





KOROMATUA SCHOOL ANNUAL REPORT 2023

KOROMATUA STRATEGIC PLAN 2024-2025

<p>Mission Statement: <i>Te Pono me Te Aroha: By Truth and Love</i></p> <p>Our Values/Uara: <i>Pono - Ako, Whakapau Kaha Aroha - Aroha, Manaakitanga, Kotahitanga, Whanaungatanga</i></p> <p>Vision: <i>Our akonga will be confident, connected and actively involved, lifelong learners.</i></p>	
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AROHA LOVE 	AKO LEARNING 			KIA TUUHONO CONNECTING 
	<u>AKONGA STUDENTS</u>	<u>KAIMAHI STAFF</u>	<u>KI TUA O TE AKOMANGA BEYOND THE CLASSROOM</u>	
<p>Strategic Statement: Koromatua kura will provide a safe, caring and supportive environment where all members of our haapori are valued and respected.</p>	<p>Strategic Statement: Koromatua kura will provide an environment that facilitates a broad range of experiences and activities that will enable all akonga to grow towards achieving their full potential across all curriculum areas.</p>	<p>Strategic Statement: Koromatua kura will empower our kaimahi, within a supportive environment to grow towards achieving their full potential, to raise akonga achievement.</p>	<p>Strategic Statement: Koromatua kura will foster the physical, cultural, personal and social development of each akonga.</p>	<p>Strategic Statement: Build an inclusive supportive learning environment where akonga, kaimahi, haapori, hapu and iwi work proactively together.</p>
<p>A1: Student Wellbeing A2: Staff induction processes A3: Staff Wellbeing A4: Honouring Te Tiriti o Waitangi and Acknowledge Mana Whenua A5: Acknowledge Pasifika and Asian haapori. A6: Academic and pastoral support alignment A7: Solution focused problem solving</p>	<p>A1: Literacy-Numeracy Integration A2: Develop confidence and competence in Te Reo Maaori A3: Develop a STEM programme A4: Learner Centred Programmes</p>	<p>K1: Te Maataiaho/New Curriculum developed K2: Lead By Learning PLD K3: SchoolDocs delivered and accessible to staff K4: All staff operate the Koromatua Curriculum Plan (KCP) K5: Coaching/Mentoring Resources</p>	<p>A1: Enhancing EOTC A2: Enhance Arts and Crafts/Performing Arts A3: Give community service/show manaaki for community groups A4: Sustainable infrastructures</p>	<p>T1: Internal communications T2: Update reports to show student Literacy-Numeracy achievement. T3: Improve reporting systems T4: Strengthen the school's relationship with Ngaati Mahanga</p>

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Statement of Variance 2023 - Koromatua School

Priority Area for Student Achievement

To accelerate progress in Reading for students to achieve at or above the appropriate NZ Curriculum level.

<p>2022 Annual target: Reading- Year 2-8</p> <p>Each teacher has selected a group of students from their class that will be their target students for the year.</p>	<p>Student Group: Boys - 15 Girls - 17 Total - 32</p> <p>Ethnic breakdown Maori: 23 (73%) NZ European: 3 (9%) Pasifika: 3 (9%) Africa/Asian: 3 (9%)</p>		<p>Evidence:</p> <p>EasTTle writing samples & moderation EasTTle reading tests Student books PROBE testing In class observations On-going running records</p>
<p>Actions</p>	<p>Actual Outcomes</p>	<p>Analysis - Reasons for Variance Evaluation</p>	<p>Next steps</p>
<p>Target students were identified by name and progress was monitored regularly. Target students were selected from those who had achieved Below Standard at the end of 2022. No Well-Below students were selected as target students.</p> <p>Teaching and assessment was informed by EasTTle testing, running records, PROBE and observations.</p> <p>Target students received additional support from iDEAL Structured Literacy Trained TA</p>	<p>One girl left our school mid year so the data is based on 32 students.</p> <p>Reading: 4/32 students are still working below expectation 12.5% 28/32 students are now working at or above expectation 87.5%</p> <p>Girls- 94% at or above expectation Boys- 80% at or above expectation Maori students 82% working at above or at expectation</p> <p>Girls-- 16/17 girls are now working at or above expectation 94% Girls - 1/17 girls are still working below</p>	<ul style="list-style-type: none"> • Many of these students were involved in our iDeaL support program 4 days a week. This was a systematic approach to literacy that included spelling, writing and phonics. This was all linked together in books for the students to practise these new skills. • Our youngest students also had in class support in the form of a TA during Reading and Writing time. • Targeted In class support during reading time with all students enabled the teacher and TA to work with our students that needed the most support. 	<ul style="list-style-type: none"> • Continue to utilise the programs with our junior students that are at risk to ensure that nearly all students are achieving at or above in literacy when they move into the senior school. • Continue to teach phonics/spelling daily across the school. • Continue to count and celebrate 'Nights of Reading' for our junior students. • Continue to plan as a school to meet the needs of all our learners and ensure we stay up to date with latest research and learnings related to literacy teaching and learning.

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	<p>expectation 6%</p> <p>Boys- 12/15 boys are now working at expectation 80% 3/15 boys are still working below expectation 20%</p> <p>Maori students 19/23 are now working above or at 82% expectation 4/23 are still working below expectation 18%</p> <p>Pakeha students 2/3 are now working at expectation 67% 1/3 is still working below expectation 33%</p> <p>Pasifika students 1/3 is now working at expectation 33% 2/3 are still working below expectation 67%</p> <p>African/Asian students 3/3 are now working at expectation 100%</p>	<ul style="list-style-type: none"> ● Short targeted lessons that focus on a specific skill or writing feature have enabled students to have success and then transfer this into other writing pieces. ● Parent/caregiver meetings to inform and also support the students' learning has had a major ● Continue to utilise the iDeal Structured Literacy programmes with our junior students that are at risk to ensure that nearly all students are achieving at or above in literacy when they move into the senior school. ● Continue to teach phonics/spelling daily across the school. 	<ul style="list-style-type: none"> ● Continue to make vocabulary an integral part of our planning and especially the introduction phase of any piece of work. ● We will also not presume that our students understand topic-related words in our inquiry or reading times, but preload all vocabulary to ensure the children are understanding what they are reading or discussing. ● In 2024 our focus is going to be on writing and spelling, so we will also make sure that introducing rich vocab is included in all planning of each genre we look at.
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2023 Student Progress/Data				
<u>Reading</u>				
	Below	At	Above	Number of students
Year 1	50%	42%	8%	24
Year 2	25%	54%	21%	24
Year 3	22%	59%	19%	37
Year 4	24%	56%	20%	23
Year 5	18%	71%	11%	28
Year 6	12%	76%	12%	34
Year 7	15%	77%	9%	33
Year 8	12%	69%	19%	32
Overall Total	20%	65%	15%	235

Gender and Ethnic Breakdown (Reading)					
	Below	At	Above	At/Above	Number of Students
Maori	19%	68%	13%	81%	212
Pakeha	30%	50%	20%	70%	10
Pasifika	34%	56%	10%	66%	9
African/Asian	0%	100%	0%	100%	4

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Boys	20%	71%	9%	80%	130
Girls	15%	68%	17%	85%	105

2023 Student Progress/Data				
<u>Maths</u>				
	Below	At	Above	Number of students
Year 1	46%	50 %	4%	24
Year 2	34%	58%	8%	24
Year 3	24%	68%	8%	37
Year 4	26%	57%	17%	23
Year 5	22%	64%	14%	28
Year 6	20%	68%	12%	34
Year 7	22%	66%	12%	33
Year 8	13%	69%	18%	32
Overall Total	20%	68%	12%	235

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Gender and Ethnic Breakdown (Maths)					
	Below	At	Above	At/Above	Number of Students
Maori	23%	65%	12%	77%	212
Pakeha	30%	50%	20%	70%	10
Pasifika	44%	56%	0%	56%	9
African/Asian	25%	75%	0%	75%	4
Boys	17%	72%	11%	83%	130
Girls	18%	66%	16%	82%	105

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2023 Student Progress/Data				
<u>Writing</u>				
	Below	At	Above	Number of students
Year 1	46%	54%	0%	24
Year 2	33%	59%	8%	24
Year 3	27%	59%	14%	37
Year 4	21.5%	57%	21.5%	23
Year 5	25%	61%	14%	28
Year 6	29%	62%	9%	34
Year 7	27%	55%	18%	33
Year 8	19%	56%	25%	32
Overall Total	28%	58%	14%	235

Gender and Ethnic Breakdown (Writing)					
	Below	At	Above	At/Above	Number of Students
Maori	27%	58%	15%	73%	212
Pakeha	30%	50%	20%	70%	10
Pasifika	44%	56%	0%	56%	9

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African/Asian	25%	75%	0%	75%	4
Boys	31%	54%	15%	69%	130
Girls	25%	63%	12%	75%	105

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How we have given effect to Te Tiriti o Waitangi?

Koromatua School acknowledges the unique position of Māori in Aotearoa New Zealand and acknowledges Māori as the elder treaty partner. We seek to promote awareness of Te Mana o Aotearoa and foster improved cultural understanding consistent with Te Tiriti o Waitangi

At Koromatua School we give effect to Te Tiriti by making tikanga and te reo Māori part of what we do everyday with the students, staff and Board.

What You Will See	What You Will Hear	What You Will Feel
<p>Te Reo and tikanga Māori on our walls, in our books, in our library, in our presentations, and in our school values. Kapa Haka every day in our reorua and auraki classes.</p> <p>Te Reo and tikanga Māori permeates through all we do and is a part of our daily routines.</p> <p>We also ensure that all of our inquiry units have a reo and tikanga focus.</p> <p>We create learning around Waitangi Day and Matariki each year. You will see our whole school celebrating Matariki with kai and waiata.</p> <p>Powhiri every term that our tamariki and kaiako participate in to welcome our manuhiri. Student Leaders karanga, whaikorero and say karakia.</p> <p>Reorua classes perform kapa haka at Kahui Ako Kapa Haka Festival and Tainui Kapa Haka Regionals.</p>	<p>Morning karakia, karakia kai, end of day Karakia.</p> <p>Waiata and Moteatea from Tainui and other iwi.</p> <p>Greetings, classroom instructions, numbers and colours, and praise all in te reo with both children and staff.</p> <p>Discussions around Te Tiriti and tikanga Māori</p> <p>Karakia at our Board hui before we start.</p> <p>Student leaders lead haka, waiata-a-ringa, poi and moteatea.</p>	<p>Whanaungatanga and Manaakitanga as we:</p> <ul style="list-style-type: none"> - Welcome schools with kapa haka - Host MAC, Kahui Ako Kaupapa - Support and teach Ngaati Mahanga waiata and kapa haka - Ensure we are involved in local activities where we can utilise our te reo, waiata and kapa haka skills. <p>Kaitiakitanga as we</p> <ul style="list-style-type: none"> - Take part in conservation projects - Take part in our kaitiaki role in Camp Tuhikaramea <p>Aroha as we:</p> <ul style="list-style-type: none"> - Celebrate our cultures and whānau - We eat together, we laugh together, and we enjoy being together. - Love and are connected to each other. - Tuakana/Teina relationships within kura. <p>Kotahitanga as we:</p>

Te Ao Māori at Koromatua School emphasises the importance of relationships between nature and people. It is a holistic worldview that focuses on interconnections and is grounded in tikanga customary values, lore and mātauranga knowledge.

At Koromatua School we have embraced Te Ao Māori and taken significant steps to ensure we are honouring our commitment to Tiriti o Waitangi. In 2021 we joined the Māori Achievement Collaborative- (MAC) is a non-profit organisation, a professional learning and

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development pathway by principals for principals focused on changing education outcomes for Māori students. In all: “Leaders helping leaders to become better leaders!” We have been working alongside a large number of schools in Ngaati Mahanga and across NZ to enhance and celebrate Māori achieving success as Māori and also changing hearts and minds as we seek to further embrace the bi-cultural nature of NZ.

Our staff have been involved in professional development centred around: Aotearoa (NZ histories), Unpacking whakapapa, Normalising Te Ao Māori in a reorua setting and an auraki setting, The pepeha framework, Understanding the Treaty of Waitangi and also establishing protocols and celebrations that enhance our school curriculum.

Partnership:

Partnership involves working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education. Partnership encourages and requires Māori to be involved at all levels of the education sector, including decision-making, planning, and development of curriculum.

Protection:

Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that “culture counts” and describes a commitment to “knowing, respecting and valuing where students are, where they come from and building on what they bring with them.”

Participation:

Emphasise positive Māori involvement at all levels of education, as expressed in NELP 1(2): “Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.”

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Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 20

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Yes - <i>To meet our obligations, Koromatua School takes a number of steps, including:</i></p> <ul style="list-style-type: none"> · <i>Conducting regular risk assessments to identify potential hazards and take steps to mitigate them.</i> · <i>Providing appropriate training and supervision to employees to ensure they can perform their jobs safely.</i> · <i>Providing appropriate personal protective equipment (PPE) when necessary.</i> · <i>Maintaining equipment and machinery to ensure they are safe to use.</i> · <i>Ensuring that the workplace is clean and well-maintained.</i> · <i>Encouraging employees to report any hazards or safety concerns they encounter.</i> <p><i>Provide additional support to staff who may need it.</i></p> <p><i>Weekly check in at admin meetings to see what's on top for staff- a great time to share how the week/term/year is going.</i></p> <p><i>Syndicate leader roles have been developed so all staff have a first point of contact for concerns or to access support.</i></p> <p><i>Work life balance is promoted and workload is manageable within business hours.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Yes - <i>we follow and adhere to the Equal Employment Opportunities policy, set out in the Koromatua School Docs file.</i></p> <p><i>Koromatua School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</i></p> <p><i>Through School Docs we have an EEO policy that emphasises Koromatua School's commitment to fairness and equal opportunities.</i></p> <p><i>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</i></p> <p><i>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position.</i></p> <p><i>Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</i></p> <p><i>All employees have equal opportunities for advancement.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>We select the best applicant that is suitable for the job. The job description and person specifications set out in the job application ensures we match the right person to the job.</i></p> <p><i>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly</i></p>

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	<p><i>defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</i></p> <p><i>We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</i></p> <p><i>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</i></p> <p><i>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</i></p> <p><i>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</i></p> <p><i>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>We are working with MAC- Māori Achievement Collective to upskill all staff and School Board on the aspirations and understandings of Māori achieving success as Māori in our school.</i></p> <p><i>We are also aligned with Ngati Maahanga tikanga and the achievement challenge of Te Mangakotukutuku Kahui Ako which is attached.</i></p> <p><i>We hold reorua evenings for whanaau whose tamariki and mokopuna are in our four reorua classes.</i></p> <p><i>We discuss goals and aspirations for our kura, as part of our Strategic Plan and ask whanau to share their goals and aspirations for their tamariki and to identify their employment and education needs. This is generally done with face to face hui.</i></p> <p><i>We develop policies and programmes that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</i></p> <p><i>Everything we do is aligned with our school vision and charter which upholds our values of Aroha (Whanaungatanga, Manaakitanga, Aroha and Kotahitanga) and Pono (Ako, Whakapau Kaha).</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>All staff keep ownership of their Professional Growth Cycle documents and are responsible for updating their goals and keeping track of their Professional Development. Professional Development is set to meet the needs of our current teachers and students and there is scope for individual interests to be developed.</i></p> <p><i>We provide regular training and professional learning and development opportunities to help employees</i></p>

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	<p><i>develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</i></p> <p><i>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</i></p> <p><i>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</i></p> <p><i>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</i></p> <p><i>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</i></p> <p><i>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</i></p> <p><i>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities.</i></p> <p><i>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</i></p> <p><i>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</i></p> <p><i>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offer flexible scheduling.</i></p> <p><i>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>On a case by case basis if this was an issue.</i></p>

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

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

Kiwisport Funding

In 2023 Koromatua School received \$3,291.88 of Kiwi Sport funding.

We used this money to purchase new sports equipment throughout the year, such as new netballs, basketballs, rugby balls and soccer balls. We also purchased minor sports gear such as tennis balls, bibs, petanque, dodge balls, parachutes, splatball games and water equipment for use in the school pool, water safety and confidence lessons. We also utilised some of the funds to send students to the Lower Waipa Schools (LWS) Sports events and Waikato Full Primary Sports events. This helped us to subsidise bus costs to attend these events. In 2023 we attended: Lower Waipa Swimming, Winter Sports Tournament (Netball, Rugby 7's, Football and Golf), Cross Country and Athletics; Waikato Full Primary Swimming, Cross Country and Athletics; Glenview Touch Rugby Tournament; Ki-o-rahi Tournament; Hamilton Intermediate Touch Rugby Tournament.