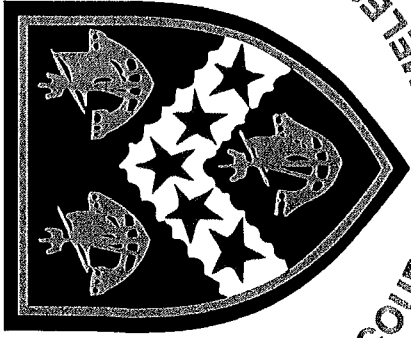


"A PURPOSE JOYFUL"



"A COURAGE BLAMELESS"

TE AROHA COLLEGE

Review and Variance Report of the Annual Strategic and Operational School Improvement Plan 2021 Year

Board Received - 23rd February 2022

Approved Final - 23 March 2022

Signed

2021 Summary and Variance

Strategic Goal - Student Learning - Teaching for Learning GOAL 1

To build on an increased pedagogical capacity through review and development that is effective at supporting the educational growth of all learners whilst celebrating the uniqueness of the individual.

2021 Targets

- All students who leave Te Aroha College at the end of Y13 have NCEA L2 - *80% have NCEA L3
- Achievement disparity between Māori and Whole Cohort is reduced to below 5% at NCEA Levels 1, 2 and 3

- Male student achievement disparity is lowered to below 5% gap with female students
- Male students reach comparative levels of Merit and Excellence achievement at Levels 1, 2 and 3

NCEA Achievement by Goals and Targets

NCEA - All students who leave Te Aroha College at the end of Y13 have NCEA L2 - *80% have NCEA L3

This target has been exceeded with 97.4% of students who completed Year 13 having left with NCEA Level 2

General NCEA Results - Provisional

Our provisional results for 2021 show that we have exceeded the national average at NCEA Level 1, Level 2 and Level 3. We are down on UE but 16 of 19 eligible candidates who finished the year successfully completed UE, and we gained a Scholarship in Mathematics with Statistics.

2021	NCEA 1	NCEA 2	NCEA 3	UE
TAC	78%	87%	70%	43%
NAT	68.5	77.4	69.9	50.8

Our National data in comparison shows the difference transience has had which was exaggerated through the lockdowns from August onwards. This represented students who have been enrolled for over six weeks but did not finish the year with us. This particularly effected our level 2 and 3 results.

NZQA Finalised data includes all students enrolled during 2021

2021	NCEA 1	NCEA 2	NCEA 3	UE
TAC	71.2	74.5	64.1	43.6
NAT	69	77.8	70.4	51.8

2020	NCEA 1	NCEA 2	NCEA 3	UE
TAC	69.3	85.7	75.5	52.8
NAT	70.9	79.5	71.7	52.4

By November 2021 Level 2 NCEA provisional internal assessment data showed Māori achievement at par with all other students. Level 1 and Level 3 data shows performance gaps for Māori that have not yet met our targets although these are significantly reduced from the previous year.

External Results supported this data with students being successful in most of their exams despite the challenging conditions.

Seven students were offered a catch up opportunity to gain their qualification at Level 1 and 2 because of being within 5 credits of success as of February 2021.

NCEA 2022 - Looking ahead

A greater focus on early intervention needs to be an intensified area of performance management in 2022 to support parity for Māori achievement, particularly at Level 1 and Level 3. Special focus needs to be placed on NCEA readiness and supported programming to ensure early assessments are positively achieved to build confidence in success.

This will take focus from individual subject areas to ensure that students are successfully engaging and are supported with time management, coaching and additional guidance. We also need to ensure that deadlines are met with intensified use of pre assessment.

We believe increased quality planning from staff will also increase in programme success and where upgrades in the consistency of planning were evident in 2021, this has translated into quality results for students.

Working with local Iwi to support the development of after-school supported learning in a culturally appropriate context would be a significant advantage to aid in lifting student success rates and confidence in the early part of 2022 for Māori students and their Whānau. The introduction of school based after school learning is also a priority option giving students a safe place to work.

STEM Advancement - Better Promotion of Technology, Maths and Science

STEM results showed progress from 2021 however this remains an area of focused work in 2022 to ensure the majority of students who take Technology, Maths and Science at NCEA level can achieve STEM success. The key barrier was a long standing belief by the Technology Learning area that Technology achievement standards were too difficult for students. This essentially created a self fulfilling prophecy that top students would not take Technology into senior school because it was not offering achievement standards and so STEM achievement remained low. By mid year 2021 this became a primary 'change point' and allowed technology to work to trial achievement standards and redevelop their course programmes. The unit standard options were retained as part of Smart Day providing the best of both worlds for students looking to progress vocationally. Work in the Technology Foods area at Year 10 was particularly positive with students gaining achievement standard NCEA level 1 credits as part of the trial and concurrently allowing for advanced planning for the 2022 course programmes.

Work to further encourage STEM access in Maths, Science and Technology is a critical area with the use of achievement standards which has already seen significant increase in qualifying students in our first provisional review of subject selection for 2022.

Covid and Industry Training 2021

The Covid conditions halted the running of workplace specialist training courses through term 3 and 4 of 2021, affecting Level 3 achievement, particularly for boys.

The Level 1 achievement parity gap is an area of concern and work is needed to ensure Māori students are supported as they transition to Year 11 through the first critical months of NCEA assessment.

55 Gateway placements from an allocation of 52 places were offered and successfully completed despite the challenging situation and this remains a key and critical part of the Smart Day programme. This is a critical part of our wider community relationships and heavily supports the pathway to work and apprenticeships for students directly heading into vocational pathways. Work is needed however to consistently meet the gateway student credit requirements given the ongoing disruption to our external course programmes for 2022.

Gender Equity by Endorsement

Target - Male students reach comparative levels of Merit and Excellence achievement at Levels 1, 2 and 3

We have achieved comparative results for Gender for Endorsement with Males' endorsement level achievement lifting considerably over the last two years. This was particularly significant given the changes to NCEA assessment that removed resubmission opportunities to gain endorsement.

Level 1	Level 2		Level 3	
Merit	F 6	M 5	F 3	M 3
Excellence	F 2	M 1	Excellence	F 1
Māori			Māori	T3 (M)

Target Achievement disparity between Māori and Whole Cohort is reduced to below 5% at NCEA L1 and L2 and L3

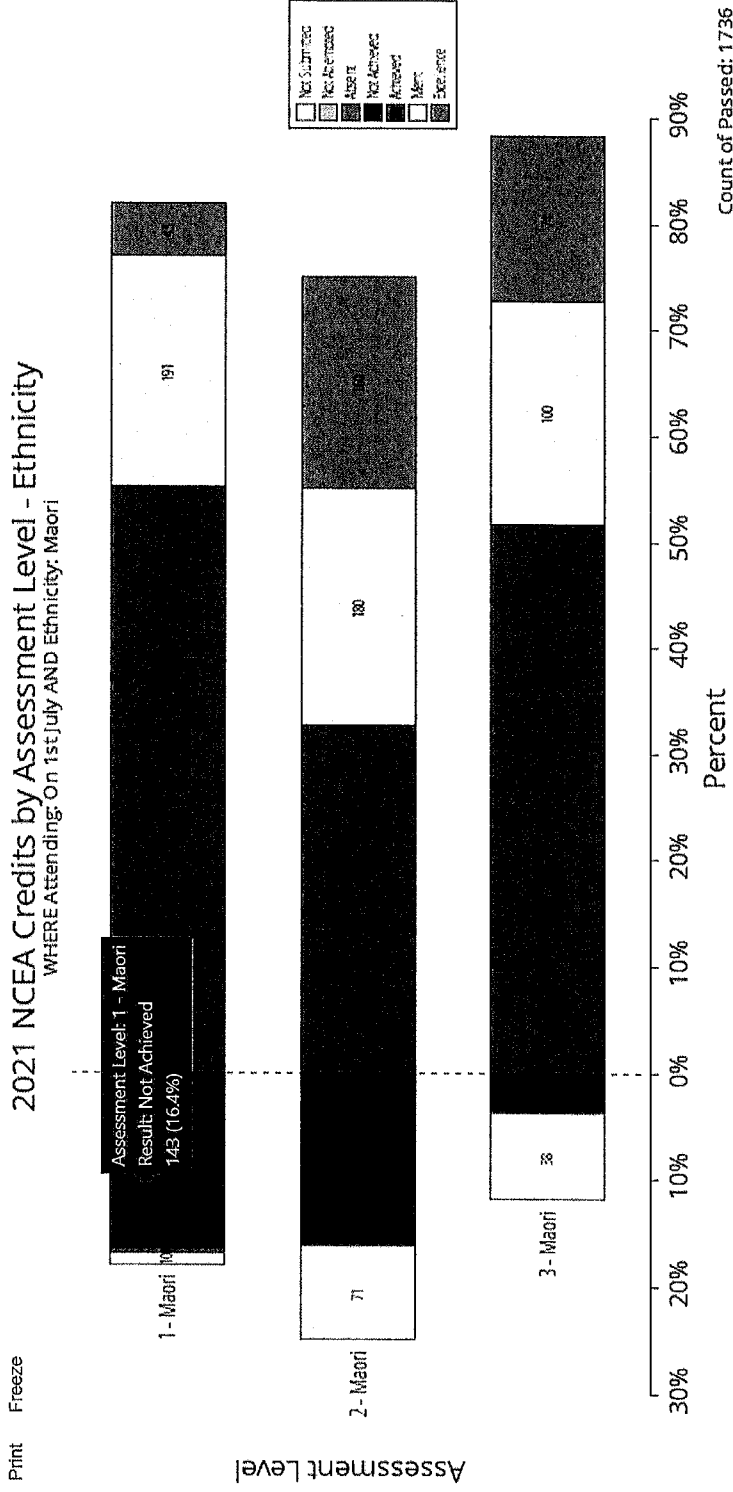
End of Year data for the senior school comparing Māori and European achievement levels for NCEA Level 1, 2 and 3.

This is based on a snapshot of the internally assessed standards and does not include the external results. Results are expressed as percentages. Parity for Māori achievement with the whole cohort at Year 12 was very pleasing. Intensive work is needed at Levels 1 and 3 to provide additional support to ensure a move toward parity for Māori. Success in External as shown in the final NCEA results, lifted our Māori achievement figures.

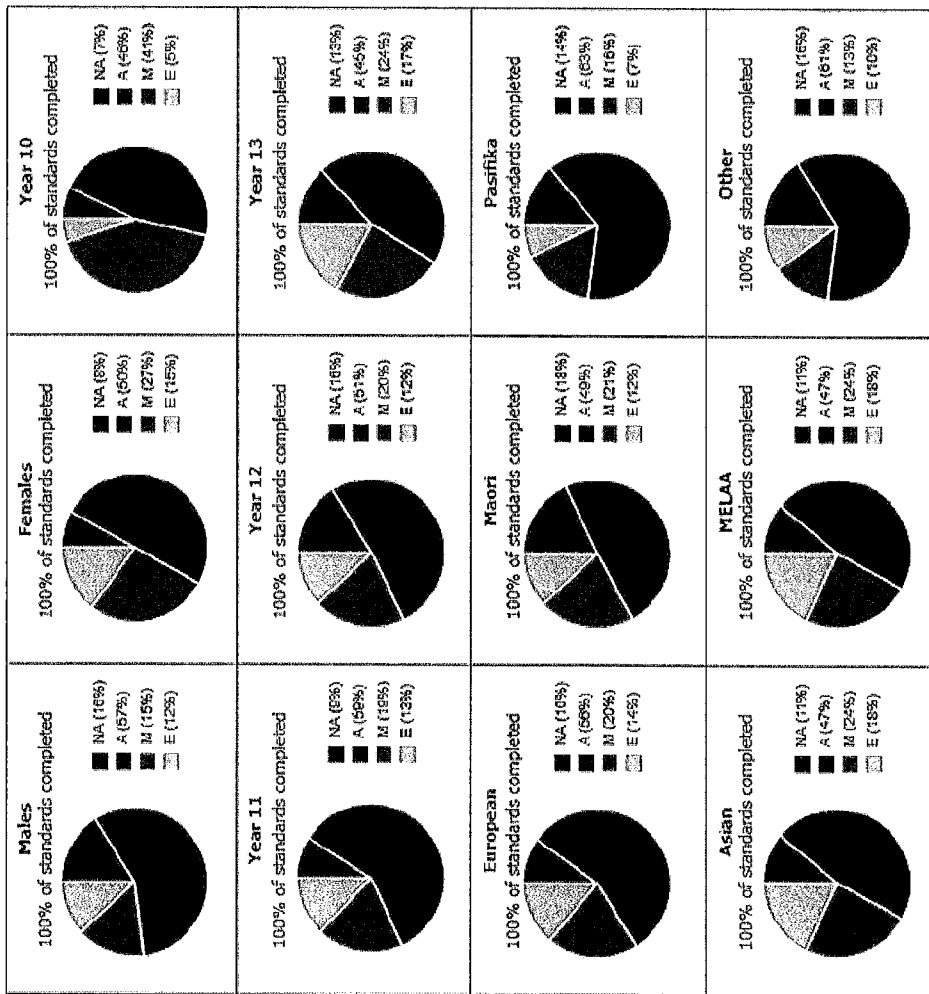
INTERNAL RESULTS to November 2021

L1	Māori	Euro	L2	Māori	Euro	L3	Māori	Euro
Achieved	40%	83%	Achieved	80%	78%	Achieved	55%	75%
NA	60%	17%	NA	20%	25%	NA	45%	25%

In the graphs below the key questions are: How do we lift from Achieved to endorsements at Merit and Excellence, and how do we limit the impact of Not Achieved, particularly on Māori students?



Boys' non achievement also needs to be reduced as this remains disproportionate. The loss of work base cousin due to lockdown was a significant factor in 2021.



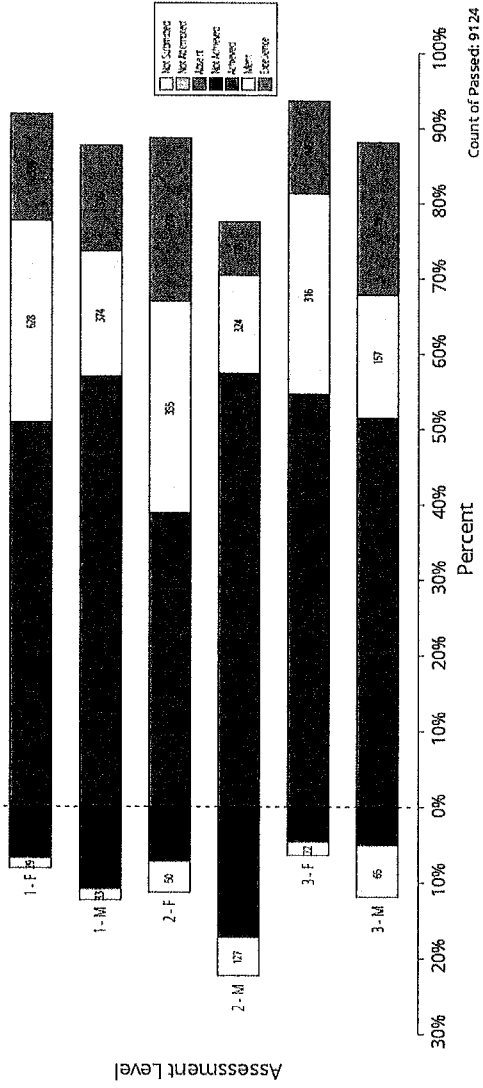
Target Male student achievement disparity is lowered to below 5% gap with female students

Full Results English and Maths by All then Gender for 2021

Print Freeze

2021 NCEA Credits by Assessment Level - Gender

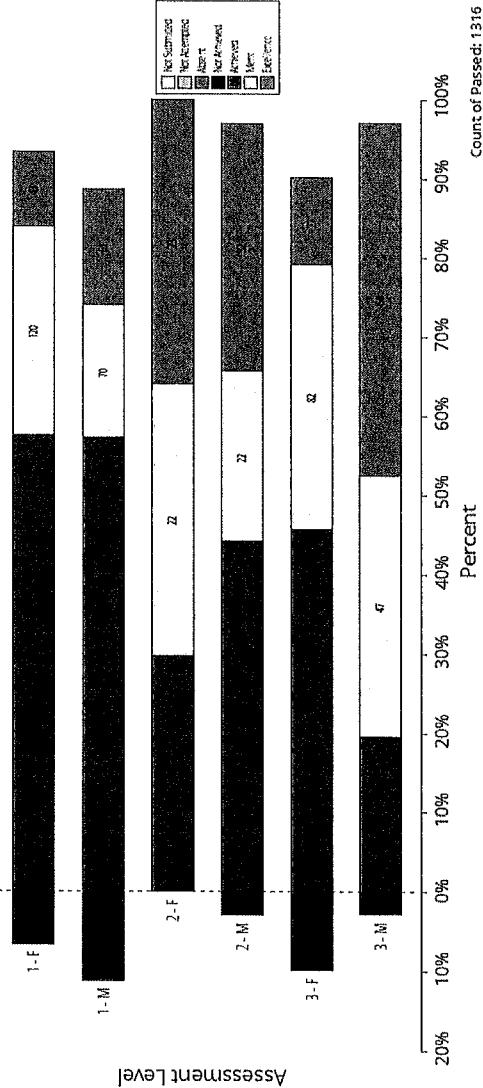
WHERE Attending: On: 1st, July



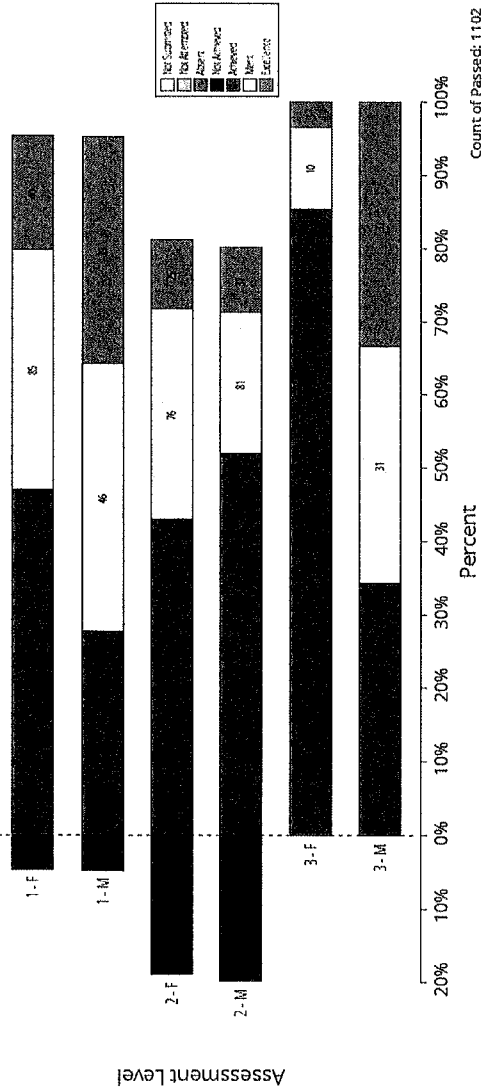
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2021 NCEA Credits by Assessment Level - Gender

WHERE Attending: On: 1st, July AND Department: Mathematics



2021 NCEA Credits by Assessment Level - Gender
WHERE Attending: On 1st/July AND Department: English



Junior Entry Data Reviewed Literacy Information

By the end of their first year at College:

Males have lower literacy rates than females with 12.5% being below expected curriculum level (4p) at the end of their first year at College.

33% of Māori male achieve below the expected curriculum level and 66% of Māori male achieve at or higher.

10% (1 student) of Māori females achieve below the expected curriculum level and 90% of Māori females achieve at or higher.

Māori males and Māori females are more-or-less at par with their cohort.

2021 End Year 9 Curriculum Level Cohort = 72			
23 students or 32% identify as Māori			
3a	4b	4p+	M/F
1	4	8	Māori Male
1	0	9	Māori Female
0	4	18	Cohort Male
1	2	24	Cohort Female

Year 10

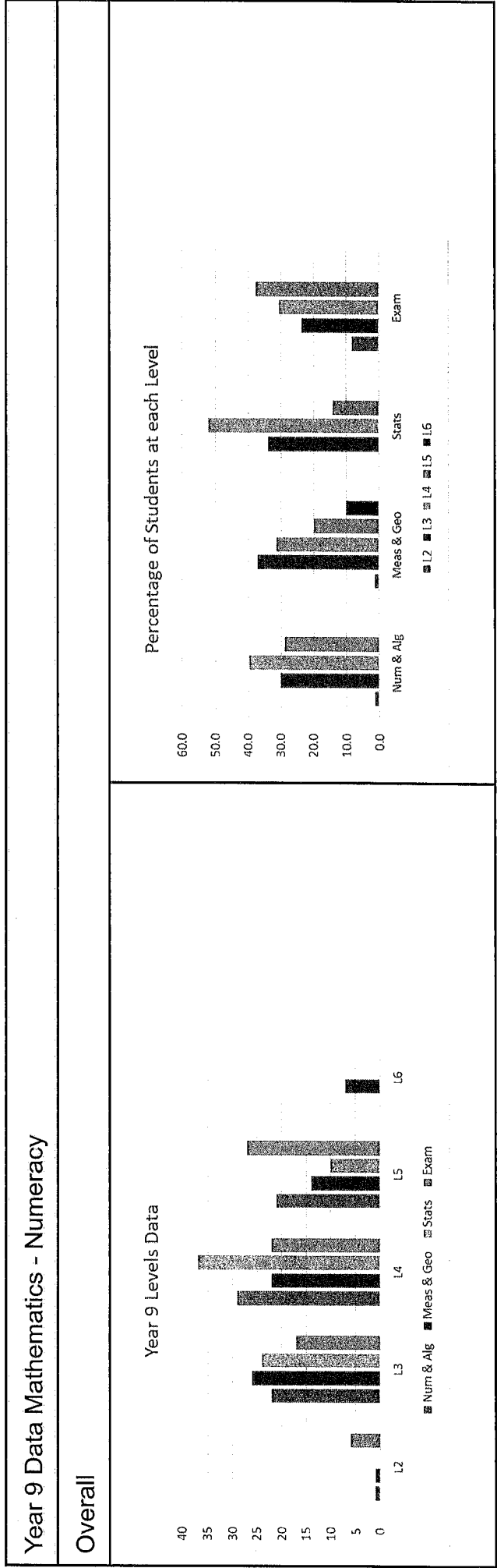
Overall Māori females achieve lower than Māori male. Māori females are the lowest achieving group, also achieving less than other female ethnicities.

Māori male students achieve higher than other male ethnicities with 10% being below expected curriculum level compared to 24% of other ethnicities being below expected curriculum level.

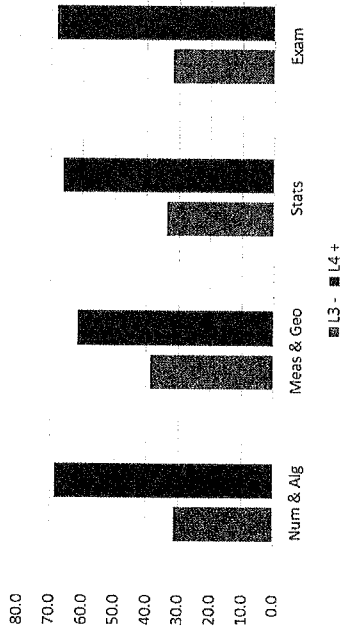
When compared against the 2020 data, Māori males have made significant improvements. Māori females have not made the same gains.

The Literacy Leaders explanation for this gained from phone calls home to students and whānau during Lockdown is that during the long period of Lockdown experienced in 2021, Māori females were less likely to have access to technology and more likely to have greater domestic responsibilities than their male and female other ethnicity counterparts.

2021 End Year 10 Curriculum Level Cohort = 79			
23 students or 32% identify as Māori			
4	5b	5p+	M/F
0	1	9	Māori Male
0	3	8	Māori Female
1	5	19	Cohort Male
0	0	33	Cohort Female



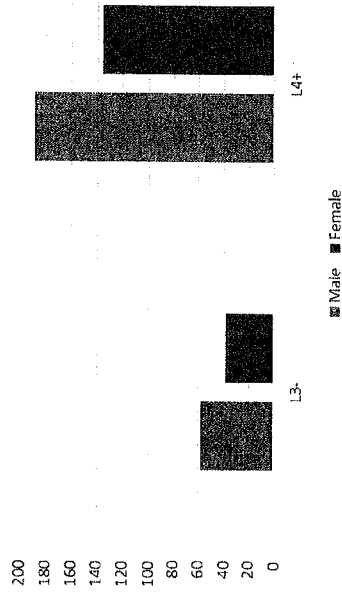
% Below L3 (3-) and Above L4 (4+)



Comment: The Year 9s are tracking well. Our most At-Risk of not-achieving have performed at their best in Statistics and have struggled the most with the examination. The highest achievers have performed best in Measurement and Geometry and the examination.

By Gender

Year 9 Levels Data by Gender



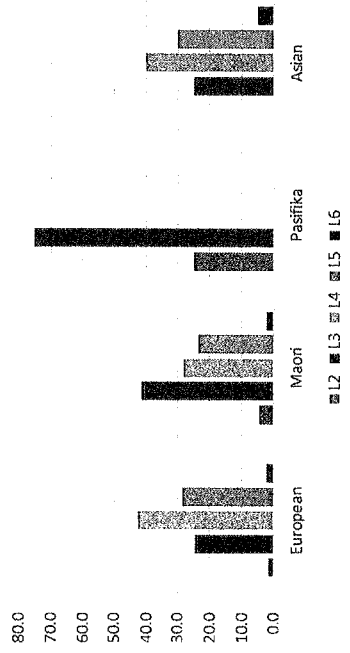
Percentage of results- Combined Number and Algebra, Statistics, Measurement and Geometry, and End of Year Exam.

	L3-	L4+	Total
Male	58	189	247
Female	39	136	175

Comment: There does not appear to be any major disparities between achievement of males and females in Year 9.

By Ethnicity

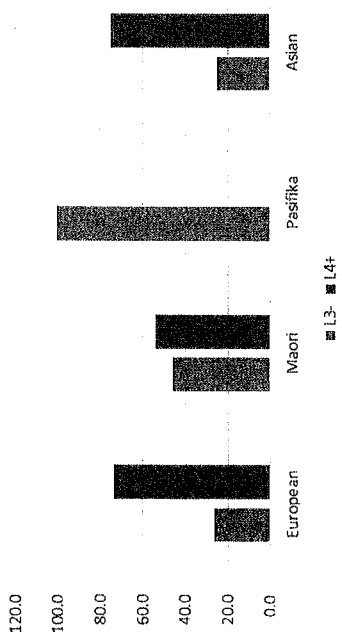
Year 9 Levels Data - Percentage



Levels data by ethnicity: Percentage of results across 3 strands and exams.

	L2	L3	L4	L5	L6
European	1.7	24.7	42.7	28.7	2.2
Maori	4.5	41.6	28.1	23.5	2.2
Pasifika	25.0	75.0	0.0	0.0	0.0
Asian	0.0	25.0	40.0	30.0	5.0

Year 9 Levels Data by Ethnicity - %



Levels data by Ethnicity - 'Below' vs 'At and Above'

	L3-	L4+
European	26.4	73.6
Maori	46.1	53.9
Pasifika	100.0	0.0
Asian	25.0	75.0

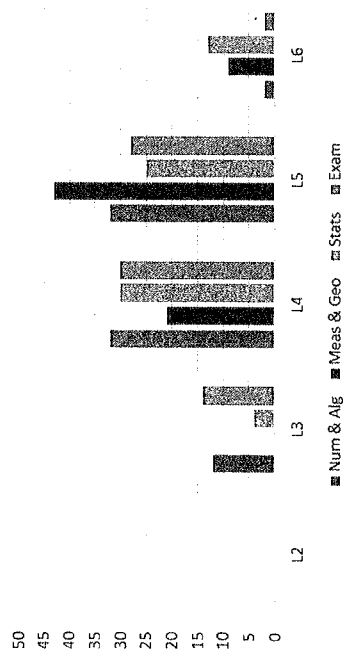
Comments

European and Asian students are achieving at higher levels than Māori and Pasifika. There are still high percentages of Māori students working at Level 5 and 6. The difference between Māori and European achievement appears to be between achievement at Level 3 and 4.

Year 10 Data

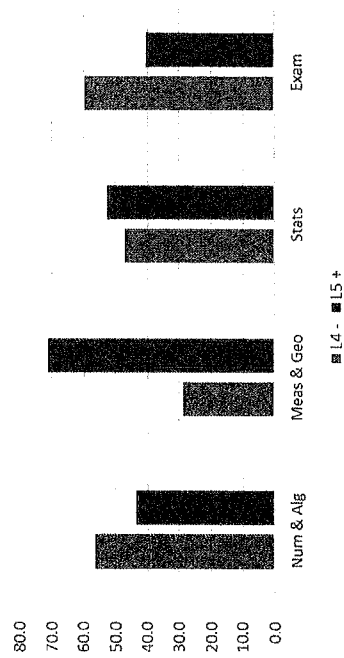
Overall

Year 10 Levels Data

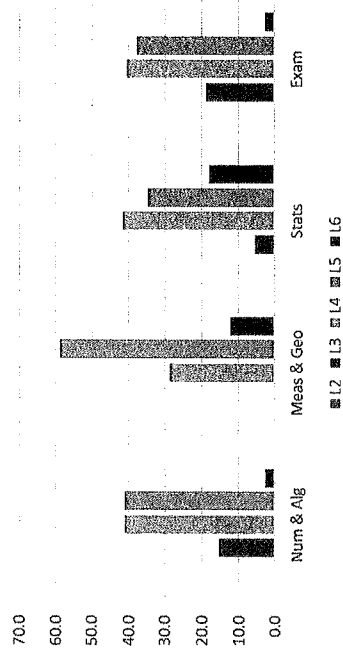


Percentages: Below (L4-) vs At and above (L5+)

% Below L4 (4-) and Above L5 (5+)



Percentage of Students at each Level

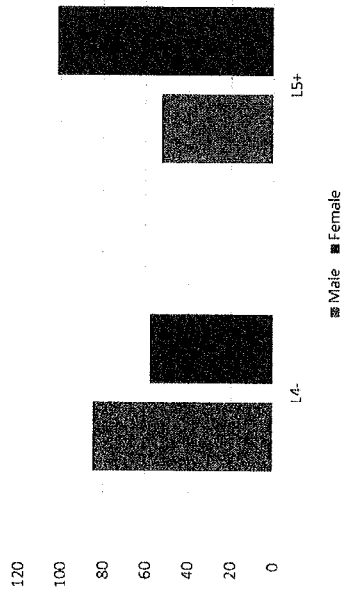


Comment: The Year 10 students this year have excelled in the area of Measurement and Geometry. This is partially due to the Trigonometry unit of work which many of our students have listed as their favourite and best achievement this year. Number and Algebra is

the weakest strand of the curriculum, which also accounts for the examination results as this exam was focused on this area.

By Gender

Year 10 Levels Data by Gender



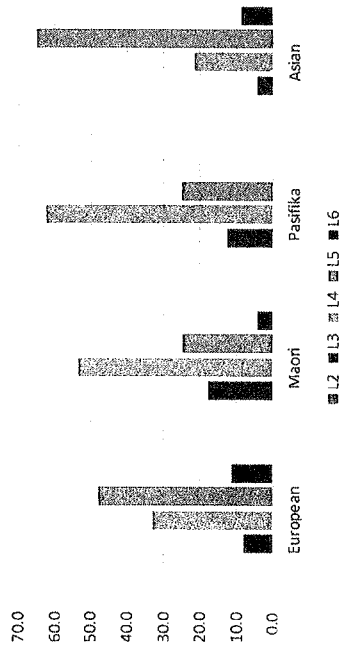
Percentage of results- Combined Number and Algebra, Statistics, Geometry and Measurement, and Exam

	L4-	L5+	Total
Male	85	53	138
Female	58	102	160

Comment: Female students at Year 10 are outperforming their Male counterparts. This is very different to our Year 9 cohort.

Ethnicity

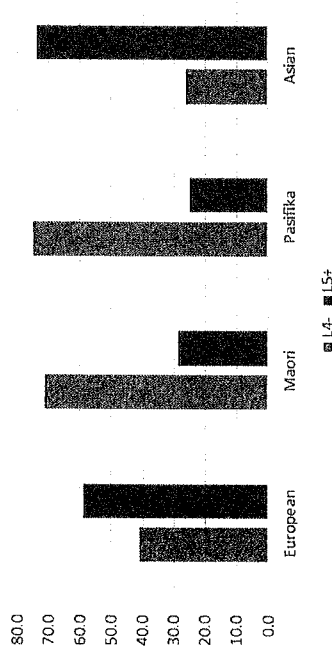
Year 10 Levels Data - Percentage



Levels data by ethnicity: Percentage of results across 3 strands and exam.

	L2	L3	L4	L5	L6
European	32.5	12.5	8.0	33.0	11.2
Maori	17.8	0.0	53.4	24.7	4.1
Pasifika	0.0	0.0	12.5	62.5	25.0
Asian	0.0	0.0	4.3	21.7	65.2

Year 10 Levels Data by Ethnicity - %



Levels data by Ethnicity - below vs at and above

	L4-	L5+
European	41.0	59.0
Maori	71.2	28.8
Pasifika	75.0	25.0
Asian	26.1	73.9

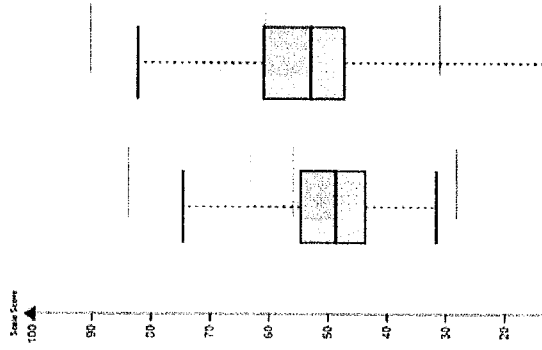
Comments: The disparity between ethnicities at Year 10 level is a concern. Pasifika and Māori students are performing well below their European and Asian counterparts. This will be an area to focus on in 2022 when these students reach Year 11. Our Numeracy class will help to address this disparity.

National Science Testing and the need to build STEM capacity

Students data Gathered:

Senior Science: Thinking with Evidence

Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Year: 9	62/66	50.2 (55.8)	9.2 (10.8)	74.5 (83.6)	54.8 (63.1)	48.6 (55.8)	43.6 (48.5)	31.5 (28.0)
Year: 10	68/70	53.8 (60.5)	11.7 (11.5)	82.1 (90.1)	60.8 (68.3)	52.8 (60.5)	47.1 (52.7)	7.3 (30.9)



The achievement profile of Year 9 and Year 10 students is shown above . Only about one third of our students enter secondary school with the required curriculum level of four and the rest enter below this level. This knowledge gap continues through to Year 10, and possibly continues to the senior school level as well. Reducing this gap will help students gain confidence as learners

Implications for practice

1. The achievement profile of Year 9 and year 10 students is shown above. Only about one third of our students enter secondary school with the required curriculum level of four and the rest enter below this level. This knowledge gap continues through to Year 10, and possibly continues to the senior school level as well. Reducing this gap will help students gain confidence as learners.
2. The data strongly showed that there is an academic challenge that we must overcome at Te Aroha College and in our primary schools. Many of our students are below the national average (green colour) and have a very diverse student population in Year 9 and Year 10 in terms of varying academic ability. This poses a challenge in terms of meeting the different learning needs in the classroom.

Next steps

This data drove a major project to attempt to fund a Junior Science programme across Years 7 and 8 within the Community of Learning. Although a sponsor was found the project was halted through The House of Science attempting to use our community as leverage for opening a regional branch and seeking longitudinal funding for their organisation. This was a disappointing outcome for months of intensive lobbying we had undertaken.

The challenge to improve the teaching and engagement with science remains critical work for our across school teacher in 2022 so we can reach back and support our primary schools with the development of a science culture throughout the whole community.

Taking another approach, our Head of Science, Jiji Kurian has been awarded a place in the Science Teaching and Leadership Programme run by the Royal Society Te Aparangi. He is one of eight teachers selected nationally. This programme is funded by the Ministry of Business, Innovation and Employment and will help Jiji to swap his classroom teaching for research activities at Plant and Food Research for two terms. He will have the opportunity to undergo a professional development programme organised by the Royal Society Te Aparangi which includes a short leadership course run by Otago University. His return mid year will see further growth around his focus of junior science development.

Academic Check Point - Senior School

Data from six separate five-weekly Senior school NCEA checkpoints was collected through 2021. Letters of commendation or concern were sent to all senior students and their whānau after each checkpoint. An addition to checkpoint in 2021 was the number of internal credits each student had obtained by the various checkpoint dates. This was a good measure of attainment progress during each five-week period.

Tracking of students through five weekly checkpoint progress showed where disparities with Māori and/or male students began to form, compared to the whole student cohort. This data linked closely to non attendance and also where students began to fail it showed up work

confidence to carry on was limited. Earlier intervention specifically targeting the first round of assessment is necessary along with work with staff to put greater emphasis on pre assessment. Another key aspect of this data was the link to quality planning and programming and success results for students. It is critical for all NCEA classes to be well planned and operating in defined units of work. Where slide and glide strategies were deployed by staff, student success rates were significantly lower.

Next Steps 2022

Greater 'Proactive Live Time' use needs to be made of this data as a tool for early intervention by the Deans, HOLs and SLT. This needs to be a set meeting slot for every five week collection point with targeted actions and interventions linked to teacher support, individualised student support and parental contact to ensure students can 'keep up rather than catch up'. This work also needs to support students to restore confidence if they begin to fail as quickly as possible.

The TAC Covid Journey - Learning to work flexibly

This can be best summed up by the Team English and Team Maths reviews and has coloured our planning both through 2021 and moving into 2022 as standard to work towards for all learning areas.

COVID - What did we Learn this time around - Reflecting on the Good and challenges

Lockdown in 2021 differed markedly from 2020.

Prior Preparation - *After the Lockdown of 2020 I felt Learning Area English was not as prepared as we could have been and we needed to do 3 things in case it happened again:*

1. *Refine our programmes.*
2. *Digitise our text resources in case students were home without textbooks.*
3. *Consolidate our Google Classroom use.*

Refine Programme - *At the beginning of 2021 the English team recognised that our Year 13s had a disrupted Year 12 and were missing some prior knowledge they would need for some standards. They reworked the Year 13 course, removing the external and adding in 2 new internals (students would select one of the two). The 2 new internals I held back, they would only be implemented during Lockdown. So when Lockdown was initiated, students could put their current standard on hold, and focus on the new standards which did not need as much teacher intervention and support. Team English recognised that our Year 12s were in the same situation, so we changed the order of*

our course, keeping the Reading Responses standard in reserve in case it was needed. For the Year 11s we recognised that disruption from Lockdown would be new, as they were juniors in 2020 and did not have the same pressures. Team English changed the course to make each standard fairly separate from the next (in previous years we have tried to link standards together with unifying themes). This means that we could change standards to ones requiring less teacher support more easily, as the next task no longer required successful completion of the previous.

Digitise More Resources - Team English engaged the assistance of our Librarian Marion Kroukam to digitise many of our text resources and save into a Google Drive accessible to all English teachers. We focused on preparing work that could be done in one or two sessions, rather than long projects where it seemed students tended to lose interest. She scanned junior novels, senior NCEA workbooks and resources, short story text books and lesson plans and Graphic novels. She spent many weeks preparing this for us and is to be commended for her accuracy and attention to detail.

Google Classroom - At the beginning of 2021 we ensured that all our Google Classrooms were working and students knew how to use them efficiently. We made this our routine for every class, so any transition to home work would be done seamlessly. This did rely on students' own internet access, which we already knew was not 100%.

So when Lockdown 2021 began, we were in a better position resource and planning-wise to cope. Lockdown was announced in the evening, and by the next morning all English classes were running as if nothing had happened.

Challenges - Our challenges in 2021 were different than in 2020.

"We as teachers were much better prepared, we had good resources already prepared and could carry on our programmes as usual. So it is difficult to understand why it was so much harder.

I do know my teachers were already exhausted - two terms of running all over the school teaching every class in different rooms, holidays spent shifting furniture and unpacking resources, a term of trying to find their way around a new block and working out our new space. During the 2020 Lockdown all teachers had bubble buddies or others in their home - this time only 1 teacher had company and 3 were on their own. This combined with family stresses and uncertainty meant for a difficult time.

Students also approached this Lockdown differently. Even though our Google Classrooms were updated daily, and there was plenty of accessible work of varying types, we found it much more difficult to get work completion and engagement. Students were so much better at Google-video-meets, yet their focus was on maintaining their friendships, not work conversations. Our Google-meets transitioned to providing a platform for them to engage in social interaction. This was good for students to enable them to see their friends, but we didn't get a great deal of English work completed.

As teachers we found we needed more Google-meets ourselves, to have some personal interactions. We created two regular bookings on different days - one for just work business, and the second to chat. Separating out work and chat enabled us to get the work done, but still maintain our social interactions with each other.

The return to school was difficult for both students and teachers. Our Year 12 and Year 13 students especially seemed to struggle. Many had been working in essential services during Lockdown, earning good money and being treated like adults. Then they returned to school where they are told when to eat and go to the bathroom. Naturally there were tensions.

English teachers too were cautious and fearful. With family members still in Lockdowns in other parts of the country, there was not the unity we had in the previous year. Time seemed so much shorter with only a few weeks to prepare students for final assessments and exams. The pressure and stress were immense, no matter what we did and how hard we worked there would never be enough time to prepare students and we anticipated we would be held to account for it nationally.

Covid Planning for 2022

Learning Area English Covid Planning for 2022 has already begun. We may be unlikely to see Lockdowns again, but we are more likely to face large numbers of absences of staff and students as the virus embeds in our school community. We are considering how best to prepare ourselves and our students."

Team Maths also provided insight:

COVID - What did we Learn this time around?

This year, the Lockdown was much more achievable for us as teachers. We were more familiar with online learning procedures and were confident with using video calls and assigning work on online platforms.

Students had higher levels of engagement and were able to adapt quickly in the first few weeks. Unfortunately, students did waver and lose interest in the online learning quickly and engagement tapered off after the second week.

If we were to go into a Lockdown next year, we will look to provide more of a range of work, particularly for our junior students who did quickly tire of Education Perfect.

The roll out of devices was much better this year and we found this beneficial to the smooth running of our online programmes.

Student Learning - Teaching for Learning

To investigate and develop a system of 'Student Voice' that provides rich and constructive feedback and feedforward information that can be used to further develop staff pedagogical practice. Final Wellbeing surveys were conducted with the student body in Term 4 2021 as a function of the Community of learning work.

Student surveys are enhanced with student input and used at all levels on a calendared 5-weekly Check Point system.

A programme of in-depth student feedback is developed in which at least 80% of all students participate and respond to support live time review. This is advanced to provide 5-weekly Teach the Teacher meetings with the student and staff.

Junior Student Voice was collected in Term 1 and Term 4. This has been used to support review of the curriculum, belonging, class structures and engagement.

Junior students reported a strong sense of belonging especially in Year 9. This was further supported with the parental comments at the end of year learning conferences showing our transition programme had been effective in engaging students in secondary school life.

Senior Student Voice has been collected with surveys in March and June. It showed strong engagement but challenges with the changes to the assessment systems where students no longer had the resit opportunities of the previous years. This was particularly challenging for Year 12 and 13 students and was a key impact on the shown decrease in levels of Merit and Excellence attainment.

The Student governance group consulted on the:

- Foods programme
- The Pike project
- Barriers to Learning
- Student Leadership
- Improving junior systems

LGBTQ+ group development has seen consultation and positive acceptance in the student community with a significant shift in views and attitudes toward this aspect of our school community. Although there is still work to do the students have reported that they feel more accepted in school.

2022 will see further work with staff training on pronoun use and supporting name and gender identity changes.

Teacher Professional Growth Cycles

Shifting from Traditional Appraisal 2021

The Staff Professional Growth Cycle for 2021 was redesigned in accordance with the MOE and Teacher Council changes and included the expectation for a significant professional development programme in Te Reo Staff. This was achieved by staff completing the Education Perfect online Te Reo Māori course. This was challenging for staff but their commitment was commendable. Staff preparation, learning and presentation of their pepeha at staff meetings was also completed with a strong sense that staff were able to demonstrate their Te Reo language learning while expressing their own place to stand.

Staff members meet with their mentor HOL or Line manager to make sure that all aspects of the Professional Growth Cycle have been addressed. Final sign off was completed in consultation with Deputy Principal Peter Jager, with emphasis on three aspects:

- Meeting the six standards expected within the teaching profession
- Lesson observation
- Professional learning completed.

To support an external view of operations and performance the Principal, Deputy Principals and the COL leader were externally appraised by Graeme McFadyen. This growth cycle ran from May 2021 to May 2022.

Next Steps

Work in 2022 needs to focus on consistent planning and teaching practice to ensure student learning remains our key focus particularly as we enter year 3 of the pandemic. Greater emphasis needs to be placed on HOL leadership and direction to support learning teams to prioritise effective planning and operational strategies of teaching in the classroom. Reflective live time feedback and feed forward at all levels of the organisation also needs to be a key part of the growth cycle where successes are shared.

Student Learning - Pathways for Learning

To implement a coherent set of diagnostic tools and strategies school wide that can be used to identify and support students at risk of not achieving.

All Teachers are accessing student data from summative testing, previous schools' feedback, student assessment and the Learning Support register to inform planning and programme development.

Reporting school wide is further overhauled to provide a clear picture of consistent progress based on real measures. Personalisation of what a student needs to improve for next steps.

Meaningful and appreciative comments supporting strengths.

Leavers Destination Data 2021

37 Students in year 13 - Destination data

University 15	40%
Polytechnic 2	5%
Work 12	32%
Return to school 2	5%
Apprenticeship 3	8%

This is similar to the 2020 data with a slight increase of students going directly to work. We note here that the regional financial situation has prompted some families to push for their school leavers to be earning to support households rather than taking student loans for further training.

Transition Centre Change

The change to the Transition Centre to being school-based rather than based in the former caretaker's house has seen significant positive changes in how we have been able to cater effectively for this group of students. We have seen greater transition back to standard classes and our students have worked increasingly well to build confidence and resilience as they work in their standard classes and remain connected to the centre.

This change was required as a means of supporting a significantly increased level of reported behavioural and psychological conditions being seen in the enrolling students.

This individualised work has allowed students to build confidence and positive relationships before stepping back into the standard classroom environment. 9 students have successfully returned to full school programmes through this work and a further 3 students remain in supported programmes attending a hybrid of supported and class based learning programmes.

Learning Support Register and Reporting

Work has continued on developing a coherent and proactive student register of learning support needs and our learning support co-ordinators have been fundamental in supporting this process.

Although reporting school wide still requires significant work, this portfolio has seen major increases in positively communicating with our parent body around achievement and success of students. Coupled with the parent interview process at Junior School we have built a positive foundation of engagement for Whānau / Parents where student learning is at the centre of the learning meetings that we now hold. Parent feedback on the interviews has been extremely positive and we continue to see increasing rates of turnout with each event that we run in this way.

The addition of our Librarian as proofreader has also ensured the quality of work going out to our community is of a high and consistent standard.

Year 9 Transitions, De-streaming and Junior Pike

The Year 9 **transition** start-up programme ran well. Year 9s have continued to be well settled in a **De-streamed** house class system. Feedback from staff through core curriculum meetings has been very positive throughout the year. Feedback from students and parents has been very positive and the final Year 9 Prizegiving was a celebration of diversity and success not seen before.

Key changes reported by staff were:

- An increased focus on learning for all ability levels within the class
- A self-moderating effect where students actively supported positive standards of behaviour and expectations
- An obvious increase in boys' engagement in learning as demonstrated at final prize giving
- A greater level of diversity in our top academic achievers, including visible increases in boys' success
- A very low drop out rate with significant student retention increase from previous years, even with academically low-ability students
- A drastic reduction in reported behaviour issues both in class and out of class in comparison to previous years

- Very high student and parent reporting of belonging and inclusion
- Greater house participation as the classes were based on our school house system

Staff reported greater balance in workloads and provided positive feedback in the four core learning areas throughout the year. Line managers also evidence a greater level of intensified planning around differentiation strategies and evident increases in student success in the four core learning areas.

Next steps 2022

The de-streamed class system in 2022 will cover both Year 9 and 10. Professional learning is focused on de-escalation and high quality multi-platform planning and teaching.

Pike Programme

The Pike Programme at Year 9 ran during Smart Day (2.5 hrs a week for 9 weeks) - this has run well in 2021. An increased budget is needed if current challenges are to continue for 2022. **We must stick to the importance of having all our students be able to swim, ride a bike, cook a meal and give back to their communities as a key and fundamental requirement of our wider education for life. The statistics remain frightening that only 50% of students entering the school can swim 50m and only 70% of students can ride a bike.**

A Year 10 Pike programme also operated - however, the Year 10 "Out and About" programme was less successful and required a greater level of both staff and financial investment. Making links to the outdoor education programme should have been a critical factor here but this opportunity was missed. Clear and concise leadership of this critical engagement portfolio is needed to ensure we can keep all our junior students out and moving, physically fit, mentally well and able to be brave enough to try new things.

Investigation is still needed to co-ordinate crossover of the project with the service requirements of the Student Volunteer Army requirements. The most problematic part of the Pike programme is students finding/completing service and/or staff finding useful service in the community. This is also the most critical part to establish a positive student culture of contribution to school life and giving back.

Next Steps

Due to cost restrictions we will be working to take this project in-house in 2022 by completing the Junior GREAT programme with a focus on Year 9.

Reporting on the Accord Days and changes to NCEA - Learning area Voice

In 2021 the proposed roll out of NCEA changes began despite a backdrop of a world pandemic. This was challenging for staff as rebuilding and re-focusing programmes while trying to master multi-platform teaching was a very big ask. However staff found the shared curriculum regional days very supportive and Ministry guest speakers helpful especially around the changes to Literacy and Numeracy.

Team Mathematics

At this stage, Team Maths are feeling like we are at the right stage in terms of preparation for the general Maths NCEA changes which will now be implemented a year later. We have professional development lined up to assist with our readiness in this area. BPA will go to the NZAMT conference next year provided it is not postponed again.

Our biggest challenge currently is to prepare for the Numeracy and Literacy component of the new NCEA. This will require collaboration with the English department and research. We will endeavour to do this during the planning days at the end of 2021 and the beginning of 2022.

Team English

Two big challenges face Learning Area English - the first is the new Literacy standards being introduced at Years 9 or 10, the second is the rollout of new English standards beginning with Year 11 in 2023.

***Literacy and Numeracy Standards** - although the domain of all curriculum areas, we expect the burden of planning, delivering and assessing the new Literacy standards will fall to English (as Numeracy will fall to Maths). We do not yet have a firm idea of how this will be implemented Nationwide, let alone at Te Aroha College. We have yet to see realistic curriculum-normed student-produced exemplars to show us what the end result should be. However I have faith in our team of knowledgeable and confident practitioners that we will be able to do whatever is required to make it work.*

***New English Standards** - We are well prepared to deliver the new English Standards as we have been discussing this since 2019, when they were introduced at the English Conference which our department was fortunate enough to attend. Attending that Conference put us in a good position to begin our preparation. We missed Conference in 2021, but hope to attend in 2022 where this (and the Literacy standards) will be the focus. The delay until 2023 will further help us prepare.*

The change to completing a maximum of 4 standards and 20 credits will require a major change of thinking. Many people are used to credit counting, and using the obtaining of credits to measure the success of the teacher. Some students show increased motivation after failing a small credit assessment and do better for the next. Neither of these ways of thinking are compatible with the new system.

Learning Area English initial planning suggests offering 3 of the 4 standards, one assessed internally, the other two externally. Of the two externals, one seems to be portfolio type, where teachers gather evidence and submit (perhaps indicating grades). The other is an exam. We are considering offering the exam standard to students who have successfully completed the first two. Students who have not successfully completed the internal and the portfolio would resit. So roughly:

Term 1 - internal

Term 2 - portfolio (marked externally)

Term 3 - external exam OR resit internal and/or portfolio.

Once the standards for Level 2 and 3 are released we will have a better idea of how the English curriculum is to be covered.

Student Learning - Pathways for Learning

Apply a bicultural approach across Years 9-10 which includes Te Ao Māori, Matauranga Māori and Te Reo Māori including methods of assessment

For the majority of Māori students to make achievement gains in NCCER, easTTIe/ OTJ's are greater than the cohort average.

The introduction of de-streamed classes has seen a considerable lift in Māori student and Male student performance at Year 9. This was evident in the diversity of prize winners at Year 9 compared to Year 10 which remained in a streamed format.

Our work in 2021 has shown that we need to build resilience in our students so that they are able to try and retry when they are struggling to achieve the first time around. This year we have again seen trends where Māori students are slow to find success but once having found that success are more than capable of competing successfully in their NCEA level assessments.

Our statistics show that in 2021 our students who are Māori were operating well at the higher end of the curriculum where they are on par with or out-performing other students.

We need to see work that is more chunked and built up with small steps to lead to positive end results, rather than students being given assessment work without the necessary scaffolds and support to build success.

There is a critical need for a greater level of preparation work for the start of the year to ensure we teach how to achieve for all the diverse needs of our classes.

Looking Ahead to 2022

This critical area still needs considerable work although good progress was made during 2021. It has been really positive to see staff making a real and committed effort to learn Te Reo Māori and we have seen this naturally transfer into class teaching.

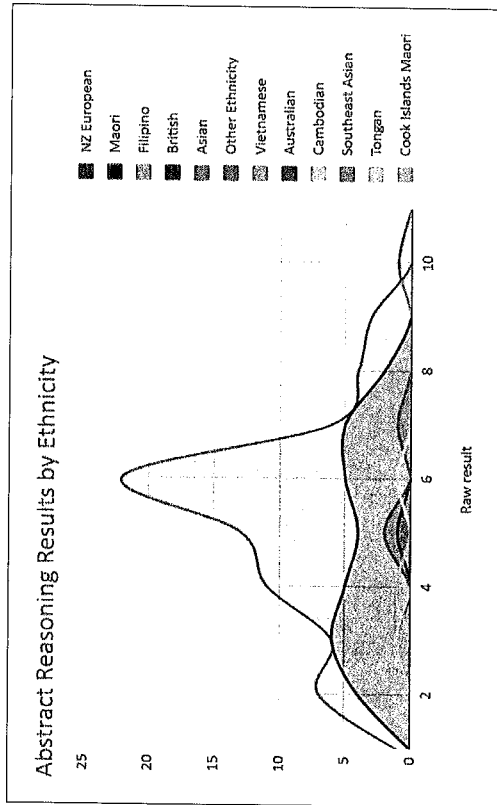
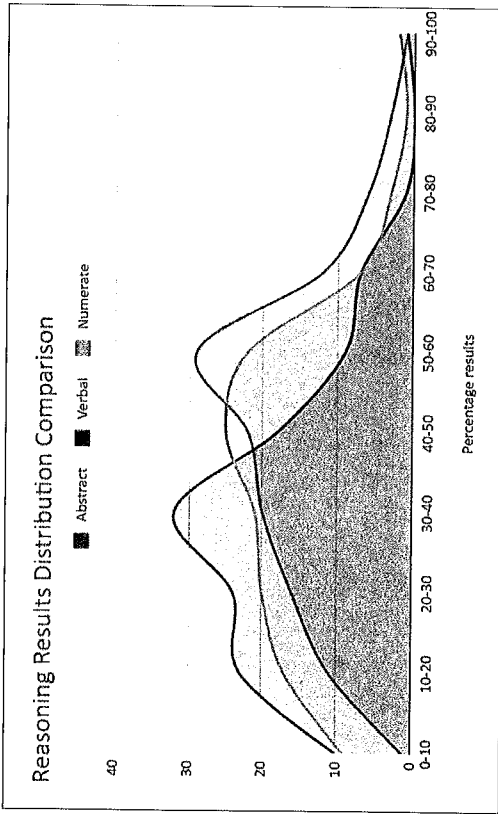
In 2022 we need to develop further professional learning opportunities around Mana orite me te Matauranga Māori specifically for curriculum use with a focus on Years 9 and 10. The employment of MOE Māori Liaison will be a starting point as we build a critical PLD base for staff and work.

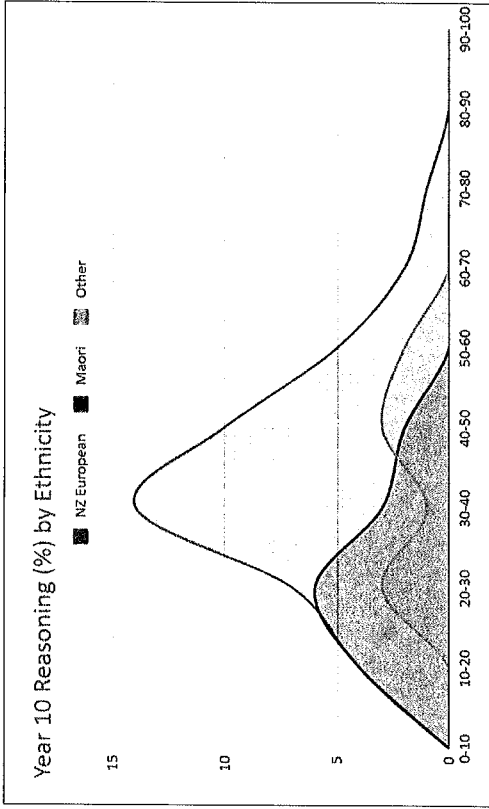
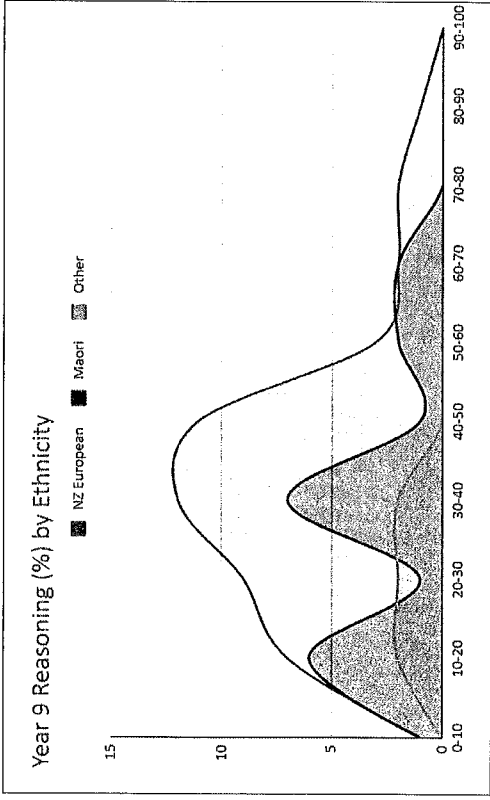
Student Learning - Assessment for Learning

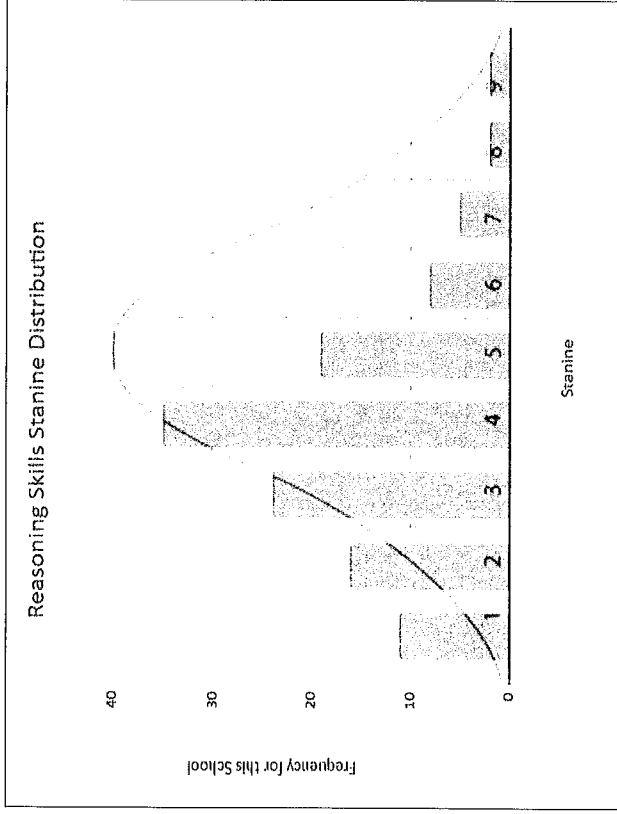
*Develop a coherent approach to assessment, both formative and summative in Years 9-10 that has a shared vocabulary, is accessible for both Students and Whānau, is timely and provides students with an understanding of how they can improve. **For an intensive system to be refined and in full use by all Teachers by the mid-year mark for all core classes at Year 9.***

The Year 9 and 10 level operated with a full school wide national test run in term 2 to look at a baseline of data. This data proved critical to the need to calibrate the Year 10 classes and increase the level of material being taught across the curriculum to avoid the streaming effect of lowered expectations.

Reasoning







Building an Exam Culture

Derived Grade exams showed a marked improvement in acceptance by students and behaviour. Participation was not as high as expected (due to many factors, including absences following the Covid Lockdown, student and parent anxiety, teachers not completing preparation). The Year 12 male cohort struggled the most with meeting exam behaviour expectations. Some Derived Grades were not able to be obtained. There were some concerning trends of whole classes failing Derived Grade exams which shows a lack of preparation. This needs attention in 2022 that we are assessing with student readiness in mind, as all staff are working to clearly defined timelines.

Participation and behaviour of Year 9 and 10s in end of year exams was very positive. Students seemed well prepared by their teachers and knew what to expect. Teachers were more prepared, having constructed exam papers. For the final Year 9 exam, it took less than 15 minutes to get nearly 70 Year 9s seated, logged on to their chrome books, and begin their exams. This exceeded expectations and was a credit to the preparation work of all.

Student Engagement - Wellbeing for Learning

- To develop and embed a positive relational culture using restorative practice that values all the participants in the learning process.
- To fully implement a school wide student leadership programme to support the growth of leaders as an ongoing process across all year levels as the key 'TAC Way' promotion team.
- Student Attendance increases to 90%
- Negative reported pastoral incidents decrease by 10%

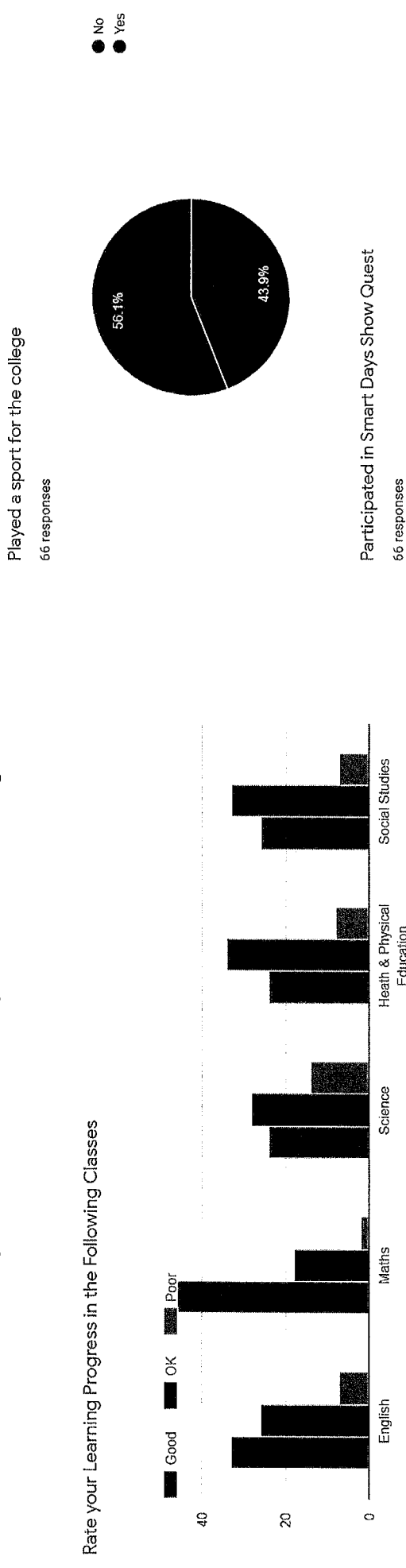
Target - To develop and embed a positive relational culture using restorative practice that values all the participants in the learning process.

TARGET EXCEEDED

GREAT Survey

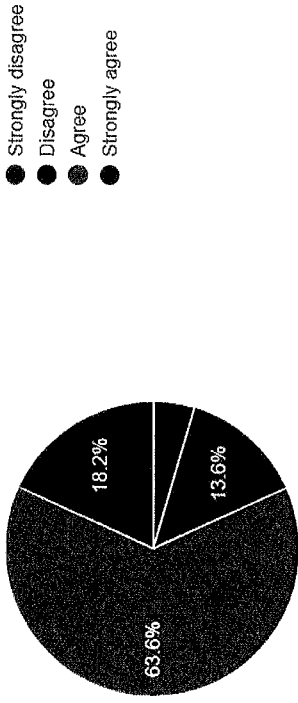
Junior Students completed a Great Survey to gain student voice on a range of aspects surrounding their experiences during 2021.

Below is a select series of graphs from Year 9 responses as a final sign off for 2021.



I feel I belong as a student of Te Aroha College

66 responses



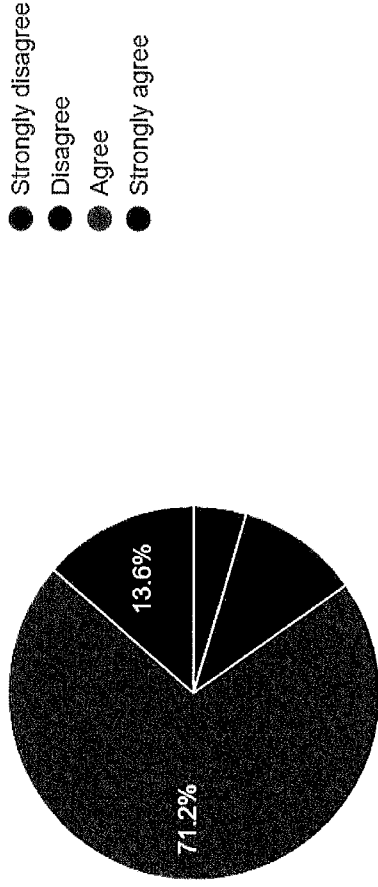
The Year 10s have been working towards building a culture for learning through the year in preparation for their exams. Raising expectations, and creating extension work for the mid band classes has seen most students make steady progress. Each term we have set higher expectations around attendance, and overall students are showing up more and engaging in the lessons. In the final weeks of 2021 the focus has been for students to secure option lines for 2022, create good routines for studying for exams which will set them in good stead for NCEA in 2022.

Some highlights have been the Junior Forum organising of Gumboot Friday, Shave for a Cure, and organising the junior school pool party at the end of the term. The events so far have been highly successful, and the students involved are going to be great leaders for the College in the future.

Student Voice Year 10

Overall Achievement in Exams - I achieved well in my exams

66 responses



In 2021 we saw a notable change in student behaviour across the school. We reported a significant reduction in moderate incidents involving violence between students and saw a major reduction in standown numbers for events of this nature. This was reported in both staff and student feedback along with observations and the incident data.

The change coincided with the availability of the pavilion as a recreational space, the advent of the foods programme and the increased presence in support of the junior school of the student leadership.

Although we had issues with vaping, our historical negative incidents dropped considerably and were managed proactively at the Deans' level with some exceptional teamwork. The system deployed by the Junior DP and Deans' team was extremely successful and this, coupled with the non streamed junior Year 9 classes, kept the focus on learning and achievement.

Target - To fully implement a school-wide student leadership programme to support the growth of leaders as an ongoing process across all year levels as the key 'TAC Way' promotion team.

Target Exceeded

Our Student leadership structure saw us trial three key projects in 2021. This was designed to give students a service focus rather than just a badge and a blazer. This included the Pavilion foods project, a cultural project to develop Haka and Waiata, and the TAC Way project to develop activities for students at breaks.

This model of leadership seeded a number of further projects including fundraising opportunities that have been of significant benefit to our community.

We have learnt a great deal from this work and that has seen further refinements for 2022 and how we select leadership teams and how we set up project work to allow students to be successful. There is more work to do around ensuring we have an inclusive culture of leadership growing from all levels of the school in 2022. However we now have a school Haka, a Waiata our school can perform, a reinvigorated Whare Matauranga and a growing culture of student involvement in events.

For students involved in this model of leadership there is also significant benefit for applications for tertiary study and we have seen significant scholarships awarded to our students who have fully engaged in this leadership model.

International Student Engagement

A key feature of the student leadership focus in 2021 was to maintain strong international connection even though we were online only. This saw our seniors defend their international title by receiving gold awards for their efforts and saw us end the year with a strong international programme that has continued through into 2022 with our incoming Year 12 leaders. This has been a vital part of our GREAT programme where we are seeking opportunities for all students to be globally aware.

Restorative Practice

Target Negative reported pastoral incidents decrease by 10%

Target exceeded

There has been far less need for student/student and student/teacher restorative conferences, reflective of fewer instances of bullying and/or fighting, and our students have been more focussed on learning. There are still minor incidents to deal with but we see the numbers

needing our intervention have decreased significantly. There have been no major incidents of fighting all year. This is a dramatic shift from previous years.

We note the presence of the senior students in the grounds as part of their leadership projects was a key factor in the reduction of incidents during break times. We also note the provision of the foods programme changed the whole dynamic of our student culture where our students all now sit down and eat together during breaks and engage in sporting and other activities that keep them busy. A key here from the anecdotal student voice has been that there is no longer competition for basic resources and students are no longer 'Hangry' - hungry and angry.

The food programme has been, in this respect, an absolute gift!

Pastoral incidents by year level



366 to 226 incidents show a significantly reduced incident level between years for Year 9. This is a good example of how the changes we have made in 2021 have improved the relational approach of our students in and outside the classroom. This well exceeded our target of 10% reduction of incidents.

Attendance

Target - Student Attendance increases to 90%

Target not yet achieved.

Increasing attendance to 90% remained a big ask with further Covid Lockdowns and subsequent fallout for our community. Pro-active attendance management is critical in 2022. We must do more with the gathered data to engage and refine our strategies in 2022 in live time. This needs to target student groups where obvious gaps and disparities exist and work to build greater engagement and success as a feature of 'wanting to attend' rather than having to attend.

Systems are only as good as the quality of data entered: Staff entry of attendance into KAMAR showed improvement. Some form teachers' follow-up could however improve to maintain positive relationships with family.

Significant attempts were made this year to get the poorest attendees to College, via the Transition Centre, rather than removal from the roll and refer to truancy services. There were 12 students in total in Years 9 and 10 requiring a larger amount of intervention and this project proved very successful as a primary step for reintegration into learning. This pilot proved very successful.

Year 9 2021	Term 1 Weeks 1-6	Term 1 Weeks 7-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 17 days prior to Level 4 (26/7-17/)	Term 3 17 days after Level 4 (9/9 - 1/10)	Term 4 Weeks 1-4
Overall student attendance	83.2%	78.3	77.4	73.1	76.3	78.4	74.7
Overall Year 9 attendance	89.7	82.3	81.0	78.1	83.1	86.4	82.7
Year 9 European	89.3	82.7	83.4	79.4	83.6	85.7	81.8
Year 9 Māori	90.1	78.2	75.0	75.1	80.4	86.4	82.6
Year 9 Girls European	90.4	82.8	81.8	80.2	82.7	84.9	81.8
Year 9 Girls Māori	87.4	80.5	66.6	67.0	71.5	90.5	82.6
Year 9 Boys European	87.7	82.6	85.5	78.1	84.9	83.2	82.9
Year 9 Boys Māori	92.0	76.5	82.0	82.0	87.9	86.2	85.8

Year 10 2021	Term 1 Weeks 1-6	Term 1 Weeks 7-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 17 days prior to Level 4 (26/7-17/)	Term 3 17 days after Level 4 (9/9 - 1/10)	Term 4 Weeks 1-4
Overall student attendance	83.2%	78.3	77.4	73.1	76.3	78.4	74.7
Overall Year 10 attendance	80.3	75.6	73.2	71.7	71.8	78.6	76.1
Year 10 European	81.4	76.8	75.4	71.8	76.8	79.7	77.7
Year 10 Māori	71.6	64.9	60.0	62.8	64.4	67.6	65.5
Year 10 Girls European	85.3	79.8	77.1	76.6	76.5	74.8	75.9
Year 10 Girls Māori	71.8	61.1	57.1	57.5	61.5	71.1	65.7
Year 10 Boys European	77.3	73.6	73.4	66.3	77.2	85.7	79.9
Year 10 Boys Māori	71.4	69.2	62.8	67.8	66.6	64.7	65.3

Year 11 2021	Term 1 Weeks 1-6	Term 1 Weeks 7-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 17 days prior to Level 4 (26/7-17/)	Term 3 17 days after Level 4 (9/9 - 1/10)	Term 4 Weeks 1-4
Overall student attendance	83.2%	78.3	77.4	73.1	76.3	78.4	74.7
Overall Year 11 attendance	85.1	82.2	79.4	75.3	79.4	80.4	76.2
Year 11 European	86.2	82.9	83.5	79.1	79.4	83.7	78.2
Year 11 Māori	77.9	73.6	66.8	66.6	82.6	71.4	74.0
Year11 Girls European	88.9	84.9	82.5	81.7	80.1	80.6	76.4
Year 11 Girls Māori	81.9	77.7	70.8	67.0	82.6	76.4	80.7
Year 11 Boys European	84.1	81.4	84.2	77.3	78.6	86.0	79.6
Year 11 Boys Māori	68.8	64.2	60.1	65.8	62.5	62.3	62.1

Year 12 2021	Term 1 Weeks 1-6	Term 1 Weeks 7-11	Term 2 Weeks 1-5	Term 2 Weeks 6-10	Term 3 17 days prior to Level 4 (26/7-17/)	Term 3 17 days after Level 4 (9/9 - 1/10)	Term 4 Weeks 1-4
Overall student attendance	83.2%	78.3	77.4	73.1	76.3	78.4	74.7
Overall Year 12 attendance	79.7	74.5	73.1	66.8	71.8	72.1	66.3
Year 12 European	80.9	75.8	73.5	70.6	76.2	75.1	65.8
Year 12 Māori	71.8	63.6	69.7	59.8	63.8	68.6	62.2
Year12 Girls European	76.7	73.2	71.8	69.7	78.4	74.8	64.5
Year 12 Girls Māori	66.6	52.2	63.5	52.5	69.2	64.7	53.6
Year 12 Boys European	78.5	77.6	74.5	71.2	75.0	75.3	66.7
Year 12 Boys Māori	81.6	71.9	72.5	63.8	60.4	71.4	66.2

Year 13 2021	Term 1, weeks 1-6	Term 1, weeks 7-11	Term 2, weeks 1-5	Term 2, weeks 6-10	Term 3 17 days prior to Level 4 26/7-17/8	Term 3 17 days after Level 4 9/9 - 1/10	Term 4 Weeks 1-4
Overall student attendance	83.2%	78.3	77.4	73.1	76.3	78.4	74.7
Overall Year 13 attendance	80.0	75.6	82.2	71.4	65.3	66.3	62.5
Year 13 European	82.1	76.0	83.8	75.0	71.1	72.7	64.5
Year 13 Māori	75.5	68.2	75.7	64.0	55.6	54.5	52.6
Year13 Girls European	84.9	79.2	89.1	86.1	80.2	78.9	63.6
Year 13 Girls Māori	67.3	50.0	63.8	69.4	56.2	49.0	50.8
Year 13 Boys European	78.4	71.8	77.6	62.8	61.3	65.2	65.7
Year 13 Boys Māori	79.1	77.3	80.2	62.5	55.4	56.6	53.3

Student Engagement - Wellbeing for Learning

Targets

- *Addressing poverty to increase engagement*
- *Role model scholarship and acknowledge progress by further developing a widespread approach to positive public celebration of academic success*
- *Academic awards included in all assemblies for All Terms, recognising success and promoting it in the community*
- *Values and Service awards including Manaakitanga awards are regularly announced at assemblies and promoted in the community*
- *That every assembly focuses on student, cultural and sporting successes*
- *A Cultural Awards Prizegiving be held alongside the Sports Awards Prizegiving with SLT organising the cultural event*
- *That Challenge awards – Pike and SVA are regularly recognised through 2021*

Food Programme and Cultural Development Poverty

Two highly successful student-led leadership programmes and initiatives resulted in the greatest school wide positive changes in 2021.

Developing a Free Food programme from the ground up

Our worst fears were realised in early term 1 2021 in our community as we had large numbers of students presenting at school with serious food poverty issues. Our school nurse screened our incoming Year 9s and the results were frightening, with children enrolled with severely lowered body mass index readings. We estimated that at least a third of our school population were not receiving sufficient food to function effectively. We saw a number of examples of this in swimming sports where we had 4 students needing formal medical attention all related to food poverty as they were unable to sustain a programme of physical exercise. Teachers were also reporting that a number of students were not able to sustain a day's classroom work.

We rolled out our own programme of food support run by our Year 13 leaders but the need was far greater than our capacity to roll the programme out. At their meeting on the 22nd of February, our Board also moved to support our school to feed our student population. Our Board Chair, senior leadership and student leadership went 'cap in hand' to our local businesses to seek support while we built a food programme. Our research in our own community showed a considerable rise in poverty since Covid with increased rents, increased homelessness, increased transience, job losses and business closures - making local support for this work challenging. Given our small size and relative isolation our families also struggled to access food parcel support through other agencies. To start 2021 we provided 40 sets of uniform in our free second hand uniform programme, 28 pairs of shoes, 30 sets of stationery and more. As we are a small school these numbers were alarming.

By mid year the student determination and hard work paid off and we were accepted into the MOE funded food in school programme. This has been a significant game changer for all students and we believe it can be credited with the drastic drop in reports of negative behaviour, the increased achievement in afternoon classes, sporting engagement, the settled junior school and general calmness around school as the food became a mainstay of our daily programme. The continued certainty of having this programme for the next two years is also extremely important and has given us the opportunity to provide employment locally to cater this ourselves and allow the food team to build relationships with our students.

Creating our Turangawaewae - Our place to stand

The development and performance of a full school Haka and Waiata was a further student-led initiative that united in a full school performance to celebrate Matariki. Like the food programme, this was driven by students for students and created a school wide cultural link that has been passed on to the next generation of student leaders. Notably over the two month period that the Haka practice occurred three mornings a week, we saw a significant rise in boys' leadership, and improvement in boys' behaviour. Through this process, it became obvious who would lead the school in 2022 as student leaders.

In 2022 this process will again engage each new year level and allow the Haka to embed as part of the TAC way.

Targets met in challenging conditions

Assemblies were managed very effectively by the student leaders in 2021 for the first half of the year. Unfortunately, school assemblies ceased to happen under the Covid Level 2 and subsequent restrictions. We can hope for better things in 2022.

Service Assembly - Mid year

A student service awards assembly filled a full programme at mid year, celebrating the many and varied contributions to service and community that our students achieved. This was a very effective way to award students who do a considerable amount for our community. Student Volunteer Army has been introduced successfully and has assisted our senior students to gain 'Excellence Plus' for their application for scholarships and university 3 Gold awards were presented, representing over 500 hours of community service. It has also celebrated what has basically been a 'hidden' aspect of our community for the first time.

Levels Based Prizegivings

Prizegivings and Sports Prizegivings were very limited due to Covid restrictions but provided celebration live-streamed for parents and caregivers and we were still able to celebrate student success. Individual level Prizegivings were a positive way to ensure individual

recognition with posted photos of the events of every prize winner, and this proved to be the most popular of all our year's social media posts, second only to the school Haka video. These changed ways of celebration have taught us much about providing new ways for everyone to be recognised and have been far more inclusive despite Covid restrictions.

Sports and Sporting Involvement

Te Aroha College continued to report extensive involvement in sport well above the National sporting figures. In 2021 208 student females and student 203 males were engaged in sporting activity across 19 different codes. (Students at Te Aroha play multiple codes) 17 staff were coaches, 10 staff were managers and 5 were officials. Community involvement remained high with 22 community members as coaches, 1 as manager and 25 as officials. Student coaches, managers and officials also remained high. 50% of students represented the school in 2021 with almost equal statistics of male - 52% and female - 49% involvement.

Health Safety and Wellbeing

- Develop refined and updated school Emergency Procedures
- EOTC Procedures
- Developing a culture of Staff Support and Wellbeing

2021 has seen significant work in the health and safety portfolio with the formal appointment of a safety officer role in January 2021. Term 1 and 2 saw full redevelopment of all Fire Safety, Lockdown and Evacuation procedures and all EOTC procedures. Property safety was also a key focus as the school worked through improving maintenance systems after plumbing and gas incidents. From mid year, work was focused particularly around psychosocial support planning for staff and work intensified around health and safety of trips and school events. A WorkSafe notification around staff psychosocial wellbeing was signed off as complete in early December after the restructuring of a Health and Safety Committee and the development of a workplace psychosocial matrix for staff support. The area of work has been a key to being able to develop a modernised framework of Health and Safety and Wellbeing reporting within the school. Significant changes to Board personnel and governance leadership in September 2021 have resulted in challenging operational relationships with the Board. Requests for intensified Board training have not yet been met and this remains a significant risk area for the Board in their need to act appropriately in the good employer role.

2022 will focus on staff training and ongoing analysis of workforce wellbeing trends, along with a continuation of improving the schools' operational policies and procedures in these areas to ensure all those on site are operating in safe ways. Regular collection of staff and community voice will also be a key feature of operations to ensure planned interventions are having a positive impact.

Initial Voice reviews of staff and parents for 2022 have shown marked improvements in staff and community perceptions and engagement.

School Finance and Property - Environment for Learning

Goals and Targets

To develop a rich and flexible environment that can be fully engaged with ensuring that innovative practices are fully supported in promoting deep and effective learning.

Finance - Target still in progress

This has been a challenging area in 2021 and we have had to make significant cuts through an unplanned event that has occurred, coupled with the continued lack of our international programme that provided a significant proportion of our additional funds. Unbudgeted legal and settlement costs have been a key factor in the variance from the original budget and although austerity measures were deployed in the early part of the year, finances were very tight by the final quarter. A very austere budget has been generated for 2022 that will see a slow and steady return to a strong financial position over the next two to three years and with news of our borders reopening, we are already receiving early international bookings that will see us financially strong in a much shorter time period.

Property - Target Met

Activate Building and Grounds planning to support all building upgrades completion for the B, D Completing works for A offices and E repairs and planning for E, C and F.

Further investigate and develop a school Whare Matauranga that promotes a culture of inclusiveness and that recognises Māori culture practice in our kura.

Completion of B and D block has made a significant positive difference for students and staff, and although this project has been drawn out due to Covid Lockdowns and supply issues, the result has been wonderful for our students and teachers alike. The two million dollar injections into our property has made an incredibly positive difference for both students and staff. Having modern single cell toilets has been a game changer for student wellbeing.

Storm Damage is becoming a real risk to the school as our weather patterns change and become more extreme. As we work through thorough maintenance plans this will see us replace a number of guttering areas to industrial grade and any areas that can be damaged by winds and torrential rain are now being reassessed.

2022 will see **planning for E block renovations as the key 5YA project** with the ultimate goal of being able to remove C block due to its ongoing and substantial asbestos hazards and prohibitive cost upgrades due to its Nelson block design. We are awaiting completion of the Weather tightness support for the Library block as part of the national MOE planning.

We will also see the **boiler replaced** under the national scheme to reduce carbon emissions. The school coal boiler was second hand when fitted to the school in 1954 and is well beyond its life cycle. The advent of dirty imported coal has also seen complaints from the community with smoky residue now an issue on startup.

2022 needs to see us work with the continued upgrade of the **Pavilion** to complete this as a student space as a 50/50 community ownership space and aim to replace the understorey ceilings that are made of the old chip board material.