

Te Kura Rautau

Centennial Park School 1705

(2023-24 Strategic Plan)



Mission Statement	Kia Tika Te Noho – Live Truly
Vision	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

Values	<p>Ko taku nui, taku wehi, taku whakatiketike, ko tōku Maniapototanga Maniapototanga; Mana Tangata; Panekiritanga; Wairua Hihiko <i>Kia tika te Noho o te:</i> Maniapototanga – versed in the whakapapa, waiata, karakia, histories of Maniapoto - Leadership Mana Tangata – 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 Panekiritanga – Excellence in all they apply themselves to Wairua Hihiko – Creativity, imagination and flair for innovation are nurtured and enhanced</p>
Principles	<p>Future Focus; Coherence; Community engagement; Learning to Learn; Inclusion; Cultural Sustainability; Treaty of Waitangi; High Expectations:</p>
Māori Dimensions and Cultural Diversity	<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 2023 Inquiry topic will be based on Te Whare o Te Nehenehenui. Term 1 will have an Environmental perspective: 'Wai' for the focus. The waters of Te Nehenehenui.</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>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>Te Kura Rautau is an active member of the Waitomo Arotahi Kahui Ako (W.A.K.A.). This roopu is representative of all local schools and most ECE / Kohanga Reo. 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 offers either a Rumaki (immersion) or Auraki (English) Medium Curriculum.</p> <p>As a kura, we celebrate 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 Strategic Plan 2023 early in the new year. A full consultation for 2024 will occur at the end of 2023 once the revised curriculum is confirmed.</p> <p>All tamariki have equitable opportunities to use technology to 'engage' with their learning. 1:1 device use with Chromebooks continue to be a vital tool to enhance student learning. The recent Covid pandemic proved to be a valuable platform to respond to the needs of distant learning. The positive outcome was as a result of strategic PLD targeting Digital Fluency and Technology.</p>

<p>Kahui Ako</p>	<p>We will be ready for future alarms and have taken precautionary measures to improve the success of the past lockdown strategies.</p> <p>Tamariki are encouraged and supported to share their learning in authentic contexts linked to our School Uara.</p> <p>Promotion of bilingual language is continuing to be developed and will continue to be expressed throughout 2022 - 2024. Signage of our Uara (School Values) are displayed in and out of the classrooms as a reflection of our commitment through PB4L awareness. Te Kura Rautau continues to consolidate at Tier 2 (PB4L) and will continue to reflect on best practice. Restorative Practice PD was conducted (end of 2020) and will be reviewed to ascertain if needed to be continued.</p> <p>Kaiako will need to continue to develop their pedagogy of the new History Curriculum. This will lay the platform for the rollout of the other curriculum areas over the next 12-18 months.</p> <p>Te Kura Rautau are active members of the Waitomo Schools Kahui Ako (W.A.K.A). Our learning priorities link to those of other schools within WAKA which will benefit through shared PLD and kaiako partnerships being developed.</p>
<p>Focus Areas</p>	<p><i>Te Kura Rautau will be honouring the aspirations of Ti Tiriti o Waitangi by creating strong connections and actions as partners, participants and protection for all ākonga by:</i></p> <p><i>*Raising oral language achievements (2021-2023) which will be one focus area for our junior classes.</i></p> <p>*Te Kura Rautau will apply for PLD in 2023 to complete the development of our localised history curriculum for the whole kura. This will tie in with raising student engagement and increasing student attendance.</p> <p>*Wellbeing and raising the outcomes for all tamariki continues after the past covid related challenging years.</p> <p>The relationship with the new Te Nehenehenui Trust (Maniapoto Iwi) will continue to develop. We regularly encourage our whaanau to be registered on the Maniapoto tribal roll to receive benefits that will help support their tamariki. The partnership with Te Kuiti Paa grows in strength with regular shared activities. The learning focus for 2023 will be on 'Wai (water). This links with environmental and Iwi aspirations of future proofing a sustainable partnership.</p> <p>*Having all auraki (English medium) classes continue to integrate Te Reo into classroom practice on a daily basis will continue as a focus. Ākonga are developing their Pepeha and whakapapa to help promote oral language which is School wide.</p> <p>*Encouraging and promoting whole school Kapa Haka will continue throughout the year to help prepare for the many occasions and festivals our kura partake in. We are hopeful of our Maniapoto Tribal Festival in Term 3. Performances within Te Kura Rautau (waiata / haka) continue to be based on Maniapototanga to strengthen the connections that have already been established within the School Uara. The celebrations and promotions of topical events such as Whikoi mo te Reo and Matariki will continue and be linked to planning as an integrated program to complement the School wide focus.</p> <p>We need to grow our capacity to network stronger with auraki ECE centres. This continues to be an area of ongoing development that we will continue to work on. We have a close connection with the local Kohanga Reo and this relationship has mutual benefits to both organisations. Dialogue continues with the secondary sectors, Te Wharekura o Maniapoto and the local High School (TKHS) where they have altered their programs to better reflect our tamariki coming through. 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 taha 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 Tākanga o te Wā framework although not prescriptive as these headings.</p> <p>Attendance: The focus is to continue to monitor trends of absenteeism. To articulate the differences of what causes this to happen and to address accordingly to increase school participation and engagement. Working with MOE and a workshop</p> <p>The overall average target for attendance for 2023 is 85%. The target for those regarded as 'regular' attendance (@90% +) will be targeted at 50% (currently at 40%)</p> <p>Daily % of attendance will continue to be recorded with the information used to track individuals and attend to those with frequent absenteeism</p> <p>Addressing the attendance targets links in with Wellbeing as a focus and will be outlined through the NELP details for 2023</p>
Special Character / Māori Medium status	<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>We 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 displayed around the kura remind our tamariki and community to maximise this exposure.</p> <p>More contemporary reminders with Tukutuku panels of our Uara will be displayed around the kura over 2023.</p> <p>We intend to create over time an authentic learning environment by resetting some of our intended projects to be theme based from a cultural responsive perspective.</p>
Student Engagement	<p>Student engagement focus via an authentic context has helped support attendance. The focus over the next 2 yrs (2023-2024) will apply to all students so they will be encouraged to explore integrated elements of the Histories and Arts from our local area. Authentic links to local Iwi stories and experiences through a range of opportunities will continue throughout 2023-24.</p> <p>We will need to research and record the stories of our local iwi. the people of Maniapoto / Rereahu. 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 2023 by setting challenges and creating opportunities.</p> <p>An opportunity for some of students to be part of a cultural exchange to Japan will happen mid-year.</p>

	<p>Our tamariki will continue to participate in targeted cultural events linked to our Uara; (events such as: Matariki; Paakowhai Oral Speeches; Whikoi mo te Reo and our Maniapoto Festival)</p> <p>Targeted PLD will be used to maximise supporting frameworks such as Ka Hikitia, which is used as a strategic reflective tool to encourage support for ākonga. Te Takanga o te Wā will continue to be used as a framework as we further develop and construct our localized curriculum.</p>
School Organisation and Structures	<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) & senior (Yr 5-8). We continue to have 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. This to some degree has started with Technology changes now providing wider options and stimulus.</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 paanui sent home to inform of events and trends in learning for all tamariki at Te Kura Rautau. We wish to showcase student work as 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> – 10YPP Plan priorities are being addressed with the majority of projects being addressed through the current 5YA:</p> <p>The upgrade of the staff room and in particular the staff kitchen (A Blk - due to soil subsidy and movement of wall with suspended ceiling; repaint and Autex walls)</p> <p>There is an opportunity to develop the designated garden area (2023) to make this a sustainable and viable area for tamariki and whanau following the enviro-school concept and linking to our cultural identity. A dedicated person with a passion with maara kai is sought and will enable this to materialize.</p> <p>The aspirations for the next cycle of construction projects is to develop contextual links to local lwi to enhance and authenticate ties to mana whenua. This may be in the form of murals or items of significance; pou; whakairo (carvings)</p>
Review of Charter and Consultation	<p>Covid related delays have impeded a full consultation with our kura community however this will occur at the end of 2023. Based on our previous findings, our 2023 plan reflects and aligns with the NELP (National Education & Learning Priorities). It also aligns with WAKA (Waitomo Arotahi Kahui Ako), and Te Kura Rautau School recently identified priorities. The aspirations and objectives will align with Te Nehenehenui strategic focus as there education plan develops.</p> <p>Ongoing consultation with Kaumatua and Kuia continue to identify opportunities for Te Kura Rautau to pursue the 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.</p>

Centennial Park School – Strategic Plan 2023-24

The Strategic Aims reflect the views of the School community at Te Kura Rautau. They will be implemented throughout the 2023-24 period. The Strategic Plan is a working document therefore prone to changes and adjustments whilst maintaining progress at incremental stages with the aim of achieving greater student learning outcomes

The Strategic Aims 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***
- 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***

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 ākonga.

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

Priority 4:

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

Annual Aim 1:

To proactively enhance the Wellbeing of all ākonga. Generate an 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> <u>Wellbeing & Engagement</u>	<u>How</u>	<u>Why</u>	<u>when</u>
The wellbeing of all ākonga will be supported through effective teaching including wellbeing programs and to ensure they are best prepared for learning and development.	Continue to encourage authentic learning activities. Staff motivation to lead by example and deliver a positive outcome and stimulus for ākonga. Raising attendance rates for all students.	To increase engagement and attendance rates of all ākonga by using targeted programs and strategies that will hook students into wanting to be part of these learning journey's Set a realistic and achievable target of average overall attendance rate of 85% from mid T1 onwards with a target	T1 – Identify trends Action immediately Ongoing for remainder of T2-T4

<p>Ākonga and whaanau will be supported in the kura with professional advice for their wellbeing</p> <p>To support ākonga adjusting to trauma; illness; social issues; insecurity as a result of home environment</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>Promote and encourage participation of the in-school Counsellor Program. Ākonga and whaanau will also be encouraged to access individual support and guidance through local agencies</p>	<p>of 50% for those students attaining 'regular' attendance (90%+)</p> <p>Evidence based on previous year's results via survey of students not having impartial support. One area of need has been identified of building resilience (which is also a WAKA goal).</p> <p>An in kura support program is needed to reassure whaanau that their tamariki are getting targeted needs addressed.</p> <p>To continue delivering a safe learning environment that utilises the School Values and is guided by frameworks such as Te Tākanga o te Wā to make connections to authentic learning</p>	<p>T1 -T4 ongoing (2023-24)</p>
<p>The school Uara (Values) will be effectively integrated to all ākonga (including those identified as Special Needs) throughout their learning. This will support and encourage achievement at Te Kura Rautau</p>	<p>Continue to maximise exposure for encouraging consistent use of the PB4L program including weekly positive reinforcement – use of ka pai tickets; dojo and tracking by staff onto SMS system.</p> <p>Continue to promote by celebrating successes every 2 x weeks with ākonga during PB4L assemblies and in-classroom commotion.</p>	<p>All ākonga will have a clearer commitment to delivering and understanding of the School Values which will give purpose through an authentic lens. The use of technology will enhance and promote this purpose to a wider audience for all students including those with Special Needs.</p>	<p>T1 – T4 ongoing (2023-24)</p>
<p>To monitor behaviour and celebrate successes as a form of motivation and encouragement</p>	<p>Create best practice of student behaviour by utilising the SMS (etap) system to track evidence.</p> <p>To link back to the student's identity and personalize the rationale of why the system is a school wide-system</p>	<p>Promote a positive expectation and to address any concerns through tracking.</p> <p>Acknowledge areas of positive shifts in behaviour management. Target those areas requiring extra support and continue to address and monitor change</p>	<p>T1 ongoing (2023-24)</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>
We aim to have all ākonga make positive progress in relation to their respective learning progressions (Rumaki and Auraki). We will aim 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	Ākonga will engage in differentiated learning to motivate and encourage proactive and engaged participation. All students (in particular Māori) and including those with Special Needs 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
Appropriate learning material for the 2023 focus area of 'Te Whare o Te Nehenehenui through a contextual linkage will be sought. We will continue to inspire ākonga by providing a range of opportunities that promotes an integrated curriculum. through an authentic context We will encourage ākonga to share their learning pathways with whanau and community (Also refer to aspirations of Te Kawenata)	A range of partnership networks have already been established such as Te Nehenehenui Trust and Te Kuiti Paa, who will continue to provide support and resources to guide with authentic learning. (Matariki; Poukai; Paakowhai; Maniapoto Festival) More networks will be developed throughout 2023. Whaanau will work alongside to help support and encourage participation	To make authentic connections with Uara (Mana Tangata/ Maniapototanga) with learning opportunities that will encourage, motivate and support all ākonga.	T.1 to T.4 2023 ongoing
The Learning Progressions will be shared with whaanau to measure progress of each ākonga and target on a needs basis as required.	Learning Progressions will be reported 2x /yr Students will record through a range of mediums and documents (padlet / written / presentations / display their formative progress	Evidence will be recorded so areas of need are prioritized & resource accordingly in collaboration with whanau and partnership networks	Report to BOT & whanau 2 x / yr T1-T4

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

NELPS: Objective 4: FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives

Priority 7:

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

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 measuring Learning Progressions in Writing / Tuhituhi and Oral Language*
- ✓ *To have all staff develop and implement a shared understanding of our localised curriculum through a contextual learning lens*

<i>What</i>	<i>How</i>	<i>Why</i>	<i>When</i>
<p>Refocus on learning that provides 'equity' for all learners especially Māori and those identified with special educational needs or gender diversity needs.</p> <p>Create a range of initiatives to help develop written, reading and oral language.</p> <p>Utilise community networks to create continuity so support is ongoing through the lives of ākonga once they have left Primary kura</p>	<p>Create stimulus by learning more in depth and delivering on local histories (Guidelines: Te Tākanga o te Wā framework and the new Aotearoa Histories curriculum focus).</p> <p>Target specific PLD that links to needs within the kura such as Student profile and confirmed local curriculum framework.</p> <p>Develop growth concepts of learning through ideas such as careers. (WDC / Aotahi Rangatahi Pathways initiative)</p> <p>By including student voice to hook all ākonga into actual content that can be used effectively. We will continue to participate in community initiatives to deliver our targeted focus areas.</p>	<p>To improve engagement and attendance for all ākonga leading to raising achievement of student outcomes.</p> <p>Creating a lens of participation for all ākonga so they can help and support each other and encourage whaanau throughout the journey.</p> <p>Create a seamless transition from Primary into Secondary that leads learning into useable and meaningful outcomes in their working life</p> <p>To meet expectations of our Learner Profile by demonstrating whakawhanaungatanga; manaaki; mana tangata</p>	<p><i>2023-2024 ongoing</i></p> <p><i>2023 – 2024 ongoing</i></p>

Variance Reporting 2022

Centennial Park School – Te Kura Rautau

Results: Attendance rates and academic results are as follows:

The overall attendance in Term 1 (2022) - 66 students- is slightly higher (82.5%) than Term 2 - 68 students- (80.7%)

The regular attendance rate by gender shows about the same % in Term 1 (90-100%) Girls 26.9% and boys 27.5%

but a significant difference in Term 2 (90-100%) between girls 14.8% and the boys 29.3%.

(Regular attendance is regarded as 90% or above) The overall regular attendance in Term 1 is 27.3% (90-100%) and Term 2 is 23.5% (90-100%). The national average of regular attendance in Term 2 2022 was 39%.

Contributing factors; During T.1 and 2 2022, NZ were following the Covid 19 Protection framework. Our community in Te Kuiti were at the epicentre of positive Covid 19 cases and close contacts. There was also an earlier than anticipated number of winter illnesses during this time. Some whaanau decided to look after their elderly whaanau and were not living at their own homes during this time so keeping in close contact became a challenge. Attendance was compromised due to these varied reasons for a substantial % of whaanau who then chose to refocus on health and wellbeing rather than prioritising attending kura. This impacted on attendance either at kura or online. (At the time of this AoV being compiled, the T3 & 4 data was not available from (MOE) Attendance Matters).

The 2022 target academic results to gauge student learning outcomes were based on Learning Progressions. The key focus for learning was on engagement through a range of contextual initiatives and to reignite ākongā passion for learning.

The Strategic Plan reflects an ongoing focus and a continuation from the community prior to Covid. We anticipate a full community consultation to occur at the end of 2023, especially due to the refresh and development of the NZ Curriculum and Te Marautanga o Aotearoa. In the meantime, the 2023 annual plan / action plan moving forward will reflect an upgrade and an update of the 2022 year focus areas.

The 2022 learning progression % actuals reflect an increase by student results of at least ½ a stage of that particular curriculum learning progression area covering a range of learning elements as described in the full academic reports. The Auraki used PACT tool to base results on. The Rumaki used tools such as Hopukina; Panui Haere, Tuhituhi exemplars; Jam; IKAN; Gloss; Aromatawai Reo-a-waha; Kaiaka and parts of Matai Matatupu.

2023: Attendance targets will be to specifically target each individual below 70% attendance with a course of action of whaanau hui based on evidence to support. We will also target those identified from the 27% (of those in the 90-100%) to move to at least 50% in Term 1 and to move from 24% (of those in 90-100%) in Term 2 to 50 % or more. To achieve this, we will be focusing and targeting raising the identified irregular (80-90% attendance) in attendance students.

The Paanui 2023 targets will be lower than the actual results of 2022 due to the following: There is a high number of students new to Rumaki that have come from either mainstream or been away from Rumaki for some time. Therefore, time in Rumaki for these ākongā has been limiting. The high results in Pāngarau reflect learning progress of that level the student is on and not by year level.

Writing for our Auraki and Rumaki will be a focus for 2023-4 which will be addressed through targeted PLD in a contextual focus.

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>	<u>2022 Actuals</u>	<u>2023 Targets</u>
Literacy - Reading	79%	80% (Target = 80%)	80%	80%	93%	95%
Literacy - Writing	71%	67% (Target = 75%)	75%	75%	74%	75%
Numeracy - Math	85%	77% (Target = 90%)	85%	85%	93%	90%

Annual Target - Rumaki – Full Immersion

% of competency	<u>2019 Actual Results</u>	<u>2020 Actual Results</u>	<u>2021 Targets</u> <u>Non-applicable</u>	<u>2022 Targets</u>	<u>2022 Actuals</u>	<u>2023 Targets</u>
Literacy - Panui	79%	70% (Target = 80%)	80%	80%	*97%	85%
Literacy - Tuhituhi	71%	70% (Target = 70%)	75%	75%	72%	75%
Numeracy - Pangarau	85%	84% (Target = 80%)	85%	85%	93%	90%

*Panui: Refer to 2022 AoV for reasons for this result which will impact on the target for 2023 being lower than in 2022.

Reo a waha 2022: Achieved 73% of ākonga progressing at least ½ a stage or more. Target for 2023 will be 80%