

# Evaluation and Analysis of Oceanview Heights School

## Student's Progress and Achievement 2024

In November 2024, all children from Years 1 - 8 were assessed using a range of assessment tools. The teachers collected summative and formative data. This data was aggregated and forms the basis of this Analysis of Curriculum Levels Report below. We have also divided the information into specific areas – ALL Achievement – 94 children / ALL Progress – 64 children, Boys and Girls, Ethnic groups – NZ European, Maori, Pasifika, and Other - which is all the other ethnic groups and a separate section on the Underachievers is in the separate Analysis of Variance report.

We have included all our In – Class Support, Special Needs, “At Risk” and English Language Learners (ELL) and ORS children in this report. The data shows the individual children's progress and achievement in the 3 curriculum areas of Reading, Writing and Maths.

Comparisons can only be made for the ALL Progress for children who were in the school in November 2023.

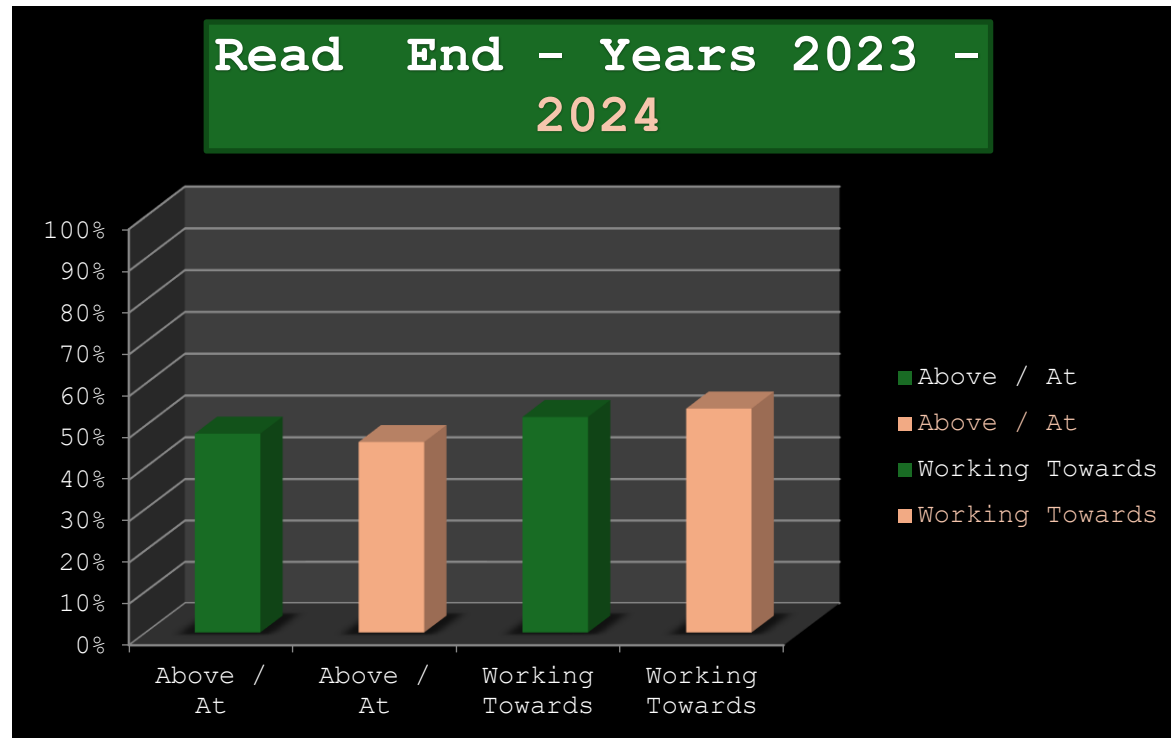
A reminder that children can work within a Curriculum Level for approximately 2 years, so “same” can mean that they are working within the same Curriculum Level for 2 years and are where they are meant to be, except in Reading, when we can show progress through Reading Levels / Ages matched to months and years.

The data analysis shows the strengths that are seen in the learning being provided by staff and the planned actions for 2025 to address our Underachiever's needs. Teachers will continue to design programmes to address the needs of their children for 2025. This will include teachers grouping their children according to needs, next Teaching and Learning steps and deciding on what resources and learning activities will be needed to meet the needs of their children. Children who have also been identified with learning support needs will have appropriate action undertaken in 2025. This can include Individual Education Plans and Professional Development for staff.

A reminder that this is a new reporting programme for the BoT and shows a new set of categories:

- **Working Towards** - those learning below their expected level
  - **At** - those learning at their expected level
- and
- **Above** - those learning above their expected level

All children's Reading **End 2024:**



**Achievement: - 94 children**

Reading:	
Above	18%
At	28%
Working Towards	54%

	Above	%	At	%	Working Towards	%	Total
Reading							
Boys	10	18%	14	24%	33	58%	57
Girls	7	18%	13	35%	18	47%	38

	Above	%	At	%	Working Towards	%	Total
Reading							
NZE	5	15%	9	26%	20	59%	34
Maori	1	8%	4	31%	8	61%	13
Pasifika	5	15%	11	32%	18	53%	34
Other	6	43%	3	21%	5	36%	14

## Progress: - 64 children

### All:

- 16% (8/64) of the children have improved by 6 months since end – year 2023
- 50% (25/64) of the children have improved by 1 year since end - year 2023
- 4% (2/64) of the children have improved by 1 ½ years since end - year 2023
- 22% (11/64) of the children have improved by 2 years since end – year 2023
- 8% (4/64) of the children have improved by 2 ½ years since end – year 2023

= 78% (50/64) made progress since end – year 2023

- 21% (8/39) Boys have improved by 6 months since mid - year 2023
- 38% (15/39) Boys have improved by 1 year since end - year 2023

- 5% (2/39) Boys have improved by 1 ½ years since end- year 2023
- 18% (7/39) Boys have improved by 2 years since end - year 2023
- 40% (10/25) Girls have improved by 1 year since end - year 2023
- 16% (4/25) Girls have improved by 2 years since end - year 2023
- 16% (4/25) Girls have improved by 2 ½ years since end - year 2023
- 14% (4/29) NZE have improved by 6 months since end - year 2023
- 31% (9/29) NZE have improved by 1 year since end - year 2023
- 3% (1/29) NZE have improved by 1 ½ years since end - year 2023
- 7% (5/29) NZE have improved by 2 years since end - year 2023
- 11% (3/29) NZE have improved by 2 ½ years since end - year 2023
- 17% (1/6) Maori children have improved by 6 months since end - year 2023
- 33% (2/6) Maori children have improved by 1 year since end - year 2023
- 17% (1/6) Maori children have improved by 2 years since end - year 2023
- 9% (2/22) Pasifika children have improved by 6 months since end - year 2023
- 55% (12/22) Pasifika children have improved by 1 year since end - year 2023
- 14% (3/22) Pasifika children have improved by 2 years since end - year 2023
- 4% (1/22) Pasifika children have improved by 2 ½ years since end - year 2023
- 14% (1/7) Other children have improved by 6 months since end - year 2023
- 29% (2 /7) Other children have improved by 1 year since end - year 2023
- 14% (1/7) Other children have improved by 1 ½ years since end - year 2023
- 29% (2/7) Other children have improved by 2 years since end - year 2023

**All:**

- 22% (14/64) of the children have stayed the same since end – year 2023
- 18% (7/39) Boys have stayed the same by since end - year 2023

- **28% (7/25) Girls have stayed the same since end - year 2023**
- **24% (7/29) NZE have stayed the same since end - year 2023**
- **33% (2/6) Maori children have stayed the same by since end - year 2023**
- **18% (4/22) Pasifika children have stayed the same since end - year 2023**
- **145% (1/7) Other children have stayed the same since end - year 2023**
- We are aware that some children have stayed at the same reading level or 1 gone back and that these children are underachieving due to several reasons including Special Needs, English as a Second Language and being “At Risk” children.
- All of these existing and any new underachieving children will continue to be our focused children at Reading time in 2025.

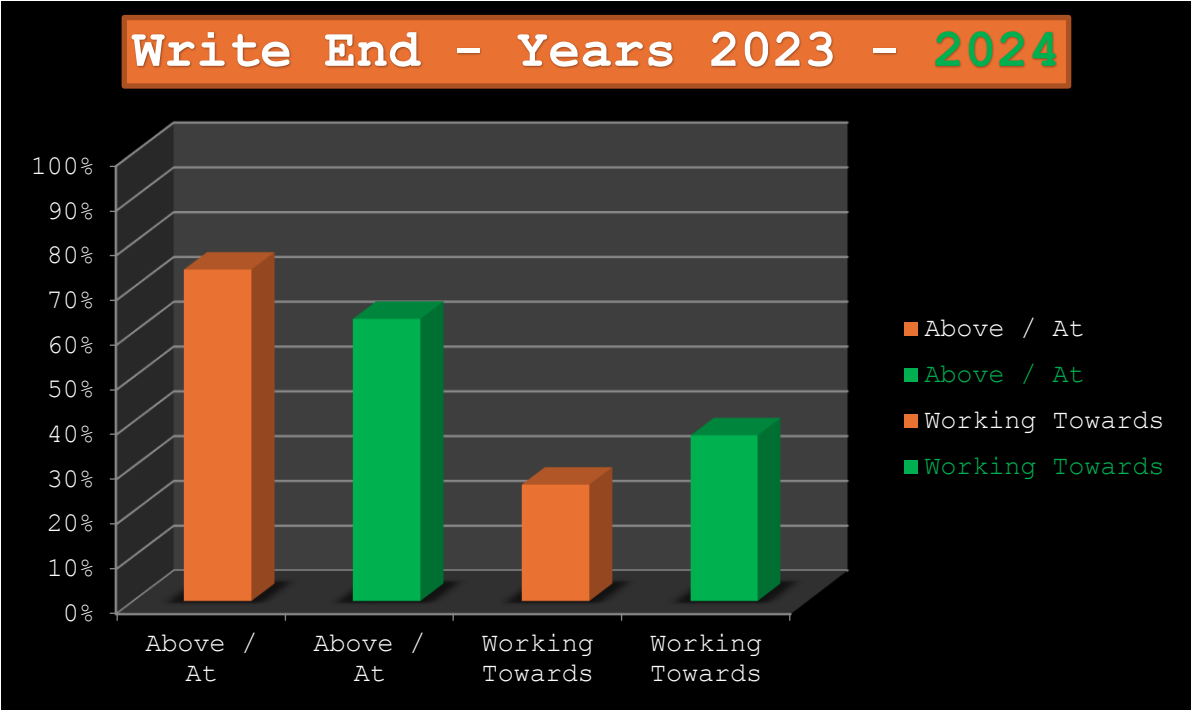
## **PLANNED ACTIONS TO ACHIEVE TARGET:**

We will continue to, in 2025:

- Identify At Risk of Underachieving children and track through standardised / moderated Reading assessments e.g. PAT Reading / BSLA assessments / Phonics Check / Running Records / Probe.
- Identify Accelerated Learners and track them using the PAT Reading / BSLA assessments / Phonics Check / Running Records / Probe.
- Have Teachers target specific Underachievers and plan Structured Literacy programmes to meet their needs.
- The BSLA programme will be used as a Structured Literacy programme in the 3 junior rooms.
- We will implement a senior Structured Literacy programme, with Tessa Cooper (who has her Master’s Degree with a University endorsement in Literacy) introducing and supporting this programme – again a bonus for our school to have this Literacy expertise in the school.
- Specific staff will continue to implement the TALL programme to assist our ESOL children’s progress. All teachers have goals in Literacy for their ELL children.
- Have Teachers focus on the Balanced Reader – Decoding - Encoding - Fluency and Phrasing - Comprehension skills – Oral Language.
- Have explicit Reading lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are reading regularly.

- **Encourage weekly recreational reading through using our library.**
- **During 2025 the Board will engage additional Learning Assistants for Rooms 2 and 4 to ensure support for Underachieving children and in Room 2 on Fridays to ensure continuity of teaching the children of Room 2 and to have Learning Assistants support children in small groups in class – using BSLA PLD.**
- **Learning Assistants have specific programmes for our Dyslexia / Special Needs children following a Structured Literacy approach.**
- **Have Staff focus on this target during staff meetings.**
- **All children have Next Steps for their learning, from assessments that have been undertaken by Teachers.**
- **Middle and Senior classes Teachers will have higher order thinking and comprehension support activities to enhance reading skills that follow on from their Structured Literacy lessons.**

**All children's Writing End 2024:**



**Achievement: - 94 children**

**Writing:**

Above	3%
At	60%
Working Towards	37%

	Above	%	At	%	Working Towards	%	Total
Writing							
Boys	1	2%	31	54%	25	44%	57
Girls	2	5%	26	69%	10	26%	38

	Above	%	At	%	Working Towards	%	Total
Writing							
NZE	0	0%	17	50%	17	50%	34
Maori	0	0%	9	69%	4	31%	13
Pasifika	2	6%	21	62%	11	32%	34
Other	1	7%	10	72%	3	21%	14

## Progress: - 64 children

### All:

- 44% (28/64) of the children have stayed the same since end - year 2023
- 56% (36/64) of the children have improved since end - year 2023

It can take 2 years to get through a Curriculum Level, when children are in the same Level for 2 years, this is acceptable:

- 46% (18/39) Boys have stayed the same since end - year 2023
- 54% (21/39) Boys have improved since end - year 2023
- 40% (10/25) Girls have stayed the same since end - year 2023
- 60% (15/25) Girls have improved since end - year 2023
- 52% (15/29) NZE have stayed the same since end - year 2023
- 48% (14/29) NZE have improved since end - year 2023
- 50% (3/6) Maori children have stayed the same since end - year 2023
- 50% (3/6) Maori children have improved since end - year 2023
- 36% (8/22) Pasifika children have stayed the same since end - year 2023
- 64% (14/22) Pasifika children have improved since end - year 2023
- 29% (2/7) Other children have stayed the same since end - year 2023



- **71% (5/7) Other children have improved since end - year 2023**

- **Learning Assistants daily supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had an impact on the improvement in Writing levels in the school for the Underachievers.**
- **During 2024 the Board has engaged additional Learning Assistants for Rooms 1, 2 and 4 to ensure support for Underachieving children.**
- **Experiential / high interest Writing was a focus across the school.**
- **Senior writing focused on a wide range of genre e.g. reports / narratives.**
- **We have a variety of differentiated Writing programmes in each class that identify and meet the specific writing needs of our children.**
- **The BSLA programme will be used as a Structured Literacy programme in the junior rooms.**
- **Our Teacher in Room 1 was accepted onto Cohort 8 2024 BSLA training and Tessa Cooper was accepted as a facilitator and received additional training in this area – a bonus for our school to have this Literacy expertise in the school.**
- **High expectations with both surface and deep features of Writing were a focus.**

## **PLANNED ACTIONS TO ACHIEVE TARGETS:**

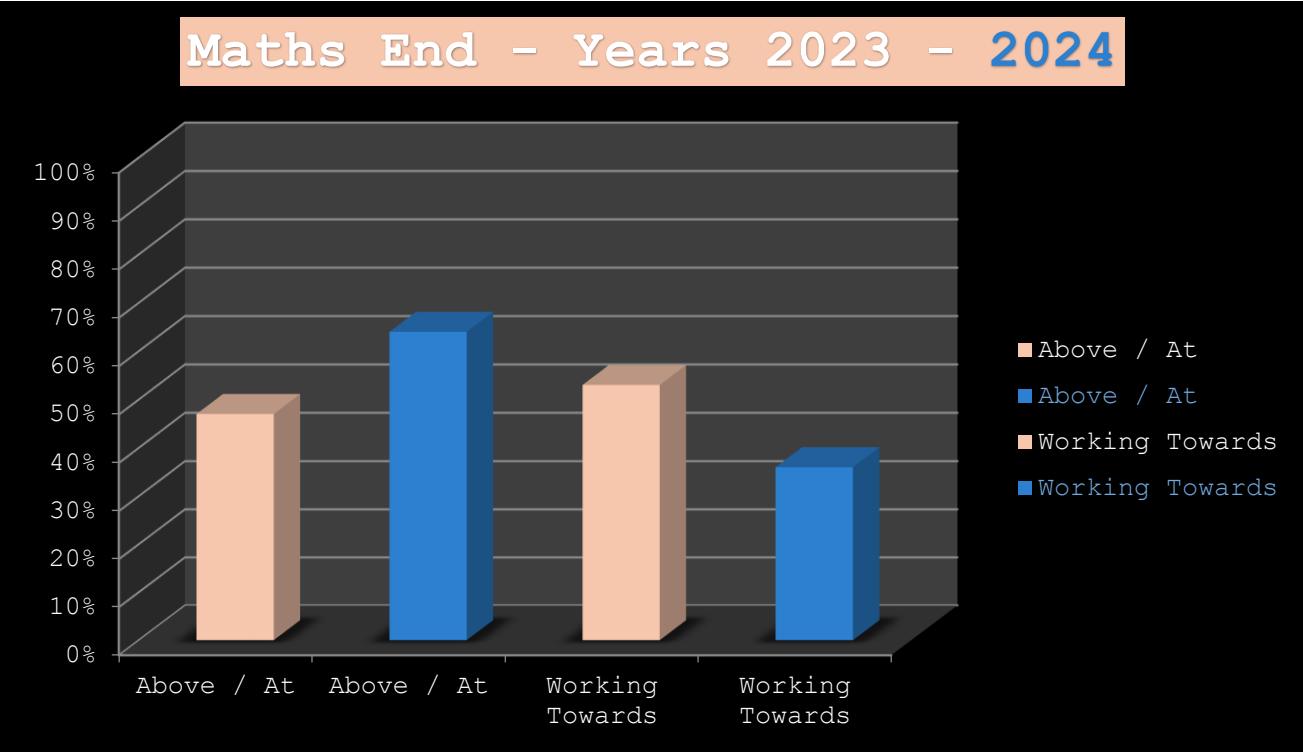
### **Progress:**

**We will continue to, in 2025:**

- **Use Structured Literacy approaches in the middle and senior classrooms to improve children's Writing deep and surface across the curriculum – breaking it down e.g. Stephen Graham's Explicit Writing / Sheena Cameron programmes.**
- **Have Structured Literacy taught daily in Junior rooms through the BSLA (Better Start Literacy) programme.**
- **Have explicit Writing lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are writing regularly.**

- **Specific staff will continue to implement the TALL programme to assist our ESOL children's progress. All teachers have goals in Literacy for their ELL children.**
- **Identify At Risk of not Achieving / Underachieving children and track through standardised / moderated Writing assessments e.g. E- asTTle Writing.**
- **During 2025, the Board engaged additional Learning Assistants for Rooms 2 and 4 to ensure support for Underachieving children and in Room 2 on Fridays to ensure continuity of teaching the children of Room 2 and to have Learning Assistants support children in small groups in class – using BSLA PLD.**
- **Learning Assistants have specific programmes for our Dyslexia / Special Needs children following a Structured Literacy approach.**
- **Focus on self - editing and being able to read what they have written.**
- **Have each child have their own learning goals in Writing, that are monitored by the child and the teacher.**
- **Have Teachers target specific underachievers and plan programmes to meet needs.**

**All children's Maths End 2024:**



**Achievement: - 94 children**

**Maths:**

**Above 7%**  
**At 57%**  
**Working Toward 36%**

	Above	%	At	%	Working Towards	%	Total
Maths							
Boys	5	9%	31	54%	21	37%	57
Girls	2	5%	23	61%	13	34%	38

	Above	%	At	%	Working Towards	%	Total
Maths							
NZE	1	3%	17	50%	16	47%	34
Maori	0	0%	6	46%	7	54%	13
Pasifika	3	9%	23	68%	8	23%	34
Other	3	21%	8	58%	3	21%	14

## Progress: - 64 children

### All:

- 58% (37/64) of the children have stayed the same since end - year 2023
- 42% (27/64) of the children have improved since end – year 2023

It can take 2 years to get through a Curriculum Level, when children are in the same Level for 2 years, this is acceptable:

- 67% (26/39) Boys have stayed the same since end - year 2023
- 33% (13/39) Boys have improved since end - year 2023
- 44% (11/25) Girls have stayed the same since end - year 2023
- 56% (14/25) Girls have improved since end - year 2023
- 66% (19/29) NZE are the same since end - year 2023
- 34% (10/29) NZE have improved since end - year 2023
- 67% (4/6) Maori children have stayed the same since end - year 2023
- 33% (2/6) Maori children have improved since end - year 2023
- 41% (9/22) Pasifika children have stayed the same since end - year 2023
- 59% (13/22) Pasifika children have improved since end - year 2023
- 71% (5/7) Other children have stayed the same since end - year 2023

- **29% (2/7) Other children have improved since end - year 2023**

- **Teacher Aides daily supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had a major impact on the improvement in Maths levels in the school for the Underachievers.**
- **During 2024, the Board has engaged additional Learning Assistants for Rooms 1, 2 and 4 to ensure support for underachieving children and in Room 2 on Fridays to ensure continuity of teaching the children of Room 2.**
- **Maths Cluster Professional Development in 2024 across the school has made a major impact in that children are starting to see themselves as mathematicians and are enjoying Maths, as a learning area.**
- **All classes teach Key Ideas and Elaborations through Number Strategies / Number Knowledge / Equation and Expressions / Patterns and Relationships.**
- **Choosing Maths topics that teachers find relevant to our children e.g. Time / Money / Statistics.**

## **PLANNED ACTIONS TO ACHIEVE TARGETS:**

**We will continue to, in 2025:**




- **We will consolidate the Rob Proffitt – White’s Maths pedagogy and we will implement the revised Maths strategies in our classroom programmes e.g. MoveNProve / DiscussNDefend / RevisitNRetain / RecallNReason / OpeNUps.**
- **Specific staff will continue to implement the TALL programme to assist our ESOL children’s progress.**
- **Have Learning Assistants support children in small groups, in class.**
- **Use a range of Maths assessments to inform learning programmes.**

- **Explicitly teach Maths, particularly around Subject Matter Knowledge and Pedagogical Content Knowledge in Mathematics from the new Curriculum – with a focus on Do / Know / Understand for 1 hour a day.**
- **Use our new planning documentation – long / short term and weekly planning**
- **Identify At Risk of Underachieving children and track through standardised / moderated Maths assessments e.g. PAT Maths, Basic Facts.**
- **Identify Accelerated learners and track through standardised / moderated Maths assessments e.g. PAT Maths, Basic Facts.**
- **Have Teachers target specific Underachievers and Structured Numeracy programmes to meet their needs .**
- **Use the Prime Maths resources where appropriate.**

## Narrative of 2024 Learning in all the other Curriculum Learning Areas

<b>Art</b>	<b>Health</b>	<b>PE</b>	<b>Technology</b>	<b>Science</b>	<b>Social Studies</b>
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<p><b><u>Visual Arts:</u></b></p> <ul style="list-style-type: none"> <li>• Matariki</li> <li>• Rock Art</li> <li>• Taniwha Art</li> <li>• Portraits</li> <li>• Art from Stones</li> <li>• Collage</li> <li>• Colour gradient mixing</li> <li>• Te Ana Rock Art</li> <li>• Symmetry Art</li> <li>• Chalk pastels</li> <li>• Mountain Silhouettes about Matariki stars</li> <li>• Van Gogh studies – complimentary colours</li> <li>• Tapasa Art – history and significance</li> <li>• Formula 1 Posters</li> <li>• Olympic Art – rings, torches, medals and PowerPoints</li> <li>• Spring Blossom trees</li> </ul>	<ul style="list-style-type: none"> <li>• Life Education Caravan – Healthy Foods / Anatomy / Puberty</li> <li>• Go Glow Grow Foods</li> <li>• Cooking healthy foods – where does food come from</li> <li>• Hauora</li> <li>• Te Whare Tapa Wha unit - personal health</li> <li>• St Johns – wellness</li> <li>• Puberty with Nurse Vicky</li> <li>• Matariki breakfast share with relatable conventions</li> <li>• Healthy lunch participation - daily practice</li> <li>• Road crossing training – Zepher the Giraffe</li> <li>• Nurse Vicky visits and education</li> <li>• School safety-playground agreements, lockdown fire drill</li> </ul>	<ul style="list-style-type: none"> <li>• Movement Concept and Motor Skills (ball skills)</li> <li>▪ Swimming</li> <li>▪ Top Teams</li> <li>▪ Olympics</li> <li>▪ Squash session with Linda</li> <li>▪ Rippa Rugby Tag with Daniel</li> <li>▪ Sam for MoveWell Co – operative Games</li> <li>▪ Positive attitudes</li> <li>▪ Co – operative games</li> <li>▪ Running activities and training for fun Run Day</li> <li>▪ Invasion Games</li> <li>▪ Cultural games – Ki O Rahi</li> <li>▪ Camp Activities</li> <li>🏹 Rock Climbing</li> <li>🏹 Archery</li> <li>🏹 Golf</li> <li>🏹 Shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Minecraft education</li> <li>▪ Digital technology - online safety, utilise daily in many areas</li> <li>▪ Unplugged coding</li> <li>▪ Epic – reading</li> <li>▪ Prodigy – maths</li> <li>▪ Design a Formula 1 car</li> </ul> <p>Cooking Kete Isite</p> <p><b><u>Timaru Technology Centre:</u></b></p> <ul style="list-style-type: none"> <li>▪ Candle making</li> <li>▪ Bath salts making</li> <li>▪ Woodwork – bead game and stool</li> <li>▪ Making a digital game</li> <li>▪ Compose music and store digitally</li> </ul>	<p><b><u>Physical World:</u></b></p> <ul style="list-style-type: none"> <li>• Magnets</li> <li>• Floating and sinking</li> <li>• Colours</li> <li>• Water cycle – solid / liquid / gases</li> <li>• Fire making – camp</li> <li>• Science Roadshow – Energy Transformation / Sound Waves</li> <li>• Friction</li> <li>• Force and Motion</li> <li>• Aerodynamics</li> </ul> <p><b><u>Planet Earth and beyond:</u></b></p> <ul style="list-style-type: none"> <li>• Aurora Australis</li> </ul> <p><b><u>Living World:</u></b></p> <ul style="list-style-type: none"> <li>▪ Gardening in school gardens</li> <li>▪ Te Ara trip to Peel Forest-native birds, trees and water systems.</li> <li>▪ Seasonal changes</li> <li>▪ Adaptations</li> <li>▪ Trip to farm animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Celebrations around the world</li> <li>▪ Culture and collective identity of Matariki</li> <li>▪ ANZAC</li> <li>▪ Matariki</li> <li>▪ Circle time – emotion, kindness etc</li> <li>▪ Compliment Circle</li> <li>▪ Fono Fale</li> <li>▪ Leadership of communities - compare and contrast</li> <li>▪ NZ to Global / NZ to Pasifika</li> <li>▪ Events in NZ and Pasifika</li> <li>▪ Different types of communication – olden days – related to SC Museum visit</li> <li>▪ Olympics – history</li> <li>▪ Creating own business and plan</li> <li>▪ <b><u>NZ histories and (Social Sciences):</u></b></li> </ul>
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<ul style="list-style-type: none"> <li>• Drawing skills</li> <li>• Colour unit</li> <li>• Texture unit</li> </ul> <p><b><u>Music:</u></b></p> <ul style="list-style-type: none"> <li>• Daily waiata</li> <li>• Songs in te reo, Hindi, Pasifika and sign</li> <li>• Poi</li> <li>• Highland Pipe Bands</li> <li>• Percussion</li> <li>• Sign Language songs</li> <li>• I saw a taniwha action song</li> <li>• Camp songs in 3 parts</li> <li>• NZ Sign Language songs - practice and performance</li> </ul> <p><b><u>Dance:</u></b></p> <ul style="list-style-type: none"> <li>• Kapa Haka</li> <li>• Pasifika</li> <li>• just dance for brain break</li> </ul>	<p>and earthquake training</p> <ul style="list-style-type: none"> <li>• Tooth brushing</li> <li>• Camp – Woodend – spiritual and emotional health TALKS</li> <li>• Life skills – e.g. setting tables cooking, cleaning - rooms and kitchen</li> <li>• Who am I? / Who are you? – building relationships with others</li> <li>• PALS – training and duties</li> </ul>	<ul style="list-style-type: none"> <li>•  Fire making</li> <li>•  Go Karts</li> <li>•  Water slide</li> <li>• Net and ball games</li> <li>• Gymnastics</li> <li>• Athletics – skills</li> <li>• Touch rugby</li> </ul>		<ul style="list-style-type: none"> <li>▪ Research staple foods – sow seeds, plant seedlings and harvest</li> <li>▪ Animal classification</li> <li>▪ Growing own flower – planting – how it grows</li> <li>▪ Farmyard visit</li> </ul> <p><b><u>Material World:</u></b></p> <ul style="list-style-type: none"> <li>▪ Colour mix</li> <li>▪ Materials and their uses</li> <li>▪ Density layers and Density columns</li> <li>▪ Chemical reactions between baking soda and vinegar</li> <li>▪ Changing properties and consequences – salt / sugar – Crystal Growing - comparisons</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Te Tiriti o Waitangi</u>: What it is and what went wrong (make and implement laws and rules)</li> <li>▪ <u>Identity</u>: My whakapapa-the journey to me now-individual research (cultural diversity in NZ)</li> <li>▪ Dawn Raids</li> <li>▪ Waitangi Day</li> </ul>
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<ul style="list-style-type: none"> <li>• GoNoodle</li> <li>• Movement and beat</li> </ul> <p><b><u>Drama:</u></b></p> <ul style="list-style-type: none"> <li>• Duffy book theatre</li> <li>• Play reading - regular</li> <li>• Play presentations</li> <li>• Storytelling drama</li> <li>• Play – Three Billy Goats Gruff</li> <li>• Play presentation about Diwali</li> <li>• Role plays of Water Cycle</li> <li>• Emotions and drama games</li> <li>• Drama Techniques – voice and gestures</li> </ul>					
<p><b>Learning Languages</b></p>	<ul style="list-style-type: none"> <li>🚩 Pepeha / Mihi / Te Reo and Tikanga Maori / Kapahaka with Whaea Iri</li> <li>🚩 Introducing self – How are you feeling / feelings / body parts and actions and instructions.</li> <li>🚩 Flava Festival – competition</li> <li>🚩 Selecting and using language, symbols and text to communicate</li> </ul>				

	<ul style="list-style-type: none"> <li>✚ Explicit Te Reo lessons once a week with daily and weekly practise, as well as waiata, kupu, instructions etc</li> <li>✚ Kiribati, Tongan and Samoan Language Weeks</li> <li>✚ Tongan Society - parents from Tongan community ran Tongan lunchtime club – revitalising the Tongan language</li> <li>✚ Creative Cultures programme for Pasifika children</li> <li>✚ Diwali Celebration</li> </ul>
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Influences on results:

During 2024 our school documents, content and planning in Reading and Mathematics in particular, were a focus. This included key concepts deemed essential to teach, our localised curriculum focus – Maths and where our children were “at” in their learning and well – being, while waiting for documents from the MoE to come out of draft and consultation.

So, in relation to the above statistics and analysis, it is again important to remember that this is all the children, except those too young to be assessed. The 2024 year had our usual amount of behaviour issues in the classes (due to the usual amount of trauma in our families) and while we had put additional supports in classes e.g. RTLB / additional programmes to address these needs – Stepping Stones, SWIS, Skylight – Solution Focused, to name a few, these behaviour issues had an impact on the teacher’s ability to ensure that lessons were not interrupted, on a daily basis and the focus at times was on the well – being of the children.

In relation to this report, we also need to acknowledge that if what you learn at school sets you up for life, then if you are to be successful in life you must attend school. After all you can’t learn what school teaches you, if you are not there. We had some children who had extremely high attendance issues (mostly health issues), and this impacted on the success / progress of some children, and this was recognised in our “At Risk” register. This needs to be recognised in these results. To note we did have a dramatic increase in attendance in 2024 from 2023, but it is still a concern to be addressed in 2025.

Our challenge for 2025 is to lead and undertake this refreshed curriculum with a focus on Structured Literacy and Maths. Longer term, this change process gives us an opportunity to personalise children’s learning, and we need to start from where the children are at, work out what is needed to make progress to pass recognised milestones at a pace that is right for them. Some of this will be directed by the new Progress Outcomes in the Curriculum Refresh and the Science of Learning focus, however as a school with high needs, we still need to focus on the well - being of our children and their families and whanau as well as our staff.

**How we gave effect to Te Tiriti o Waitangi:**

Oceanview Heights School recognises the importance of Te reo me nga Tikanga Maori for all children / tamariki, but especially for those of Maori descent. Programmes in all learning areas included relevant and appropriate aspects of Te reo me nga Tikanga Maori and reflected the needs and skills of our tamariki. Progress was regularly and sensitively monitored and reported to relevant parties. External assistance from the local community was used for guidance and programme ideas. The needs of tamariki in Te reo me nga Tikanga Maori was met through accessing local expertise from a fluent speaker of Maori and regular weekly lessons were undertaken by this person. We had an amazing turnout of families and whanau at our Matariki Celebration Breakfast, as well as at our end - of - year International Day. This was also the 2nd year that we participated in the South Canterbury Aoraki Flava Festival and performed at the competitive level to the highest of standards and we came 2<sup>nd</sup> overall. Consultation with our Maori Community was undertaken with a specific survey for our identified Maori families and will be ongoing through informal and formal hui and surveys in 2025.