural identity</p> <p>The aspirations for the next cycle of construction projects is to develop contextual links to local Iwi to enhance and authenticate ties to mana whenua. This may be in the form of murals or items of significance; pou; whakairo (carvings)</p>
<p><b>Review of Charter and Consultation</b></p>	<p>As a result of consultation with our kura community in 2021, the findings are reflected and align with the NELP (National Education &amp; Learning Priorities). It also aligns with WAKA (Waitomo Arotahi Kahui Ako), and Te Kura Rautau School priorities. Some of these aspirations and objectives also align with the MMTB Education Strategic Plan (Mana Whenua Educational Framework / Waikahika). A consultation hui with whanau was held in early Feb 2021 followed by staff and tamariki to ascertain desires and aspirations on key aspects of operations at kura, the basis of this Charter over the next 3 years. Due to Covid related challenges, this consultation forms the basis of this Charter review and update in 2022.</p> <p>Regular consultation with Kaumatua and Kuia have identified opportunities for kura to continue to focus on authentic learning and student wellbeing. This will continue to be linked to our Uara. Maniapototanga; Mana Tangata; Wairua Hihiko; Panekiretanga</p> <p>Te Kura Rautau continue to be full participants in the Waitomo Arotahi Kahui Ako (WAKA). This supports and aligns with the cluster of school's primary objectives. This also forms a basis for the community of schools to work collaboratively through agreed targets and priorities. A shared PLD will be one of the initiatives to help support learning and to improve best practice across Schools. Our targeted PLD will focus on localised curriculum development and addressing Hybrid Learning Needs.</p>

## **Centennial Park School – Charter 2022-23**

***The Strategic Aims are developed as a result of consultation which reflects views of the School community at Te Kura Rautau. They will be implemented throughout the 2022-23 period. This Charter is a working document and will progress at incremental stages with the aim of achieving greater student learning outcomes***

***The Strategic Aims outline the identified aspirations of our community and align with those of the WAKA Achievement Challenges***

***At Te Kura Rautau, we strive to:***

- ***continue to embed iwi and whanau connections / networks such as our cultural identity to reflect targeted needs and ultimately raise achievement across the curriculum through a shared pedagogy across our community***
- ***as a result of the Covid 19 challenges, we will continue to raise achievement through targeted initiatives.***
- ***develop ongoing strategies to ensure successful transitions into, between ECE / Kohanga and Primary & Secondary (part of WAKA focus)***
- ***continue to develop the enhancement of Hauora / Wellbeing at our kura; support other kura to understand and implement Hauora / Wellbeing needs of their ākonga / kaiako***

*“When (learners’) cultural identity was strong and secure and they were learning and achieving for the future then equity, excellence and belonging was possible. For these students, success enabled them to walk confidently and with mana, in the two worlds of Aotearoa New Zealand, Māori and non-Māori. When students are flourishing within our schools, when they feel that they are at home and at ease with the systems and structures and are achieving to their potential, then they are understood to be in a state of mauri ora.”*

Berryman & Eley, (2019, p. 996)

**Strategic Aim 1: Student Well Being and Engagement:** To deliver a stimulated learning environment that promotes student engagement as well as providing the physical and emotional wellbeing of all akonga.

**NELPS: OBJECTIVE 1: LEARNERS AT THE CENTRE**

**Priority 1:**

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

**NELPS: OBJECTIVE 2: BARRIER-FREE ACCESS**

**Priority 3:**

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

**Annual Aim 1:**

To enhance the Wellbeing of all akonga, a clear understanding and expectation of delivering through our Uara (School Values) will be prioritised.

- ✓ *All students (in particular Māori) will be engaged in their learning by connecting to authentic contextual links*
  - ✓ *All students will be in an inclusive education environment to partake in all learning events*
- ✓ *All students identified as Special Needs will have access to support networks to help improve their learning needs*
  - ✓ *All students with particular gender preference will be supported in an inclusive environment.*
- ✓ *We will develop an understanding of expectations around managing positive behaviour through PB4L and Restorative Practice*
- ✓ *All students will be active participants in the Hybrid learning environment through a range of learning mediums*

<u>What</u> <b><u>Wellbeing &amp; Engagement</u></b>	<u>How</u>	<u>Why</u>	<u>when</u>
The wellbeing of all akonga will be supported through effective initiatives including wellbeing programs and to ensure they are best prepared for learning and development.	Create authentic learning initiatives (example: Mana Tu Mana Ora in 2021) Sequence a range of projects throughout the year to keep akonga hooked into programs – create links to the programs so they can be progressive	To increase engagement and attendance rates of all akonga by using targeted programs and strategies that will hook students into wanting to be part of these learning journey's (currently 80% target = 90% for attendance at kura - this does not include during severe covid times)  To achieve a realistic target of 80% for attendance during covid outbreak and to increase to 90% once settled and in Green Traffic Light (Target based on evidence of Waikato Schools Attendance ave 71%)	T1 – Identify trends Action immediately Ongoing for remainder of T2-T4

<p>Wellbeing will be supported by in kura advice in an impartial but professional delivery</p> <p>To support akonga adjusting to trauma; illness; social issues; insecurity as a result of home environment</p>	<p>As part of the MOE initiative of having a Counsellor in School Program, akonga and whaanau will be able to access individual support and guidance</p> <p>Regular contact to targeted whanau with high student absenteeism or identified areas of concern: Liaise with specialist agencies to support needs</p>	<p>Evidence based on survey of students not having impartial support is needed so they can grow in confidence in learning and wellbeing. An in kura program is needed to support whaanau with unknown solutions to problems not resolved through existing agencies</p> <p>To create a safe learning environment that demonstrates manaakitanga &amp; whakawhanungatanga through a range of creative initiatives such as online platforms; utilising frameworks such as Te Takanga o te Wa to make connections and vital links</p>	<p>T1 -T4 ongoing (2022-23)</p>
<p>All akonga including those identified as Special Needs will continue to effectively implement the School Uara (Values) to positively promote and encourage achievement at Te Kura Rautau</p>	<p>Utilizing and encouraging consistent use of the PB4L program including weekly positive reinforcement – use of ka pai tickets; dojo</p> <p>Celebrate successes every 2 x weeks with akonga</p>	<p>By reinforcing consolidation of School Values to give understanding and purpose through an authentic lens. A connectivity through a digital lens will be further enhanced for all students including those with Special Needs to support, help engage and encourage learning</p>	<p>T1 – T4 ongoing</p>
<p>Targeted PLD for Restorative Practice; PB4L</p>	<p>Implement Restorative Practice through targeted PLD - Staff &amp; community will develop a mutual understanding of expectations around managing positive behaviour</p>	<p>The Restorative practice links with kura priorities of keeping safe and inclusive. It also ties in with WAKA objectives</p>	<p>T4 2022 – T1 2023</p>
<p>To be consistent with School wide monitoring and tracking of behaviour</p>	<p>Implement PD for staff and ensuring the SMS (etap) is fully utilised efficiently.</p> <p>To link back to the student's identity and personalize the rationale of why the system is a school wide system – links to recorded docs for ongoing monitoring</p>	<p>Identify at infant stage areas of need Implement action plans and address immediately to minimise risk and alleviate escalation.</p> <p>To address any concerns and identify areas requiring extra support</p>	<p>T1 PD SMS ongoing</p>

**Strategic Aim 2 - Achievement:** To provide quality teaching and authentic learning programs that lead to higher levels of student achievement.

**NELPS: OBJECTIVE 1: LEARNERS AT THE CENTRE**

**Priority 2:**

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

**NELPS: OBJECTIVE 2: BARRIER-FREE ACCESS**

**Priority 4:**

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

**Annual Aims 2: Achievement**

- ✓ *To improve the number of students making progress in relation to NZC / TMOA curriculum areas through Learning Progressions in Numeracy / Pangarau*
- ✓ *To improve the number of students making progress in relation to NZC / TMOA curriculum areas through Learning Progressions in Reading / Panui and Oral Language*

<i>What</i>	<i>How</i>	<i>Why</i>	<i>When</i>
Akonga will make progress in relation to respective learning progressions for both Rumaki and Auraki to improve and increase the number of students achieving at or above the Schools targeted NZC / TMOA curriculum areas in Writing, Reading and Oral Language	Akonga will engage in differentiated learning to motivate and encourage proactive and engaged participation. All students (in particular Māori) will be engaged in their learning by connecting to authentic contextual links.	To raise achievement levels of all learners in accordance to respective L. Progressions To create motivation and stimulate success by supporting milestones that are achievable.	T1 -T4 ongoing
Continue to source appropriate learning material that have contextual links to Mana Whenua (focus for 2022) Continue to encourage akonga by providing more varied opportunities for promoting an integrated curriculum in an authentic context Where akonga will value the need to read for a range of identified needs. Akonga will be encouraged to share learning pathways which involves their whanau or links to people they know within Maniapoto (refer to aspirations of Te Kawenata)	Outcomes will be measured primarily through PACT and TWA, kaiako will be able to address and adjust according to identified needs.	Whole staff needs are varied with how to utilize effective assessment tools such as PACT progress & to creating the next steps. Targeted PLD will attend to this need	T.1 & T.2 2022 Report to BOT / whanau 2 x / yr

We will monitor in accordance to each akonga need using the Learning Progressions in the curriculum to measure progress.	L/Progressions / TWA / PaCT Students will record through a range of mediums and documents (padlet / written / presentations / display their formative progress	Track the evidence so areas of need are prioritized to resource accordingly and needs addressed in collaboration with whanau	Start T1: Ongoing 2022-2023
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**Strategic Aim 3 – Staff Development and Quality Teaching:** To implement and action a positive school culture that reflects the character and aspirations of our community.

**NELPS: OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP MAKE THE DIFFERENCE FOR AKONGA & WHANAU**

**Priority 5:**  
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

**Priority 6:**  
*Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

**Annual Aims 3: Learning – Localised Curriculum; Reading; Oral Language**

- ✓ *To improve the number of students making progress in relation to NZC / TMOA curriculum areas through Learning Progressions in Writing / Tuhituhi*
- ✓ *To have all staff develop a shared understanding and increase in confidence of the delivery of our localised curriculum through a contextual learning lens*

<i>What</i>	<i>How</i>	<i>Why</i>	<i>When</i>
To continue to improve outcomes for all priority students due to the <i>post Covid 19 impact</i> : Especially Māori learners and those identified with special educational needs or gender diversity needs.	Utilise and create a diverse range of new EOTC events and opportunities to learn about local histories (Te Takanga o te Wa framework) throughout 2022-3.	To improve engagement and attendance for all akonga leading to raising achievement of student outcomes	<i>2022-2023 ongoing</i>
Create a range of initiatives such as narrations for tamariki to develop oral and written language	Promote student agency to develop concepts of learning through ideas such as careers. To add audience / student voice to the writers goals; creating engaging activities to hook akonga into tangible content that can be used effectively. We will participate in community initiatives and	So that transitions into Primary and Secondary are seamless and conducive to our learning outcomes To meet expectations of our Learner Profile	<i>2022 – 2023 ongoing</i>

	utilize these as opportunities to deliver in our targeted focus areas. (E.g oral language medium will be explored and prepared for such as Paakowhai & Matariki)		
Targeted PLD: Core Education will help develop Kaiako understand and implement a targeted integrated learning program with a particular focus on local curriculum	PLD provider (Core Education) will deliver support to improve Kaiako pedagogy through foundational learning of developing an integrated localised curriculum. Utilising strategic D.T and D.F understandings to enhance and implement in varied ways. Utilise 25 hrs free targeted PLD from MOE to target kaiako skill development	Consultation from community has strongly supported the direction of having a localised curriculum. To link learning and engage in authentic context to raise engagement of student learning to improve learning outcomes.	T1 2022 ongoing until 2023
Local Curriculum will be developed through an integrated program	Embark on authentic engagement activities for tamariki to connect with the kupu in meaningful ways. Source reading materials for distribution Local histories: Rereahu Chronicles: Work with the Maniapoto Trust Board to utilize their database of local histories and networks leading into the formation of Te Nehenehenui (2022). Akonga will help design the planning to keep them fully engaged Utilize and record kaumatua that are in the kura for readings to a captive audience – sharing experiences – Oral language audience Kaumatua sharing & retelling authentic stories	To grow understanding and purpose for reading; writing and oral language for both Tuakana / Teina support and encouragement for all akonga To meet targeted learning outcomes Transitions of ECE – Primary; Primary to Secondary; to promote need and purpose	2022-2023 ongoing
Utilize local whanau / Iwi to support and deliver local content / context to encourage partnership with kura	Akonga will engage in authentic local history through a range of initiatives that will hook tamariki into their learning. (E.g. Te Nehenehenui; Kawenata; Te Rerewe; Rereahu; Maniapoto) Akonga will link in to enviro school concepts to consolidate understanding of a sustainable community	To support akonga and motivate whanau to learn along with tamariki in a partnership that will grow and demonstrate whakawhanaungatanga; manaaki; mana tangata	T1, 2, 3 & 4 2022-3 ongoing

## Variance Reporting 2021

**2021:** After consulting staff, BOT and whaanau during the early stages of Terms 1 & 2 in 2021, it was decided as a school community to reset, refocus and report on Wellbeing and our Uara (School Values) for end of 2021 reporting. This was due to the validity of the academic data being questionable and an unfair indicator to measure student outcomes as a result of covid related issues. The issues were primarily based on the number of positive covid cases in our community (Te Kuiti). Our community was the epicentre for positive cases through Terms 3 & 4 2021 and had significantly higher per capita of positive cases than the rest of NZ. This caused a crisis of anxiety and pressure for all whaanau on wellbeing and health which impacted on learning outcomes.

As a result of this, the Variance report reflects a different view on reporting. This view resembles time and engagement with online learning as we endeavoured to engage in a more 'blended / hybrid' learning environment which was conducted more at the home than in the physical classroom at kura.

Results: Attendance for either participation in kura when opened for learning and those engaged in learning online were as follows: T1: 85.7%, T2: 83.6%, T3: 86.5%, T4: 80.5%

To maintain this attendance, learning focused on interactive engaging tasks and projects that were timely to current events through a contextual lens. This was linked to the School Uara (Values). As a result of a large % of time with home learning, the evidence has been collated through online learning apps for kaiako and whaanau to view and support. As this was a subjective process, measuring outcomes for ākonga was based on the following through our Uara: Wairua Hihiko – Creativity; Mana Tangata – Quality; Maniapototanga – links to personal connections; Panekiretanga – My best effort.

**2022:** The 2021 targets as described below will be set as targets for 2022 to gauge student learning outcomes. The limiting factors as detailed above that are covid related will impact on this progress : The below mentioned points are concerns and areas being addressed as part of the annual plan / action plan moving forward

- The continuation of student absences due to covid related issues - this could be for either illness / isolation or due to a localised (community) outbreak that impacts on akonga at the kura. The impact of time for absence from kura to get the appropriate support will have a significant bearing on overall results and cannot be underestimated
- The engagement of students in an environment that will promote unimpeded learning
- Access to resources and appropriate funding to ensure learning is not compromised

**Annual Target** – Auraki across the kura (in accordance to making progress using the Learning Progressions)

% of competency	<u>2019 Actual Results</u>	<u>2020 Actual Results</u>	<u>2021 Targets</u> <u>Non-applicable</u>	<u>2022 Targets</u>
Literacy - Reading	79%	80% (Target = 80%)	80%	80%
Literacy - Writing	71%	67% (Target = 75%)	75%	75%
Numeracy - Math	85%	77% (Target = 90%)	85%	85%

**Annual Target** - Rumaki – Full Immersion

<b>% of competency</b>	<b><u>2019 Actual Results</u></b>	<b><u>2020 Actual Results</u></b>	<b><u>2021 Targets</u></b> <b><u>Non-applicable</u></b>	<b><u>2022 Targets</u></b>
Literacy - Panui	79%	70% (Target = 80%)	80%	80%
Literacy - Tuhituhi	71%	70% (Target = 70%)	75%	75%
Numeracy - Pangarau	85%	84% (Target = 80%)	85%	85%