

Casebrook Intermediate School | Te Kura Mareko Annual Report 2023



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Casebrook Intermediate School - Te Kura Mareko

2022 - 2024

Vision

To offer integrated experiences that broaden and enrich the learning of our emerging adolescents.



RESPECT EXCELLENCE PERSEVERANCE



WHAKAUTE PANEKIRETANGA HIRINGA

Mission Statement

Through a holistic curriculum, Casebrook will meet the physical, emotional and academic needs of the emerging adolescent.



School Values

(Students Aspire to be a Casebrook REP)

Respect – Whakaute: for yourself, your peers, your school, your community
 Excellence - Panekiretanga: strive to achieve your best, celebrate success
 Perseverance - Hiringa: set goals, show determination, thrive in adversity, adapt to change



Goal 1 - Manaakitanga

Providing an inclusive and enriching learning environment that tracks and responds to the cultural, social, and emotional needs of our students/ ākonga.

Nag: (1b) (1c) (1d) (1e) (2c) (2Aa) (2Ab) (2Ac) (2Ad)
 Kāhui Ako Goal: 3

Goal 2 - Kotahitanga

Targeted and responsive teaching practice that raises student / ākonga achievement.

Nag: (1a) (1f) (5a) (5b)
 Kāhui Ako Goal: 1 & 2

Goal 3 - Whanaungatanga

Leading positive and productive relationships within a thriving and healthy community.

Goal 4 - Whakamanatanga

Empowering, developing, and supporting teaching and leadership capabilities.

Goal 5 ' Whakamaramatanga'

Highly effective, accessible supporters of teaching and learning across RTL Cluster 35 in Ōtautahi.

Nag: (1a) (1b) (1c) (1d) (1e)
 Kāhui Ako Goal: 1 & 3

School Annual Priorities

Effective and innovative resourcing of student learning and wellbeing

Continual refinement of a responsive and localised curriculum that reflects the aspirations for students in our community

Engaged and supportive staff developing inclusive teaching and learning practice

Students have an active voice that is valued in the decision making and future direction of the school

Kāhui Ako Annual Priority:
 Strong educationally focussed relationships with all stakeholders will enable increased opportunities for all ākonga
 (Goal 1 - Connect)

School Annual Priorities

Track and respond to student progress and achievement in learning, wider curricular engagement, and attendance.

Development and implementation of 'Whakahuia' - the Casebrook Māori student success strategy

Creation of effective teacher and effective student graduate profiles to guide shared vision of holistic success

Kāhui Ako Annual Priority:
 Teacher capability and capacity will be supported to maximise achievement for all learners
 (Goal 3 - Grow)

School Annual Priorities

Active involvement in Tōtaranui Kāhui Ako

Maintain and enhance strong community partnerships

School Annual Priorities

Enabling and supporting leadership opportunities for developing leaders

Staff engage in inclusive teaching and learning practice

Provide opportunities for middle leaders to develop inquiry-based practice around teaching and learning.

School Annual Priorities

Equitable access to resources for all students in the cluster

Tool kit and PLD guides best practice

Regular review of practice



Evidence of Action 2023








TE KURA MAREKO
CASEBROOK
INTERMEDIATE

The School of Opportunity



Our 5 different Strategic Goals are:

 <p>Goal 1 - Manaakitanga</p>	<p>Providing an inclusive and enriching learning environment that tracks and responds to the cultural, social and emotional needs of our students/ ākongā.</p>
 <p>Goal 2 - Kotahitanga</p>	<p>Targeted and responsive teaching practice that raises student / ākongā achievement.</p>
 <p>Goal 3 - Whanaungatanga</p>	<p>Leading positive and productive relationships within a thriving and healthy community.</p>
 <p>Goal 4 - Whakamanatanga</p>	<p>Empowering, developing and supporting teaching and leadership capabilities.</p>
 <p>Goal 5 - Whakamaramatanga</p>	<p>Highly effective, accessible supporters of teaching and learning across RTLB Cluster 35 in Ōtautahi.</p>

Goal 1 - Manaakitanga




Providing an inclusive and enriching learning environment that tracks and responds to the cultural, social and emotional needs of our students/ ākonga.

Nag: (1b) (1c) (1d) (1e) (2c) (2Aa) (2Ab) (2Ac) (2Ad)


Annual Priority	Key Actions	Evidence of Action
Effective and innovative resourcing of student learning and wellbeing	<ul style="list-style-type: none"> ● Resourcing an expert teacher to facilitate more effective use of teacher aide skill and understanding, leading to improved learning outcomes. ● Curriculum leader in health to focus on well-being and resourcing to develop peer mentors/support networks to connect with students needing social skills or anxiety support. ● Employing a specialist active health and PE teacher (tagged in with Kahui Ako across school position) ● A student counsellor has been employed to engage with an increasing number of students requiring mental health and anxiety support. ● Annual Targeted students identified, resourced and reported on to key stakeholders. ● Staff member available to students to run restoratives and follow ups to ensure problems do not escalate. 	<ul style="list-style-type: none"> ● An expert teacher provided teacher aide training in a range of skills. The programme included, providing resources, modeling and feedback. ● A peer mentoring support programme was developed that trained year 8 students to work with year 7s who were identified as socially isolated. Referrals were from teaching staff and by monitoring individual levels of engagement. ● The PE programme was revised and the change supported with staff development and the resourcing of equipment. ● The student counsellor has been a very positive addition for student support. We also had a counsellor in training who was supervised by the person we employed. Both had full case loads. ● Data on Targeted students accompanies this report.
Continual refinement of a responsive and localised curriculum that reflects the	<ul style="list-style-type: none"> ● Shared PLD through Kahui Ako to establish strong learning pathways and connection to local community via a Tūrangawaewae focus - <i>evolving into work around the Aotearoa Histories curriculum.</i> 	<ul style="list-style-type: none"> ● Across KA work continued to be successful in the areas of Attendance and Engagement and Cultural Inclusiveness. The funding

<p>aspirations for students in our community</p>	<ul style="list-style-type: none"> Adapting the maths programme as part of research into effective maths teaching (in partnership with ERO) - changing maths from ability based classes to homeroom focus to meet needs of the learning community and student target group. 	<p>and support for the Digi Integration and PBL was secured and will be an across Kāhui Ako focus for 2024.</p> <ul style="list-style-type: none"> The development of the Mathematics programme has ensured the regular teaching of the subject, support for staff in their teaching and positive student outcomes. The students have been more settled and engaged working in their own homeroom.
<p>Engaged and supportive staff developing inclusive teaching and learning practice</p>	<ul style="list-style-type: none"> PLD focusing on effective systems and methods of delivery for better coverage of the mathematics curriculum. PLD focusing on developing further capabilities in Project Based Inquiry Learning. Adapting effective practice and programmes to better cater for a wide range of learning needs in mathematics. Focus around holistic curriculum opportunities - enabling teachers guidance and upskilling across the wider curriculum; especially PE, Health and wellbeing. 	<ul style="list-style-type: none"> Maths PLD has had a focus on differentiation within lessons. There has been a real focus on meeting the needs of those who are not achieving at expected levels. We have continued to send untrained staff to PBL PLD in Dunedin and the programme is well integrated within our Inquiry programme. Student engagement with the wider curriculum continues to be encouraged and monitored.
<p>Students have an active voice that is valued in the decision making and future direction of the school</p>	<ul style="list-style-type: none"> Recognising our Māori and Pasifika leaders to expand the voice in the school leadership group. Wellbeing at school survey completed and fed back annually Student Happiness survey (Timatanga Harikoa) conducted and reflected upon twice during the year. Student voice key component of any planned curriculum evaluation/review. School council runs with a student representative from each classroom. 	<ul style="list-style-type: none"> Student voice is sought in all reviews and one outcome in 2023 was extending our lunchtime by 10 minutes as they asked for a longer time to play. This had been changed previously due to the nature of the cohort. The wellbeing surveys provide direct information to individual teachers and show more general trends across the school.

		<ul style="list-style-type: none"> The Cultural Leaders are included as part of the wider school leadership team.
<p><i>Kāhui Ako Annual Priority:</i> Strong educationally focussed relationships with all stakeholders will enable increased opportunities for all ākonga (Goal 1 - Connect)</p>	<ul style="list-style-type: none"> Create and sustain further opportunities for students to work within and across the Kāhui ako. 	<ul style="list-style-type: none"> Student groups often supported our Kāhui Ako primary schools in sporting and cultural activities. Students from all KA schools gather for our annual Cultural festival.

<p>Goal 2 - Kotahitanga Targeted and responsive teaching practice that raises student / ākonga achievement.</p>  <p><i>Nag: (1a) (1f) (5a) (5b)</i></p>		
Annual Priority	Key Actions	Evidence of Action
Track and respond to student progress and achievement in learning, wider curricular engagement and attendance.	<ul style="list-style-type: none"> A more proactive approach through home visits and engagement with whānau around school attendance. School readiness to be a key driver in work with whānau. Innovation of punctuality systems to provide a more accurate reflection of punctuality in our school. 	<ul style="list-style-type: none"> This work on Attendance and Engagement has been a major focus for both the school and Kāhui Ako. We have developed systems for within the school, methods of tracking and processes for interventions. Many of the systems have been developed at Casebrook and then shared across the Kāhui Ako primary schools. Youth Workers have been available to support schools connecting with whānau and working within the school environment.

Development and implementation of 'Wakahuia' - the Casebrook Māori student success strategy.	<ul style="list-style-type: none"> • Wakahuia developed and shared with staff to guide next steps in developing successful outcomes for Māori learners and professional development focus for staff PLD and personal practice development. • Outlining an action plan for progress and reporting effectiveness of what has been implemented - including student voice -reporting to BOT. 	<ul style="list-style-type: none"> • The action plan and the finding of the implementation are attached to this report.
Creation of effective teacher and effective student graduate profiles to guide shared vision of holistic success.	<ul style="list-style-type: none"> • Reframing the graduate profile to become a more authentic and usable framework around learning pathways for intermediate-aged students in 2023+. • Investigating an effective teacher framework for practice linked to professional standards that guides professional practice and builds on the positive collegial culture. • Planned and responsive self-evaluative practice that ensures equitable outcomes for students via the Casebrook Professional growth cycle (PGC). 	<ul style="list-style-type: none"> • The graduate profile is the main part of our reporting in Term One. It indicates where the young person is sitting in relation to expectations. • The Code of Practice for teachers has been revisited and expectations for those working at Casebrook defined. • The PGC is embedded as a collaborative means of supporting professional growth and development.
<i>Kāhui Ako Annual Priority:</i> Teacher capability and capacity will be supported to maximise achievement for all learners (Goal 3 - Grow)	<ul style="list-style-type: none"> • Engaging with and leading Kahui Ako PLD and practice sharing opportunities. 	<ul style="list-style-type: none"> • The main focus of shared practice and gathering of data has been in the attendance and engagement field.

Goal 3 - Whanaungatanga  Leading positive and productive relationships within a thriving and healthy community.		
Annual Priority	Key Actions	Evidence of Action
Active involvement in Tōtaranui Kāhui Ako	<ul style="list-style-type: none"> • Principal is a member of Kāhui Ako exec responsible for leadership. • Active involvement via two across school teachers working in Kāhui Ako and Casebrook. 	<ul style="list-style-type: none"> • Principal was in a shared leadership position with the High School Principal. Weekly meetings to focus

Goal 3 - Whanaungatanga



Leading positive and productive relationships within a thriving and healthy community.

	<ul style="list-style-type: none"> • Casebrook to provide a middle connection in the learning pathway from Primary (ECE) to Secondary School. 	<p>on future directions and actions that would be beneficial to all.</p> <ul style="list-style-type: none"> • The AST worked in the Attendance and Engagement and Cultural Inclusiveness areas. • Casebrook continued to work closely on transition work for Year 7s entering and Year 8s moving to High School.
<p>Maintain and enhance strong community partnerships</p>	<ul style="list-style-type: none"> • Seek continuing community voice around transitioning practices into and out of Casebrook Intermediate • Adapting mathematics programmes to align more with community voice. • Wellbeing focuses to target community needs around anxiety and school readiness. • Seek innovative ways to maintain a high profile in contributing schools. • Seek innovative ways to connect with Māori and Pasifika whānau in our community. 	<ul style="list-style-type: none"> • One modification for transition of non- contributing school students, once enrolled, they are offered a day in a classroom so they became more familiar with our environment. This had very positive outcomes. • The community was satisfied with our Maths delivery but did ask that students learn their times tables. This is now part of the Casebrook Challenge Programme. • The Cultural evening provides the opportunity for the community to see our various cultural groups perform and then to share a meal.
<p><i>Kāhui Ako Annual Priority:</i> Improvement and innovation will be supported by strong collaborative relationships and connections. (Goal 2 - Collaborate)</p>	<ul style="list-style-type: none"> • Casebrook to continue collaborating with other schools within the Kāhui Ako. • An effective and seamless learning pathway will allow smooth transitioning for all ākonga. 	<ul style="list-style-type: none"> • Casebrook continues to work in a variety of ways with the schools within our Kāhui Ako. We visit them and frequently we invite them to performances etc.

Goal 4 - Whakamanatanga



Empowering, developing and supporting teaching and leadership capabilities.

Annual Priority	Key Actions	Evidence of Action
<p>Enabling and supporting leadership opportunities for developing leaders</p>	<ul style="list-style-type: none"> ● Responsibilities given with a clear accountability framework and the necessary trust and support to develop and deliver leadership. ● Identifying and reflecting via the PGC, next steps in personal leadership development. ● Working with SLT around effective professional conversations. ● Leadership action plans provide specific direction and reflective opportunities to engage developing leaders in their systems and vision for curriculum areas - in line with school philosophy and vision. 	<ul style="list-style-type: none"> ● All fully registered staff are encouraged to lead a learning area be it Core Curriculum or Extra Curricular. Accompanying this is the expectation they develop goals and outline how they will be achieved with an annual action plan. They can access relevant PLD and other support to help ensure success. ● SLT had the opportunity to work with an outside consultant on developing their capabilities to engage in professional conversations.
<p>Staff engage in inclusive teaching and learning practice</p>	<ul style="list-style-type: none"> ● Individual staff action plans <ul style="list-style-type: none"> ● Identify target students and monitor progress. ● Professional growth cycle linked to individual and wider school PLD focus. ● Integrated learning between classroom and specialist teams. ● Professional learning programme for teachers encompasses Teaching Council Aotearoa requirements and standards. 	<ul style="list-style-type: none"> ● All classroom teachers complete a Know Your Learner document that allows them to identify individual needs and how to meet these. ● All Specialist staff have a google doc on which they record strengths and concerns of students as they rotate around their learning areas.
<p><i>Kāhui Ako Annual Priority:</i> Developing teacher competencies through targeted PLD in local curriculum (Goal 3 - Grow)</p>	<ul style="list-style-type: none"> ● Collaborative work with Kāhui schools around localised curriculum. ● Sharing practice around Tūrangawaewae conceptual focus as part of increasing level of cross-school learning. 	<ul style="list-style-type: none"> ● The main focus in 2023 was Attendance and Engagement. In 2024 there will be great curriculum focus when the revised expectations are shared with schools.

Goal 5 - Whakamaramatanga



Highly effective, accessible supporters of teaching and learning across RTLB Cluster 35 in Ōtautahi.

Nag: (1a) (1b) (1c) (1d) (1e)

Annual Priority	Key Actions	Evidence of Action
Equitable access to resources for all students across the cluster	<ul style="list-style-type: none"> ● Referral, review and learning support funding allocation meetings. ● Meetings are held every three weeks. 	<ul style="list-style-type: none"> ● Most referrals that are submitted are successful. This has been aided by the Liaison RTLB working within their school to ensure the submission covers the required criteria. ● Meeting continue to be held regularly.
Tool kit and PLD guides best practice	<ul style="list-style-type: none"> ● RTLB practice continues to be consistent with indicators in the tool kit. ● All permanent RTLB undertake postgraduate training. ● Continue to collaborate within the Kāhui ako. 	<ul style="list-style-type: none"> ● Practise is compliant with tool kit guidelines. ● Training continues. New RTLB have one year on the job prior to entering the study. All have completed study within the allocated time frame.
Regular review of practice	<ul style="list-style-type: none"> ● Use National Review Data and local feedback to measure effectiveness of service. ● Lead school principal meets annually with all RTLB and visits sites as regularly as possible. ● Using Professional Growth Cycle (PGC) to link in with the strategic PLD focus of RTLB. ● Evaluate effectiveness and relevance of PGC in Term 4. 	<ul style="list-style-type: none"> ● All local and National feedback indicated schools are satisfied with the level of service provided by the RTLB. ● Regular meetings and updates happen between the Lead Principal and cluster manager. ● The PGC is inclusive of shared and personal goals/self development.

		<ul style="list-style-type: none"> PGC process will continue in current format as seems fit for purpose.
<p><i>Kāhui Ako Annual Priority:</i> Continuing the development of a learning support professional learning group (Goal 2 - Collaborate)</p>	<ul style="list-style-type: none"> Ongoing connections with the leaders and learning support coordinators through an established working group for sharing of practice and expertise . 	<ul style="list-style-type: none"> LSCs across the Kāhui Ako are supported with fortnightly meetings that provide support for the role they are in and act as a PLG.

Stand-downs and Suspensions Report 2023



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Stand-downs and Suspensions:

We have continued to focus on some key areas to ensure PB4L is the foundation that underpins our school culture:

- Our 'REP' programme that targets and positively reinforces 85-90% of our student behaviours
- Proactive interventions to meet the needs of our Tier 2 students within a PB4L framework (Pike Ake, Te Pihī Ora, Wāhine Toa)
- Strong working relationships with outside agencies in order to target and support Tier 3 student behaviour where needed

We have supported our intervention framework through the school funding of a counsellor to support wider Mana Ake services.

Stand-downs and Suspensions 2023

Term 1 – Year 7	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	2	2			2	
Suspensions						

Term 1 – Year 8	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	6	1	2	1	2	
Suspensions						

Term 2 – Year 7	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	10	2	3	1	4	
Suspensions						

Term 2 – Year 8	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	36	8	10	7	11	
Suspensions						

Term 3 – Year 7	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	2		1	1		
Suspensions						

Term 3 – Year 8	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	24	2	10	6	6	
Suspensions						

Term 4 – Year 7	Total	Male	Female	NZ European	NZ Māori	Other
Stand-downs	2	1				1
Suspensions	2		2		2	

Term 4 – Year 8	Total	Male	Female	NZ European	NZ Maori	Other
Stand-downs	13	5	8	2	9	2
Suspensions						

Cultural Inclusiveness Report 2023



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Wakahuia – Te Kura Mareko Māori Success Strategy

Te Kura Mareko –means ‘the precious feather of the huia’.

The Hui feather - was worn by Māori leaders. At Casebrook it signifies the leadership in quality education for the emerging adolescent.

Wakahuia - comes from the name of the intricately carved boxes that the Huia feather was often stored in.

	Key Actions	Evidence of Action
Hauora – Wellbeing	<ul style="list-style-type: none"> ● Wānanga held to affirm their identity as young Māori in today’s society ● Sending ākonga to Tuahiwi Marae for noho ● Wānanga is cemented every second term for whānau/teachers/students to korero on key elements of Wellbeing/Learning for our taura ● Partnerships with whānau and kaiako are created to ensure development of relationships ● Ākonga to be engaged in community partnership and have Turangawaewae at Te Kura Mareko ● Create systems for our ākonga who are ‘at risk’ that are culturally correct and responsive 	<p>Specialist Lessons</p> <ul style="list-style-type: none"> ● Pronunciation ● Classroom Things ● Colours and Feelings ● Pronouns ● Asking Questions ● Numbers/Time <p>Whole School</p> <ul style="list-style-type: none"> ● Subscription to online programme “Te Reo Tuatahi” ● Some staff planning their own in class learning ● Māori language week - sausage sizzle and lesson on how to ask for a sausage ● Māori language week - Education Perfect event ● Shared units on Matariki - all classes completing learning on Matariki ● Full school waiata & kapa haka ● Term 1 inquiry: whakawhanaungatanga <p>School-Wide Assessment</p> <ul style="list-style-type: none"> ● Copy of pepeha/mihi to go on See-Saw page - students should have completed this during their learning in Term 1

<p>Te Kotahitanga – Cultural Responsiveness</p>	<ul style="list-style-type: none"> • Students who whakapapa to Ngāi Tahu/ Ngāi Tūāhuriri to attend their student workshop • Signage around Te Kura Mareko is in Te Reo Māori for areas • PLD offered to staff as an extension of He Papa Tikanga – Te Ao Māori/Tikanga/Reo • Embedding of karakia across the school • REP Focus around Tikanga Māori • Ka Hikitia/Ka Hapaitia are key documents used in planning curriculum learning experiences • Full cultural narrative naming document to be finalised with consultation with Ngāi Tahu • Celebrations of Te Wiki o Te Reo Māori/Matariki/Language Weeks are authentic and go across schools. These are planned with input from the ākonga cultural leadership team and whānau 	<ul style="list-style-type: none"> • SPEC assessment task: the teacher must choose an assessment task as an end of academic term assessment tool and upload rubric to SeeSaw. • School report end of Term 4. • See-Saw page rubrics for each unit of learning. <p>Extension Groups</p> <p><i>Kapa Haka</i></p> <ul style="list-style-type: none"> • Coordinated by Courteney Yardley • Tutored by Tania Nathan and Willie Wiparata • Weekly sessions on Friday afternoons/Monday morning • Students opt-in to Kapa Haka group • Full school kapa haka happening on a Tuesday morning <p><i>Te Reo Māori Extension</i></p> <ul style="list-style-type: none"> • Basic language structures • Weekly session on Tuesday’s • Tutored by Tania Nathan and Willie Wiparata <p><i>Pasifika</i></p> <ul style="list-style-type: none"> • Coordinated by Eden Foster and Trina Wilkinson • Tama Mai Saute - Faith Saimoa & Albany Peseta (outside tutor) • Weekly session on Tuesday’s • Pasifika Leadership team <p>School-wide Events</p> <p><i>Academic Term 1</i></p> <ul style="list-style-type: none"> • Mihi Whakatau • All classes to be doing morning, kai and afternoon karakia (staff have also begun to do this in all staff meetings) • Mihi/Pepeha • Whole school is learning waiata and haka. <p><i>Academic Term 2</i></p> <ul style="list-style-type: none"> • All classes to be doing morning, kai and afternoon karakia (staff have also begun to do this in all staff meetings) • Matariki event - culture and kai 2023 • Māori Language Week - sausage sizzle celebration • Whole school is learning waiata and haka • Matariki Learning
<p>Ako - Student Agency</p>	<ul style="list-style-type: none"> • Create a cultural leadership group that encompasses Māori and Pasifika students to give them a voice within our kura (Kaimahi - willingness to become involved in various forms of work when the need arises) • Consultation with ākonga and whānau around what cultural events should look like at Te Kura Mareko - 	

- Whānau group to be embedded within the school culture
- Ākonga given the opportunity to extend their language and identity

Academic Term 3

- Tūhono Kapa Haka comp
- Tōtaranui Cultural Festival
- All classes to be doing morning, kai and afternoon karakia (staff have also begun to do this in all staff meetings)
- Whole school is learning waiata and haka.
- Te Marae learning.

Staff PLD

Ngāi Tūāhuriri Education Workshop

- A group of staff attended a Ngāi Tūāhuriri Education workshop at Tuahiwi Marae this year. Many of Te Kura Mareko staff have now completed this workshop.
- We were supposed to move into stage 2 of the workshop in 2023. Hopefully this happens in 2024.

Te Reo Tuatahi

- The online programme we have been using in classes has weekly staff PLD.
- Staff have been completing this in their own time and we have been recapping in staff meetings.

Additional PLD

- Many staff are completing their own further professional development through a range of courses.
- Te Ahu o Te Reo Māori Level 1
- Te Wananga o Aotearoa

Specialist Lessons & In-Class Te Reo Māori

All students at Te Kura Mareko are completing a basic Māori language course as part of our specialist programme.

In 2023, the feedback from staff was that these lessons needed a bit of a refresh. This was done at the beginning of 2023. The programme now consists of the following:

- Pronunciation
- Classroom Things
- Colours and Feelings
- Pronouns
- Asking Questions
- Numbers/Time

Staff are encouraged to also build Te Reo Māori and Tikanga Māori into their everyday classroom practices. Every class in the school completes a morning, kai and afternoon karakia. This year, we have subscribed to an online programme called “Te Reo Tuatahi”. This had four units of work that have been taught across the year. These included: mihi/pepeha, matariki, the marae and creation myths. Courteney also shared extra learning about Matariki in Term 2.

Karakia Timatanga	Karakia Kai	Karakia Whakamutunga
Whakataka te hau ki te uru Whakataka te hau ki te tonga Kia mākinakina ki uta Kia mātaratara ki tai E hī ake ana te atakura He tio, he huka, he hau hū Tīhei mauri ora!	E Rongo, e rongo Homai ngā tipu Hei whakakī te tinana Hei oranga Au eke, Au eke, Hui e Tāiki e!	Unuhia, unuhia Unuhia ki te uru tapu nui Kia wātea, kia māmā, te ngākau, te tinana, te wairua i te ara tangata. Koia rā e Rongo, whakairia ake ki runga Kia tina! TINA! Hui e! TĀIKI E!

Extension Groups

Kapa Haka

We have had a large number of students attend our kapa haka group. There are currently 121 students attending kapa haka. Due to the size of the group we have had to split it into two sessions. Monday morning is a non-competition group. Friday afternoons our competition group practices. Our group is tutored by Tania Nathan and Willie Wiparata. I attend some sessions to support Tania and Willie.

The competition group are currently practising for the Tūhono Kapa Haka competition held at The Christchurch Town Hall on the 25th November. Kapa Haka performed at the Matariki event held in Term 2. Both Kapa Haka groups (non-competition and competition) will be performing at the Tōtaranui Kāhui Ako cultural festival on the 23rd November.

We have continued to run full-school Kapa Haka on Tuesday mornings. The school has now learned a range of waiata and we all know the Haka “Tahu Potiki”. We have had house Haka competitions to practise our haka.

Te Reo Māori Extension

We have a large group of students attending Te Reo Māori extension on Tuesday mornings. This group is also run by Tania Nathan and Willie Wiparata.

This group is open to all students across the school. The focus of this group is on extending students’ Te Reo Māori knowledge. Tania and Willie work through more complex sentence structures and language features.

This group has been split into two 30 minute sessions due to group size - a year 7 session and a year 8 session. The feedback from students about this group is fantastic - Tania and Willie have commented on how committed students are to the group and the progress they have made is excellent.

Pasifika

Pasifika is coordinated by Trina Wilkinson and Eden Foster and Run by Tama Mai Saute. The coordinator for this is Albany Peseta but our school works with Faith and Rikki.

Pasifika performed at the Matariki event held in Term 2. They will be performing at the Tōtaranui Kāhui Ako cultural festival on the 23rd November.

The group is being used more and more for school events and this shows that we are becoming more culturally responsive to our Pasifika students.

School-Wide Events

In Term 1, we held our Mihi Whakatau to welcome new students and staff to Te Kura Mareko. We were able to run this in the hall as we normally would (in 2022 it was different due to Covid restrictions) and whānau were invited to join us.

In Term 3 we held a culture and kai evening where whānau and members of the community were invited in to get an idea of what cultural options Te Kura Mareko has to offer, celebrate school-wide learning around Matariki, the Kapa Haka and Pasifika groups performed and we shared a kai that was prepared by students from these groups.

For Māori Language Week in Term 3, a slide-show was shared with staff with teaching around how to 'ask for a sausage' in Te reo Māori. At the end of the week, our Kapa Haka leaders hosted a sausage sizzle and students asked for their sausage in Te reo Māori. For Māori language week, we also engaged in an online competition using Education Perfect, had a colouring competition and had a phrase of the day in the notices.

On November 25th the Kapa Haka will be competing at the Tūhono Kapa Haka competition. This competition is against other Intermediates in Christchurch and is held at the Christchurch Town Hall.

The Tōtaranui Kāhui Ako cultural festival will be held on the 23rd November. This will be hosted at Te Kura Mareko and many of our student cultural leaders are involved in preparing kai for this event. Both our Kapa Haka and Pasifika groups are performing at this event, as well as our Korean Dance group.

From Term 2, we have continued to run school-wide Waiata and Haka. This is done on a Tuesday morning before assembly and run by Whaea Tania and Matua Willie. It has been great to have the school learning some of the waiata the kapa haka group use, as well as learning the haka 'Tahu Potiki'.

Assessment

Students are assessed against SOLO-rubrics at the commencement of specialist classes. At the end of units shared by Courteney (and the Te Reo Tuatahi units), there are also SeeSaw tasks with SOLO rubrics to upload. This assessment is used by teachers at the end of the year to form a judgment for Term 4 reports.

Suggested Actions for 2024:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Continue to revise specialist lessons for 2024 • Units prepared and shared with staff for 2024 • Set up whakataukī and kupu • Set up cultural leadership group with students • Mihi Whakatau 	<ul style="list-style-type: none"> • Work with cultural leadership group • Tie PB4L into Te reo Māori and Tikanga Māori • Creation of more lessons for teachers to access in classrooms • Plan a Matariki event for Term 2 - this could be a morning event 	<ul style="list-style-type: none"> • Work with cultural leadership group • Creation of more lessons for teachers to access in classrooms • Culture and Kai school event for Term 3 	<ul style="list-style-type: none"> • Work with cultural leadership group • Work with teachers in classrooms

Pasifika Report 2023



TE KURA MAREKO
CASEBROOK
INTERMEDIATE

The School of Opportunity

Pasifika Strategic Success Strategy

“A fia vave oo lou va’a, alo na o’oe, ae a fia tuli mamao le taunu’uga ‘alo’alo faatasi - If you want to go fast, go alone, if you want to go far, go together” Samoan Proverb

	Key Actions	Evidence of Action
<p>Learners at the Centre</p> <p><i>(Keyshift 1, 3, & 4)</i></p>	<ul style="list-style-type: none"> ● Pasifika culture and heritage recognised individually rather than lumped together as Pasifika ● Ensuring that all Pasifika students are able to attend workshops at Tagata Moana Trust - STEAM ● Create systems for our tamaiti to be celebrated for their cultural success outside of our school ● Talanoa used as a vaka to encourage our students to celebrate being Pasifika 	<ul style="list-style-type: none"> ● Every child is identified by their culture on eTap. This is used when identifying needs and opportunities for our Pasifika students. Strong celebration of each culture through language weeks, cultural occasions and Pasifika group. A stronger representation of all cultures rather than one dominating culture. ● This did not happen this year due to funding restraints. Trina is in discussions with Tagata Moana for 2024 to find how we can connect the programmes to our PBL inquiries to make learning authentic and accessible for Pasifika students with a STEAM lense. ● Communication with homeroom teachers with students to identify success for Pasifika students. Celebrated in school newsletters or class emails sent home. ● Rich talanoa has been used in a variety of spaces to ensure the authentic celebration of Pasifika students. Teachers being more empowered to have the talanoa with their students and to celebrate it as they see fit. Pasifika people are innately shy and not big on expressing their success and celebrations, but our teachers have built strong relationships with Pasifika students enabling them to be proud of who they are and what they have achieved.

- Talanoa is a priority for our staff to discuss the growth and achievement of our tamaiti once a term
- Development of the Pasifika Compass and the impact on the wellbeing and learning for our tamaiti
- Fanau and faiaoga have growing authentic relationships inside and out of the classroom
- Gathering of fanau voice to have the stories told from an authentic Pasifika perspective
- Working with fanau to develop what they want their tamaiti to be learning at Te Kura Mareko Casebrook Intermediate
- Talanoa held to affirm their identity as Pasifika people with multiple opportunities to share this identity

- This goal requires further development in 2024 - there is some discussion happening at levels - would like this to be part of the agenda we have as levels. Looking at both Māori and Pasifika achievement and growth. Academically as well as personal/social/extra curricularly.
- Mani Malaeulu worked with a group of our Tama this term. This focussed on wellbeing and resilience. This would be an initiative that we would hope to use again in 2024. It could be aligned with the compass and how we measure the impact of this on our Pasifika students.
- This is huge at Te Kura Mareko Casebrook Intermediate. Our faiaoga and fanau have a growing relationship that is going from strength to strength. We provide many opportunities for fanau to feel welcomed in our place and it is getting stronger each year.
- Moved to 2024 goals
- Moved to 2024 goals
- Our Pasifika students have two strong role models on the teaching staff who share their identity and culture and are positive role models for them. The two teachers speak openly and honestly with our Pasifika students about sharing their identity and the impact it has both in and out of the classroom. We as a school offer many opportunities for students to express their identity and to share it with the wider school community.

	<ul style="list-style-type: none"> • Create systems for our tamaiti who are 'at risk' that are culturally correct and responsive • Pasifika fanau represented on our Board 	<ul style="list-style-type: none"> • Moved to 2024 goals • Moved to 2024 goals
<p>Quality Teaching and Leadership</p> <p><i>(Keyshift 1, 2, 3 & 5)</i></p>	<ul style="list-style-type: none"> • Promote and encourage all faiagoa to participate in Pasifika Language Weeks • Maximise and build pastoral support for faiagoa to teach Pasifika students in an appropriate way to meet their needs • Faiagoa to have undertaken PLD around the Pasifika Education Plan and be able to unpack the key shifts in relation to their teaching • Consistently high expectations that are explained to our Pasifika students • See our fanau as teachers in our space and encourage their contributions to our school 	<ul style="list-style-type: none"> • Language Weeks Google slides were shared each week they were celebrated. There was a focus in the notices, it was also apparent in our TKM News segment 'Fresh'. Lots of teachers took up this and used it in their classroom. • A goal that is moving slowly but surely. There is a strong positive rapport built around our Pasifika students. Our teachers are proactive in seeking feedback and support if they are having concerns or want to find new ways to approach the learning for our Pasifika students. • All staff have been through the Pasifika Education Plan. There is a hope in 2024 we will be working with Geoff Siave on growing this plan in our school. As an AST, Trina will also be focussing more on the delivery and application of the PEP through teaching and learning to help empower teachers to see the key shifts in action with their teaching. • The expectations for all students at Casebrook is high. As a staff we role model these expectations to our Pasifika students and explicitly teach and explain them. Coming from a different viewpoint as a Pasifika student can be different to the expectation of a non Pasifika person. The REP lessons also help to embed these expectations for our Pasifika students. • Moved to 2024 goals

	<ul style="list-style-type: none"> • Review of school wide policies around racism and discrimination • Establish a process that enables us to identify learners correctly e.g gender identity markers (fa'afafine etc). 	<ul style="list-style-type: none"> • Moved to 2024 goals - review is yet to be completed • Moved to 2024 goals - needs refinement and checking of privacy etc.
<p>Cultural Responsiveness <i>(Keyshift 2)</i></p>	<ul style="list-style-type: none"> • Pronunciation of names is correct and checked • Gender is also recognised and understood of how this can look different in a Pasifika setting • Identify what Pasifika success looks like from a Pasifika perspective • Celebrate and promote stories of Pasifika success in our community • Create resources to engage our Pasifika learners 	<ul style="list-style-type: none"> • The encouragement of students to be proud of their names and the pronunciation has been a focus this year. Faiagoa are proactive in clarifying and checking names and pronunciation. The push is still there for students to hold the space here with their identity to their name. • Moved to 2024 goals • Links into gathering more fanau voice. There is a stereotypical idea of what this looks like - needs further unpacking in 2024. • There has been a shift on this with teachers proactively celebrating and promoting the successes in our community. With Tagata Mai Saute working in our school; there has been a wider celebration of success here. Identifying that success is not just of the students in our school; it is also of Pasifika people and what they do to raise the positive profile. Students sharing their own stories of success and being highlighted in newsletters, class blogs, classrooms has moved as well. • This needs further development for 2024. Where we have tried to integrate it into PBL there is definitely room to do even more of this in other curriculum areas. • This document has guided the creation of this Strategic Plan. It underpins a lot of the understanding teachers have in terms of how Pasifika learners learn and how fanau

- Pasifika Education Plan is the guiding document for the growth of our Pasifika tamaiti
- PLD focus each term on one of the Key Shifts of the Pasifika Education Plan
- Grow the Pasifika Leadership Teams profile across Te Kura Mareko Casebrook
 - Using their innate leadership skills to run more events in collaboration with the Māori Leadership Team
- Cultural assemblies where Pasifika/Māori Culture is recognised and celebrated from term to term

units work. There is room for further growth in 2024 - with ensuring it is consistently used in conjunction with Ka Hapaitia.

- There was PLD in the first half of the year, but with other PLD focuses taking precedence it has fallen back. It needs to be taken into account when planning the 2024 PLD programme and how it can fit in. This could also be run at levels to ensure it isn't being forgotten about.
- The Pasifika Leaders have led when needed to but it has not been anything more than it has been in the past. Suggestion of having cultural leaders lead assemblies, Year group assemblies and having more cultural events for them to run and use their leadership skills for.
- This is something that has not happened. It needs to be moved to 2024 to ensure we are celebrating and recognising culture.

Supporting Information

Samoan translations of this wording have been used. Going forward we endeavour to have all languages represented in this document to reflect the cultures within Te Kura Mareko Casebrook Intermediate School.

Information from the [Pasifika Education Plan](#) has been used to create goals and aspirations for our school to work towards. Tying each section with keyshifts enabled us to track the progress we made or needed to make. All keyshifts are represented; some more than others due to the nature of how the plan was written

Key Shifts Explanation

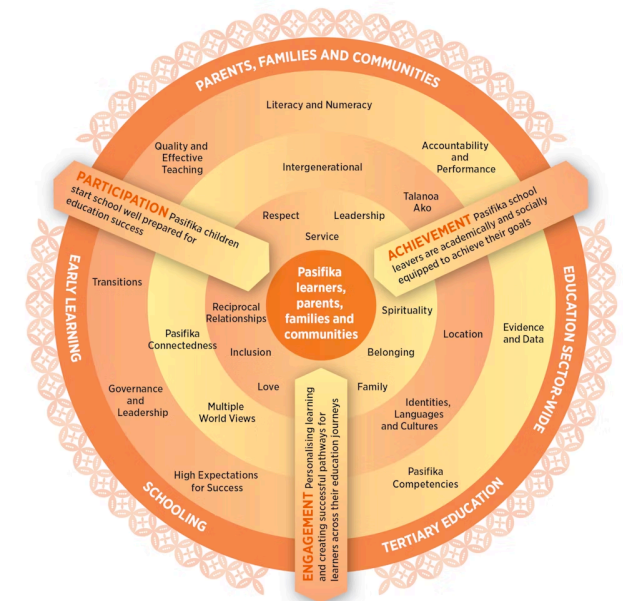
Key Shift 1: Work reciprocally with diverse Pacific communities to respond to unmet needs with an initial focus on needs arising from the COVID-19 pandemic

Key Shift 2: Confront systemic racism and discrimination in education

Key Shift 3: Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners

Key Shift 4: Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met

Key Shift 5: Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages



Suggested Actions for 2024:

- Gathering of fanau voice to have the stories told from an authentic Pasifika perspective
- Working with fanau to develop what they want their tamaiti to be learning at Te Kura Mareko Casebrook Intermediate
- Create systems for our tamaiti who are 'at risk' that are culturally correct and responsive
- Pasifika fanau represented on our Board
- See our fanau as teachers in our space and encourage their contributions to our school
- Review of school wide policies around racism and discrimination
- Establish a process that enables us to identify learners correctly e.g gender identity markers (fa'afafine etc),
- Gender is also recognised and understood of how this can look different in a Pasifika setting
- Identify what Pasifika success looks like from a Pasifika perspective
- Cultural assemblies where Pasifika/Māori Culture is recognised and celebrated from term to term

Kiwi Sport Report 2023



TE KURA MAREKO
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The School of Opportunity



Kiwi Sport

Kiwi Sport is a Government funding initiative to support students' participation in organised sport.

In 2023, the school received total Kiwi Sport funding of \$6999.36 (excl. GST).

One of the main costs for our students to be able to participate in organised sports is the cost of transporting students to/from Hagley Park. This funding allows us to subsidise the cost usually passed on to parents.

In addition to being able to subsidise transport, this funding also contributes to the renewal of sports gear for each of the sporting codes listed below.

Winter Sports - we had a total of 220 students participate in Netball, Football, Hockey, Rugby League, Rugby Union, Rip Rugby, Table Tennis, and Badminton

Summer Sports - we had a total of 215 students participate in Touch, Futsal, Cricket, Ultimate Frisbee, and Softball.



Statement of Variance Report 2023



TE KURA MAREKO
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The School of Opportunity

Contents:

1. Student Achievement Targets Overview
2. Achievement Target Analysis
3. Engagement Target Analysis
4. Attendance Target Analysis



Student Achievement Targets Overview

Annual Target Number 1:

Achievement

To move 80% of Year 8 NZ Māori students achieving at or above expected curriculum levels in Reading, Writing & Maths.

Related to: Strategic Goal One:

- Implementation of 'Wakahuia' - Casebrook Māori Student success strategy.
- Annual Targeted students identified, resourced and reported on to key stakeholders.
- Focus around holistic curriculum opportunities - enabling guidance and upskilling across the wider curriculum

Rationale:

2022 Year 7 achievement data demonstrated a continued trend of lower level of Māori achievement in comparison with other ethnicity cohorts - this is not a historical trend in recent years and one we are targeting via our Wakahuia strategy.

Annual Target Number 2:

Engagement

To engage of 100% Year 8 Māori students in extra-curricular learning with at least two engagements throughout the year in either the arts, curriculum, culture, sport or school service.

Related to: Strategic Goal Two:

- A proactive approach through home visits and engagement with whānau around school attendance.
- Outlining an action plan for progress and yearly reporting of effectiveness around what has been implemented - including student voice -reporting to BOT.

Rationale:

Our Casebrook motto (a school of opportunity) and vision (engage students in broad, integrated learning experiences) are met when learning outside of the classroom is expected of all students across the Year 8 cohort. We know that our students are engaged and enjoy school via our student voice and engagement data. We want to research further into the benefits of a student who is supported to engage in a holistic curriculum, despite the challenges they may face with learning in a classroom or when measured against an expected academic achievement framework. By focusing on our Year 8 Māori cohort (who are showing up as behind their peers academically) we hope to find success with learning and engagement data.

Annual Target Number 3:

Attendance

To proactively monitor and intervene to ensure 95% attendance rate of all students (Year 7 and Year 8 inclusive).

Related to: Strategic Goal Three:

- Casebrook to provide a middle connection in the learning pathway from Primary (ECE) to Secondary School.
- Proactive systems designed and embedded to target attendance and punctuality

Rationale:

Understanding attendance data and patterns in our school is vitally important to ensure our students have every opportunity to be successful learners and members of our community. After challenging years with the pandemic we are implementing systems in order to do this better with whānau of our students to support their engagement in school and success in the classroom.

Annual Target Number 1:

To move 80% Year 8 NZ Māori students achieving at or above expected curriculum levels in Reading, Writing & Maths.
(44 Total Students)

Related to Strategic Goal One:

- Implementation of 'Wakahuia' - Casebrook Māori Student success strategy.
- Annual Targeted students identified, resourced and reported on to key stakeholders.
- Focus around holistic curriculum opportunities - enabling guidance and upskilling across the wider curriculum

Rationale:

2023 Year 7 & 8 achievement data demonstrated a continued trend of lower level of Māori achievement in comparison with other ethnicity cohorts - this has become more of a trend in recent years and one we are targeting via our Wakahuia strategy.

Curriculum Data – Reading Beginning February 2023 - Annual Target Group – Year 8 NZ Māori 46 students								
	Below Level 2	Level 2 Early	Level 2 At	Level 3 Early	Level 3 At	Level 4 Early	Level 4 At	Level 5 +
No. of Students	0	0	2	6	19	13	4	2
Proportion % (rounded)	0	0	4	13	41	28	9	4

Curriculum Data – Reading End November 2023 - Annual Target Group – Year 8 NZ Māori 44 students								
	Below Level 2	Level 2 Early	Level 2 At	Level 3 Early	Level 3 At	Level 4 Early	Level 4 At	Level 5 +
No. of Students	0	0	1	3	11	14	10	5
Proportion % (rounded)	0	0	2	7	25	32	23	12

Curriculum Data – Writing Beginning February 2023 - Annual Target Group – Year 8 NZ Māori
46 students

	Below Level 2	Level 2 Early	Level 2 At	Level 3 Early	Level 3 At	Level 4 Early	Level 4 At	Level 5 +
No. of Students	0	1	3	7	22	10	2	1
Proportion % (rounded)	0	2	7	15	48	22	4	2

Curriculum Data – Writing End November 2023 - Annual Target Group – Year 8 NZ Māori
44 students

	Below Level 2	Level 2 Early	Level 2 At	Level 3 Early	Level 3 At	Level 4 Early	Level 4 At	Level 5 +
No. of Students	0	0	2	4	19	14	4	1
Proportion % (rounded)	0	0	4	9	43	32	9	2

Curriculum Data – Maths Beginning February 2023 - Annual Target Group – Year 8 NZ Māori
46 students

	Below Level 2	Level 2 Early	Level 2 At	Level 3 Early	Level 3 At	Level 4 Early	Level 4 At	Level 5 +
No. of Students	0	1	2	4	20	14	4	1
Proportion % (rounded)	0	2	4	9	43	30	9	2 71

Curriculum Data – Maths End November 2023 - Annual Target Group – Year 8 NZ Māori
44 students

	Below Level 2	Level 2 Early	Level 2 At	Level 3 Early	Level 3 At	Level 4 Early	Level 4 At	Level 5 +
No. of Students	0	1	0	2	9	15	12	5
Proportion % (rounded)	0	2	0	5	20	33	27	11

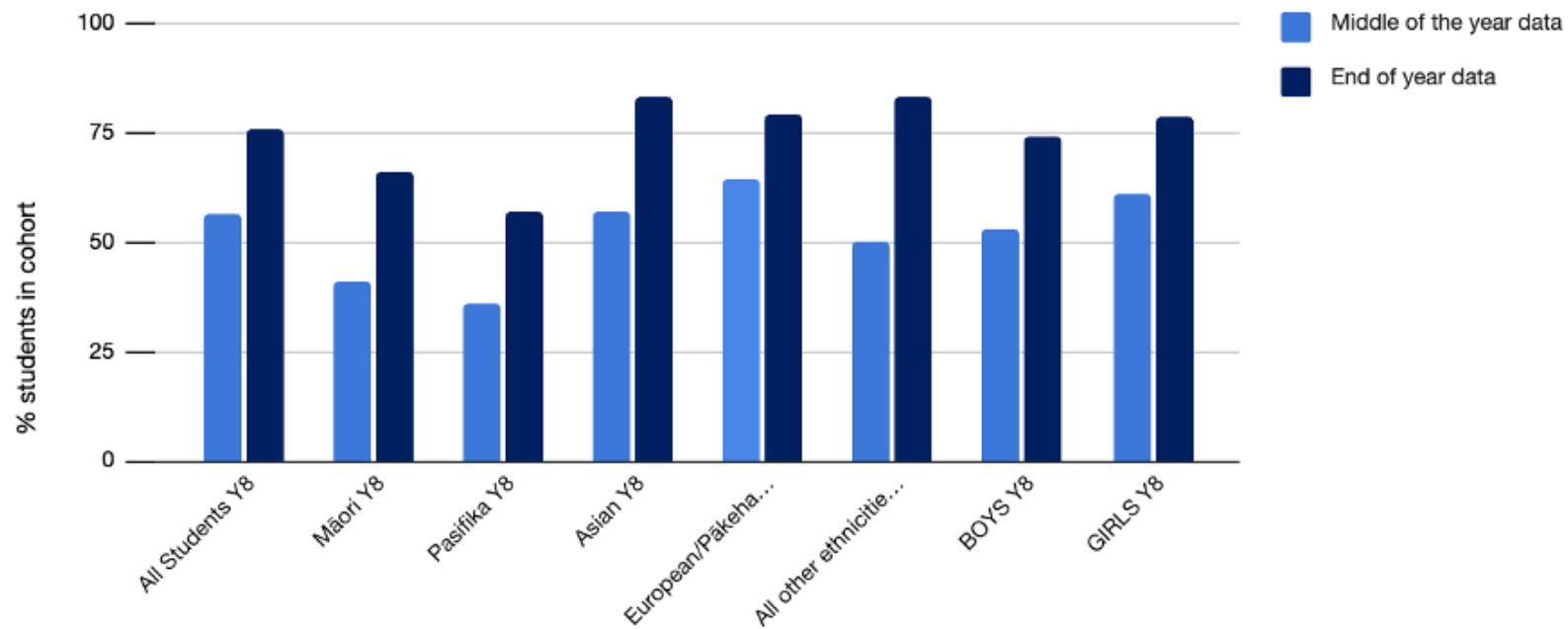
ACTION

Actions: (What did we do?)	Outcomes: (What happened?)	Reasons for the Variance and Evaluation: (Why did it happen?)
<ul style="list-style-type: none"> ▪ Completed 'Knowing our Learner' Analysis plans in Reading / Writing ▪ Identified Annual Target students on school-wide assessment database in mathematics, reading and writing. ▪ Identified Priority Learners in each classroom and used these students as basis for Professional Growth Cycle inquiries. ▪ Established action plans to conduct as professional learning plans (Professional Growth Cycle - PGC) focused on development of mathematics teaching and learning programmes. ▪ Reflected on these in coaching pairs and in reflection meetings as part of PGC. ▪ Ongoing investment in PLD for writing around the 'Writers Toolbox (renamed from Write that Essay) intervention – 4th year school wide – carrying sustainability model forward. ▪ Beginning year (trial) of Structured Literacy PLD 	<p>Our target was composed of 44 Year 8 Maori students</p> <p>Reading:</p> <ul style="list-style-type: none"> • At the beginning of the year 41% were at the expected curriculum • At the end of the 67% were at the expected curriculum level • <p>Writing</p> <ul style="list-style-type: none"> • At the beginning of the year 28% were at the expected curriculum • At the end of the 67% were at the expected curriculum level <p>Maths</p> <ul style="list-style-type: none"> • At the beginning of the year 41% were at the expected curriculum • At the end of the 71% were at the expected curriculum level 	<ul style="list-style-type: none"> ▪ Attendance and engagement consistency was a particular challenge for some students within our target cohort. ▪ We are receiving an increasing number of students lacking basic numeracy and literacy skills. ▪ Target students in mathematics were the focal point around PGCs ▪ Teacher expertise developed in Structured Literacy ▪ 80 hours of MoE funded PLD hours for PaCT work enabled teachers to better utilize the learning progressions framework. ▪ Academic-termly tracking of target students and a more cohesive approach around gathering data school-wide has ensured measuring achievement within cohorts has been clearer. ▪ Maths PLD has had a focus on differentiation within lessons. There has been a real focus on meeting the needs of those who are not achieving at expected levels.

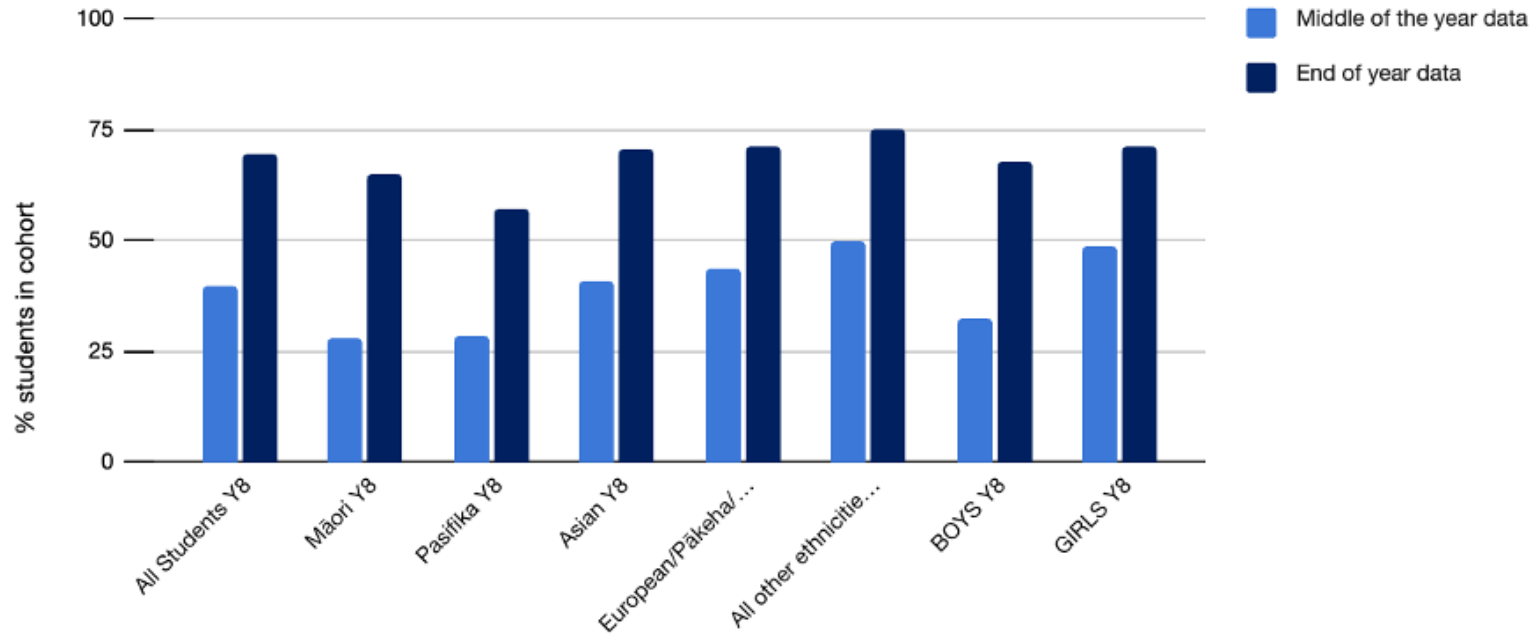
- Sharp Reading 2023 - continued PLD
- Identify progress indicators that are measurable using the learning progressions via PaCT – rolling this out across Reading, Writing & Maths in 2023
- Ongoing inquiry into the impact of removal of ability grouping in mathematics (into 2nd Year of this work with ERO evaluation partner)

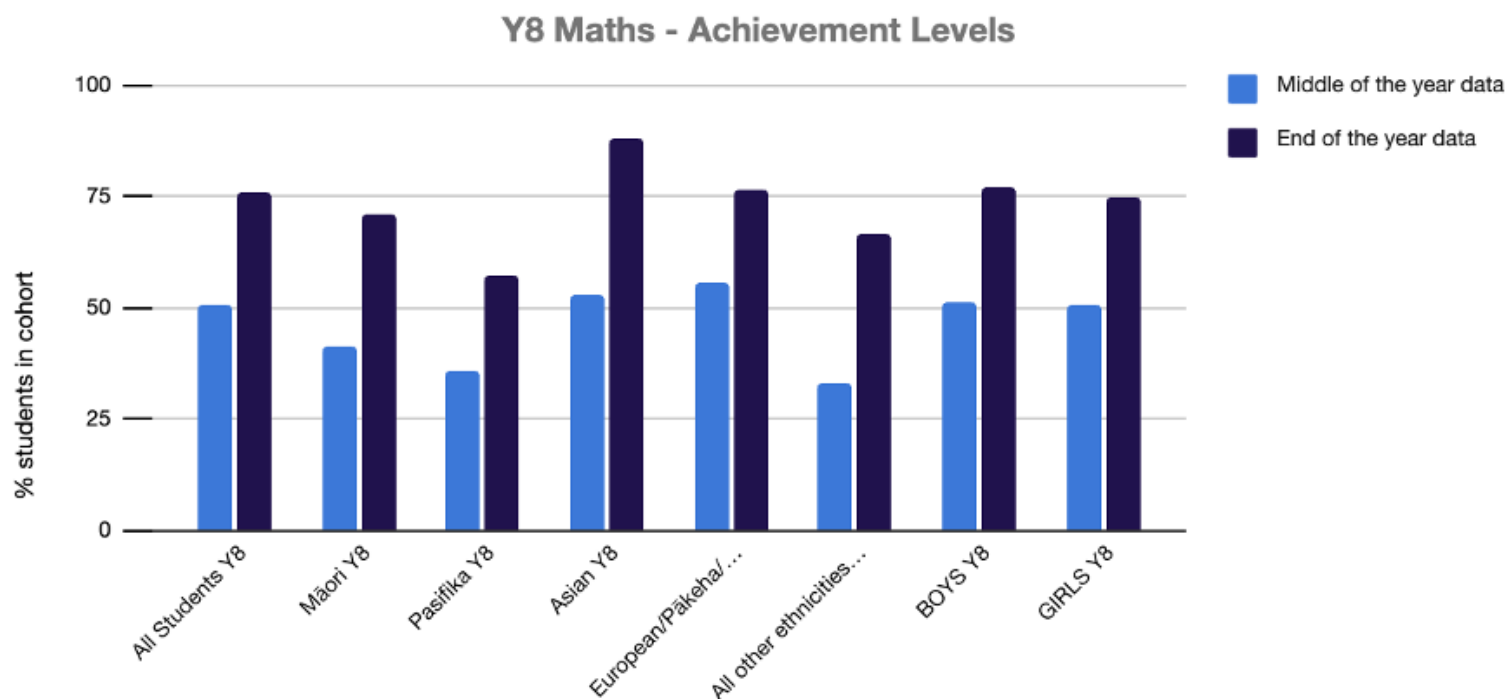
- We have continued to send untrained staff to PBL PLD in Dunedin and the programme is well integrated within our Inquiry programme which has cross curricular links to English and Mathematics.

Y8 Reading - Achievement Levels



Y8 Writing - Achievement Levels





Suggested Actions for 2024:

- Continue focus on Whakahuia Māori success strategy in whole approach to teaching and learning on students at Casebrook Te Kura Mareko
- Continue the action plan set in place by the curriculum evaluation in English and Mathematics
- Continuing investing for sustainability for 2024 Writers' Toolbox
- Continuing school-wide punctuation and grammar programme in Year 7 and 8 classrooms to meet the increasing need for gap filling of understanding alongside Writers Toolbox.
- Have been granted a further 40 MOE funded PLD hours focussing on supporting lower level learners in mathematics and statistics.
- Two teachers participating in Accelerated Teaching in Mathematics
- Enable teachers and students to better understand specific learning intentions and success criteria
- Teachers enabled with more tools to target reading needs in lower learners through structured literacy
- Specialist teacher employed for target groups in literacy
- Data will continue to be collected on the cumulative data sheet each term.
- Continue to share information freely and work collaboratively with/within our Kāhui Ako schools to develop consistency around data and direction for learning, and develop stronger literacy levels across the Kāhui.

Annual Target Number 2:

To engage 100% Year 8 Māori students in extra-curricular learning with at least two engagements throughout the year in either the arts, curriculum, culture, sport or school service.

Related to Strategic Goal Two:

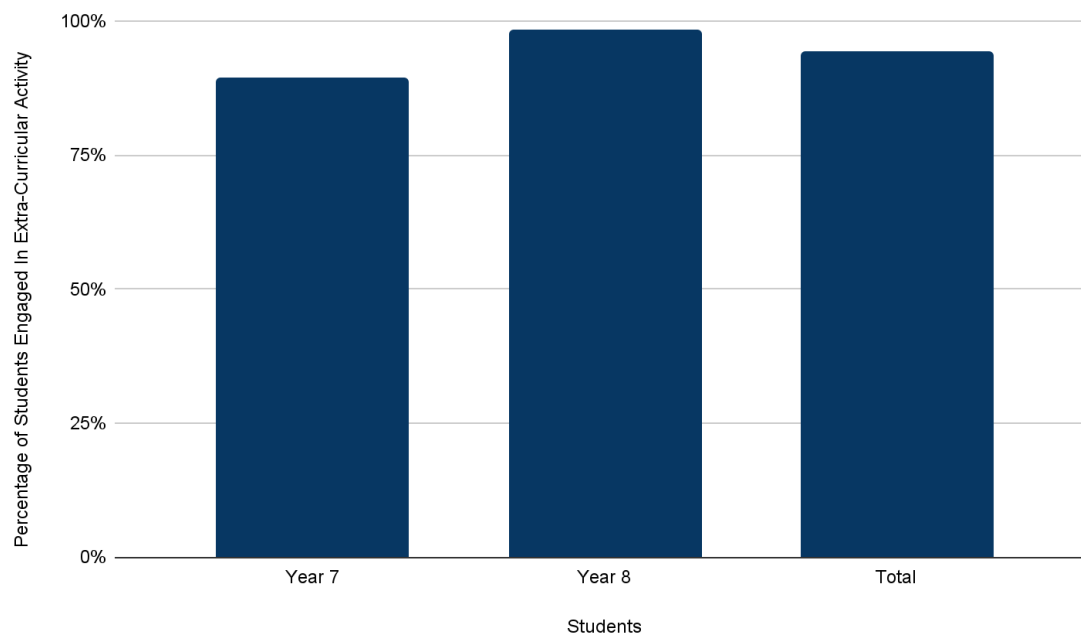
- A more proactive approach through home visits and engagement with whānau around school attendance.
- Outlining an action plan for progress and yearly reporting of effectiveness around what has been implemented - including student voice -reporting to BOT.

Student Target Group						
No. of Extra-curricular involvements	0	1	2	3	4	5
Students	1	6	11	18	8	2

*Number of extra-curricular activities are categorized into 5 different 'types' = Art, Curric. extension, Culture, Sport, School service

** A student may be involved in 3 different sports but will be categorized in the 1 type of extra-curric. Involvements

Maori Student Engagement - End of Year 2023



ACTION

Actions: (What did we do?)	Outcomes: (What happened?)	Reasons for the Variance and Evaluation: (Why did it happen?)
<ul style="list-style-type: none"> Teachers enter data onto the database and the above graph shows the engagement levels of students at the end of the year. Students were encouraged through the start of year programme to sign up for extra-curricular activities. 	<ul style="list-style-type: none"> Only 1 student from the target group did not engage in any extra-curricular groups. This student was offered places in various extracurricular groups which they declined but were also unable to communicate alternative engage options they could participate in. The number of extra-curricular activities are categorized into 5 different 'types' = Art, Curriculum. extension, Culture, Sport, School 	<ul style="list-style-type: none"> Timetable clashes resulted in some students unable to attend desired engagement opportunities. Engagement issues with some students/whanau leading to increased attendance issues. Greater opportunities available at Casebrook for students to participate in. Increased awareness of opportunities on offer at Casebrook

<ul style="list-style-type: none"> ▪ Classroom teachers and self continued to monitor the Year 8 Maori students and encourage participation where needed and look at roadblocks preventing participation. ▪ Alternative opportunities sought if required to engage non-engaged students e.g. canteen assistant, sports shed, musical instruments. ▪ All Casebrook student activities are timetabled so that they can be monitored. ▪ Monitored the target group of Year 8 Maori Student engagement and reported to the BOT. ▪ As part of Casebrook Intermediate school report, the extra-curricular involvements of a student are listed for parent/caregivers to see. 	<p>service. A student may be involved in 3 different sports but will be categorized in the 1 type of extra-curricular involvements.</p> <ul style="list-style-type: none"> ▪ Of the target group the following engagement data: <ul style="list-style-type: none"> • 2% were engaged in no extra-curricular opportunities • 13% were engaged in 1 different type of extra-curricular opportunity • 24% were engaged in 2 different types of extra-curricular opportunity • 39% were engaged in 3 different types of extra-curricular opportunity • 17% were engaged in 4 different types of extra-curricular opportunity • 4% were engaged in 5 different types of extra-curricular opportunity 	<ul style="list-style-type: none"> ▪ Teachers see the importance of student engagement and how this has a positive result on our students and families' view the school.
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Annual Target Number 3:

Attendance - To proactively monitor and intervene to ensure 95% attendance rate of all students (Year 7 and Year 8 inclusive).

Related to Strategic Goal Three:

- Casebrook Intermediate to provide a middle connection in the learning pathway from Primary (ECE) to Secondary School.
- Proactive systems designed and embedded to target attendance and punctuality

Attendance Data - 2023				
	<i>Justified Absence</i>	<i>Unjustified Absence</i>	<i>Present</i>	<i>Expected</i>
Attendance Rate - All Students	7.41%	6.77%	85.83%	95%
Attendance Rate - Y7	6.27%	6.32%	87.41%	95%
Attendance Rate - Y8	8.50%	7.20%	84.30%	95%
Attendance Rate - Male	7.28%	5.77%	86.95%	95%
Attendance Rate - Female	7.53%	7.76%	84.72%	95%
Attendance Rate - Y7 Male	6.17%	5.34%	88.49%	95%
Attendance Rate - Y7 Female	6.36%	7.45%	86.19%	95%
Attendance Rate - Y8 Male	8.19%	6.38%	85.43%	95%

Attendance Data - 2023

Attendance Rate - Y8 Female	8.82%	8.39%	82.78%	95%
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Attendance Data - NZ Māori 2023

	<i>Justified Absence</i>	<i>Unjustified Absence</i>	<i>Present</i>	<i>Expected</i>
Attendance - Y7 Māori Overall	6.59%	10.60%	82.81%	95%
Attendance - Y7 Māori Male	7.00%	7.16%	85.84%	95%
Attendance - Y7 Māori Female	6.22%	13.69%	80.09%	95%
Attendance - Y8 Māori Overall	8.90%	8.69%	82.41%	95%
Attendance - Y8 Māori Male	9.41%	5.93%	84.66%	95%
Attendance - Y7 Māori Female	8.45%	11.13%	80.42%	95%

Attendance Rate – Ethnicity Breakdown 2023

	<i>Justified Absence</i>	<i>Unjustified Absence</i>	<i>Present</i>	<i>Number in cohort</i>
African/African Origins	6.85%	2.66%	90.49%	4
Chinese	3.59%	4.76%	91.65%	6
Cook Isl Maori	15.77%	10.18%	74.05%	5

Fijian	7.88%	5.38%	86.73%	3
Filipino	2.78%	9.07%	88.15%	16
Indian	7.66%	8.77%	83.57%	8
Korean	5.94%	3.47%	90.59%	1
Middle East	4.07%	5.68%	90.25%	10
NZ European	7.76%	5.73%	86.51%	302
NZ Maori	7.78%	9.61%	82.61%	88
Other Asian	6.97%	15.45%	77.58%	5
Other European	2.98%	28.57%	68.45%	1
Other South East Asian	3.03%	2.78%	94.19%	3
Samoan	5.80%	7.75%	86.45%	14
Sri Lankan	5.90%	2.78%	91.32%	2
Tongan	3.15%	0.74%	96.11%	3

ACTION

Actions: (What did we do?)	Outcomes: (What happened?)	Reasons for the Variance and Evaluation: (Why did it happen?)
Identify students who have attendance between 70-90% attendance.	<ul style="list-style-type: none"> Using eTAP data to analyse attendance data to look at a breakdown of codes. 	<ul style="list-style-type: none"> We wanted to target students who were missing on average 1x day per week. We thought that there was a higher chance of improving these student's attendance rather than those who were chronically absent. We used our SMS system to look at the reasons for absence as some students had more legitimate reasons for absence. As an example, a student

		<p>who had a holiday during term time in Term 1, might not be a good candidate for an intervention as it is likely it was a one-off.</p>
<p>Created and refined existing systems which support student attendance.</p>	<ul style="list-style-type: none"> • Letters of concern templates have been created to send home to whānau when students' attendance drops below our school targets. This was then followed by a phone call to discuss how the school might be able to support the student and whānau. 	<ul style="list-style-type: none"> • This was to remind parents of their responsibilities regarding attendance and meant that if we needed to refer to Attendance Services we had been proactive in communicating with whānau about attendance.
<p>Communicating regularly with our community around attendance.</p>	<ul style="list-style-type: none"> • Develop visual and statistical data for whānau/caregivers. • Creating newsletter articles and supporting documents that are shared throughout the year. • Sharing attendance summaries with our whānau. • Ringing whānau when we start to notice patterns/trends in attendance. • Following up on 'unexplained' absences. 	<ul style="list-style-type: none"> • We wanted our community to see, visually, the impact attendance was having on their child's learning. • We also wanted to make sure that our community knew we took attendance seriously and by having regular communication about attendance it was a hot topic. We also know that each of our contributing schools have different systems so we wanted to create an information sheet that explained some of the important procedures at Casebrook. • We found that we had a large number of absences that were staying unexplained. One of the reasons was that we veered away from calling parents and relied solely on our school app or parents leaving a message on the answering machine. This meant parents who didn't have credit, wi-fi or forgot to explain the absence were staying as an unexplained absence and negatively impacted our attendance data. We have made sure that twice a week a teacher aide is ringing any unexplained absences and back-dating this accordingly.
<p>Upskill staff around attendance procedures</p>	<ul style="list-style-type: none"> • Created a flowchart for staff to follow when a student is attending less than 95%. 	<ul style="list-style-type: none"> • Upskilling our staff about what our school expectations and procedures are around attendance meant that it wasn't always down to

	<ul style="list-style-type: none"> • Sharing attendance data weekly for staff to intervene early and remove any obvious barriers. We refined this process as the year went by and now we have a fairly good system to ensure classroom teachers also keep an eye on attendance. 	<p>one of two senior staff to solve. This meant we could use the positive relationships class teachers had with students and whānau to engage early.</p> <ul style="list-style-type: none"> • Sending out attendance data weekly meant we were keeping an eye on everyone, not just our target students. This meant teachers would be able to see when one of their students dropped below our school targets
Develop an intervention plan for our target students.	<ul style="list-style-type: none"> • SLT created an intervention plan to support students who are attending between 70-85% of the time. 	<ul style="list-style-type: none"> • The intervention that our target students were a part of initially didn't have any parameters about how long a student can be a part of the intervention or what happens when a student's attendance improves to a point we are no longer concerned. Having these parameters meant that we could decide if the program had/had not worked and think about next steps for that student.
Create a target group for our attendance intervention.	<ul style="list-style-type: none"> • Meet with individual students to gather student voices around reasons for their absences. • Contact whānau of target students to gather their voice and address barriers. • Students attendance was monitored each day and were also checked in with by Tom. • Students could earn a REP card for every day that they were present. • Students who met attendance targets were rewarded with a \$5 canteen voucher. 	<ul style="list-style-type: none"> • We had secured some funding through the Regional Response Fund to create an attendance intervention for our kāhui ako. •
Implement the 'Check and Connect' programme	<ul style="list-style-type: none"> • Identify 5-6 students who are attending lower than 70%. We have employed Kahn and Shontae (youth workers) to work alongside these students. They currently communicate with whanau, 	<ul style="list-style-type: none"> • We are a part of a Ministry of Education pilot programme which runs over two years. The aim was to help some of those students, who attended less than 70% of the time, to engage in school.

	do some mentoring with the students, and support them with their class work.	
Reported to the BOT regarding attendance.	<ul style="list-style-type: none"> Summaries of attendance data were shared at various times of the year. 	<ul style="list-style-type: none"> Our board has taken a keen interest in the attendance and engagement of our students and want to know what we are doing to address attendance concerns within our kura.
Whole school interventions	<ul style="list-style-type: none"> End-of-term celebration for any students who had 90% or higher attendance. Fortnightly celebration for any students who had 90% or higher attendance. 	<ul style="list-style-type: none"> We wanted to acknowledge the students who consistently attend school as they are often missed out. We wanted to reset this at the end of each term so that one poor term didn't then impact students across the year. E.g. if a student had a long holiday in Term 1 then their attendance percentage would likely still remain below the school target in Term 2, 3, 4.

Suggested Actions for 2024:

- Continue to communicate regularly with whānau around attendance.
- Continue ringing families to try and explain as many unexplained absences as possible to improve the accuracy of our data.
- Continue with the end-of-term celebrations. The fortnightly attendance celebration didn't quite take off as anticipated due to the full nature of our assembly schedule.
- Create new target groups at the end of Term 1 with our new cohort of Year 7 students.
- We have been supporting some students with their attendance through the kāhui attendance initiative 'Huringa' this support will not be available for these students in 2024 as we try to engage with a new set of students and their whānau. However, these families and students will still need ongoing support in 2024. Taking away these supports will likely see their attendance fall off and we want to continue to intervene where possible.