

# Tauhoa School Analysis of Variance



*“Whakaako mo te koiora, te whakaute i te whakaute me te kawenga mo ia ano, mo etahi atu me te taiao”*  
“Educate for life, building respect and responsibility for self, others and the environment”

## **2023**

***Our vision: Learning to Live, Living to Learn***

TAUHOA SCHOOL ANALYSIS OF VARIANCE 2023

| <b><i>Our Values:</i></b>   | <b><i>A Tauhoa Learner is:</i></b>  | <b><i>Our Vision</i></b>  |
|---|---|---|
| <b><i>Tauhoa BEST:</i></b><br><b><i>BE Respectful</i></b> <i>Kia manaaki</i><br><b><i>Empathetic</i></b> <i>Kia atawhai</i><br><b><i>Self-aware</i></b> <i>Kia mohio</i><br><b><i>Trustworthy</i></b> <i>Kia pono</i> | <b><i>Manaroa / Resilient</i></b><br><b><i>Mauri tu / Self Motivated</i></b><br><b><i>Rangatiratanga / Responsible</i></b><br><b><i>Whauinga Rapu /Inquisitive</i></b><br><b><i>Mahi tahi / Collaborative</i></b> | <b><i>Our students will:</i></b><br><b><i>Have the skills to be confident, lifelong learners.</i></b><br><b><i>Care and respect the environment.</i></b><br><b><i>Make sound decisions for their well-being and others'</i></b> |

**Strategic Goals.**

|   |  |   |  |
|---|--|---|--|
| <b>Learning that is relevant, meaningful and engaging.</b><br><i>Tauhoa School will provide a curriculum focused on student voice, interests, and needs to develop future-focused citizens.</i> | <b>Success for All</b><br><i>Tauhoa School acknowledges the diversity of our students, staff, and community.</i> | <b>Strong Partnerships</b><br><i>Tauhoa School will foster and actively work to engage with whanau and the local community.</i> | <b>Passionate and Skilled Staff</b><br><i>Tauhoa School will ensure that they develop and support our staff to be the best they can be</i> |
| Objective 1: Learners at the centre<br>Objective 3: Future of learning and work   | Objective 2 Barrier-free access<br>Objective 4: Worldclass inclusive Education                                   | Objective 1: Learners at the centre   | Objective 3: Quality Teaching & Learning   |

**Initiatives**

|  |  |   |                                 |
|--|--|---|---------------------------------|
| <i>Finish Developing Local Curriculum Including inquiry Programme for students</i> | <i>Māori Achievement Collaborative</i> | <i>Future Focus Plan: Re-engage Maori whanau to raise student achievement</i> | <i>Staff Hauora</i>             |
| <i>Healthy Active Learning</i>   | <i>PB4L Refresh</i>                    | <i>Parent Pupil Teacher relationships enhanced</i>                            | <i>Professional Development</i> |
|  | <i>Literacy Success</i>                | <i>Healthy active learning</i>  |                                 |
|  | <i>Teacher Aide Funding</i>            |   |                                 |

## TAUHOA SCHOOL ANALYSIS OF VARIANCE 2023

| <b>Success Looks Like</b>  |  |   |  |
|--|--|---|--|
| Students Enjoy Being at School, Engaged in Learning, Accepting Challenges, Students Involved with Planning and Developing Contexts of Learning, Fun, Hands-on, Differentiated, Knowledge Seekers | <i>Learning Maps, Inclusive, Celebration of Success, Feed Back Feed Forward, Student Ownership, Support Funded, Goals, Responsive Practice to Student Need</i> | <i>Whanau and the wider community are actively involved in and are proud of our school.</i> | <i>Staff feel valued and supported to make a difference. They are positive and seek opportunities to do things better.</i> |

### Learning that is relevant, meaningful and engaging

*Tauhoa School will provide a curriculum focused on student voice, interests and needs to develop future focused citizens.*

#### FINISH DEVELOPING A LOCAL CURRICULUM

To develop the Curriculum Framework,

| <b>What</b>                                   | <b>Actions towards Goal</b>   | <b>Measurement of Success</b>  |
|---|---|--|
| Develop local Curriculum and Inquiry process. | This mahi was stopped. To find a PD provider in its tracks due to Covid lockdowns. It has taken a long time, as many, including those I spoke to at conferences, didn't come back to me. I wondered if it was the distance we are from everyone.<br>We have been awarded a PD contract for 40 hours to finish this work next year. Cognition will again work with us for this PD. | Our staff understand the Local Curriculum and input into creating learner dispositions.<br>Development of a whole school inquiry process.  |
| Board Cluster meetings:                       | These will commence in 2024 under Ara Tuhono.   | Staff and Board have had an opportunity to review the curriculum and better understand the needs of our students. The board will understand their role and responsibility in developing the School's local Curriculum. |

**Learning that is relevant, meaningful, and engaging at Tauhoa School will provide a curriculum focused on student voice, interests, and needs to develop future-focused citizens.**

**DEVELOP AND ENGAGING AND BROAD CURRICULUM**

To develop the use of Computational Thinking for Digital Technologies and Designing and Developing Digital Outcomes in the Technology Learning Area and Inquiry

| What  | Actions towards this goal:  | Measurement of Success? |
|---|---|-------------------------|
| <p>Ensure computers, etc, are maintained and are available for all students to access the internet and other ICT tools.</p> | <p>We have been able to maintain our goal of one-to-one computers throughout this year but have had to purchase to meet the increased roll.<br/>                     All our stock has been issued, with 4 or 5 becoming available through students leaving. We must account for six more, including breakages in 2024.<br/>                     New ICT tools 2024 include access for years three up to te reo Māori support and French for our senior class.<br/>                     This year, we have used Mathletics, Reading Eggs, Maths Seeds, and Reading Express to support our learners.<br/>                     We will add the Education Perfect Te reo language package and Pr1me maths hub to our ICT software suite for learner support.</p> |                         |

**Learning that is relevant, meaningful and engaging**

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**DEVELOP AND ENGAGING AND BROAD CURRICULUM**

Increased active participation through PE

| What  | Actions towards Goal   | Measurement of Success  |
|---|--|---|
| <p>Healthy Active Learning<br/>(This is a three-year programme)</p> | <p>I think this has been a bit sporadic with only the Weetbix Try being a significant factor in change.<br/>The lack of open days this year has been part of the issue with participating in this programme.</p> <p>Rebecca did attend one training or HAIO day on behalf of the school.<br/>Recently, we were allowed to have Hungerball at our school. This is an arena that students play in.<br/>We purchased new netball goalposts this year as Netball is our only team sport. We enjoyed having two active teams this year.<br/>I have contacted Harbour Sport to refocus this PD for 2024. The stencils are yet to be used to create a dynamic playground, which may need to be picked up in 2024.<br/>We have attended all the Rodney rural school sports events. We had a successful year in the 4 to 8 camp at Lonesdale Park, Northland. The 0 to 3s had a tremendous in-school day events camp that week.</p> | <p>Students and the community will recognise and value a healthy and active learning environment.<br/>Teachers will feel more confident in their practice when teaching PE.<br/>An Increased connectedness with our community</p> |

**Learning that is relevant, meaningful and engaging**

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**Develop an engaging and broad curriculum.**

Strengthen the inquiry learning process to incorporate local elements and whanau engagement.

| <b>What?</b>  | <b>Action towards Goal:</b>  | <b>Outcome:</b>  |
|---|--|--|
| <p>Create an inquiry process based on the concept of feeding your knowledge, developing your understanding and Sharing your learning.</p>   | <p>The new inquiry programme will be part of the PD we start on T.O.D. 30th January. Interestingly, our vision of three stages or processes aligns well with the new curriculums Know, Understand and Do!</p>  | <p>The whole school will use the same process and language in any inquiry.</p>   |
| <p>Inquiry programmes (Impact Day and Junior Inquiry) plus topic inquiry developed to include student voice and interests—review of current documentation and practice.</p> <p>Parent hui to discuss the inquiry process.</p> | <p>Our junior inquiry programme is successful. It allows students free developmental play time while focusing on an area of interest. I have been offered everything from toast and biscuits to pizzas to eat and have seen many a creation head home to share with parents. We have had the support of parents in the gardens when possible.</p> <p>The students from years 3 to 8 have had varying degrees of success with their Impact Day. The weather has significantly affected them ( Gardens and agricultural groups). They also have been involved in various topics, from food tech to art and coding.</p> <p><i>We now await the changes to the curriculum based on the promises of the new government election. As a staff, we will re-energize Pr1me maths and have purchased the new version, which is ready to start in 2024.</i></p> | <p>Students will have access to relevant inquiry projects that include local information.</p> <p>The staff know what we do currently is understood and respected.</p> <p>Suggested new practices are shared, and staff “buy-in” is achieved.</p> |

Tauhoā School Analysis of Variance 2023

*This aligns with the new curriculum and National's promise of 1 hour of maths daily. We have a policy that we teach maths reading and writing an hour a day, four days a week. But this is also incorporated into other subject areas like inquiry. For example, on our new Whanau Fridays in 2024, topics like Maps and compass work are Maths.*

It will need to occur in 2024 once we have finished developing our inquiry process.

Parents are aware of the inquiry process and the terms used.



**Success for All**

*Tauhoa School acknowledges the diversity of our students, staff and community.*

Literacy Success

| What?                         | Actions towards Goal:   | Outcome:   |
|-------------------------------|---|--|
| Alan Peat's Amazing Sentences | This has been used throughout this year to improve writing. It will be interesting to see the writing data to see if we have improved outcomes.   | Students will use Alan Peat's sentences to improve writing outcomes.   |
| Reading Recovery Programme    | <p>Reading Recovery ran throughout this year, with the last few weeks closing off one student and supporting another by boosting them even though they were not the correct age. He indeed met the challenge and rose by five levels in four weeks! Four students were successfully discontinued, and one transferred to another school. We have two that should carry over to term 1, 2024.</p> <p>We have been granted .3 funding to continue this 1 hour daily, covering my teaching time in 2024.</p> | Students who meet the requirements for this programme will be placed on this. They will make accelerated progress in Reading and word knowledge. |
| Best Start Literacy Approach  | This continues to be a key element in our Junior Room programme.  | The Junior room, Hoteo will use the Best Start Literacy Approach for the initial first 20 weeks of starting school.                              |
| Rainbow Reading               | Rainbow reading has been hit and missed this year, with the need to move learning support staff around to cover students' needs in behaviour. It will continue next year.   | Students who need a boost to their reading will work on this programme and make accelerated progress   |

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Māori Achievement Collaborative (MAC)

**To build the capability of our school to inquire into, recognise and delete barriers impeding improved educational and cultural outcomes for Māori in partnership with students, whānau, hapū and iwi.**

| <b>What?</b>   | <b>Actions towards Goal:</b>   | <b>Outcome:</b>   |
|--|--|---|
| <p>Participate as a MAC school, gaining PD and refreshing our approach to improving outcomes for Maori students in our school.</p> | <p>Mac has been one of the best actions this year. Not only has Brenda, our facilitator, supported me as a leader in learning, but she has also spent time encouraging and supplying resources for our teachers in their roles.<br/>Next year, we will continue with MAC ( If it continues) and provide Education Perfect P.D. software for our staff and students from year three up.</p> | <p>A new lens from which to view things.<br/>To polish and refine this lens to improve Māori achievement,</p> |

**Success for All**

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Funding of Teacher Aides

**To have sufficient support to further success for all**

| <b>What</b>  | <b>Actions towards Goal</b>  | <b>Outcome</b>  |
|--|--|---|
| <p>Fund for two teacher aides in school.<br/>Set out a programme that helps all students achieve or accelerate their learning.</p> | <p>One learning support worker has returned from Maternity leave and took up her role in Hoteo Room. Another has spent many hours covering anywhere that is needed. Next year, this learning support worker will only be in Atiu Room. (Year 3-5)<br/>We have had several extra learning support workers in as we needed to cover the needs of one student with one-to-one support. Much of this was funded by Oranga Tamarki.<br/>We also have a new 2-hour position in Cleasby for 2024 (Years 6 -8) but have no candidates yet.<br/>Our students have required support in a variety of ways this year. We have been fortunate to have dynamic staff that have adjusted their roles to meet those needs.</p> | <p>Students who require additional support will receive it.<br/>Students who gain extra support will have better learning outcomes.</p> |

**Strong Partnerships**

*Tauhoa School will foster and actively work to engage with whanau and the local community.*

*Future Focus Plan: Re-engage Maori whanau to raise student achievement*

**To develop the school into a welcoming environment for Māori Whanau and the Community.**

| What?  | Actions towards Goal:  | Measure of Success   |
|--|--|--|
| <p>Develop and implement an upgrading of the visual look of the school.<br/>Tomokanga Built<br/>Front entrances defined.<br/>Continue to Review the new reporting process.</p> <p>Ensure the reporting process can meet community and learner needs.</p> <p>Review how face-to-face meetings can work effectively throughout the year.<br/>E.g. End of the year.</p> | <p>This has been an ongoing goal since our SAF group met in 2018. We acknowledged that we used the back of our school as the front and wanted to define it by creating a welcoming Tomokanga and a new sign.<br/>This has been slow to move as one person took this on without support. We will continue to look at this as we move forward.</p> <p>There is no information on how reporting will occur under the new curriculum. Plus, we are still looking to change again under the new government. We await any further changes until this is clear in 2024 or beyond.</p> <p>We have had a reasonably good uptake of PPTIs this year. All meetings are with students involved in the discussions. We again used learning maps as a pathway forward in the first meetings and then discussed progress and goals at the beginning of term 3. 43 learning conversations were booked, with a further three outside the booking slots. This is a great success as more than two-thirds of the school participated in working together for the betterment of our students.<br/>However, some parents still refuse to engage in this process. Hopefully, we can create a way to engage these whanau next year.</p> | <p>The school will look more culturally welcoming and colourful.<br/>There will be a more significant community 'uptake' interest and input with a stronger sense of school ownership. More whanau from the community will be engaged, seen, and present in the school. More support from the community and the local Iwi.<br/>Students are engaging in the process and connecting school and home cultures.</p> <p>The reporting process meets the needs of all stakeholders.<br/>Parents will understand what learning and teaching are like now. Parents will realise reports better and be more interested in being involved in their student's learning. The reporting process is adapted to ensure all parents can meet teachers and students to share their learning.</p> |

**Strong Partnerships**

*Tauhoa School will foster and actively work to engage with whanau and the local community.*

*Parent-Pupil-Teacher Relationships Enhanced*

**To continue improving communication between the School, Whanau and learners to improve learning success for all.**

| <b>What?</b>  | <b>Actions towards Goal:</b>  | <b>Measure of Success:</b>   |
|---|---|--|
| <p>Continued ongoing review of communications systems and processes:<br/>                     A: How the school communicates to the community.<br/><br/>                     B: How can we make communicating with the school easier for the community?<br/>                     Review use and move fully to Class Dojo as a tool if needed.</p> | <p>The latest survey only had 11 responses, but all these responses indicated that they use Skool Loop.<br/>                     Class Dojo is increasingly used, and families can see more of what is happening in class.<br/>                     Atiu has 100% take up from parents connecting to this.<br/>                     Cleasby has only three parents missing from this programme (79%).<br/>                     Hoteo has four parents who are not connected to Class Dojo. ( 77%)<br/>                     This programme is used for messaging from class teachers and for parents to see their children's work.<br/>                     The success of this depends on the teacher's buy-in.<br/>                     The Tattler was given a refreshed look this year to be easier to read and more inviting.</p> | <p>A more streamlined and transparent communication system will be in place.<br/>                     Expectations for parents and students will be clear concerning communication.<br/>                     Electronic communication such as Skool Loop, Facebook, and emails will be used.<br/>                     More accurate, easier, and faster responses from parents regarding support and trips will occur.</p> |
| <p>Develop more opportunities for kanohi ki te kanohi with whanau, learners and Staff.</p>  | <p>Due to the many disruptions this year, we have had limited face-to-face time with parents apart from the PPTI's.<br/>                     Parent-pupil-teacher conversations are the new morph of Parent-teacher Interviews. These will again change to Learning conversations eventually as a name, reflecting what these 'meetings' are all about.<br/><br/>                     However, we see many parents attending events and supporting the school. ( Beach Day, Ag Day, Kapa Haka Festival, Weet bix Try. Kaitakitanga Day, to name a few.)</p>   | <p>The reporting system changed to address this. School is open to allow parents to discuss, participate in, and hear from students about their learning and school life.</p>  |

**Passionate and Skilled Staff**

*Tauhoa School will ensure that they develop and support our staff to be the best they can be.*

*Staff Hauora: To ensure Staff will feel valued and supported.*

| <b>What</b>   | <b>Actions towards Goal</b>  | <b>Measurement of Success</b>   |
|---|--|---|
| <p>A Private survey on how to support them in their work at Tauhoa School at the beginning and end of the year.</p>                             | <p>The initial survey had results regarding managing workload and time for home and family.<br/>                     We have ensured they received CRT time and, when requested, helped or given extra time and support. With one staff member, we give latitude for her arrival time due to travel times and family to deal with and drop-off at daycare.<br/>                     I have circulated a new survey to see if things have improved.</p> | <p>The Principal and BOT will be aware of anything they need to support staff over the current year.<br/>                     Review to see if Change</p> |
| <p>Staff and BOT Socials</p>  | <p>We have taken staff out for a staff dinner, acknowledged them on Support Staff and World Teachers Day, and thrown the odd morning tea because they rock!<br/>                     Coming up is our final staff function for the year.</p>   | <p>Staff are happy.</p>   |
| <p>Flu injection provider for all staff who wish to have it at no cost</p>  |  | <p>Increased uptake of staff having an injection and reduced sickness over the winter period.</p>   |
| <p>Staff workload and sickness are monitored and adjusted where necessary.<br/>                     Release time is given when appropriate.</p> | <p>Our staff used their sick leave for themselves and as parents.<br/>                     We applied for COVID-19 sick days to be returned to them successfully.</p>  | <p>Stress points are managed. Sick leave is managed within annual constraints.<br/>                     Sickness and absences are monitored.</p>          |

**Passionate and Skilled Staff**

*Tauhoa School will ensure that they develop and support our staff to be the best they can be.*

*Staff will be supported through the provision of Professional Development.*

**To develop Staff's understanding and capability of Māori Achieving Educational and Cultural Success as Māori, Guided Reading, the Local Curriculum and support in their knowledge of Te Reo.**

| <b>What?</b>                     | <b>Action Towards Goal:</b>   | <b>Measurement of Success:</b>  |
|----------------------------------|---|---|
| Professional Development:<br>MAC | <p>Mac has been one of the best actions this year. Not only has Brenda, our facilitator, supported me as a leader in learning, but she has also spent time encouraging and supplying resources for our teachers in their roles.</p> <p>Next year, we will continue with MAC ( If it continues) and provide Education Perfect PD software for our staff and students from year three up.</p> <p>Our Learning Support Workers are up to module 3 in the teacher-aide training on TKI.</p> | <p>Teachers are confident to engage and embed culturally responsive practices into their pedagogy.</p> <p>Students respond to changes with increased engagement in class.</p> |
| Local Curriculum Development     | <p>We have been awarded a PD contract for 40 hours to finish this work next year.</p>   | <p>Teachers will understand a local curriculum and have had a key role in how this develops alongside the community and Board.</p>  |
| Inquiry at Tauhoa                | <p>This is included in our Contract for 2024.</p> <p>We recently had the second TOD and discussed the Common Practice Model. The first TOD looked at the new curriculum Te Mātaiaho and the refreshed Maths and English subject areas.</p>  | <p>Our own inquiry programme will be developed, and teachers will have the confidence to use this to promote learning through Inquiry at Tauhoa</p>                           |
| PD: Te Ahu o Te Reo              | <p>We have finally had contact with the providers for this. However, on Our MAC facilitator's advice, we will use Education Perfect software next year</p>  | <p>Staff will feel more confident in using Te Reo in class and in our workplace.</p> <p>Classes will begin to have a time of full immersion in Te Reo next year.</p>          |

**ADMINISTRATION Activities outside our strategic goals actions:**

|                                  |  |
|----------------------------------|--|
| <b>Ka Ora: Lunches in school</b> | <p>Jo Green, our chef, has compelled two terms of cooking. We continue to increase budgets to ensure we get the best food available and utilise all funds received.<br/>We have purchased equipment to support this programme including heat lamps, frying pans etc.</p>   |
| <b>EnviroSchools</b>             | <p>In our latest survey, all parents who responded expressed that this programme was either on track for what they wanted at our school or what they wanted to see happening at Tauhoa.<br/>We have hosted Mahurangi wastebusters and will continue to work with them to reduce, reuse and recycle our way through 2024.</p>                                   |
| <b>Stock Report</b>              | <p>Christmas lambs are a surprise, compliments of a gate left open! We had 25 ewes and about 27 lambs this season, with those few extras born recently. We still have Liz and Dave looking after these, with the staff keeping watch when it's lambing season. The market, I am advised, has dropped, so we will not be getting the same return this year.</p> |
| <b>Lease Land</b>                | <p>This land is still being grazed. At one time this year, I spoke with the Lottery 'people' to look at getting support for a riding track around it, but nothing happened.</p>  |
| <b>Property</b>                  | <p>The cycle maintenance painting of the tank side of the school has been completed. The whole school has been washed.<br/>Over the holidays, the roof will be cleaned.<br/>The builders start term 4, 2023, to build the external part of Cleasby.<br/>The furniture renewal has been ordered and will be delivered around the 21st of December.</p>          |