

ANNUAL REPORT 2024



Where tamariki grow to be A.W.E.S.O.M.E.

2024 Commentary

Kereru:

When comparing Term One results to Term Four, it is pleasing to see the growth across Kereru students' learning. The amount of students moving from "developing" to "at" has increased. The identified priority students strategies used to support learning have helped these positive learning outcomes this year.

In 2025, a focus on daily mileage reading of familiar texts will continue. In addition, explicit teaching of reading strategies that include cloze reading activities, word recognition and vocabulary exploration will occur as these areas were highlighted as areas for attention in the recent Y4 and Y5 STAR assessments.

Tui:

A change in teacher and teaching and learning processes at the start of Term Three saw very positive gains for most Tui students across the curriculum. The delivery of a balanced approach to both Literacy and Numeracy has paid dividends for our younger learners. The learners who have been identified as Well Below or Below have still made gains and progress in their learning. However, there are several factors impacting on those students and their level of achievement, outside of the school's control. In 2025, these students will be given 1:1 tuition daily, using the Toe by Toe program.

Specific additional strategies used to support Student Progress and Achievement in 2024

Daily Buddy/Mileage reading between the two classes (building fluency, confidence and expression)

Forecasting forward prior to giving new texts for reading

Exploring new vocabulary through group reading, dictionary and thesaurus activities

School wide Spelling program (Sounds Alive)

Use of literacy and numeracy games and activities to cement learning

1:1 tuition for targeted learners (ie: letter and sound recognition, sight word recognition, Toe by Toe and Spelling in Action)

A focus on sentence structure, simple and compound sentences

Exploration of deeper features of writing (even if only during editing)

Elist Spelling Word cards and Sounds Alive sampling

Tens Frames and flash cards to encourage instant recall of basic facts to 10

Number knowledge - focus on place, face and total value

Use of 2 reliable strategies to solve mathematical problems

Exploration of word problems in mathematics

Small group work - quick sessions during the day

Individualised programs such as MathsWhizz, Reading Eggs and Steps Web



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END YEAR REPORT - December 2024

Reading Annual Objective:

To increase the percentage of students who are achieving at or above their expected curriculum area in Reading.

Target Group:

To accelerate the progress of those students at Y2 (2 x students), Y3 (1 x student), Year 4 (1 x student), Year 5 (3 x students) and Year 6 (1 x student) who are not achieving at their expected curriculum level in Reading.

Beginning -v- End of Year Data 2024:

	Well below Curriculum level		Well below Curriculum level		Below Curriculum level		Below Curriculum level		At Curriculum level		At Curriculum level		Above Curriculum level		Above Curriculum level		Total	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#		#
Year 1	-	-	-	-	-	-	-	-	100%	1	-	-	-	-	100%	1	1	1
Year2	-	-	17%	1	28%	2	17%	1	57%	4	33%	2	14%	1	33%	2	7	6
Year3	-	-	-	-	20%	1	-	-	60%	3	40%	2	20%	1	60%	3	5	5
Year4	20%	1	-	-	-	-	17%	1	20%	1	33%	2	60%	3	50%	3	5	6
Year5	-	-	-	-	60%	3	-	-	-	-	60%	3	40%	2	40%	2	5	5
Year6	-	-	-	-	14%	1	-	-	43%	3	57%	4	43%	3	43%	3	7	7
Total	3%	1	3%	1	23%	7	7%	2	40%	12	43%	13	33%	10	47%	14	30	30



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Writing Annual Objective:

To increase the percentage of students who are achieving at or above their expected curriculum area in Writing.

Target Group:

To accelerate the progress of those students in Year 2 (2 x students), Year 3 (1 x student), Year 4 (1 x student), Year 5 (2 x students) and Year 6 (3 x students) who are not achieving at their expected curriculum level in Writing.

Benchmark -v- End Year Data 2024:

	Well below Curriculum level		Well below Curriculum level		Below Curriculum level		Below Curriculum level		At Curriculum level		At Curriculum level		Above Curriculum level		Above Curriculum level		Total	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#		#
Year 1	-	-	-	-	-	-	-	-	100%	1	-	-	-	-	100%	1	1	1
Year2	-	-	17%	1	28%	2	17%	1	57%	4	33%	2	14%	1	33%	2	7	6
Year3	-	-	-	-	20%	1	-	-	60%	3	60%	3	20%	1	40%	2	5	5
Year4	20%	1	17%	1	-	-	17%	1	40%	2	17%	1	40%	2	50%	3	5	6
Year5	-	-	-	-	40%	2	-	-	40%	2	80%	4	20%	1	20%	1	5	5
Year6	-	-	-	-	43%	3	28%	2	28%	2	43%	3	28%	2	28%	2	7	7
Total	3%	1	6%	2	27%	8	12%	4	46%	14	44%	13	23%	7	38%	11	30	30



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END YEAR REPORT - December 2024

Mathematics Annual Objective:

To increase the percentage of students who are achieving at or above their expected curriculum area in mathematics.

Target Group:

To accelerate the progress of those students at Year 2 (4 x students), Year 3 (2 x students), Year 4 (1 x student) and Year 6 (1 x student) who are not achieving at their expected curriculum level in Mathematics.

Benchmark - End Year Data 2024:

	Well below Curriculum level		Well below Curriculum level		Below Curriculum level		Below Curriculum level		At Curriculum level		At Curriculum level		Above Curriculum level		Above Curriculum level		Total	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#		#
Year 1	-	-	-	-	-	-	-	-	100%	1	-	-	-	-	100%	1	1	1
Year2	-	-	-	-	28%	2	33%	2	57%	4	50%	3	14%	1	17%	1	7	6
Year3	-	-	-	-	20%	1	-	-	60%	3	60%	3	20%	1	40%	2	5	5
Year4	20%	1	16%	1	20%	1	16%	1	40%	2	50%	3	20%	1	16%	1	5	6
Year5	-	-	-	-	20%	1	-	-	60%	3	80%	4	20%	1	20%	1	5	5
Year6	-	-	-	-	14%	1	14%	1	57%	4	57%	4	28%	2	28%	2	7	7
Total	3%	1	3%	1	20%	6	13%	4	57%	17	57%	17	20%	6	27%	8	30	30



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KIWISPORT Funding for 2024

Kiwisport is a Government funding initiative to support students participation in sport. Duvauchelle School received \$485.44 in KiwiSport Funding for the 2024 school year. This funding was spent on providing swimming lessons for all students with a qualified swimming instructor. The school's pool was used and students were grouped based on their swimming ability, maximising instructional time.

Deb Richardson
Principal



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Te Tiriti o Waitangi (The Treaty of Waitangi) is recognised as a founding document that is central to New Zealand's identity and its principles are required to be integrated into various aspects of society, including education.

Duvauchelle School gives effect to Te Tiriti o Waitangi by, and through:

Our Curriculum: We incorporate the principles of the Treaty into the curriculum, ensuring that students learn about the history of the Treaty, its significance, and its implications for New Zealand society.

Our Cultural Competence: We promote cultural competence by valuing Māori language, culture, and identity. This includes the use of te reo Māori (Māori language), cultural practices, and knowledge in teaching and learning.

Partnership: We have established a partnership with local iwi (Māori tribes) and we incorporate Māori perspectives in decision-making processes, fostering a sense of partnership as envisioned in the Treaty.

Staff Professional Development: Our staff have undergone extensive professional development to further their understanding of the Treaty and the implications for teaching and learning, promoting a culturally responsive approach to education.

Our Environment: We reflect the Treaty principles in our physical environment, such as through the display of Māori artwork, the naming of buildings or spaces in te reo Māori, and the recognition of significant Māori events and history.

Overall, the implementation of Te Tiriti o Waitangi at Duvauchelle School is aimed at honoring the Treaty's principles of partnership, participation, and protection, and ensuring that all students have the opportunity to learn about, and respect, New Zealand's bicultural heritage.



Where tamariki grow to be A.W.E.S.O.M.E.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>The Board and Principal:</p> <ul style="list-style-type: none"> • know about current work health and safety matters • understand the hazards or risks associated with the workplace operations • make sure there are resources and processes for managing risks • ensure there are processes for receiving and reviewing information on and responding to incidents, hazards and risks • ensure workplace health and safety processes and resources are being used
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> • to maintain, and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year's compliance. <p>To achieve this, the Board:</p> <ul style="list-style-type: none"> • appointed the Principal to be the EEO officer • shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensures that employment and personnel practices are fair and free of any bias.
How do you practise impartial selection of suitably qualified persons for appointment?	<p>The Board and Principal:</p> <ul style="list-style-type: none"> • know which positions must be advertised and how each position must be advertised • know the minimum amount of time that vacancies must be advertised for • know the position types or position changes that do not need advertising • know which pre-employment screening tests must be carried out



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<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>The Board and Principal recognise:</p> <ul style="list-style-type: none"> • Maturanga: the importance of ensuring that the Treaty of Waitangi is understood by all staff and that the principles need to be embedded and enacted within our school • Whakawhanaungatanga: the importance of adopting an organisational Workload Model that reflects a collective responsibility culture within our kura • The importance of our kura acknowledging Whakapapa connections that connect our staff to whanau and whenua • Auahatanga: the importance of on-going audit and review activities the monitor and evaluate what is happening in our kura, together with investing and committing adequate resourcing to the activities that will support sustainability.
<p>How have you enhanced the abilities of individual employees?</p>	<p>The Board and Principal operate at all times in good faith, through:</p> <ul style="list-style-type: none"> • not doing anything that is likely to mislead or deceive • holding mutual obligations of trust and confidence, i.e. acting openly, honestly and without hidden motives • being active and constructive in establishing and maintaining a productive relationship which is responsive and communicative, including being cooperative, respectful, raising issues in a timely manner and responsive to issues.
<p>How are you recognising the employment requirements of women?</p>	<p>In addition to the above reporting, the Board and Principal:</p> <ul style="list-style-type: none"> • provide discretionary paid leave wherever possible, taking into account the demands of our employees family and personal circumstances • provide flexible working hours arrangements for both professional and support staff
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>At the time of reporting, no persons with disabilities are currently employed by Duvauchelle School.</p>



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Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

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

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