

Wakari School

Strengths

- High calibre staff
- Strong Board of Trustees
- Strong communication between home and school
- Happy learning environment
- Commitment to Te Tiriti
- Enviroschool member
- Rich learning opportunities
- Commitment to sound foundation skills
- Value and support all students
- Collaborative approach to teaching and learning
- Emphasis on local curriculum
- Focus on Project Based Learning

We finished 2023 with 322 ākonga.

Progress and Achievement Evaluation and Analysis

Literacy and Numeracy

- Reading - 77% succeeding or excelling
Small improvement since 2021
Māori- 65% succeeding or excelling
Pasifika- 67% Succeeding or excelling
- Writing - 71% succeeding or excelling
Small incremental improvements since 2018
Māori- 59% succeeding or excelling
Pasifika- 89% succeeding or excelling
- Maths - 76% succeeding or excelling
Steady incremental improvements since 2018
Māori - 67% succeeding or excelling
Pasifika - 67.5% succeeding or excelling

We introduced the structured literacy programme-Multilit in 2022

We introduced Pr1me Maths in 2020 and reintroduced a sustained emphasis on teaching and learning the basic maths facts.

Both Multilit and Pr1ime have been successful in improving outcomes for ākongā. In Term 4 2023, our Deputy Principal worked with target groups and individuals in Reading, Writing and Maths.

After analysing the 2023 data and evaluating our programmes we made the decision to employ a part time teacher to provide extra, targeted assistance with Reading, Writing and Maths.

In 2023 we embarked on a school wide study of the local water environment, with a focus on School Creek. A Science extension group from the senior syndicate, the Stream Team, led the school in their Stream Health Assessments.

In terms 1 and 2 the Stream Team worked alongside Dr Simon MacMillan to learn about water testing and stream health assessment. In term 3 of 2023 Wakari School embarked on a massive journey to engage the entire school in learning about caring for our water environment. The senior syndicate used Stream Health Assessment Kits to learn about their local School Creek. The middle syndicate considered storm water pathways and the water cycle, and the junior school investigated native wildlife and their habitat. There was a strong emphasis on student empowerment. Students were asked to take the lead in both inquiry and choosing a path of resulting action. The Stream Team led four classes of senior students through water clarity monitoring, turbidity monitoring, invertebrate monitoring and water temperature and conductivity. This increased awareness of what lives in streams, and how this habitat is dependent on the surrounding environment and builds conscientious citizens. This new awareness raised concern about the amount of construction waste in the stream, old bricks and pipes were found all through the creek, students worked alongside School Creek Restoration Group to remove and dispose of this historical waste.

The junior syndicate were taught about introduced predators and monitoring techniques. They were then encouraged to decide what action they would like to take. Students made their own tracking tunnels for predators and also decided they would like to put up signs to warn the public of the harm caused by littering around the stream. This inquiry had a strong focus on community engagement. The school worked alongside many experts in the area of Stream Health, notably the School Creek Restoration Group, and the former Head of Science from KVC, representatives from EnviroSchools and the Regional Council and in this way they joined, and strengthened, a community of people who care for this corner of Dunedin. Wakari School was awarded the Keep Dunedin Beautiful 'Best School Project' award in 2023 for our School Creek study.

We monitor attendance regularly and have put initiatives in place to improve attendance. In 2023 we had:

58.84% greater than 90% attendance

89.79% greater than 80% attendance

2.3% chronic absence- less than 70% attendance

We have introduced further measures to improve attendance in 2024.

Analysis of Variance 2023

Target 2023

Strategic Goal: Classroom programmes that reflect a commitment to high-quality teaching and learning.

2023 Achievement target: All students will set and achieve individualised goals for their own personal mathematics achievement. The focus will be on accelerating the achievement of the 2023 Year 4 – 6 Cohorts by focusing on basic fact division recall and retention. Whilst we have made significant improvements with our year 4-6 cohorts in basic facts, there is still a need to ensure that most children have solid recall and retention of division basic facts.

Historical/Baseline Data	Teaching / Learning Programmes	Professional Development	Assessment Tools	Review Timeframe	Reporting	Resourcing (Cost)	Additional Support
Schoolwide Data from November 2023	Online Tools Classroom Practice Pr1me Maths Teacher Aide Support Collaborative Teaching Target groups	Lead Teacher Numeracy Team Senior Syndicate Staff	3-minute Basic Facts Tests	Feb 2023 June 2023 November 2023	BoT Timelines Plan reporting to parents March & Dec.	As Required	L.A. Support
Action Plan		Responsibility		Resources		Outcomes	
<ul style="list-style-type: none"> Syndicate Meeting PD Basic fact focus daily for part of the maths lesson 		Principal/Numeracy Leader/Syndicate Leader		Continued Staff PD	A shared understanding of the desired outcome and ways of achieving it		
		Teaching Staff		20-second club Online resources	Target Groups engaged and experiencing success.		
Actual Outcomes		Accounting for Variance (Education Act Section 87 e.)		Implications for Future Development			
Nov 23 Year 4 - 55% achieved division target (data was not collected in Year 3) Year 5 - 90% achieved division target (compared with 57% EOY 2022) Year 6 - 69% achieved division target (compared with 32.5% EOY 2022)		<ul style="list-style-type: none"> Target groups identified in each year group to have extra support in programmes. (With LA's) Staff meeting sharing ideas of what Syndicates are doing to address the learning of basic facts in each Syndicate. Incentives for children achieving targets in syndicates e.g basic fact belts/20 second club certificates etc Homework/daily focus across the school. 			<ul style="list-style-type: none"> The focus on children retaining their knowledge of basic facts and to continue practising. 		

How have we given effect to Te Tiriti o Waitangi Wakari School - 2023

How has Wakari School been working to ensure that our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori

- Establishment of Poutama Reo Group leading this area in our school
- Curriculum content to reflect local tikanga Māori
 - Local histories about Whakaari - our haka is a resource, teaching about our specific area and history
 - Mātauranga Māori through social science curriculum
- Kaitiaki of the Stream learning - connected to land (tikanga)

How has Wakari School taken reasonable steps to make instruction available in tikanga Māori and te reo Māori

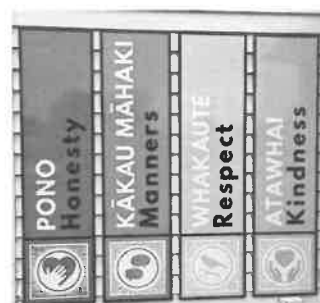
- Trial of Wai Ako resource for deeper and more extensive language learning
- Kapa Haka learning
- Lunchtime Te Reo Māori language classes
- Leadership group (Te Reo Māori me Tikanga) working with Whaea Sue (our Kapa Haka teacher) , sharing their learning at our Matariki community event
- Dual language books available at our school (te reo Māori and English)

How has Wakari School achieved equitable outcomes for Māori students

- Ongoing use of priority learners document so that the achievement of our Māori learners is very closely monitored
- Appropriate supports put in place for identified students to ensure equitable outcomes for these learners

Other

- Māori blessing of our new building (Office space)
- Karakia Kai being shared before eating times (Junior Syndicate)
- Partnership with our community, through -
 - Whānau Hui
 - Matariki community evening
 - Parihaka community event - Kapa Haka group performing at the local church Parihaka service
- Dual language signage of our school values - in te Reo Māori and English. These signs were erected at the end of 2022 but shared and celebrated in 2023 in our newsletter to the community



Statement of Compliance With Employment Policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>By following our Equal Employment Opportunities Policy.</i>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Our EEO programme includes:</i></p> <ul style="list-style-type: none"> • <i>appointing an EEO officer</i> • <i>consulting with staff to hear any concerns</i> • <i>creating an employee database (with informed consent for any EEO data collected)</i> • <i>encouraging staff to participate in training and career development</i> • <i>programme monitoring through staff meetings and board reports</i> • <i>reviewing employment and personnel policies and processes.</i> <p><i>By following our policy</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We follow our Appointment Procedure Policy</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>We follow school policy for the appointment's process</i></p> <p><i>We follow our Te Tiriti o Waitangi obligations</i></p> <p><i>The Cultural Response Allowance. Using the matrix to identify eligibility and assigning the allowance.</i></p> <p><i>Mihi whakatau in terms 1 and 3.</i></p> <p><i>Employing an extra, part time Kaiako to lead Kapa Haka.</i></p>

How have you enhanced the abilities of individual employees?	<i>Providing opportunities to visit other classes, schools. PD. By providing wellbeing support.</i>
How are you recognising the employment requirements of women?	<i>We follow our policy. By providing wellbeing support We act on any concerns raised to our EEO officer, management team or Board of Trustees.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Through our annual EEO employee database. It is updated annually asking employees to identify aids, equipment or workplace adaptations that we could assist with.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	



Wakari School

1. Variance Report for KiwiSport Funding 2023

Last financial year the School received \$4960.60 + GST in Operational funding targeted for KiwiSport.

The aim of the funding is to increase participation in sport for all New Zealand children.

This money was spent on running Physical Education and sport programmes and also for resources used in PE and Sport.

**Stacey Gribben
Principal
Wakari School**