



Principal's report to the Board - Progress @ September 26 2024

Strategic Goal 1 - Core Curriculum	
ĀKONGA	EXPECTED 2024 OUTCOMES
<p>1.1 Learners/ākonga are supported to understand their next learning steps and given the tools to continue their learning and the direction of their learning.</p> <p>1.2 The iDeal platform structured literacy tool is used to strengthen student literacy skills.</p> <p>1.3 Target students' literacy and mathematics needs are identified and scaffolded learning is provided.</p>	<p>1.1 Ākonga know what they need to do next in their learning and what they need to achieve to meet the expected standard.</p> <p>1.2 Structured literacy data confirms increased student literacy skills.</p> <p>1.3 Ākonga achieving below or well below expected curriculum levels in Writing and Mathematics are working towards at or above the level expected for them.</p>
<p>PROGRESS @ SEPTEMBER 2024</p> <p>1.3 Ākonga are tested both formatively and summatively at regular times throughout the year. From this testing teachers are able to</p>	

identify children that are below the expected level of achievement for their year group. These akonga are then identified as target students and will require extra support in areas they need to strengthen. A plan is then made to support the learning in the areas identified. This has been an effective method to support the children in moving forward. The children are also aware of what areas they need to grow to meet their targets and these are discussed with parents at parent interviews held after the mid and final reports.

STAFF

EXPECTED 2024 OUTCOMES

1.4 Kaiako/teachers continue to develop their skills in Structured Literacy.

1.4 Kaiako/teachers demonstrate confidence and a sound knowledge of Structured Literacy.

1.5 Staff participate in appropriate professional learning development.

1.5 Teachers are delivering effective numeracy and literacy programmes.

1.6 Kaiako/teachers explore and evaluate the relative value of formative and summative assessments during regular curriculum meetings.

1.6 Kaiako have ensured that all assessments are appropriate, culturally responsive and have reflected student voice. Assessments have been reliable and valid.

PROGRESS @ SEPTEMBER 2024

1.4 Nerida attended a two day workshop in Structured Literacy using the iDeal platform. The workshops are supported by ongoing online Professional Development. Unfortunately, due to illness Nerida has not yet shared her learning with staff. Structured Literacy PLD for Year 4-8 teachers will not be made available until 2025.

1.6 Assessments have been underway this term in preparations for the final student reporting for the year. Tinui School uses a wide range of both formative and summative assessments to gather the information so as to make an overall teacher judgement on where the student is achieving against the curriculum expectation. Summative assessment, which are norm referenced tests such as the PAT tests, are usually done online to give the teacher additional information on the children's progress. These tests have a diagnostic component that breaks down the test into different learning areas showing their weaknesses and strengths. This then allows the kaiako to plan accordingly. Formative assessments allow for continuous checks and balances of a learner's progress and occur throughout the year. These can involve observations, conversations, quizzes and low stakes assessments. From these teachers can get an in-depth understanding of the children's thinking and grasp of the concepts they are expected to know.

ENVIRONMENT

EXPECTED 2024 OUTCOMES

1.7 Classroom spaces will be arranged to effectively maximise group and individual learning..

1.7 Instructional spaces have been developed in classrooms and in our physical environment.

1.8 Kaiako/teachers will use online platforms to enhance classroom engagement and to support target individual learning.	1.8 There has been a blend of online and classroom work to strengthen student/ ākonga learning.
1.9 A STEM dedicated space and a Library will be developed.	1.9 Dedicated spaces have been allocated for STEM and a library.
PROGRESS @ SEPTEMBER 2024 1.8 Online platforms are used widely throughout the school to enhance their learning. The Junior room uses: Mathletics, Stepsweb, Lexia, iDeal (SL) and Class Dojo. The Senior room uses: Mathletics, Lexia, Epic, Google drive, Gmail, and the wider internet.	
COMMUNITY	
1.10 Parents/whānau are provided with effective information about the core curriculum.	1.10 Core curriculum information has been shared in newsletters, class letters, via individual communication between kaiako and whānau, and through reports and online platforms.
1.11 School assemblies will be held once per term to celebrate student learning.	1.11 School Assemblies have been held each term.
PROGRESS @ SEPTEMBER 2024 1.10 The Dojo online communication programme is now operational in the Junior room after working our way through some teething difficulties. The old website has been pulled down and we are in the process of working towards putting up our new one next term. The website will have various aspects to make up to date information and events easy to access. The website will have the newsletter, a calendar of events, our strategic plans, annual report, community events and notices, work and daily life of our kura. The website has been modelled off other similar kura and designed to be easy to use and simple to navigate. End of year progress reports are due to go home on the last day of term. 1.11 A school assembly was held on Thursday the 19th of September.	

Strategic Goal 2 - Local Curriculum	
ĀKONGA	EXPECTED 2024 OUTCOMES

<p>2.1 Student voice and areas of interest will directly shape the localised curriculum.</p> <p>2.2 Kaiako/teachers will identify meaningful ways to incorporate the Aotearoa NZ Histories across all learning areas.</p>	<p>2.1 The local curriculum has included aspects of Science and Social Sciences of interest to ākonga.</p> <p>2.2 Students demonstrate a greater knowledge of their local history, culture and geology.</p>
<p>PROGRESS @ SEPTEMBER 2024</p> <p>2.1 Student voice has been gathered for the past few weeks. Community voice has been gathered during our last community event and when community members have been in the school. . This has brought up some important themes such as the cleaning of our waterways, Tinui history, pest control, learning the Māori and European stories from the past, ANZAC Day and the environment. From this we can formulate a bi-annual plan to cover these themes and add themes where appropriate and topical to our context.</p>	
STAFF	EXPECTED 2024 OUTCOMES
<p>2.3 Deliberate acts of teaching will be maximised and weave links between core and localised curricular.</p> <p>2.4 Teachers will continue to develop their knowledge and understanding of Te Mātaiaho.</p>	<p>2.3 Cross-curricular teaching has been evident. Kaiako/teachers respond to teachable moments to support achievement in Literacy and Numeracy Target areas.</p> <p>2.4 Teachers have completed professional development on Te Mātaiaho.</p>
<p>PROGRESS @ SEPTEMBER 2024</p>	
ENVIRONMENT	EXPECTED 2024 OUTCOMES
<p>2.5 Our local stories, cultures and identities will be visible throughout the school.</p> <p>2.6 Classrooms will be organised for flexible working across the curriculum and links between core and localised curriculum will be evident.</p>	<p>2.5 Displays document the stories, cultures and identities of our local area.</p> <p>2.6 Classroom spaces and displays illustrate cross curricular teaching and learning and student interests.</p>
<p>PROGRESS @ SEPTEMBER 2024</p> <p>2.5 and 2.6 This is best appreciated by a walk through the classrooms.</p>	
COMMUNITY	

2.7 Local community members will be invited into school to share their knowledge, stories and experiences.	2.7 Community members have met with tamariki and shared their personal stories.
2.8 We will utilise our local environment.	2.8 EOTC has included local trips to expand ākonga knowledge.
PROGRESS @ SEPTEMBER 2024 2.8 A Beach Education day at the Riversdale Life Surfing Club has been booked for 17 December. This fabulous local resource provides the tamariki with practical water skills and water safety in a local, real life beach setting. Through a fun filled day students will learn to use critical thinking to learn life-saving knowledge and how to practise fun, safe ocean and beach activities.	

Strategic Goal 3 - Hauora and Wellbeing	
ĀKONGA	EXPECTED 2024 OUTCOMES
3.1 Ākonga are taught the health and wellbeing through the lens of Te Whare Tapa Whā. 3.2 Mindfulness, resilience building, social skills and the development of whanaungatanga (close connection across the school) are practised and deliberately taught. 3.3 Other opportunities are identified to strengthen resilience.	3.1 Ākonga demonstrate understanding of Te Whare Tapa Whā. 3.2 Ākonga demonstrate increasing resilience, founded by positive relationships which support them to feel safe and to build whanaungatanga. 3.3 Opportunities to strengthen resilience are sought out.
PROGRESS @ SEPTEMBER 2024	
STAFF	EXPECTED 2024 OUTCOMES
3.4 Revisit the Professional Code of Conduct and Professional Standards. 3.5 Ensure all staff are treated with respect and that the wider	3.4 Teaching staff can demonstrate understanding of the Teaching Council's professional code and standards for classroom teachers. 3.5 The wider community is aware of our Community Code of Conduct

community is aware of our community code of conduct.	and staff feel respected and safe in their work environment.
3.6 A greater range of social and team building opportunities for staff are offered.	3.6 Social and team building opportunities for staff have been held. Staff have developed a stronger whanaungatanga.
3.7 Kaiako/teachers are supported to effectively run student wellbeing programmes.	3.7 Student wellbeing programmes have been effectively delivered by kaiako/teachers.
3.8 The Tinui School Kāhui ako Within School Lead is an active participant in the Wellbeing Group for Whakaoriori.	3.8 The Within School Lead reports to the Board on outcomes from the Wellbeing Group for Whakaoriori by the end of November 2024.
PROGRESS @ SEPTEMBER 2024	
3.6 The staff have a Teacher Only Day on Tuesday the 29th of October. This day is being utilised for a Team Building Day. This will be facilitated by Jenny Gray from Team Builders.	
ENVIRONMENT	EXPECTED 2024 OUTCOMES
3.9 Visible school wide wellbeing initiatives exist e.g. Food Forest, the Pause, Breathe and Smile programme.	3.9 Wellbeing initiatives (e.g. Food Forest and Pause, Breathe and Smile) are communicated effectively to the community.
3.10 Signage and artwork are used to deliberately promote school values and vision.	3.10 Evidence of signage and artwork promoting values and vision.
3.11 Ākonga - focused outdoor spaces are developed to enhance wellbeing.	3.11 Outdoor areas support ākonga learning and wellbeing.
PROGRESS @ SEPTEMBER 2024	
3.10 Tamariki have started making/sharing more displays which symbolise our kura's visions and values, including models of the Te Whare Tapa Wha, Emotional Regulation Zones and My Feelings / Feeling Great. This is in addition to their Identity work already proudly displayed in the middle room.	
COMMUNITY	
3.12 We welcome parents and whānau to events. We include and encourage parents/whānau to be involved in supporting student wellbeing.	3.12 Whānau confirm feeling welcome to actively participate in the school - inside and beyond the classroom.

3.13 We promote school wellbeing / hauora initiatives through the school newsletter and assemblies.	3.13 Parents demonstrate awareness of school wellbeing initiatives and help support the programmes at home.
PROGRESS @ SEPTEMBER 2024 3.11 Whānau and other community members were invited to celebrate Daffodil Day. They were also invited to the School Assembly on the 19th of September. Both these events have also been an opportunity for Whānau and other community members to add their voice to the Local Curriculum board, which has led to some whānau sharing amazing resources and knowledge with us.	

Strategic Goal 4 - Cultural Engagement	
ĀKONGA	EXPECTED 2024 OUTCOMES
4.1 Close monitoring of the achievement of Māori ākonga and Māori target ākonga.	4.1 The focus on of Māori ākonga and Māori target ākonga achievement is reflected in planning, resourcing and reporting.
4.2 Assessment tools are reviewed to ensure they are culturally appropriate.	4.2 Assessment tools have been reviewed for cultural appropriateness and have been modified where necessary.
4.3 All cultures in the school will be recognised and valued.	4.3 Student work reflects and celebrates their culture, stories and wellbeing.
PROGRESS @ SEPTEMBER 2024 41. Close monitoring of Māori ākonga shows us that there is no significant difference in outcome for Māori and non-Māori ākonga at our kura. Any Māori target students have a plan to support the learning in the areas identified. The tamariki know which areas they need to develop and these are discussed with whānau at parent interviews held after the mid and final reports.	
STAFF	EXPECTED 2024 OUTCOMES
4.4 Te reo and Tikanga Māori development for all staff to support school wide increasing use.	4.4 Staff using te reo Māori is visible throughout the school and in communications.
4.5 Kaiako/teachers plan responsively to support improved learner outcomes.	4.5 Kaiako/teachers plan responsively, including strategies and cultural responsiveness to meet the needs of all learners.

PROGRESS @ SEPTEMBER 2024	
ENVIRONMENT	EXPECTED 2024 OUTCOMES
<p>4.6 School displays are developed to reflect our culture, history, local curriculum and student engagement in learning.</p> <p>4.7 Ākonga continue to develop and expand their outdoor spaces.</p>	<p>4.6 School displays reflect our culture, history, local curriculum and student engagement in learning.</p> <p>4.7 Student identity and values are reflected in our Food Forest and other outdoor learning spaces.</p>
PROGRESS @ SEPTEMBER 2024	
COMMUNITY	
<p>4.8 The Board and Principal strengthen links with our local iwi (Rangitāne, Ngāti Ira and Ngāti Kahungunu) in culturally appropriate ways.</p> <p>4.9 Welcome whānau to our community events: Pet Day, Sports events, Prize giving and other celebrations.</p> <p>4.10 Weave our Anzac History into our localised curriculum.</p>	<p>4.8 Clear evidence of a stronger partnership with local iwi.</p> <p>4.9 Parents, whānau and community are welcomed and respected as partners in learning.</p> <p>4.10 Local histories and stories are being developed and integrated into the curriculum. Tinui School tamariki represent the school at the Anzac Ceremony.</p>
PROGRESS @ SEPTEMBER 2024	
<p>4.8 The Tūmapūhia marae visit was a lovely experience for the tamariki. They were not welcomed onto the marae with a powhiri as Tinui School is now considered an extended whānau. The children enjoyed shared kai and games. We are looking at going on an overnight trip to the Ohunga Marae to further our marae experience.</p>	

General Operational Updates

School Roll	31
Policy & Procedure Review	All complete for the term.
Personnel	Staffing level for 2025 confirmed at 2.66
Emergency drills	Nil
Major accidents reported	Nil
H/S near misses	Nil