



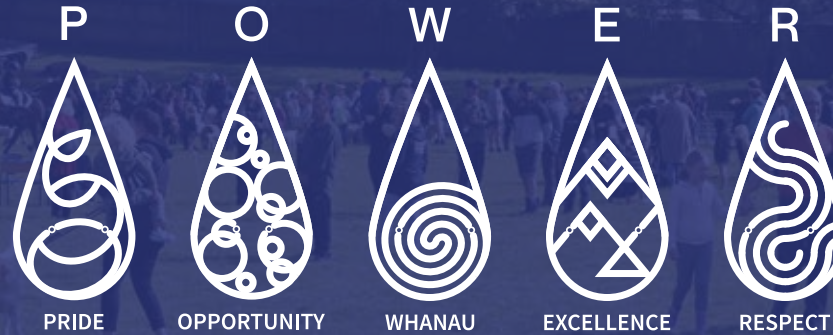
Wairakei Primary is an inclusive school

2 KAURI DRIVE, WAIRAKEI VILLAGE, TAUPO, 3332

PH: 07 374 8035; FAX: 07 374 8689

info@wairakeitaupo.school.nz

https://www.wairakeitaupo.school.nz/



RISING TO SUCCESS

Assessment for Learning

Create positive outcomes for students using assessment procedures and practices that reflect the depth of the NZ Curriculum

NELP 1 Learners At the Centre

NELP 2 Barrier Free Access

NELP 3 Quality teacher and leadership

Effective Governance – Board of Trustees

The Board Of Trustees will govern the school effectively and strategically through providing quality resources that support raising student achievement

NELP 1 Learners At the Centre

Future Focused Learning

To provide a learning environment that develops well-rounded and balanced learners

NELP 1 Learners At the Centre

NELP 3 Quality teacher and leadership

NELP 4 Future of learning and work

Quality Teaching and Learning

Develop a deep and consistent understanding of quality teaching strategies that promote and support learning for all students

NELP 1 Learners At the Centre

NELP 3 Quality teacher and leadership

Treaty of Waitangi

School policies and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgment of the unique place of Māori.

Community Consultation

occurred between October to December 2023

Wairakei School

Members of the Board of Trustees

For the year ended December 31, 2023

| Name | Position Held | How Position was Gained | Term Expiry |
|--------------------|---------------|-------------------------|-------------|
| Paula Farquhar | Principal | Appointed | |
| Chris Te Whare | Chair Person | Elected | Jun-25 |
| Gordon Roberts | Parent Rep | Elected | Jun-25 |
| Olivia Graham | Staff Rep | Elected | Jun-25 |
| Emily Walker | Parent Rep | Co-opted | Jun-25 |
| Tracey Bouma | Parent Rep | Co-opted | Jun-25 |
| Tony Young | Parent Rep | Elected | Jun-25 |
| Virginia McCreadie | Parent Rep | Co-opted | Jun-25 |
| Gayle Leaf | Parent Rep | Co-opted | Jun-25 |

Wairakei Primary School 2024

How we have given effect to TeTiriti ko Waitangi

- Engagement with hapu - Anne-Marie - Reciprocal Relationship - Cultural leaders
- Karakia tiaki
- Karakia, Waiata - specialised
- Whakatau/Powhiri
- Kapa Haka - Whole School
- Mihi Mihi/Pepeha
- Localised curriculum
- Tūrangawaewae/Visual Arts/Taonga
- Mana Whenua - Tuwharetoa
- Student names
- Celebrations - Matariki
- Rotations - activities
- Tikanga practices
- Manukura Roles
- Te Reo Māori - written & spoken - everyday - authentic
- Teachers committed to learn more - grow knowledge
- Kaitiakitanga



| | | | |
|---------------------|-------------------------|-----------------------|------|
| School Name: | Wairakei Primary School | School Number: | 2066 |
|---------------------|-------------------------|-----------------------|------|

| | |
|-----------------------|---|
| Strategic Aim: | To have 90% of students using mathematics at their expected curriculum level. |
|-----------------------|---|

| | |
|--------------------|--|
| Annual Aim: | For every student to be able to always engage in their learning. |
|--------------------|--|

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| Target: | <p>To have 90% of students using Mathematics at the appropriate curriculum level.</p> <ul style="list-style-type: none"> Year Three: 6 identified target students to be achieving a PaCT score above 400. 6 identified target students to be achieving a PaCT score above 500. Year Four: 12 identified target students to be achieving a PaCT score above 500. 5 identified target students to be achieving a PaCT score above 550. Year Five: 9 identified target students to be achieving a PaCT score above 550. 13 identified target students to be achieving a PaCT score above 625. Year Six: 11 identified target students to be achieving a PaCT score above 625. 4 identified target students to be achieving a PaCT score above 675. |
|----------------|--|

| | |
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| Baseline Data: | <p>End of Year 2022</p> <ul style="list-style-type: none"> 100% of Year 1 students are achieving at their appropriate curriculum level. 100% of Year 2 students are achieving at or above their appropriate curriculum level. 96% of Year 3 students are achieving at or above their appropriate curriculum level - an increase of 21% since mid-year. 98% of Year 4 students are achieving at or above their appropriate curriculum level. 92% of Year 5 students are achieving at their appropriate curriculum level - an increase of 11% since mid-year. 100% of Year 6 students are achieving at or above their appropriate curriculum level. <p>All students 2023</p> <ul style="list-style-type: none"> 100% of Year 1 students are achieving at their appropriate curriculum level. 100% of Year 2 students are achieving at or above their appropriate curriculum level. 96% of Year 3 students are achieving at or above their appropriate curriculum level - an increase of 21% since mid-year. 98% of Year 4 students are achieving at or above their appropriate curriculum level. |
|-----------------------|--|



Tātaritanga raraunga

- 92% of Year 5 students are achieving at their appropriate curriculum level - an increase of 11% since mid-year.
- 100% of Year 6 students are achieving at or above their appropriate curriculum level.

Māori Students 2023

- 100% of Māori students at Year 1 are achieving at their expected curriculum level.
- 100% of Māori students at Year 2 are achieving at or above their expected curriculum level.
- 86% of Māori students at Year 3 are achieving at their expected curriculum level.
- 100% of Māori students at Year 4 are achieving at or above their expected curriculum level.
- 90% of Māori students at Year 5 are achieving at or above their expected curriculum level.
- 100% of Māori students at Year 6 are achieving at or above their expected curriculum level.

Male Students and Female Students

- 100% of males and females at Year 1 are achieving at or above their expected curriculum level.
- 100% of males and females at Year 2 are achieving at or above their expected curriculum level.
- 97% of males and 96% of females at Year 3 are achieving at or above their expected curriculum level.
- 100% of males and 97% females at Year 4 are achieving at or above their expected curriculum level.
- 85% of males and 98% of females at Year 5 are achieving at or above their expected curriculum level.
- 100% of males and 100% of females at Year 6 are achieving at or above their expected curriculum level.

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|---|---|--|---|
| <p>Whole school PD from Learner First. Four bespoke learning days targeted at all levels of the school.</p> <p>Moderation of PaCT levels by staff</p> <p>Year-long focus on basic facts and times tables in the Te Mihi team</p> <p>Identified target students in all classes tracked and discussed in team meetings.</p> <p>Extension Maths - Term 1-3</p> <p>Participation in Maths Matters competition</p> <p>Used student tracking sheets to monitor student achievement across the year using PaCT data.</p> | <p>Teachers were able to identify the need to have accelerant work available for students to access. The tracking sheets provided regular opportunities for staff to look at the data provided in PaCT and then play for direct and deliberate teaching to the needs of the students.</p> <p>Moderation meetings - across team focus. Teachers were able to discuss their student's levels with students in different teams - robust discussions around what each curriculum level looks like.</p> <p>Tracked students using PAT data for the Kahui Ako</p> | <p>Awareness of the range of abilities in classes. More teacher discussion on having variety in the teaching programmes.</p> <p>Awareness of using resources already in the school</p> <p>Staff professional development on NZC refresh.</p> | <p>Continue with extension for senior students. Enter the Maths Matters teams in term three.</p> <p>Continue with Basic facts recall for students in years 3-6.</p> <p>Work Kahui Ako on collecting PAT data for the school</p> |
| Planning for next year: | | | |
| <p>Establishment of the Maths Cluster with 5 other schools using Learner First. Work with Maths unit holder to lift the profile of mathematics. Work with Kahui Ako to track student achievement. Professional development on using PAT data. Track changes to the NZC refresh. Celebrate success amongst our students.</p> | | | |

Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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

| Reporting on the principles of being a Good Employer | |
|--|--|
| How have you met your obligations to provide good and safe working conditions? | Regular health and safety meeting, regular updating of board policies. Addressing staff concerns quickly and following policy |
| What is in your equal employment opportunities programme? How have you been fulfilling this programme? | All Professional development is offered to staff where appropriate for their position, Collecting EEO data. |
| How do you practise impartial selection of suitably qualified persons for appointment? | Follow the board employment policy looking for the best person for the job. |
| How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? | Working alongside hapu and having them work in the school. Kapa haka is open to all students. Reporting against our school progressions. Open conversations and collection of data from the community. |
| How have you enhanced the abilities of individual employees? | Regular professional development opportunities provided to staff |
| How are you recognising the employment requirements of women? | Ensuring that staff attend union meetings and are paid on the correct pay scale |
| How are you recognising the employment requirements of persons with disabilities? | Making sure that areas are highlighted yellow, slips areas addressed quickly, ramp are in good working order. |

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? | | ✓ |



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KIWISPORT FUNDING 2023

Wairakei Primary School spent \$5347.24 in 2023 to send 100% of our students to swimming lessons at the local swimming pools located in Taupo.

Community consultation held in Term Four 2023.

Paula Farquhar
Principal