



Broadgreen Intermediate

Annual Report 2022

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Broadgreen Intermediates Principals Report 2022

Tuituia te rangi e tu nei
Tuituia te papa e takoto nei
Tuia tātou ki te taiao, ki ngā atua
Kia piri mai, kia tata mai
Ki ēnei pia, ki ēnei tāura
Kia hora ko ngā kura huna
Horap ki te ao
Whakairia te tapu
Kia mahea, kia wātea te ara
Hui e, Tāiki e

Our Purpose: Kia Whakamana, Kia Toa!
Empowering for Life

We have just completed our 51st year after opening in 1971. Covid-19 has unfortunately continued to dominate the year but everyone has worked hard to mitigate the impact of this on our community and the education of our students.

We are a state funded co-educational Intermediate school catering for children from Year 7 to Year 8. Our roll has been steady over the last few years and finished 2022 on 550 students. We have a forecasted total of 550 students to start the year. In 2023 we will have 18 classes with 6 House/Teams.

The year started with an Open Day on the 2nd of February to enable the students to come in with their parents and meet their teacher and see their new classroom. This was a great way to establish links with whanau at the very start of the year. The following day our School Mihi Whakatau (where the established staff and students welcome all new students, families and staff to our school) was changed due to Covid restrictions. This year it involved the Year 7's starting an hour later to enable the Year 8's to prepare an in class welcome. This was a great way to welcome all new students but we look forward to getting back to a whole school welcome and then followed by Year 8's welcoming students to their classes.

Even though a number of events were affected due to Covid19 we strived to continue as many opportunities as possible. Our school swimming sports went ahead but we did not have the entire school in attendance, it will be great to get the crowd back next year to cheer on their teammates. As the year progressed we were able to build up the crowds again and it was fantastic to see the entire community able to come and cheer on the Cross Country running event.

It has been wonderful to see our school develop, learn and present our new school [Karakia](#) and Haka. I thank Tommy Alesana for his amazing work in capturing our school vision and purpose in writing these.

Broadgreen Intermediate has a sculpture known as “The Voice Box”, this sculpture represents the importance and acknowledges the students voice and input across our school. We have now added our entranceway Te Kūaha Whiriwhiri, weaving together our tauira, whānau and manuhiri and our Mural Te Wai Pakohe, celebrating Matua Hautere and his discovery of Pakohe. I thank Hamuera Robb for his work on these. Many of the recent developments have come about directly as a result of student voice and I thank them for being active participants in their education but also as active participants in leading others' education. This was really evident when the students led the learning of our school haka.

The student leaders as Kaitaunaki, House Leaders, Class Leaders and Sport Leaders show dedication to their role and share a strong voice that shapes the future of Broadgreen Intermediate. These students lead by example, are continual positive role models for their peers and represent the student body admirably in our school but also in the wider community. I thank them for the time they give up and the energy they bring to ensure Broadgreen Intermediate continues to develop as an exciting place to be for every student here.

Participation in sports across our school has again been huge this year and I thank everyone, particularly Lee Corlett for making this possible and well done to everyone who were active participants.

EOTC: Every second year we strive to challenge ourselves in the great outdoors, often by conquering the Alpine tramp of Porangahau/ Mt Robert. This year it wasnt just Covid stopping opportunities but an almighty flood that wiped out tracks and even the roads to the mountain so every class had a day trip a little bit closer to school such as The Boulder Bank.

Our Annual exchange: with Christchurch South Karamata Intermediate School was canceled for the second year running due to Covid but we are determined to re-establish this 46 year old tradition in 2023.

The students, staff and community have been amazing with coping with the challenges of Covid, flooding and a winter flu outbreak. For the first time in many years there was a significant shortage of relief teachers and we had a number of days where students were placed across the school in other classes. I thank the students for their resilience to this and also the teachers for the extra workload this required.

This year we continued to develop our ability to collaborate and communicate through Google Classrooms and this has become part of our everyday lives with a new term of Hybrid Learning where students could stay at home and learn via google class while other students were at school. I would like to acknowledge and congratulate the teachers for their work in making this happen, we were all learning and they all worked tirelessly to engage with their class and continue to provide quality learning programmes.

Maori Immersion: This year we have added a very special dimension to our kura and that is a class working in Maori Immersion using Te Reo and Tikanga Maori for the majority of the day. This class and initiative has been very ably led by Rebekah Shepard, we thank her for the huge amount of love and time she has poured into this to make it a reality. The staff, student and whanau voice celebrates this initiative as a huge success and we thank everyone involved for their huge support. Next year we are really excited to grow this initiative to two classrooms.

Kapa Haka: Our Kapa Haka group has done a fantastic job of learning many waiata, haka and karakia. It has been wonderful to see them out performing in our community, they performed at the Nelson Giants home game, Wakefield School, local rest home, School and Nayland College Matariki celebrations and performed at Te Huinga Whetu (Regional Competitions). A big thank you to the team who has made this possible.

Pasifika: This group has gone from strength to strength over the last few years and I want to thank the students involved who have shown an interest and ability in this group.

Our **School Rock Band:** performed at the local Bandquest competition, School Assembly and our special Rockfest. They are a very talented group of students

Hiwa-i-te-Rangi has continued to be popular and even though we missed a couple of performances due to Covid it has been a great event to allow students to share the many talents they have. It has been wonderful to see the leaders taking it on by organising the sign ups, sound and the on stage performances.

School Production: The highlight of the year for many will undoubtedly be the school drama production Gertie Greene. This is a huge event and takes a mammoth amount of time and effort to produce by students, community and staff. A huge thank you to Kirsty McAlpine for being the overall director and everyone involved in this amazing production.

Opportunities to learn a **musical instrument** and **play sport** are huge here at Broadgreen Intermediate and I thank the team involved who put in the time to enable so many students to take up these opportunities..

BIS TV, every fortnight a passionate group of students produces an amazing TV clip sharing highlights of our school events, STAR rules developments, interviews with staff members and maths problem solvers. There is no debate that the favourite item of every Assembly is getting to watch the new episode of BISTV. I thank every student who has contributed to these productions.

BIS Radio: The Broadgreen Radio station 107.3 has been up and running again this year. The team has been working on having regular slots on air and it has been great hearing the radio going at lunchtimes.

School Magazine: Chillout

Captures the history and heart of the school in this polished pictorial publication. It is developed by a team of talented student reporters and graphic artists.

Thank you to the team who work tirelessly promoting and gathering information for publication throughout the year. It is a mammoth effort that is appreciated.

Special Education Needs:

The Learning Support staff of the school continue to support students with diversity by collaboratively working to best understand student need, and to provide a balanced programme. This begins at the very earliest times of transition into school. In order to be inclusive of students we work closely with our families.

Co-ordinating with the contributing school and any intervening agency to collate learning data and social background needs is managed in a collaborative way. We spend time with students and Whanau to know them within the home/school context.

This is facilitated through engaging, listening, and working with those that know them best in transition.

If formal meetings are required the SENCO's/or agencies will co-ordinate and invite stake holders to assess and plan the student pathway to school.

There is often collaborative plans existing, and agency intervention to consider and adapt to our BIS environment. Families and student voice is encouraged within plans designed for students so that goals and measures are understood and able to be met by the student.

This encompasses differentiated learning goals within the classroom, and extends to supported learning allowing for depth, space and time advantage for students who may struggle in the fast paced classroom base and require direct support.

High and complex students will often require multiple agency support and so require special plans to hold the student, families and schools to meet the goals.

These students may also receive extra funding to have specialist support or programmes to succeed within school.

Together we are able to craft a successful individualized pathway for many.

From transition to BIS, and onwards to College, the voices and personal growth of students is celebrated. Adapted pathways forged in their Intermediate years show both academic and pastoral care for these students is strong.

Relationships with our families are planned for, nurtured and underpin the success for students. We share a positive relationship with our contributing schools and we share collaborative processes to enhance student success.

SPEC classes allowing for Inquiry learning to promote engagement through student focussed learning with a dedicated teacher and the Learning Assistant Team continues to flourish. Reporting to parents against Key Competencies by the Learning support Teacher, and fine grained improvements captured through Narrative assessment by Learning assistants is well established to celebrate students growth.

Our **ORS** Learning support teacher works directly with students and teachers to accelerate learning, and to write IEP's to guide the child's support Team.

This work is done collaboratively with all stakeholders with a focus on student and family voice. The programmes are based so that the students needs are met inclusively within class and within the wider network of support opportunities to meet student need.

Pastoral programmes such as Pawprints, Panui, 24/7 and Big Brother, Big Sister mentoring services allow also for direct relational advancement for many.

The multitude of Government agencies: RTLB, MOE, Oranga Tamariki, CAMH's and community services are strongly present in the school.

Te Kahui Ako o Omaio ki Tahunanui. This year we have furthered our strong relationship with our Community of Learning working group. This community includes Stoke School, Enner-Glynn School, Nayland Primary, Nelson Christian Academy, Birchwood School, Tahunanui School, Maitai School, Broadgreen Intermediate and Nayland College. This year

we have an Across School Teacher and two Within School teachers, this has given us a great team to grow Relationship Based Learning and coaching of teachers across our school.

School Counsellor: It has been great to have the services of a trained counsellor on site to work with our students. We know this has made a big difference for many of our students and families.

Whanake Youth: It has been very rewarding for our school to have a connection with this agency. They have enabled us to support students at school and at their homes. We look forward to continuing this relationship next year.

24/7 Workers: Joseph and Ruby do a fantastic job in our school as mentors and support workers for our students. We thank them for their dedication and service to our school.

This year our main Staff development has been around Relationship Based Learning, Mathematics and developing our local curriculum. Next year we look forward to doing whole staff Te Reo Maori, this will include 3 noho marae and will be a great opportunity to learn Te Reo but also grow our team culture.

Broadgreen Intermediate Staff: My thanks go to the staff of Broadgreen Intermediate who ensure the development and success of our wonderful School. Without your energy and drive Broadgreen Intermediate students would not receive the quality experiences and opportunities that they get.

We have a large group of very able support staff and I would like to take this opportunity to thank them for the huge contribution they make to our school and the achievement of our students.

Board of Trustees: At the mid year elections Jonathan Moffat (Chairperson) stood down after 4 years leading the BOT. I would like to thank him for all his work he did for our school and community over this time to enable Broadgreen Intermediate to continue to grow as a great school. Rachel Robinson stood in as Chairperson and a new member Jude Osborne was elected, I would like to thank them and the other BOT members of Anne Cox, Kate Harrison and Chelsea Routhan as parent reps, Louisa Denton as elected as Staff Rep and co-opted member Craig Shepard for their outstanding work in governing our school this year.

I thank them all for their enthusiasm and interest in governance matters relating to our school and their willingness to give their time to this role. We have kept our Students and the Charter central to all decisions to ensure we continue to improve student achievement and enhance the opportunities for our students to learn in an attractive conducive environment.

The priorities this year were to:

- **Provide consistent quality education through the Covid Pandemic:** Hybrid Learning through Google Classroom and a schoolwide timetable change have been implemented this year to give consistency to all students.
The timetable changes focussed on having more class time before lunch
- **Maori Engagement: (Consultation, Immersion classes, Tiriti, Poutama Pounamu)** We have worked closely with Ngati Koata to develop a plan for Maori at Broadgreen Intermediate that included consultation with whanau, staff development and Maori Immersion teaching. This year we started a Maori immersion class with Rebekah Shepard leading this initiative. This has been a huge success and added a huge richness to our kura. Next year we have grown Maori immersion to two classes. The team leaders all participated in professional learning through Poutama Pounamu and we all found this hugely beneficial. We continue to develop our knowledge around the Tiriti of Waitangi and the importance of this document within our kura, community and country.
- **Property development:** The year started with the school being fully fenced, this did change the nature of our school within the physical domain of our community but we have worked hard to ensure we still appear open and welcoming. The frontage was finished incorporating a beautiful Te Kūaha Whiriwhiri with gates to represent the Kakahu being woven from the pegs. This year we have had a lot of property developments planned but have encountered a number of price increases and limited supply which has resulted in a reduced scope of work. We have had builders on site for a large part of the year and they have completed weather tightness projects resulting in new roofs over the library and 6 classrooms including skylights and roof bars. The work has also included putting new doors and decks outside 5 classrooms, 2 have been completed and we are looking forward to the remaining 3 being completed hopefully before the start of 2023.
- **Wellbeing:** has been a high priority from our BOT for our staff this year and they have been really supportive in looking at workload and stress management. Coffee shouts and morning teas have been really appreciated.
- **Zero School fees:** This year has been our second year in the new scheme that provides us with additional government funding per student, as long as we agree not to ask parents and caregivers for donations. This has worked well and I know parents have been very appreciative.

KIWISPORT FUNDING: In 2022 we were funded \$7814.96. The Swimming Programme has substantially increased with a budget of \$10,000 and so this funding contributed towards our students participating in swimming lessons at no cost to them.

Summary

Sabbatical: I would like to acknowledge and thank the BOT for allowing me to participate in this opportunity to have 10 weeks to research and reflect on one topic. I would like to thank the amazing team that kept the Kura working so well and particularly Jeanne Munro who so capably led the school while I was away. This term was extremely worthwhile and as a kura we will be unpacking my findings and determining our next steps.

All Staff and BOT members have worked conscientiously to provide interesting and relevant learning programmes to meet the needs of our students. My sincere thanks go to everyone for the work that they have done to ensure that we are able to deliver high quality programmes to our students to meet their academic, developmental and social needs. My sincere thanks to the wonderful parents and community who contribute to the positive feelings and accomplishments at our school, without your input a lot of the opportunities and undoubtedly the success of programmes would not be possible.

My thanks for the collegiality and support networks we have in place, Broadgreen Intermediate is a positive environment with a lot of very capable people.

No reira, e hoa ma!

E kī ana te kōrero o te kura nei, *Kia Whakamana Kia Toa !*

Therefore my friends, this is the saying of this school, “Empowering for Life”.

Peter Mitchener Principal December 2022

Broadgreen Intermediate's Student Achievement Analysis:

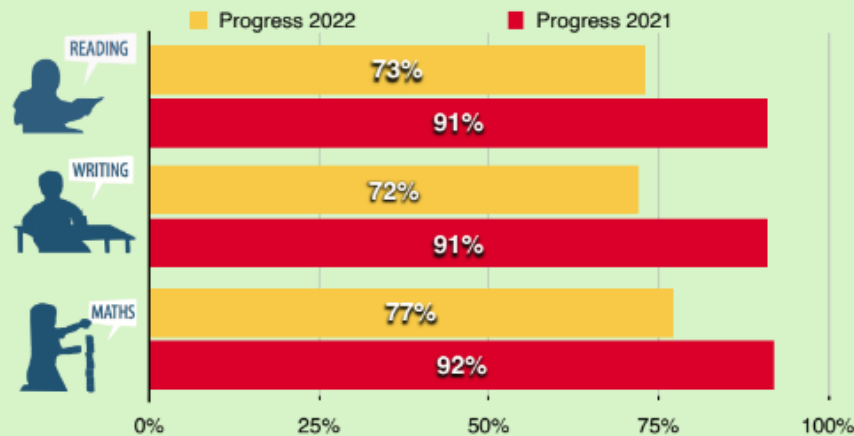
Broadgreen Intermediate School

Progress Data End of Year - 2022

READING, WRITING, AND MATHS

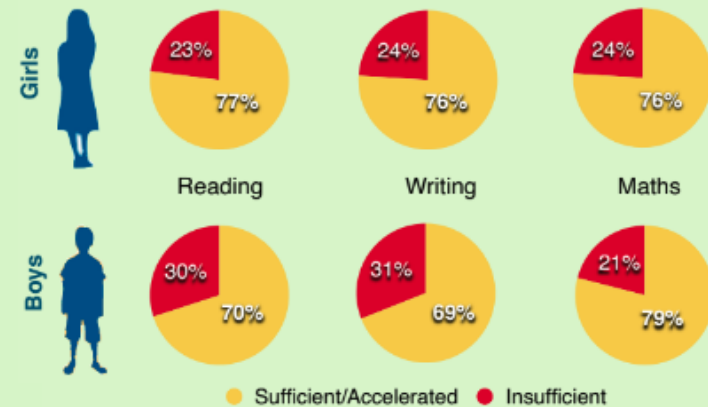
PROGRESS, BY YEAR TREND

The data below shows the percentage of students who have made sufficient and accelerated progress



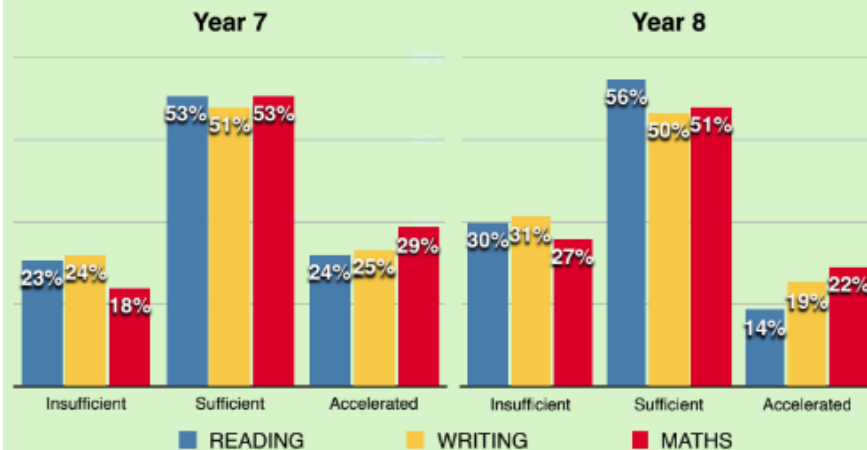
PROGRESS, BY GENDER

The data below shows the percentage of students who have made sufficient and accelerated progress



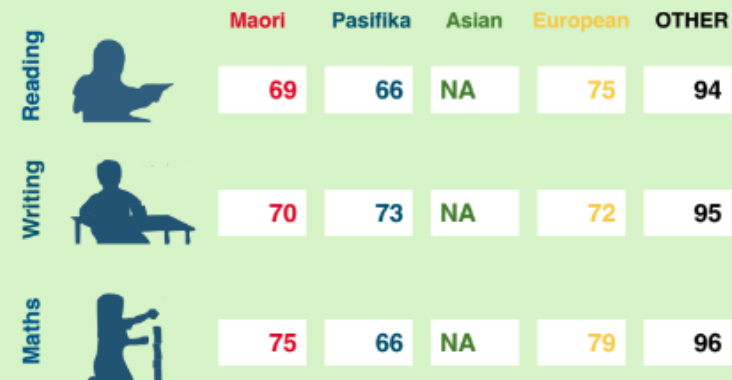
PROGRESS, BY YEAR LEVEL

The data below shows the percentage of students who made insufficient, sufficient and accelerated progress



PROGRESS, BY ETHNICITY

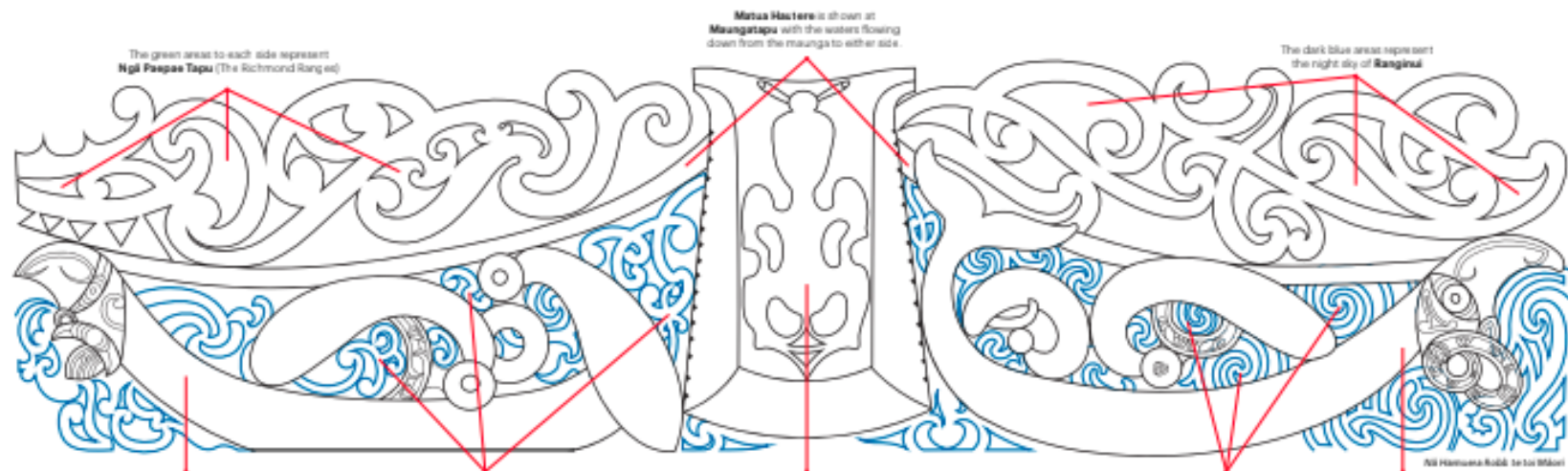
The data below shows the percentage of students who have made sufficient and accelerated progress



So: Overall progress has gone from 91% in 2021 to 72% this year. Girls' progress is higher than boys for reading and writing. Girls' reading and writing progress are both 7% higher than the boys' progress. Boys' math progress is 3% higher than the girls. The disparity gap between Māori and NZ European is 6% lower for reading, 2% for writing and 4% for math. Pasifika progress is lower than NZ European for reading (9%) and math (13%) but higher for writing (1%). Biggest disparity gap is 13% between Pasifika and NZ Europeans in math. Year 7's have made better accelerated progress than Year 8's in all 3 areas: reading (7%), writing (6%) and math (10%).

So What: Our progress is a lot lower than previous years due to the fact that we used to break each level up into 3 sections: early, at and end. As a Kāhui ako we decided that this year we will only use early and at the level, which is in line with the New Zealand Curriculum levels for each year.

So What Now: The MOE have continued to roll out new curriculum frameworks for Literacy, Maths and History, these will be implemented into our current structure throughout next year with a particular focus on a more structured Literacy approach. A big change to reporting is a mindshift to reporting on progress rather than achievement, this keeps the individual central to their learning as they are seeing the gains made and gains required rather than just a blunt pass or fail.



Broadgreen Intermediate's Analysis of Variance of the 2022 Annual Plan

ANNUAL PLAN ACTION PLAN: Students are our Focus- Ngā Ākonga te aronga

Strategic Objective:

Partner with whānau and our community to deliver educational pathways that respond to students' needs and provide them with a sense of belonging.

Annual Objectives:

1.1 Develop strategies for students to accept, respect and connect with others

Baseline Data (NZCER Student Well-being Survey): A number of students indicated that they don't treat each other with respect (43%), they don't always include others who are being left out or ignored (37%), and don't always listen to each other's views and ideas (26%).

Goal: To have all our students accept, respect and connect with others for who they are and what they bring to our school.

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8		Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action (What did we do?)	Outcomes (What happened as a result of our actions?)	Reasons What worked/didn't work and Why?		Evaluation (Planning for next year)	
Develop a BIS survey using statements from the current wellbeing survey we use	Wellbeing survey data shared with teachers in term 2 to use in their classrooms. The results will help teachers to focus on any specific issues their students are dealing with and address these. These have been used throughout the year in classrooms. House Leaders reported that they have taken	Classroom surveys developed specifically for our school were a lot more beneficial for our teachers and students. These surveys were targeted specifically to the class and the strengths and work ons within that particular class. The surveys could be retaken at any stage so teachers could see if there were any		We will continue to use these surveys to monitor our student wellbeing.	

	actions in classrooms to address the issues coming up.	improvements on what they were focusing on. The NZCER survey is too long, ambiguous and cannot be retaken.	
Explicit teaching around well-being with a Manaakitanga focus in Term 1 and then carried on throughout the year	Wellbeing resources for 5 areas developed for teachers to use in Term 3. This came about after a meeting with the House Leaders and they expressed that they want to learn about the following: Learning how to cope with behaviors - strategies to behave differently when things go wrong. Zones of Regulation. Friendships and what a good friend looks like. Making fun of people's conditions (ADHD) so realise the seriousness of these for students who have been diagnosed and how it feels for them. How to cope with bullying and bullies - strategies.	This is an extremely important focus for students of intermediate age. The students request this as a focus throughout the year so needs to be addressed every term.	Next year we start with Kotahitanga and have the Life Education bus here in Term 1 to support our learning. We also have the Hauora unit in Term 3 where we focus on the holistic aspect of our lives and it also includes Sexuality as a focus.

Evaluation of Goal: According to the NZCER wellbeing survey we did not reach our goal. Only 35% of students this year said they treat each other with respect compared to 43% last year. However, we did see an improvement in 2 of our baseline data results. 47% of students said they include others who are being left out or ignored compared to 37% last year. 62% said they don't always listen to each other's views and ideas, compared to 26% last year. Next year we will specifically focus on students treating each other with respect and have some actions that relate to this.

ANNUAL PLAN ACTION PLAN: Students are our Focus- Ngā Ākonga

Strategic Objective:

Partner with whānau and our community to deliver educational pathways that respond to students' needs and provide them with a sense of belonging.

Annual Objectives:

1.2 Review culturally responsive relationships, community engagement and pathways

Baseline Data Māori and Pasifika community consultation Term 1: Currently we have no baseline data for this which is why we have decided to collect this data in Term 1 and formulate a plan from there. Our Kahui Ako will also be doing this.

Goal: To have a Māori plan in place underpinned by Ka Hikitia in order to ensure our Māori learners and their whānau's voices are heard and responded to appropriately.

To have a Pasifika plan in place underpinned by the Pacific Education plan in order to ensure our Pasifika learners and their families' voices are heard and responded to appropriately.

Term 1 Review: Wk 4 & Wk 9	Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action (Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What worked/didn't work and Why?	Evaluation (Planning for next year)
Develop a Māori plan	10/3 First planning session held with Pete, Jeanne, Rebekah, Shep and Dion (Ngāti Koata) Term 3 - Meeting with Ngati Koata education team to formulate a plan for how we can teach the Aotearoa New Zealand Histories curriculum with fidelity. Due to current climate yet to hold a 'whānau hui' however plans in place to do so term 4. Sharing of Māori plan with key whānau Māori a good next step. This will ensure a whakaaro Māori viewpoint included. PLD funding hours allocated to us to work with Fiona Matapo	A set team of people with staff, BOT and Iwi involvement next year it would be great to include more whanau voice in the plan.	Whānau hui to be priorities for 2023. Look at what a 'hui' can be for our whānau Māori. Consider a Runanga Matua. Collect akonga Māori voice regularly. Bilingual class officially recognised and underway Term 3, 2022. Looking at strategies to continue this, expand on this and then on-going in 2023.

	moving forward. Will create a plan for this Term 4.		
Develop a Pasifika plan	This was not started due to us focusing on our Māori plan first. Samoan language week celebrated in some classes. Thriving pasifika group thanks to Rozy.	Tevita Koloamatangi from Nelson Tasman Pasifika Community Trust came to see us in Term 3 and he is working with Stacey on a plan for our Pacific families.	Stacey to continue working with Tevita.
Work alongside Kahui Ako to identify goals that we need to focus on as a Kahui to support the Ka Hikitia vision.	Ministry of Education attended our Kāhui Ako Matariki celebration and collected whānau voice. Daniel Wilson to share this with us. Voice of students and their whānau involved in transition process from primary to intermediate to be collected to evaluate this process. Whānau voice collected at Kahui Matariki and shared with schools.	Whānau voice collected and needs to form the foundation of what we do for our taura.	Continue working alongside Kahui Ako for what we want collectively for our Māori whānau.
Evaluation of Goal: - Continue Kāhui work with a te Ao Māori lens. Create authentic connections with Māori whānau, have an engaging relevant local curriculum through focusing on te Ao Māori, show respect to tangata whenua in the learning process.			

ANNUAL PLAN ACTION PLAN: Learning is our Goal -Haumāuiui

Strategic Objective:

Students have opportunities to progress and achieve success in an innovative learning environment

Annual Objectives:

2.1 Improve engagement and progress for all students

Baseline Data: School Achievement data

2021 Maths 62% of all students AT or ABOVE (67% of Year 8s)

2021 16% disparity between Maori and NZE boys (50% vs 66%) No difference in gender across year groups or within year groups.

2021 Maths Maori boys achieve less well 50% than NZE boys 66%

2021 Reading 63% of all students AT or ABOVE (66% of Year 8s compared to 62% of Year 7s)

2021 Reading disparities 11% between Girls and Boys achievement, and 15% between Māori and NZE

2021 Reading Maori girls 63% vs. Maori boys 44%

2021 Writing 60% of all students AT or Above

2021 Writing 69% of girls are achieving compared to 51% of boys

2021 Writing 47% of Māori are achieving At or Above in Writing compared to 65% of NZE. Disparity gap sitting at 18% for Writing. Māori girls are achieving well compared to Māori boys (62% to 35%)

Goals:

To have 70% of Maori making accelerated (at least 2 steps) progress in Maths and Reading (progress-related)

To have at least 50% of Māori boys making accelerated progress (at least 2 steps) in Writing (progress-related)

To decrease the disparity gap between Maori and NZE to 10% or under (achievement related)

To increase 2022 Year 8 achievement to 65% for Reading, Writing and Maths. (achievement related)

For all students to make at least sufficient progress in Reading, Writing and Maths. (progress-related)

Term 1 Review: Wk 4 & Wk 9	Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What worked/didn't work and Why?	Evaluation (Planning for next year)
Ensure that all teachers understand the content required to teach level 4 mathematics, reading and writing (content knowledge)	T1 - - Detailed model plans for reading and writing for teachers to use related to inquiry to support the upskilling of CK and PCK. - A1 posters of Reading, Writing and Maths progressions for each class to support concepts/content - PLD sessions - modeled maths and literacy lessons - Literacy leader supporting in class literacy lessons (either modeled lessons or feedback to	Model plans supplied in term 1 supported teachers' to develop their understanding of content required to teach L4 reading and writing. This wasn't sustainable long-term however. Collaborative planning for literacy in teams is having varying degrees of success. Mathematics - the PLD with Raewyn Eden created some shifts in practice and allowed	Re-establish curriculum teams as per discussion in Middle Leaders Meeting. The MoE funded PLD provided by Raewyn Eden has finished. However, it might be possible to arrange for

	teachers) and attending collaborative planning sessions. T4 - - Quality level 4 literacy resources have been purchased to support teachers' ability to teach essential surface/deeper feature writing skills. Resources also purchased which align with our current term's concepts/content. - Teaching teams are now working towards a collaborative planning model where each team is to produce 2 reading/writing plans to be shared with the rest of staff.	teachers to try new pedagogical moves such as choral counts and other mixed-ability talk moves. The high teacher absence rate meant that this was not embedded as widely or thoroughly as it could have been. Also, it should be noted that teachers' capacity to change their practice during challenging times was a limiting factor. PLD provided using the balanced diet TKI maths sheet demonstrating the range of pedagogical tools that might be used by teachers.	further PLD with her in 2023. She has existing relationships with the school, its staff and systems. This might provide some continuity with a new teacher in charge of maths.
Continue to raise pedagogical content knowledge in teachers	- Literacy leader supporting in class literacy lessons (either modeled lessons or feedback to teachers) and attending collaborative planning sessions. T4 - - Leisa McCauley will be coming into our school over a period of 4 weeks to support teachers with strategies to accelerate progress in our priority learners/learners impacted by Covid-19. She will work alongside teachers in their classrooms and provide teachers with PLD.	Literacy leader modeling/observing lessons in classrooms was valuable to other teachers. After term 1 this was no longer practical. Leisa joining us in term 4 should hopefully have a similar impact for our teachers and target learners. Mathematics Through the Raewyn Eden and the maths lead, we tried to take every available opportunity to raise teacher capability. The challenges of 2022 meant this need was balanced against staff morale/well-being.	If financially viable, it could be valuable to have Leisa (or someone equivalent) rejoin us in term 1 to continue on with us and our new staff. Consider providing PLD to staff around LPGs Mathematics It is important to consider teacher capacity to improve in the 3rd year of the pandemic. Teachers were often juggling high levels of absence, their own illness and delivering hybrid learning models.
Develop and monitor robust and supportive moderation methods identify outliers in the data. This will result in more accurate ITJs and OTJs	Mid-year ITJ - No moderation took place due to staff absences (illnesses). T4 -		Literacy - look to find assessment tasks to create consistency across the school e.g ARBS. Mathematics - a more rigorous and robust approach to assessment could be a focus for 2023. Spotlight has

	Writing assessment moderation will occur in early term 4 within teams.		made our curriculum more transparent for kaiako and students; however this is still not embedded fully.
Provide teachers with resources that augment the BIS maths curriculum but promote discursive practices	Throughout the year, teachers have been provided with resources that align to the BIS curriculum and promote discursive practices in mixed ability	Raewyn Eden focused more heavily on this with staff during her PLD and produced additional resources. These were modelled in staff PLD sessions and collaborative planning sessions.	Maths leadership will change at Broadgreen in 2023 and this may lead to a change in focus. One direction might be to consider the upcoming Common Practice Model and how maths at Broadgreen currently aligns with this.
Closely monitor charter goal students' progress throughout the year to check that we are working towards meeting goals.	T4 - - Currently the disparity gap between NZE and Māori is 20% for reading and writing. Our goal is 10%. - Already we have 65% of Year 8's achieving within/beyond for reading. If the data stays this way, we have achieved this goal. - Currently 59% of Year 8's are achieving within/beyond for writing. Our goal is 65%. T4 Maths ITJ 1 59% <u>AT/ABOVE</u> (down from 62% end 2021 - this includes current year 9s) ITJ 2 66% <u>AT/ABOVE</u> <u>A 7% increase from the end of term 1</u> ITJ1 43% <u>AT/ABOVE</u> ITJ 2 45% <u>AT/ABOVE</u> PASIFIKA ITJ1 58% <u>AT/ABOVE</u> ITJ 2 62% <u>AT/ABOVE</u> NZE ITJ1 64% <u>AT/ABOVE</u> ITJ 2 71% <u>AT/ABOVE</u>	We will know more about our progress-related charter goals once teachers input OTJs.	Reducing the disparity gap between NZE and Māori is still an important goal we need to progress forward with. It would be worthwhile to compare the maths achievement of Maori students in immersion classes alongside other classes

	Writing ITJ 1 2022 - 56% AT/ABOVE ITJ 2 2022 - 64% AT/ABOVE OTJ 2022 - 55% AT/ABOVE Reading ITJ 1 2022 - 62% AT/ABOVE ITJ 2 2022 - 68% AT/ABOVE OTJ 2022 - 61% AT/ABOVE		
Observations of all teachers by the subject leads in term 1 or early term 2	Term 1 - some literacy observations have been carried out by Literacy Leader. Many wanted to observe a lesson and this was seen as a valuable alternative.	Due to the challenges of covid, hybrid learning, staff shortages this was not possible.	
Evaluation of Goal(s): To have 70% of Maori making accelerated (at least 2 steps) progress in Maths and Reading (progress-related) Not met - 24% of Māori have made accelerated progress in Reading. Not met - 25% of Māori have made accelerated progress in Mathematics. To have at least 50% of Māori boys making accelerated progress (at least 2 steps) in Writing (progress-related) Not met - 25% of Māori boys have made accelerated progress in Writing. To decrease the disparity gap between Maori and NZE to 10% or under (achievement related) Our OTJ data shows 65.2% of NZE students are achieving at/above compared to 49.1% of Māori students achieving at/above for reading. This shows that our disparity gap for reading is at 16.1% - not met. Our OTJ data shows 58.6% of NZE students are achieving at/above compared to 41.3% of Māori students achieving at/above for writing. This shows that our disparity gap for writing is at 17.3% - not met. Not met - 44% of Maori students were AT compared to 63% of NZE. To increase 2022 Year 8 achievement to 65% for Reading, Writing and Maths. (achievement related) Not met - 54.7% of Year 8 students are at/above for writing. Not met - 62% of Year 8 students are at/above for reading. After our ITJ2, our data looked like we were set to achieve this goal. However, our end of year data has backtracked somewhat. Not met - 60% of Year 8 students were AT for maths. However, only 57% of these students were on track at the end of 2021. For all students to make at least sufficient progress in Reading, Writing and Maths. (progress-related)			

72% of our students made sufficient/accelerated progress in writing for 2022.
73% of our students made sufficient/accelerated progress in reading for 2022.
77% of our students made sufficient/accelerated progress in mathematics for 2022.

Maths

It has been another challenging year to improve achievement and progress. Staff and student absence has contributed to reduced learning time for all students. The flooding in term 3 also resulted in changes to school life. 18% of staff sync jobs were not filled, often leading to hybrid learning or split classes. The number of sick leave days taken by teaching staff nearly doubled from that of 2021 (507 vs 293).

Despite this, 77% of all students made sufficient progress. 59% of students were AT/ABOVE at the end of 2022. This is lower than in previous years but reflects a disrupted year. It should be noted that this cohort of students has had three years of disrupted schooling. Contextually, only 45% of students in the 2019 NMSSA study were at the expected level at the end of year 8.

We strive for equitable opportunities for our students. Only 44% of Maori students were AT. However, 75% of Maori students made sufficient or accelerated progress. 80% of NZE students made accelerated progress. For Maori achievement to improve, it is crucial that Maori students make accelerated progress. 49% of all Maori students have attendance of less than 85%. In 2022, NZE average attendance was 79% and Maori average attendance 70%.

Despite achievement data not being as high as we had wished, there are positives.

Maori and NZE are progressing at generally the same rate.

62% Pasifika students were AT. There is no disparity gap between Pasifika and NZE.

12% of all students have an OTJ of above. 8% of Maori students are above in maths. 12% of Pasifika students have an OTJ of above in maths.

There is no real progress (76% vs 79%) or achievement (58% vs 60%) difference between males and females

There is no real achievement variation between year 7s and year 8s (58% vs 60%)

73% of year 8s made sufficient or accelerated progress vs 82% of year 7s.

Literacy

This year has proven to be testing for both students and staff, which has resulted in a mixed range of achievement and progress made. The usual challenges of the pandemic and the absences which stem from this have been a contributing factor, as it results in less consistent teaching and learning time. However, even with the disruption our entire education system faces, 72% of students made sufficient progress in writing and 73% made sufficient progress in reading at our school by the end of 2022. 61% of students were at/above for reading at the end of 2022. 55% of students were at/above for writing at the end of 2022. Again, this is lower than our two previous year's results but it is a true reflection of what is happening in our world.

Our school endeavors to deliver equitable outcomes for all students. 24% of Māori have made accelerated progress in Reading and 25% of Māori boys have made accelerated progress in Writing. The disparity gap between NZE and Māori is at 16.1% for reading. Our disparity gap between NZE and Māori is at 17.3% for writing. This is something that we as a school need to work on. I am hopeful our school's commitment to te reo and te ao Māori in 2023 will positively impact our Māori learners and their achievement.

The achievement data shows no real variation between our NZE, Pasifika and Asian ethnic groups. 65% of NZE, Pasifika and Asian students were at/above for reading. 58% of Pasifika, 65% of Asian and 59% of NZE were at/above for writing.

The differentiation between year 7 and year 8 achievement in both reading and writing is minimal. Both year groups are experiencing similar levels of proficiency. The comparison of achievement between boys and girls however draws some interesting comparisons. 67% of girls are achieving at/above for reading compared to 55% of boys. 63% of girls are achieving at/above for writing compared to 47% of boys. Boys' achievement in literacy must remain a focus area for us when considering our teaching and curriculum development.

ANNUAL PLAN ACTION PLAN: Learning is our Goal -Haumāiui

Strategic Objective:

Students have opportunities to progress and achieve success in an innovative learning environment

Annual Objectives:

2.2 Develop our BIS curriculum 'enrichment opportunities'

Baseline Data 'Modules' review data (Languages, cultural groups, the Arts, sport, environment, community - project based):

Teacher and student voice collected...

Goal: To develop our modules programme based on our review data.

To review our Hard Materials and STEM programmes.

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8		Term 3 Review: Wk 3 & Wk 8		Term 4 Review: Wk 3 & Wk 7	
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What worked/didn't work and Why?		Evaluation (Planning for next year)			

Change structure and delivery of modules program. Student voice TBC. Tuesday/Thursday PM sessions. Supported by Specialists staff. Timetable	T1 Following staff survey clear support for Modules program to be delivered across two teams instead of the whole school to allow equal student access to content. Rotations started. T2 Revised modules project started with some disruption due to staff illness/absence. Student engagement improving.	Student buy in was tough as we had a high number of relief teachers due to covid.	Total re look at what we are trying to achieve with modules. Are we trying to fit in the curriculum requirements or cater for the needs of adolescent education or a bit of both?
Visit schools who are running successful project based environments combining Hard Materials and STEM	Term 2 Jennie and Jeanne visited 2 schools, the UC design programme and the Maker Space at the Christchurch Library. Folder created with resources, ideas and equipment. Pete, Jeanne and Jennie met twice after this to formulate a plan moving forward.	T3: Seth indicated he wasn't coming back into the HM role for 2023. We advertised for a STEAM/Digitech position and have had to re-think our specialist programme for 2023.	We have hired Helen Clark in a STEAM/Digitech position in the specialist area for 2023 and Jane will focus on teaching a Science based curriculum for 2023.
Undertake an inquiry into specialist area: STEM and Hard Materials	Term 3 Jennie is working with Wilj from Impact Ed this term looking at the design process across the specialist area. Jennie and Jeanne to put together some resources around common language and signage to implement in the specialist area for the start of 2023.	We have made connections with teachers at Nayland College in the tech and science areas to look at the transitions and pathways into the junior school at Nayland. We have had to change our focus slightly as we will not have a Hard Materials class for 2023 and this instead will be replaced by a STEAM model combined with Digitech.	Wilj and Impact ED have created a draft graphic for the design process model. For 2023, we will begin to incorporate this model into our planning and programme, developing some common language that could apply to each specialist area. We have extended our contract with Impact ED until June 2023.

Evaluation of Goal:

Developing our Specialist Area: After working with Wilj from Impact Ed and looking at different tech areas/programmes in other schools and visiting schools/learning centres in ChCh, we have begun the process of structuring what specialist classes will be offered in 2023. We are looking to incorporate the Design Process Model throughout the specialist area. We would like to develop a common language to be used in the different contexts of each area. We had the challenge of COVID restrictions in the first half of the year and lost a bit of momentum when trying to consolidate all of our ideas/resources, but we have been fortunate enough to extend our contract with Impact ED until June 2023 and we will aim to have Wilj support our new STEAM teacher, Helen.

ANNUAL PLAN ACTION PLAN: Teaching is our Craft- Kia Whakaako/Kia Ako

Strategic Objective:

Teachers use high impact teaching practices to engage and progress all students' learning.

Annual Objectives:

3.1 Review our Literacy and Mathematics teaching strategies, assessment processes, curriculum knowledge and pedagogical skills

Baseline Data Achievement data (progress outcomes) and TSP Survey: 74% of teachers indicated in the "Teaching as Inquiry" section of the survey that they use both information about their own students and curriculum support documents as well as research literature about teaching and learning to help them select the best strategies and to prioritise what they teach.

Goal: To have all teachers using information about their students and the necessary research and support documents to guide their teaching and learning. This will be evidenced in the increase of our students' progress outcomes.

Term 1 Review: Wk 4 & Wk 9	Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 9
Action (Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons (What worked/didn't work and Why?)	Evaluation (Planning for next year)
Teaching as Inquiries and classroom observations to be an integral part of teachers' professional growth cycle	T1W6 Timetable shared with staff to track their observations of other staff. Impact coaching observations completed in term two. Feedback and next steps provided term three. Opportunities for teachers to collaborate with shared goals. Frequent reflection on teacher goals in team meetings.	Teachers did not have time allocated to work together on their goals so often felt alone in this and did not know what they could be doing.	Time will be allocated in the Thursday morning 'Soundbite' PLD sessions for teachers to come together and work on the goals (whānau like practices and also their teaching pedagogy understanding) they have that are similar. Professional Learning Communities to be established and the Learning by Doing (Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many) model followed. Niho Taniwha (Melanie Riwai-Couch) strategies to be used.

			Teacher observations to become part of Professional Growth Cycle.
Share best practice pedagogy with staff regularly	A number of current resources shared with staff before PLD sessions which have helped to elicit discussions. PLD Providers working in school with teachers: Maths, Digital Technology Curriculum, PE	Outside providers have been very successful as they work closely with staff in their classrooms and also at whole staff PLD. Staff then receive individual targeted PLD to meet their needs.	Te Reo and Tikanga Māori will be our main focus as a school working closely with Te Ahu o te Reo Māori and Fiona Matapo Kia Ata Mai Educational Trust. All other PLD will be secondary to this.
Change the way we deliver staff PLD (Tuesday and Thursday)	T1 Staff PLD was put on hold due to COVID. T2 PLD plan working well and all PLD linked to our strategic objectives. Thursday morning sessions great for review and sharing ideas. RBL observation and teacher survey data to be shared in Thursday morning snapshots.	Having 2 PLD sessions are really valuable as we can focus on developing staff capability and also reviewing our systems and processes this way.	Continue to have Tuesday afternoon and Thursday morning PLD sessions as this worked very well.
Support teams with planning and teaching of literacy and mathematics.	Term 1 - Leah was released to work with individual teachers and teams.	Consensus was that this was really beneficial especially for beginning teachers.	Having a teacher released for this was a valuable resource but not sustainable financially.
Evaluation of Goal: 98% of our teachers said they are using information about their students and the necessary research and support documents to guide their teaching and learning. This is an improvement from 74% last year. This was evident in our students' progress outcomes (see results analyzed in section 2.1 - "Learning is our goal").			

ANNUAL PLAN ACTION PLAN: Teaching is our Craft - Kia Whakaako/Kia Ako

Strategic Objective:

Teachers use high impact teaching practices to engage and progress all students' learning.

Annual Objectives:

3.2 Review of PB4L processes, incorporating Restorative Practice

Baseline Data: Currently we don't share what we do for PB4L or RP with our community and all our staff do not consistently use our restorative processes (TFI completed in Term 4).

Goal: To have our PB4L and RP systems and processes evident for all to see, understand and use.

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8		Term 3 Review: Wk 3 & Wk 8		Term 4 Review: Wk 3 & Wk 7	
Action (Design and Implementation)		Outcomes (What happened as a result of our actions?)		Reasons (What worked/didn't work and Why?)		Evaluation (Planning for next year)	
Create a STAR (PB4L & RP) bookmark and pamphlet that can be shared with community, staff and students.		T1 Teachers all given a bookmark to use for their restorative conversations Bookmark and pamphlet shared at 3-way conferences with parents.		Most parents found this valuable and we also were able to hand them out during the year when we got queries around what we do for behaviours.		Will continue to provide this to parents and new staff.	
Provide a Tier 1 PB4L refresher for new and existing staff		T1W5 Paul came in and undertook a PB4L session using our SWIVL video. The link was shared with staff and put into our STAR folder for teachers to refer back to and also for new staff to use in the future.		Having a video as a go to is great as any new staff can access this video without having to bring Paul in.		Have video available for all new staff.	
Redesign our school website		Term 2 the new website went live.		Lots of positive feedback and we can also monitor now how many people are visiting our website and which area(s) they are mainly looking at.		New website easy to keep updated.	

Evaluation of Goal: We met this goal in a number of ways: bookmark, pamphlet, website, newsletters, staff PLD and information wall in staffroom. PB4L and RP systems and processes shared with all necessary stakeholders.

ANNUAL PLAN ACTION PLAN: Inclusivity is our Foundation -Whanau a Kura

Strategic Objective:

Students' cultures and abilities are valued and they are supported to achieve personal success

Annual Objectives:

4.1 Embed our culturally responsive practices

Baseline Data: RBL student voice data and student progress, Māori community survey Term 1 2022

Goal: To use relationship-based practices to drive improvement in student progress and engagement.

Term 1 Review: Wk 4 & Wk 9		Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 7
Action Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons What worked/didn't work and Why?	Evaluation (Planning for next year)	
Present all curriculum-based PLD through a relationship-based lens	This is at the forefront of all PLD and referred to during these sessions. However, due to current climate, specific PLD has been limited.		Continue to make this at the fore-front for PLD next year. 2023 teachers will have an opportunity during some Thursday morning sessions to visit their goals and share their progress with these.	
Bi-yearly impact coaching cycle	First round of observations and coaching conversations complete. Feedback and next steps focused on in term three.	Pushed from T3 to T4 for final observations. Changes made with coaching conversations held after school.	Second impact coaching observations were undertaken in term four weeks 3 and 4. Coaching conversations took place afterschool. Teachers booked their own time to do their recording. Summary of evidence is now being filled in and data is to be evaluated. Teacher feedback around the coaching changes is being collected. New teachers to be inducted into RBL practices and impact coaching in 2023. Protocols for impact coaching updated.	
Teachers' goals from impact coaching to be used to drive a	Teachers encouraged to collaborate with co-workers who have the same or similar goals to improve their classroom practice which in turn will	Matched teachers given out late, not	This will be easier next year with observations in T1 and T4. Times to be set aside in some Thursday am	

change in their classroom practice	improve student progress. We are recognising the expertise in our own kaiako.	enough time for teachers to follow up.	PLD for teachers to meet to discuss goal progress. Teachers will be encouraged to collaborate with co-workers who have the same or similar goals to improve their classroom practice which in turn will improve student progress. We are recognising the expertise in our own kaiako. More support needed to operate co-construction meetings more productively to identify students who need support with their learning and behaviour. PLD to be provided early T1 2023 to model to team leaders. Support to be offered to those teams who need extra practice to buddy up with another team. Protocols to be reviewed and a pack to be supplied to each team leader. Growth Coaching questions to guide agentic discussions and solutions
Set up target learners in eTAP to track progress in comparison to their voice	Target learners have been identified. Student voice to be collected in term three to find out about their learning.	Difficulties in finding time to collect this.	Voices to be collected earlier in the year. Student voice was collected in term three to find out about their learning. Student voice will be shared.
Engage in the Poutama Pounamu - blended learning modules	T1W3 Attended our first wānanga but unable to start our ākonga groups due to COVID. T2 All leaders had their first ākonga group session. T3 Had our 2nd ākonga group session. Wānanga 2 rescheduled zoom huis for this in the holidays.	This PLD has been a great eye-opener for us as a leadership team. Good to be on the same page with a similar understanding of what has been done to Māori for generations.	Continue with our Poutama Pounamu journey. Start our Te Reo learning with Te Ahu o te reo. Becks creating all class reo learning in line with Te ahu o te reo and Poutama Pounamu. On-going hui with Teatapo. Timetable sorted for 2023 with PD included.
Evaluation of Goal:			

- PLD time specifically set for teachers with similar goals to work together and discuss how they are working towards these in 2023.
- Impact coaching to continue taking place twice a year. Protocols updated to create consistency across kaiako.

ANNUAL PLAN ACTION PLAN: Inclusivity is our Foundation -Whanau a Kura

Strategic Objective:

Students' cultures and abilities are valued and they are supported to achieve personal success

Annual Objectives:

4.2 Review responsive practices of diverse needs

Baseline Data: Currently we have not used the elements of the Learning Support Delivery Model to drive our Learning Support Action Plan as it was in the development stage. We have not had a Learning Support Coordinator or PLD around this.

Goal: To review BIS Learning Support Action Plan following the elements of the Learning Support Delivery Model.

Term 1 Review: Wk 4 & Wk 9	Term 2 Review: Wk 3 & Wk 8	Term 3 Review: Wk 3 & Wk 8	Term 4 Review: Wk 3 & Wk 9
Action (Design and Implementation)	Outcomes (What happened as a result of our actions?)	Reasons (What worked/didn't work and Why?)	Evaluation (Planning for next year)
Kahui Ako across CoL Teachers to undertake a survey re transition to Broadgreen:	Kahui ako across CoL teachers undertaking a review into our schools and streamlining the transition so there is less paperwork and electronic forms to fill out that all double up. One system.	Student and whānau voice of transition from primary to intermediate collected. Statements are currently being taken from these. They will be shared back to SLT to identify positive feedback and next steps.	Voice from year 7 taura and their whānau collected. Year 6 students and their whānau currently being collected. Year 6 and Year 7 teachers, learner assistants and SENCO to be collected early 2023. Sentiments to be created from voices and shared with stakeholders to identify feedback and feedforward.
Complete Learning support Registers for Tier 1/2/3 Students	T.1: Completed and shared with all staff re transparent sharing of		Completed: T4 Tier 3/2

Restructure Learning Support to strengthen classroom base connection to teachers + peers First 5 weeks: LST work within rooms to support	critical information and needs of students within our school setting. T2/3:Key times @ Term for shared document updates. Successful classroom links established. Peer relationships and belonging to classroom enhanced. Learning Support Team able to focus on key students re transition needs and goals within their classroom at years start. Increased communication and classroom focus for Teachers in adapting learning tasks/involved in larger plans for their student.	Allowed for Teachers to access key information at entry/ongoing. Allowed for Teaching staff to contribute to the narrative of intervention. Starting all students in class allowed for inclusivity to be established with Teacher and peers. Continue to refine what that means for some special students of multi-agency eg a balance of attendance/balancing brain breaks re benefits to behavior and focus for complex students within school. Allowing for flexible touch stone people for complex students timetabled + response. Focus on Behaviour plans and goal setting to be shared across stakeholders of individual students. An agreed and measured level of interventions that are cohesive and responsive to student need: An agreed/shared plan.	Kept to introduction of students at Principal level/Transition information from contributing schools/Parents enrolment and meetings /and agencies in profiling students on the registers Staffing profile completed to 2023 need and staffing: LA's /Support Team Teachers: ORS and Other. Goal to streamline Learning Support Team and Social interventions for 2023. 2023 Goal to write and share with all stakeholders Behaviour plans and planned interventions 2023. Maintain updates of Tiered registers.
SPEC-Club develop for Modules: Key competencies /realigning SPEC booklets/Naycol connection strengthened in transition.	Successful in allowing for KC development needs to be met. Variety of staffing and groupings possible within the LST staffing and meeting of student needs: KC's focussed goals set and individual/grouped students benefiting students.	To continue to develop: Successful Social SPEC Club that meets diverse needs of students/ and also meets best use of LA strengths.	Continue to use the student voice re SPEC club and development of the programme. Survey Yr 8 students for ideas on development of the programme. Survey LA's about the development of this programme.

Evaluation of the Goal:Maintain the Tier Registers as a record of student need and intervention narratives. It assists the tracking and evaluation of goals set to progress students. Keep developing the language of the Support Learning Delivery Model with staff in school documents and meetings. Continue to support transition information through ETAP within the cluster. Successful collation of data in presenting information from the COL. Continue to refine learning base documents and plans to clarify intervention needs of individuals, and to share collaborative practice and implementation of programme clearly. Develop further the Social SPEC Club in response to survey early 2023. Use student, whānau and teacher voice from primary to intermediate transition surveys to acknowledge what works well in our transition and what could be done to further improve.			